

Student Partnership Agreement Successful Funding Applications 2024-25

Team	School	Title	Project summary
Lilian Lee (staff); Sophie Reid (Student); Stiliyana Ilieva (Student); Lesley Ross (Staff)	Student Experience Service	Thriving at the University of Edinburgh Student Guide	Envisioned as an engaging, illustrated handbook primarily for international students, this guide provides in-depth insights into Scottish and British culture, the city of Edinburgh, and student life at the University of Edinburgh. Drawing on the experiences of current students and alumni, it offers practical tips and advice to help new students settle into Edinburgh and integrate smoothly into the university community.
Anna Duncan (staff); Dr Rowan Jackson (academic staff); Professor Hayden Lorimer (academic staff); Dr Neneh Rowa-Dewar (Director of Students); Kirsty Hope (Student Experience and Support Manager); Emma Craigen (staff: Student experience co-ordinator); Xiru Li (student); Channy Zheng (student)	Edinburgh Futures Institute	Wintering Well	The Wintering Well project is designed to address and enhance key University of Edinburgh objectives related to student wellbeing, community building and a sense of belonging. It is proposed in direct response to student wellbeing concerns over the winter months in Edinburgh Futures Institute, which have also been observed across other parts of the University. The project will involve running sessions, which are not intended as a therapeutic intervention for people with SAD but rather getting ahead of the curve and preventing or tempering such feelings by fostering a wintering community through creative and fun gatherings. By creating a space to think deeply about the dark months of the year, their own personal and cultural relationships with light, and by considering spaces conducive to well-being, students can build more resilience, compassion, and can be prepared should they experience changes in how they feel over the winter.
Katie Grieve (staff); Katherine Scott (student)	Learning, Teaching and Web	Edinburgh Historic Walks	This short, lunchtime activity would support healthy habits, while fostering community between ISG workers and University students, since staff members can feel distant from the student experience if not stationed in a School or College. For students, some of whom will be new to the geographical area, the historical insights gained on these walks would encourage engagement with their surroundings and promote a sense of belonging. This project has real potential to make a measurable impact on the student and staff experience, by increasing knowledge of the local area,

			building relationships through informal networking, and simultaneously improving health and mental wellbeing.
Siyung Wu (student); Sukanya Krishnamurthy (staff), Ashrika Sharma (staff), Manasa Gade (student), Sarah Kline (student)	Institute of Geography and the Lived Environment, School of GeoSciences	Women of Colour Collective in Geography	This project seeks to address the challenges faced by Women of colour (WoC) students and staff in Geography in the following four areas: (1) teaching experience; (2) conducting fieldwork; (3) mental health and wellbeing; (4) institutional support at both School and University levels. As a collective, we will explore these issues further and more systematically by conducting 6 discussion-based workshops on the themes above. Methods such as zines, creative storytelling, videos will be used to facilitate the discussions and to map out existing challenges and measures of support for each theme.
Emma Clifton (staff); Mal James (Staff); Emily Lee (Student)	School of Design, Edinburgh College of Art	FEEDback	FEEDback is an innovative project designed to improve student engagement with mandatory mid-course feedback and the National Student Survey (NSS) (also in line with new university policy regarding compulsory Feedback Sessions) by offering the incentive of free food to students. The goal is to build on our recent success with 100% NSS response rate to continue to enhance the amount and quality of feedback provided by students by directly compensating students for their time in an informal setting while trialing new, active, gamified, interactive, visual, creative forms of feedback. These sessions will encourage honest and productive dialogue about learning, teaching, and assessment, with the goal of improving the curriculum and fostering a stronger sense of community.
Rachael King (staff); John McMurray (student) Zoe Jones (student); Hayley McCormack (student)	Centre for Open Learning	Mature and Access Student Society	MASS will prioritise the mental health and wellbeing of both current and former Access students. By creating a supportive community, we aim to foster positive mental health through peer support, overseen by a member of staff. Former students will provide insights on managing university life, while current students will have a space to express their concerns and seek advice. Workshops will offer strategies to promote resilience, stress management, particularly during challenging times such as exam periods or transitions between semesters. We shall organise events and sessions with

			guest speakers (EUSA, Careers, Academics) to address topics like financial literacy and housing rights, reflective practice, UCAS applications (for current Access students) and overcoming imposter syndrome.
Mahsa Shahbandian (student); Rev Dr Harriet Harris (staff)	Edinburgh Future Institute	Nowruz Celebration: Unity in Diversity – Celebrating Spring coming Across Cultures and Faiths	The Chaplaincy Centre of University of Edinburgh, in collaboration with the Edinburgh University Students' Association (EUSA), and wider community of students from ethnic backgrounds, will host an annual Nowruz event celebrating the Persian New Year in March. This project will unite various ethnic and religious communities (including Jews, Christians, Muslims, Bahá'ís, Zoroastrians, Assyrians, Afghanistani, Kurdish, Azerbaijani and others), promoting diversity, inclusion, and community engagement. The event will focus on fostering cross-cultural connections and interfaith dialogue, and we hope it will grow year by year.
Anastasia Trainor (student); Fiona McNeill (staff); Fergus White (student); Vincent Danys (student); Oisín Mac Oadha (staff); Björn Ross (staff)	School of Informatics	Understanding the impact and effectiveness of the Academic Families scheme in Informatics	Academic Families is the new support system being introduced to all students that study any Informatics course. The idea was developed by students in CompSoc and has been student-led, with two Cohort Leads assigned to help them with the practicalities of implementing the scheme. It involves all first-year undergraduate students being automatically enrolled as 'children' and anyone in UG2-UG5 voluntarily signing up to be a 'parent'. Parents and children have both completed interest forms to match them best to family, where there are roughly around 2-3 parents and 10-13 children per family. We currently have 62 returning students acting as parents, and our initial family event saw approximately 180 first-year students attending. The project will investigate the impact of the Academic Families, explore whether it is achieving its goals and how it could be improved, and develop outputs that will be helpful to other Schools.
Ellie Devenish-Nelson (staff); James Sinclair (student) and students of the Conservation Finance course on the MSc	Deanery of Biomedical Sciences	Evaluating the value of co-creation with alumni for enhancing the student experience	This project will assess the value of alumni tutors in curriculum co-creation and delivery to enhance the student learning experience on the online MSc Biodiversity, Wildlife and Ecosystem Health (BWEH). Our programme uses alumni widely as guest tutors, to fill gaps in teaching team subject knowledge, share practitioner experiences and increase representation.

Biodiversity, Wildlife and Ecosystem Health (students)			Course feedback indicates that students are extremely receptive to the inclusion of these tutors in the delivery of course content. Typically, our tutors are not involved in co-creation of courses from the proposal stage. However, our programme will involve peer-based co-creation of knowledge through discussion boards central to student learning, thus extending this process to involving our alumni in developing courses is a natural progression for our teaching team. Co-creation with students can result in a curriculum that is more engaging, but co-creation with alumni appears to be less common. This project focuses on whether alumni involvement in course co-creation and delivery is perceived as beneficial by students.
Patricia Castro Sanchez (staff); Abigail Strath (student); Zoe Darness (student); Grace Holtom (student); Priscilla Xin Yi (student); Emma Curry (student); Linzhi Huang (student); Achim Schnauffer (staff)	Institute of Immunology and Infection Research	Co-creating an assessment that promotes collaborative learning	Two-stage assessments are not currently a common practice at the University of Edinburgh College of Science and Engineering. In the first semester of the academic year 2024/25, a new Biology third-year course, Pathogen Biology 3 (PB3), is now using this type of assessment, and this provides an excellent opportunity to work with students to further develop this assessment and improve the learning experience of future cohorts. To achieve that overall goal, we have the following aims: <ul style="list-style-type: none"> - Gather feedback from students after they have experienced the two-stage assessment in PB3. - Work with students to co-create an improved version of the assessment that can be used in future years - Make a resource for other teaching staff that might not be aware of this type of assessment, with tips on how to successfully implement it.
Nishmeet Singh (PhD student and student representative); Dr. Susan Jarvis, GAAFS PGR Co-ordinator (staff); Cynthia Naydani (staff and student); Jacqueline Tereza Da Silva (PhD student and student)	Global Academy of Agriculture and Food Systems (GAAFS), The Royal (Dick)	Fostering a Community of Wellbeing and Belonging: PhD Students and Staff Day-out for the Global Academy for	Our goal is to organise a day in nature for GAAFS PhD students and staff that supports and nurtures positive connections and wellbeing. At GAAFS, we are committed to everyone's wellbeing and active engagement of all members. The planned day will aim to develop a vibrant community that fosters a strong sense of belonging, positive mental health, and meaningful interactions between students and staff members. The day will be centred around spending time at a country park in Edinburgh (around 30-45 mins

representative); Deksha Kapoor (PhD student)	School of Veterinary Studies and The Roslin Institute,	Agriculture and Food Systems (GAAFS)	from the city centre and accessible by public transport). The country park includes a wellness space, walking trails and a restaurant. During the day, we will offer a yoga and meditation session led by a member of GAAFS, who is an experienced yoga teacher, followed by a short talk led by a member of the Edinburgh University Students' Association, then a group walking activity in the park and lunch.
Lesley Ross (staff); Lauren McDougall (student)	Careers Service, Student Experience Services. USG	Mapping the Student Journey: Empowering students to navigate and thrive in university	We aim to help students to develop their own mental map of the university and orientate themselves at their own speed. Working with staff and students we will produce effective and useful guidance and resources for students and staff. It is well documented that students with accurate expectations tend to have a better transition to university. By creating visual resources and supplementary messaging, this should enable students to be more assured about when to expect more challenging times and know where to seek support. Equally, by staff having a better awareness of a typical student journey, this should enable them to better normalise and manage expectations of these changes to provide adequate, timely and helpful support, information, and guidance at predicted stages.
Sebastian Bromelow (staff); Rebecca Shade (Staff); Bjorn Spain (EUSA Staff); Pride Staff Network (Staff); Ash Sholz (Students)	Human Resources	Let's Talk LGBTQ+	With an impending 'LGBTQ+ Review' planned for 2025 onwards, this project seeks to feed into the University review of LGBTQ+ student experience by co-creating co-curated 'brave spaces' for LGBTQ+ students and staff to foster dialogue with the wider staff body on LGBTQ+ experiences. Through facilitated conversations, the project aims to explore, support and challenge the perceptions and understandings of staff on the Queer experience at Edinburgh, with the aim of improving confidence amongst staff to actively support psychologically safe learning and living environments. This will work to foster good relations across our communities and ultimately, improve student experience and wellbeing.
Yuemiao Ma (student); Dr Lindsey K Horner (staff); Dr Sarah Ward (staff); Dr Callum	Social Justice and Inclusion Thematic Hub,	Towards publication	This project consists of a 'progressing work' seminar series and writing retreat on the topic of Social Justice and Inclusion, aimed at producing journal publications. This project seeks to address a common challenge

<p>Mcgregor (staff); Qianyu Yang (student); Priyambada Seal (student)</p>	<p>Moray House School of Education and Sport</p>		<p>faced by both PGR students and academic staff: the increasing pressure to publish. By offering a series of seminars and a writing retreat to engage researchers from Social Justice and Inclusion (SJI) thematic hub, this initiative aims to bring together students and staff to mutually enhance our research capabilities while fostering a collaborative, supportive environment. Anchored in a social justice lens, the project will encourage discussion on research topics that challenge social inequalities and explore collaborative possibilities within the hub.</p>
<p>Sarah Dunn (student); Tara Capel (staff)</p>	<p>School of Informatics, ILCC</p>	<p>Redesigning the teaching and assessment methods of The Human Factor undergraduate course in the School of Informatics</p>	<p>This project aims to improve the student experience by enhancing the curriculum for undergraduate students in the School of Informatics. This will be done by combining the experience of a former student on the course with ideas from the incoming course organiser, who has previously taught similar courses at other universities with great success. The implementation of novel, experiential and practical approaches will be prioritised, giving students relevant and transferrable skills for future careers in a society increasingly confronted with digital technology. Due to the speed of progress in areas of human-computer interaction, and interaction and experience design, the course in its existing state requires updating to best equip students for the current job market.</p>
<p>Sydelle de Souza (student); Christina Ovezik (Student); Matthew Di Meglio (Student); Ivan Vegner (Student); Chris Lange (Student); Max Oliver Stapylton Norris (Student); Alex Wurster Jacome Barros Belo (Student); Sophie Mills (Staff); Christopher Lucas</p>	<p>School of Informatics</p>	<p>BLOCK PARTY! The Informatics Community Quilt Project</p>	<p>Our goal is to unite staff and students at the School of Informatics in a collaborative artwork—one square at a time. Together, we will build a digital canvas that will be transformed into a stunning quilt, symbolizing the collective spirit of Informatics. The final piece, approximately 7m x 3m in size, will be a 70 x 30 grid of 4 inch squares, representing the unique designs from our digital grid. The project will unfold in three phases: 1. Building Blocks: Crafting the Canvas - Our team will develop an interactive digital platform that allows one to colour in individual squares on a grid. Each square adds to the bigger picture. 2. Block it Out: Digital Block Party - We will invite all staff and research students from Informatics to join our digital block party encouraging staff and students to add squares. 3. Blockbusters,</p>

(Staff); Patrick Hudson (Staff); Neil Heatley (Staff)			Assemble! Stitching it all Together - Once our digital masterpiece is complete, we will throw a real-life block party where those who love to sew (or want to learn) can help bring it to life, block by block. Every square from the digital canvas will become a 4-inch fabric square on the quilt.
Agnes Young (staff); Alasdair Gillon (staff member); Liang Wu (student); Huimin Peng (student); Yilin Qian (student); Xueyin Li (student); Chia-Wei Chuang (student); Yuann Hsu (student); Jinghan Miao (student); Yun Xiu (student); Chenxi Li (student); Ruolan Zou (student)	English Language Education (ELE), Centre for Open Learning (COL)	Pre-sessional Assessment from the Students' Perspective: seeking ideas, opinions and insights from Pre-sessional Alumni with a view to creating more meaningful assessments as preparation for Masters study at Edinburgh	The project involves collaborating with Summer Pre-sessional Alumni, specifically students who were class reps, who have now moved on to their Masters programmes. We are hoping to consider their thoughts on the assessments we use on the pre-sessional with a view to making some (further) changes to these, especially the marking criteria and tasks. We are particularly interested in how useful the students find the assessments have been in preparing them for their further studies, from their new perspective, and to gather suggestions they might have for modifications and improvements. We envisage communicating with the class reps by email and having occasional in-person focus group meetings. We would hope that the course reps could, to some extent, continue the role they had in the summer and might be able to contact some of their classmates to find out their views too, perhaps using Forms questionnaires. The outcome would be to use the students' perspective to inform further changes we make to the ELE Summer Pre-sessional assessments.
Isabelle Hanlon (staff); Stephanie Robin (staff), Lola Springbett (staff), Ekaterina Churkina (staff), Stephen McBurney (staff), Stefi Tirkova (student) and Dominik Grabarczyk (student)	School of Informatics	Informatics Forum Roof Gardening club "Thyme to Grow"	We propose to establish a gardening club on the Informatics Forum rooftop terrace that will take over the maintenance of the currently underused plant beds and area and develop a vibrant and attractive roof garden, benefitting the whole School community as well as wildlife. The gardening club will welcome all the Informatics Forum occupants which include about 1,000 people, half of whom are students and half of whom are staff (academics, professional services, technicians and maintenance staff) regardless of their ability and expertise in gardening. It is envisaged as a relaxed, friendly and inclusive group who has a common interest in gardening and outdoor activities, looking after and learning about plants and herbs. It will bring the student and staff community together around a

			non-work-related activity, reinforcing the sense of belonging and connection in the School and building, and promoting collaboration, diversity, wellbeing and sustainability.
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