

## Student Partnership Agreement Funding Applications 2021-22

Team	School	Title	Project summary
Liat Adler (student), Apple Chew (student), Sophie Haupt (staff)	Institute of Molecular Plant Sciences, CSE	IMPS Summer Sports Day	The sports day is an inclusive community building project for all staff and students who work in the Daniel Rutherford building where the Institute of Molecular Plant Science (IMPS) is housed. This includes all students (e.g., interns, exchange students, postgraduates) and staff (e.g., post-docs, principal investigators, electron microscopy facility, Biology workshop and stores). Technical staff (e.g., from Biology Teaching Organisation (BTO), glasshouse, cleaning and media kitchen) and building assistants were all invited to join the event to promote diverse and inclusive culture in IMPS. The sports day was no ordinary sports day; it included games that required technical scientific skills such as pipetting accuracy, speed PPE dressing, speed calculation etc. alongside more traditional games. Our games were also educational with people sharing tips and tricks for lab techniques (e.g., how to unscrew a Falcon tube using only one hand).
Nadege Atkins (student), Ruth McQuillan (staff), Eldad Agyei-Manu (student), Udani de Silva (student) Neneh Rowa-Dewar (staff) Emilie McSwiggan (staff)	Usher Institute, CMVM	Usher Network for Covid-19 Evidence Reviews (UNCOVER) Podcasts	Conducting a systematic review may sometimes be challenging, especially when it is a first-time experience. The creation of podcasts and blogs on how to successfully conduct systematic reviews gave us the potential to make this experience less challenging, especially for students who will be undertaking systematic reviews as part of their dissertation. Students involved with UNCOVER have gained experience conducting systematic reviews, and then invested time to develop accessible resources for other students, as well as sharing the findings of their work. Students worked in collaboration with staff, who provided additional subject matter and methodology expertise. This initiative provides year-round opportunities for students to gain skills and confidence in communicating & disseminating complex, nuanced but highly-relevant information to diverse audiences.
Emma Farfan de los Godos (student), Ruth McQuillan (staff), Neneh Rowa-Dewar (staff), Gwenetta Curry (staff) Emilie McSwiggan (staff), Kirsten Duggan (student)	Usher Institute, CMVM	Usher Network for Covid-19 Evidence Reviews (UNCOVER) Online Community Building Project	This project established an online community space for Usher Network for Covid-19 Evidence Reviews (UNCOVER) which is a project where Edinburgh University staff, students and alumni respond quickly to requests from policymakers for evidence reviews. The online space facilitates a responsive and informed community by providing an asynchronous social and support hub for a team of current and past

			<p>students and staff who work together mainly online and over many time-zones. The hub enables: sharing of results and learning from UNCOVER projects; sharing up-to-date opportunities to participate in UNCOVER projects; sharing opportunities to participate in workshops and continued professional development projects; sharing information and resources related to employability; and providing opportunities for informal networking and social connections. In addition, the hub facilitates peripheral participation in the team for those who may not meet the criteria or feel comfortable to be involved but still want to contribute to the community.</p>
<p>Anne MacDonald (student), Kitty Wheeler (staff)</p>	<p>Moray House, CAHSS</p>	<p>Mindfulness-based Managing My Wellbeing Programme for Doctoral Students</p>	<p>The project involved the design and delivery of a mindfulness-based "Managing my Wellbeing for Doctoral students" programme. The delivery, over 4 weeks, involved a virtual teacher-led class of 1.5-hours. It was experiential and cultivated a sense of community amongst the participants. The programme's main aim was to support students in developing and sustaining their psychological, emotional, and social wellbeing. The programme objectives included:</p> <ul style="list-style-type: none"> <li>(a) teach practical strategies to help students learn how best to take care of themselves amidst academic and pandemic-related pressures,</li> <li>(b) equip students with a better understanding of mindfulness: what it is, the benefits and how to practice, and</li> <li>(c) provide a safe, relaxed, and fun space to connect with fellow students, creating a community that shares on "mental wellbeing" matters in academia.</li> </ul>
<p>Isla Petrie (student), Suzanne Green (student), Alistair Woodhead (student), Oliver Vick (student), Kenneth Baillie (staff), Ian McCormick (staff), Nina Rzechorzek (staff)</p>	<p>Clinical Sciences, CMVM</p>	<p>Altitude Physiology Expeditions 6 (APEX6)</p>	<p>This project involves a contribution from the Student Partnership Agreement Funding Scheme towards the larger costs of running the innovative, high-altitude medical research expedition to the Bolivian Andes. Four senior medical students from Edinburgh Medical School conducted a research expedition to investigate the effects of high-altitude/hypoxia (low oxygen) on human physiology. The students set up a field lab in the remote and challenging Bolivian Andes to perform ground-breaking research projects that push the boundaries of student-led medical research. The students recruited 35 student volunteers who observed exciting field research and performed basic</p>

			<p>lab skills. The committee and volunteers worked closely with staff supervisors who supported us through designing these high-class projects and acted as a point of contact for advice. Importantly, this project also included a specific evaluation of the student experience at the end of the trip to enable lessons to be learned to enhance student experiences of this kind of field trip/research expedition.</p>
<p>Monika Zon (student), Shian Holt (staff), Alasdair Richmond (staff), Guy Fletcher (staff), Annika Cleland-Hura (student), Henrik Longva Stavdal (student)</p>	<p>School of Philosophy, Psychology &amp; Language Sciences, CAHSS</p>	<p>Widening Participation Philosophy Outreach Sessions</p>	<p>This project built new, and enhanced existing, relationships with schools in Edinburgh and beyond to provide widening participation primary school pupils with access to information about potential university student experiences. The philosophy department has partnered with philosophy students and the philosophy society and has put together sessions appropriate for school pupils to create an understanding of what philosophy is as a subject and what it is like to study philosophy at university. Students and staff collaborated to ensure that the sessions contained content which was accessible and appropriate to the age groups. Students led the teaching, thereby benefitting from both an opportunity to develop employability skills and increase their understanding of their subject. The project also includes giving schools some introductory philosophy books, which offer pupils an ongoing opportunity to engage with philosophical ideas.</p>