

Student Partnership Agreement Funding Applications 2022-23

Team	School	Title	Project summary
Sirui He (student), Annie Liu (student), Yongxin Guo (student), Krystal Ng (student), Olg Lukrecja Jakubanis (student), Paloma Carreras (student), Rachel Tan (student), Yulu Peng (student), Rohanie Campbell-Thakoordin (staff)	Business School (CAHSS)	English as a Second Language PALS	<p>In this project, we plan to promote and give students a better understanding of English as a Second Language (ESL) Peer Assisted Learners (PALS) and how we can help them in their academic development. There will be regular meetings to build community and provide support and feedback to ESL PALS. We also plan to have mental health themed coffee breaks before exams to help students relieve their pressure, so that they can have a better mental preparation for the upcoming exams. We are also planning to collaborate with other PALS or societies to run an event for students to communicate and share their learning experiences. An outcome of this project will be some guidance for staff on how best to involve ESL students, and a guide for student led groups on how best to involve ESL students.</p>
Neil Bramley (staff), Bonan Zhao (student), Tianwei Gong (student), Jan-Philipp Fränken (student), Selina Abel (student), Stephanie Droop (student), Simon Valentin (student), Chentian Jiang (student), Ekaterina Shurkova (student), Zachary Horne (staff), Alex Doumas (staff), Hilary Richardson (staff), Chris Lucas (staff), Aba Szollosi (staff), Tadeq Quillien (staff).	Philosophy, Psychology and Language Sciences (CAHSS)	CompCogSci lunchtime reading group and speaker series	<p>Cognitive Science is an example of an inherently interdisciplinary research area in which Edinburgh University has traditionally excelled, but the cog sci community has become rather fractured and disjointed with few opportunities for interactions between staff and students outside of teaching and supervisor-supervisee meetings, and few opportunities to interact across departments. In 2021/2022 we created a meta-lab in PPLS with the goal of bringing together current PhD students, postdocs and faculty interested in computational cognitive science topics from across PPLS and Informatics.</p> <p>It includes a website and talk series, but also provides a physical space and allocated time where CogSci-interested students and staff can interact in person in a friendly and non-hierarchical way. In 2021/2022, we trialled a weekly event where the fortnightly lunchtime reading group was interspersed with an invited speaker series which prioritised diverse early-career speakers. We met in the Dugald Stuart Building for an hour over lunch. We discussed a different paper each week, which members had suggested and voted on previously, and which everyone had read before the meeting</p> <p>. This would typically lead into a discussion about broader cognitive science topics and issues in academic life. The emphasis was, and will continue to be, the creation of an inclusive space in which discussions among staff and students from different parts of the university can take place without defined roles or expectations. We ended the year with an appetite to keep the reading group and speaker series going into 2022/2023. We would like to have some in person speakers this year, and avoid the travel cost barrier to entry for early-career academics.</p>

<p>Zohra O’Doherty (student), Catriona Elder (staff), Richard Brodie (staff)</p>	<p>School of Social and Political Sciences (CAHSS)</p>	<p>SPSS Outreach network for Mature/Adult Returner Students</p>	<p>The SPSS Outreach Network for Mature/Adult Returner Students is a collaborative project that began in the summer of 2022. The founding aim of the project was to offer additional support for Mature/Adult Returner Students coming into the School via Access routes such as the University’s Access Programme or SWAP. The reason for this was that feedback from some such students reported feelings of isolation once entering the main student body at the University – which of course was exacerbated for many during the pandemic. Many of this student group live at home, with pre-existing family or work commitments, and it can be hard to identify other students who may be similarly placed.</p> <p>In order to collaboratively develop a resilient community of Mature/Adult Returner Students across years and across SPSS, we piloted the project with our first lunchtime get-together at the Chrystal Macmillan Building in September 2022, where we filled a conference room and received great feedback from the attendees, who were happy to meet new and old faces from the SPSS Mature/Adult Returner Student community. (Some mature students from other CAHSS school also joined if they attended with peers, and they were also welcomed, especially students on joint programmes across schools, who can sometimes feel even more isolated due to their specific student profile.) We would like to make this lunchtime get-together a monthly event, and would like to be able to provide tea/coffee/biscuits or small cakes at future events.</p> <p>We would also like to arrange a more substantial mid-year outreach/social event, as winter time can be particularly tough. And we would also like to collaborate with the Careers Service/SPSS SDO on an event tailored to mature students returning to the workforce after university, as this particular concern is shared by many Mature/Adult Returner Students, no matter their year at the University. We believe this project has the potential to make an incredibly positive impact on a student group often at risk of discontinuing or delaying their studies due to their unique student profile and life commitments outside of the University.</p>
<p>Fiona McNeill (staff), Ojaswee Bajiracharya (student), Enes Aydogan (student), Sophie Mills (staff), Judy Robertson (staff)</p>	<p>Informatics (CSE)</p>	<p>Understanding the impact and effectiveness of the student support model in Informatics</p>	<p>This year sees the introduction of the new student support system for many schools across the University. This makes far-ranging changes to how we support students and help to foster their confidence, sense of belonging and well-being. Since there hasn’t been a pilot study, evaluation of this in order to understand where the benefit for students lies and to help plan more effectively for the roll-out to all students is essential. There are plans for quantitative evaluation across the University which will provide useful data, but, as far as we believe, no qualitative data that will help give a deeper insight into the student experience.</p> <p>We believe that Informatics is a suitable school in which to carry out this research, as we have been collecting data - both quantitative and qualitative - on the confidence and sense of belonging in our first years since 2020, so have a basis for comparison after the</p>

			<p>introduction of the new system. In addition, we are planning several complementary activities that extend the cohort system: listening groups, for groups of students who may face particular challenges; weekly questions, where we ask students ‘What do you most want us to know’ and ‘what could we do to be more inclusive’, and we respond to their suggestions; and Informatics Connect, a non-credit bearing course that we have been running for two years that covers aspects of student life and Informatics not covered in courses. Analysing these activities in the round will allow us to provide evidence-based suggestions of where students are benefitting and how we might hone the system for full implementation next year which should be of value across the university.</p>
<p>Kay Douglas (staff), Andy Cross (staff), Alyssa Heggison (student), Molly Wickett (student)</p>	<p>School of Geosciences (CSE)</p>	<p>Students supporting students: how to make a resource that is inclusive, accessible and publishable. Insights from last summer’s student interns.</p>	<p>Geoscience Outreach (GO) is a Level 10 experiential learning course available to more than purely geoscience students. In this course, the student’s choice of client and subsequent bespoke resource are negotiated with support from the teaching/mentoring team. Students have chosen clients that are teachers or charities or guides/scouts or local community educational establishments or the wider public through YouTube videos or website development and lots of other media and approaches. The aim where possible, is the resource supports local and global communities with particular emphasis on widening access.</p> <p>Every year, ISG in collaboration with GO staff, appoint and support student interns to edit the GO student projects into Open Educational Resources (OERs). These are freely downloadable from Open.Ed Tes shop. (There have been in excess of 100K downloads.) Additionally, our interns are encouraged to develop expertise in areas which interest them.</p> <p>Most years, the interns develop templates and information sheets to help the subsequent year’s GO students. This year, Molly (ECA) and Alyssa (School of Mathematics) pinpointed an omission in our taught student workshops. They raised issues over the accessibility and inclusivity of the material that students developed in their projects. They suggested co-developing and co-leading a workshop on how students could develop a resource that would be more accessible (accessible lesson activities in addition to the layout, word docs, graphs etc) and more inclusive (neurodiversity, ethnic diversity etc). This proposed active learning workshop would be co-developed and co-led by a member of staff and the workshop would be co-delivered in the second semester.</p>
<p>Jessica Miller (student), Abbey Huang (student), Sarah Golightly (Staff), Megan Waller (Staff), David Kluth (Staff)</p>	<p>Edinburgh Medical School</p>	<p>Edinburgh Medical School Year 1 Engagement and Inclusivity Group</p>	<p>As a new first-year medical student, I had hoped there would be more activities during the working week to mingle with my peers. However, as a student parent and a commuter, it has been difficult to engage in activities that take place during evenings and weekends. As class reps for our year, we are proposing to have a weekly gathering to support students with the transition from high school, college, or gap year(s) to busy university life within the Medical School.</p>

			<p>As part of our class rep duties, we posted a survey to our class where one of the questions asked if students would take part in a weekly gathering that provides coffee and cake. This was greatly received, and many students were excited to take part. We also received suggestions that could make this experience even more engaging, such as having a cultures day gathering where students could bring a dish from their home country.</p> <p>During these weekly gatherings that are mainly for the mental well-being of our students, we propose that fortnightly a member of staff from the medical school would participate and spend some time getting to know each other. This would greatly enhance the student-staff relationships and would give students more confidence in seeking support from staff members. Having a staff member, particularly one of our lecturers, forming relationships with us and sharing their journey in medicine would create a stronger bond and will inspire us to achieve our goals.</p> <p>Our initiative would aid the medical school's teaching and curriculum, as it would give a dedicated and safe space for students to talk about any issues that crop up during the semester. Comments would be shared with Professor Kluth during monthly class rep meetings.</p>
Vedika Dass (student), Andrew Gardiner (staff), Chloe Fan (student), Teresa Park (student)	Royal (Dick) School of Veterinary Studies	All4Paws – establishing ourselves in our new clinic	<p>All4Paws is a student led clinic providing veterinary care and services to Edinburgh's homeless and vulnerably housed community. We offer food (including prescription diets), beds, toys, jackets, vaccinations, flea and worming treatment/preventatives, microchipping, treatment of non-urgent problems, behaviour advice, and basic diagnostic tests. We also have an emergency fund - this is used to fund diagnostics and treatments beyond the scope of our clinic, and for emergencies. All4Paws is an incredibly important part of the vet student experience as it allows students to take the lead in veterinary consults, under supervision of veterinary surgeons. When the student wants to recommend treatment or diagnostics, they discuss this with the vet and come up with a plan going forwards. This is a fantastic way to practice clinical reasoning and professional and clinical skills, whilst also encouraging engagement between staff and students.</p> <p>About a year ago, we moved from providing our services at homeless and outreach centres to our own space. Having our own clinic has been incredible in aiding our community outreach as it means that more of our equipment is available for use and it provides consistency, for the vet students, volunteer vets, and the clients. To further staff-student engagement, we would like to make some additions and adaptations to the new clinic so that we can run more consults simultaneously and be more efficient. Carrying on with our work is a fantastic way in which more staff and students can work together to improve animal welfare, further student learning, and make a difference to the community.</p>

<p>Jaime Llorente Prada (student), Merlin Seller (Staff), Jonathan MacBride (Staff), Katie Nicoll Baines (Staff), Alma Riessler (Student), Elena Deamant (Student), Irene Zebochin (Student), Sarah Barnard (Staff)</p>	<p>School of Social and Political Sciences (CAHSS), Law School (CAHSS), Edinburgh College of Art (CAHSS), EUSA, Staff Pride Network</p>	<p>Celebrating Queer Joy: LGBTQ+ History Month 2023</p>	<p>As part of LGBTQ+ History Month, this project takes the form of an exhibition and accompanying discursive forum bringing together staff and students from across the University of Edinburgh in celebration and affirmation of queer joy. This is a collaborative effort between the Liberation Campaigns at the Student Association, the Staff Pride Network, GenderEd, queer student societies, independent students and staff members at the Edinburgh College of Art. We want to facilitate a space for members of the University of Edinburgh to showcase artwork that represents queer joy in all forms. For this purpose, we have already secured the Sculpture Court, a large-capacity venue and will build its organisation, promotion and curation of pieces. This opportunity will be open to any students and staff who want to partake, prioritising the inclusion of different voices within the LGBTQIA+ community, especially trans and people of colour.</p> <p>This exhibition aims to provide a platform for members of our community to show what queer joy means to them. Historically, representation of LGBTQ+ stories has been largely disregarded, especially concerning marginalised groups within our community, like trans, asexual or disabled people (Halberstam 2005; Gallop, 2019; Luce, 2021). We want to pose this not only as a creative challenge but as an opportunity to reflect on friendship, family, intimacy and gender euphoria during LGBTQ+ History Month, implementing queer ethics of care (Johnston, 2016).</p> <p>This is a multimodal event. Alongside the exhibition, we will facilitate workshops and open forums to discuss the role of queer artists in academia and allow students to create their own pieces. Moreover, we will host a show preview where we will moderate a discussion on queer joy and the importance of LGBTQ+ History Month. In this forum, we will provide a space of community and conversation between students and staff so that both groups can listen to each other’s experience with the subject, which we hope will foster an environment of understanding and collaboration.</p>
<p>Elisa Cardomone (student), Emilie McSwiggan (staff), David Vaca-Benavides (student), Kayla Ostrishko (student), Ki Tong (student), Laurence Rowley-Abel (student), Sasha Lewis-Jackson (student), Sumetha Uthayakumar (student), Vasilios Raptis (student), Wanok Godfrey (student), Lara Johnson</p>	<p>Advanced Care Research Centre School of Engineering CSE – will collaborate across all Colleges</p>	<p>Developing and Applying Leadership Skills</p>	<p>The Advanced Care Research Centre Academy was launched in 2021 with the first cohort of ten PhD students. The second cohort of ten students started in 2022, with further cohorts to come. The Academy’s vision is to train a new generation of leaders, pioneers, and innovators across the spectrum of the care sector, so cohorts are intentionally interdisciplinary, with backgrounds ranging from engineering to health sciences to the arts. While comprising seven schools across all the colleges in addition to the Usher Institute, the ACRC is home to innovative and inclusive collaborations across all disciplines.</p> <p>We felt the need to devise an opportunity for students and staff together to collaboratively design and co-create a space of our own for learning about leadership: developing and applying leadership skills in a way that supports the aims of the Academy and benefits</p>

(student representative of Cohort 1), Prof Ian Underwood (staff CSE), Prof Heather Wilkinson (staff CAHSS), Prof Stewart Mercer (staff CMVM)			others within the University. Additionally, we would like to lay the foundations of a successful activity that could be sustained by future cohorts or as an annual workshop for future PhD students across all CDTs. We believe that all students can develop leadership skills which could prepare them to transition from an undergraduate degree or a postgraduate one to a PhD, as well as prepare for professional working life.
Lynsey Dinwoodie (staff), Boryana Ivanova (student), Graeme Trousdale (staff), Ellie Parker (staff)	College of Arts, Humanities, and Social Sciences	Widening the student network	<p>This project will be a collaboration between the student society Tackling Elitism and the CAHSS Widening Participation (WP) Network. Tackling Elitism aims to create a WP student community, which seeks to eradicate elitist university culture and promote equality, diversity, inclusion. The CAHSS WP Network aims to build a community of relevant and interested colleagues from across schools and services working in partnership with student reps to enhance the experience of students from disadvantaged or under-represented backgrounds through their university journey, emphasising strand three of the university WP strategy of "Support to Succeed".</p> <p>This project aims to create an explicit and tangible opportunity for enhancing collaboration, communication, and support between students from non-traditional backgrounds and staff who are themselves also from diverse or non-traditional backgrounds or who are invested in supporting this work. It seeks to</p> <ul style="list-style-type: none"> • raise students' awareness of the CAHSS WP network and its aims • showcase existing initiatives and support available to students in the College, • emphasise/ celebrate the importance and validity of our diverse student population <p>This also provides opportunities for staff to learn from the lived-experience expertise of our students and for students to find communities and networks of support.</p> <p>The project focuses on the delivery of a full day College-wide event which we envisage to be run in the form of a showcase which will encompass:</p> <ul style="list-style-type: none"> • Information stands • Drop-in activities/ stands • Student-led panel discussions <p>All of the above will be centred around opportunities to network and collaborate.</p>
Ana Rita Pires (staff), Yashh Kotecha (student), Rishab Acharya (student), Stuart King (staff)	School of Mathematics (CSE)	First ever Maths Annual Undergraduate Lecture	This project seeks to invite a speaker to give a talk aimed at mathematics students at the undergraduate level. Seminars, colloquia, and special lectures are part of the activity of the School of Mathematics: talks by specialists from around the world aimed at graduate students, postdoctoral researchers, and faculty members. They help disseminate new ideas and work in mathematics, and also create a sense of academic community among the intended audience.

			<p>We seek to bring this experience to the undergraduate students at the School of Mathematics. This non-specialist talk would be accessible to everyone while at the same time trying to inculcate curiosity and a passion for the subject in students. Instead of dry theorem-proof structure, the talk will be engaging and could focus on different aspects of things around mathematics such as the 'why maths?', the power of abstraction, and phases of mathematical maturity. This will be followed by some time for discussion between the speaker and the audience where the speaker distills their expertise for students at UG level. There will also be an opportunity for social interaction after the event. This opportunity will help build connections and give motivated students to get a taste of how mathematicians work in their daily life along with the mathematics itself.</p>
Inga Ackermann (student), Mourine Akasuka (staff) and first-year online students, based in Uganda	Edinburgh Global – Mastercard Scholars Foundation Programme	Access Culture: The voices from all	<p>“Access Culture: The Voices From All” project is a well-being support initiative that aims at creating awareness of minority groups, especially within the online learners cohort, and promoting equality, acceptance and inclusion of these groups into the University of Edinburgh Community. Working in collaboration with some student co-ordinators, the project will provide small funds to online scholars who face socioeconomic challenges to access cultural events and share their experience with a wider community afterwards. Thus, the project will</p> <ul style="list-style-type: none"> • contribute to eliminating barriers in accessibility of cultural events/spaces, • encourage minority online students to tell their stories • boost online scholars’ confidence • strengthen the sense of belonging <p>For students facing socioeconomic barriers, such as students experiencing economically disadvantaged circumstances, often students from the Global South, coming from low-income households, from minority groups, students with disabilities, LGBTQ+ community in Global South, the right to access culture is a fundamental right. This project will focus on online students from these minority groups. The project will give a chance to individuals to tell their story on a number of aspects including ethnicity, way of life, challenges faced and successes celebrated through engaging with culture.</p> <p>Students will be enabled to visit heritage sites, exhibitions and cultural events, in the countries where they are based, and students will then be invited to share their experiences. We shall further conduct interviews with interested people from minority groups. A compilation of these stories and dissemination of information will be made available to the entire University of Edinburgh family. We intend to share the stories in various feature articles.</p>
Mark Holub (student), Dr Nikki Moran (staff), Ms Gina Black	Music, Edinburgh	Musical pathways	<p>A profession in the music industry can mean a lot of different things. There are many different career possibilities and 'ways in' but getting your foot in the door can be the biggest challenge and to do that you need to know where the doors are. This project aims</p>

<p>(staff), Dr Morag Grant (staff), Dr Martin Parker (staff)</p>	<p>College of Art (CAHSS)</p>		<p>to address the needs of students who want to know more about future pathways, by enhancing UoE knowledge and resources in this area. Via three community-building workshops, the project will generate opportunities for dialogue between current students, academic staff, University services and external professionals. The project will:</p> <ol style="list-style-type: none"> a. Identify the interests, concerns, and professional intentions of existing Music/ECA undergraduate cohorts; b. Develop knowledge and networks to help align these intentions with current industry demands; and c. Develop links between Music/ECA and University Careers Service to support the co-creation of new resources for both student professional development, and for future curriculum enhancement. <p>In the past decade, responding to E&D and widening participation needs, Music at Edinburgh has re-examined and renewed its core programme provision. This proposal initiates work towards the concomitant need to update and enhance links between ECA/Music and the University Careers Service, generating new networks and resources that can better serve both students and academic staff.</p>
<p>Nikki Taylor (staff), Aditi Ranganathan, (Student), Jessica Turley, (Student), Sofia Chapel, (Student), Ellie Ross, (Student), Brooke Simm, (Student), Maisie Williams, (Student), Hebe Fitzroy Newdegate, (Student), Tallulah Judd. (Student), Haf Thomson. (Student), Olivia Entwistle. (Student), Romy Fraser Reid (Student), Erin Macleod (Student), Harriet Morss-Davies (Student), Shirley McLauchlan (Staff), Collette Paterson (Staff)</p>	<p>Edinburgh College of Art (CAHSS)</p>	<p>Textiles Community Dye Garden</p>	<p>We are looking to create an outdoor Textiles Dye Garden, to develop an inclusive space for both students and staff on-campus to grow, talk, think, learn and reconnect, with the aim to enhance community wellbeing around nature and textiles. We have felt the need post pandemic to feel more connected to nature and encourage more time outdoors. Additionally, we see the benefits of making and the enhancement of wellbeing and mental health that textiles can bring to us in slowing down.</p> <p>Within the grounds of ECA, the textiles department have started to grow Flax (@_seed_ed), at both the Vennel garden and at Lauriston place (outside of the fire station). There are planters here that have already been funded by the estates department and the areas mentioned have been made available for the department to use. This collaborative project, which is student led by 3rd year textiles students with the support of textiles staff, would be curated during term time, through the winter and spring months when the garden is not in use for Flax.</p> <p>Students have come together with ideas to use the space, for growing, gardening and making textiles and to create social events, based around the growing seasons, indigenous local plants and natural textiles to bring community together. Workshops based around nature would involve, community drawing, natural dyeing, printing and painting. We see the space as open to community, to take mental health breaks, a break from study, or the studio, to think and reconnect.</p>

Cinzia Pusceddu (Staff), Nicolas Daines (Student).	School of Engineering (CSE)	LinkList: a UoE student-sourced resource catalogue	<p>When students leave school and come to university, they leave a structured learning environment and enter a largely self-directed, self-motivated, active learning environment. The change is difficult to navigate for most students. The University eases this transition by offering students resources and support structures useful for their courses. The library, for example, offers a near limitless informational catalogue and dedicated staff that help students navigate its organisation and optimal use. Likewise, each School and programme has its own resources on offer. However, students may find that such staff and information-hubs cannot help them find what they really need to better engage with their course material and improve their learning experience.</p> <p>Hard-to-find online resources that directly address the difficulties of a particular course or topic are crucial to todays students. Students stumped by their courses end up consulting groupchats of coursemates to find advice on recommended websites or online tools and programs. Their information-sharing is natural, resourceful, and helpful. The problem is that it is also improvised, ephemeral, redone with every year group, and subject to students' access to social networks. As a result, those students who are less well-connected do not have timely access to useful online resources. Our project intends to improve the efficiency of, and reduce the arbitrary gulfs that can result from, this ad-hoc process of student sharing information useful to their courses.</p> <p>Our proposed student-staff partnership project is to survey students about the resources they have found helpful and organise their responses by discipline and year in order to create a digital catalogue which organises such resources in an easy-to-find, accessible manner. The catalogue will have a focus on Year 1, when transition is most difficult for students, but it will include resources for all years. In summary, the key purpose of this project is to find out from students what they find useful that is not already put on offer by the university (via its courses, staff, or support offices).</p>
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