

Student Partnership Agreement Successful Funding Applications 2023-24

Team	School	Title	Project summary
Dr Lucy Kershaw (staff), Mr Michael Langsen (student), Prof Carmel Moran (staff)	Centre for cardiovascular science, and Edinburgh Imaging	A network to support PhD students and engage staff members across imaging physics disciplines	This project will bring together imaging researchers and students from across CMVM and beyond to discuss common problems and learn from each other. We intend to have a mixture of presentations from students, senior research and clinical staff and external speakers, sharing their experience of academic successes and failures. We want to be able to offer support and advice for students and ECRs at all stages of their PhD, including first presentation at thesis committee, first meeting, abstract writing, presentation and journal publication, and career next steps (inside or outside academia). In this way we hope to create a supportive imaging physics community.
Dr Tom Challands (staff), Jayne Quoiani (staff), John Wrench (student), Stephen McDonald (student), Stephen Watt (student), Alison McInnes (student), Dr Nicola Cayzer (staff)	Centre for Open Learning	Old fossils, new approaches to research	A recent discovery of a new fossil site that preserves remains of fish, plants and land vertebrates has recently been discovered on the coast near North Berwick. Fossil sites such as this are rare and, though the coastline in this area is well known, it is largely understudied. Staff and students will conduct field work and collect field data and samples from the new fossil site, process fossil material in the School of Geosciences, undertake analysis, and analyse and write up for publication the results from the fieldwork and analysis.
Alessia Stanistreet-Welsh (student), Kelly Douglas (Staff), Nick Mullin (Staff)	Centre for Regenerative Medicine, Institute for Regeneration & Repair	Garden @ BioQuarter	The Garden @ BioQuarter project integrates social and wellbeing events such as seedling planting sessions and charity events, fostering the community at BioQuarter. Ongoing efforts include keeping the project website updated, monthly garden meets, and utilizing the garden space for various events. Overarching outcomes are centered on providing free, sustainably grown produce to BioQuarter campus members, enhancing overall wellbeing through nature-based activities, and offering a communal space to those without access to a garden. The garden is designed to be inclusive, and the project welcomes participation from anyone at the BioQuarter campus, encompassing a broad spectrum of students and staff.
Max Nyman (Student), Claire Hobday (Staff), Angie Matusova (PHD), Chris Mowat (staff), Ishita Solankui (staff), Jenna Owen (staff), Jenny Gracie (staff), Andrew Lawrence (staff), Harvey Newman (PHD), Jean	School of Chemistry	School of Chemistry Quiz Night	The event would begin on an undecided date in February (the most depressing month of the year) where staff and students will form teams of 6-10 in the social space in the Joseph Black Building. Pizza would be provided. The School of Chemistry already has premium membership to quiz software so a quiz will be prepared beforehand by the end of January at the latest. Traditional rounds of trivia and other such fun traditional rounds will surround more quaint team challenges such as building towers of spaghetti and marshmallows and various

O'Donoghue (staff), Abbie Carr (student), Jess Zhang (student)			other interactive activities and then competitive challenges where one delegate from each team will complete a task and get assigned points in a taskmaster style.
Ash Scholz (student), Dr. Kate Davison (Staff), Dr. Wannes Dupont (Staff), Dr. Radhika Govinda (Staff), Freya Wilson (Student), Rachel Hosker (Staff), Bjorn Spain (Staff), Hannah Freitag (Student), Josh Macrae (Student), Dr. Katie Nicoll Baines (Staff)	School of History, Classics and Archeology / EUSA	LGBTQ+ History Month 2024	This Project combines the voices of students, academics and professional staff to provide a series of events during LGBTQ+ History Month in February 2024. It proposes a collaboration between the Liberation Campaigns of the Edinburgh University Student's Association, the Centre of Research Collections, staff members at the School of History, Classics and Archaeology, the Staff Pride Network, the History Society, Retrospect Journal, and Gender.ED to highlight LGBTQ+ experiences at the University, both past and present, and to provide students with the opportunity to learn more about the history of their own community. We will host informal social spaces where students and staff can come together and share experiences and listen to each other, which we hope will foster an environment of understanding and further collaboration.
Holly Kerr (student), Dr Jo Stevens (staff), Emily Watts (student), Nikos Avramidis (student), Emma Armstrong (student), Jacqueline Tereza Da Silvia (student), Zexin Jiao (student)	Roslin Institute, Royal Dick School of Veterinary Studies	Building community with a PGR Peer Support Group at Easter Bush	The Easter Bush Postgraduate Research (PGR) Peer Support Group are a student led group of volunteers from across the Easter Bush campus who have received training in student peer support, confidentiality and active listening. Supported by EUSA and collaborating with the staff peer support group lead here on campus, the group has been part of the support network on offer to PGR students at Easter Bush since 2022. Now in our second year of running, we are looking to continue developing ways to build community, promote wellbeing and provide support to our PGRs throughout their time at Easter Bush.
Zoe Hauser (Student), Dr. Mohammad Amir Anwar (staff), Manon Luquand (Student), Yi Sun (Student), Catriona Holland (Student)	School of Social and Political Science	Unity in Diversity: Enhancing Mental Health and Career Opportunities for Students	The MSc International Development (ID) program attracts a diverse cohort of international students from over 30 countries. For many of these students, the UK is their first trip abroad, and many face unique educational (e.g., reading material, coursework, and assessments) and socio-political contexts. Students noted enhanced engagement with ID Alumni as one of their main priorities, which will help them understand what it is like to work in the field of international development and what kinds of jobs they can expect. Hence, there is a greater need to support ID students' professional development and career plans. The project develops these plans by establishing a long-term network with the ID Alumni who have gone on to work in various sectors both within the UK and beyond. It addresses the key priority areas such as community, well-being, and supporting transitions by organising a set of formal and informal events among students and between students and ID Alumni.
Caroline Gordon (staff) Isobel Finnie (staff) Olivia Roberts	College of Arts, Humanities and	Banishing the Winter Blues Together: building	PGDE Primary Education student representatives along with programme staff propose to hold three separate events spanning the winter months (Dec/Jan) with

(student), Megan Edwards (student), Samantha Gallagher (student), Siobhan Chambers (student), Hannah Lamond (student), Sarah Scott (student), Mollie Rooke (student), Kate McLelland (student), Hanna Sabic (student), Nicola Allan (student)	Social Sciences / Moray House School of Education and Sport	community through H&WB events for the winter months	a focus on supporting wellbeing and building community across the PGDE Primary student cohort (130 students).
Rea Michalopoulou (Student), Maria Jernslett (Student), Ingrid Obsuth (Staff)	School of Health in Social Science	WinterFest: Chilling, Thrilling, and Building Community Bonds in the School of Health in Social Science	"WinterFest" is the first of a series of carefully crafted gatherings aimed at fostering a stronger sense of community and, through that, wellbeing within the School of Health in Social Science. The motivation behind this project stems from concerns voiced by postgraduate research students (PGRs), who reported feeling disconnected from the staff.
Alina Paczesna (student), Ishita Parakh (student), Kathryn Pratschke (staff), Kelly Blacklock (staff), Jill MacKay (staff), Fiona Mackay (staff)	School of Social and Political Science / Royal (Dick) School of Veterinary Studies	Exploring student experience within veterinary medicine (BVM&S degree programme) to understand inequalities intersectionally and provide avenues for inclusivity	The data show that fewer women become practising veterinary surgeons than graduate with veterinary medicine degrees. Meanwhile our own research demonstrates men hold a disproportionate share of authority and prestige in the veterinary medicine academic space, be it in terms of senior author positions in the leading journals or as keynote speakers and presenters at important professional conferences. Together these data suggest the need to examine the early stages of 'the pipeline' and ask questions about the different experiences of differently situated students (across gender, race, class, and other intersectional factors). We aim to surface and explore students' experiences through focus groups with a sample of students.
Rozet Balliou (Student), Adil Ashraf (Student), Eva Morrison (Student), Zainab Razaq (Student), Katie Una Towns (Student), Georgina Paw (Student), Heather Ross (Student), Clare Macgregor (Staff), Penelope Norris (Staff)	Edinburgh Medical School	Wellmed: A well-being day out for medical students	Wellmed is a student-led society that collaborates closely with the Medical School, prioritising the well-being of medical students throughout their academic journey. Our aim is to organise a standalone event accessible to all students and staff within the school, providing an opportunity for meaningful engagement without requiring a long-term commitment. An inclusive event like this offers an exciting opportunity to bring individuals together, fostering a sense of community and collaboration, while also offering a relaxing day out before the start of the exam season.
Alaa Alshaikh Sulaiman (Staff), Adam Ferron (student), Giulia Liberatore (Staff)	School of Literatures,	Student-Staff Partnership for Curriculum	This project arises from a recognition that the Islamic and Middle Eastern Studies (IMES) as a community of knowledge is particularly well placed to offer important theoretical and pedagogical contributions to the debates and practice around

	Languages & Cultures	Decolonisation in IMES and beyond	decolonising education at Edinburgh. This project would allow us to make these first steps in this direction, by initiating discussion and learning among staff and students on decolonising education within IMES, and to reflect on how our work could benefit broader decolonisation efforts across the University.
Faith Dillon-Lee (staff), Vincent Li (student), Kawther Al Shali (student), Sherry Xinrui Chen (student), Liz MacDougall (staff)	Centre for Open Learning	Co-designing a student-led project for pre-undergraduate international students	This application is to request funding to enable the co-design of a student-led project, which will form part of the final assessment on the English Language component of the International Foundation Programme (IFP). The IFP is designed to prepare international students for undergraduate study at the University of Edinburgh, which includes supporting their transition from 'high school' level content and study practices to those of a new and culturally different learning environment. As part of a redesign of the IFP, we have an opportunity to reshape the English Language course to provide a learning experience which more authentically replicates undergraduate study. In this, we are proposing including a student-led project which will build skills and confidence in independent, self-directed study, within a supportive and well-scaffolded learning environment.
Anna Chimento (staff), Gillian Batty (student), Shannon Branigin (student), Sumeet Jain (staff), Cath Thompson (staff), Jessie Kenney (staff)	School of Social and Political Sciences	The Edinburgh Global Mental Health Collective (EdGMHC): Co-productive Community Building	This project will involve building an inclusive, student-led and staff-supported co-creative resource for the UoE MSc GMH community, tentatively called the Edinburgh Global Mental Health Collective (EdGMHC). The community, encompassing students, alumni, faculty, and student support staff, will provide an enduring GMH community space to facilitate peer connections and a sense of belonging to the wider GMH field. The platform will provide access to shared resources and conversation within the community; opportunities for networking, such as engagement in GMH hybrid events run by the GMH Programme; and a space for supporting career transitions and longer-term career development. With four cohorts of GMH students, many of whom remain engaged with opportunities to attend or contribute to events and the wider GMH&S programme, we are confident we have a strong multi-year foundation on which to build.
Nina Morris (Staff), Hannah Fitzpatrick (Staff), Amy Robinson (Staff), Heather Penman (Staff), Adam Herbertson (Staff), Sibyl Adam (Staff), Harriet Eaton (Student), Grace Clark (Student), Megan Jones (Student)	School of Geography	Geography students' perceptions and experiences of studying abroad	Our goal is to explore students' perceptions and experiences of studying abroad in order to better understand how we can improve support for potential, current, and returning exchange students on the Geography programmes. Our objectives are: 1) to find out what factors motivate and enable Geography students to apply for and undertake a study abroad placement; 2) to determine what factors prevent or deter Geography students from applying for, or participating in, study abroad; 3) to reveal how geography students experience both their year abroad and subsequent return to study at Edinburgh; 4) to develop a set of recommendations for implementation in the 2024-25 academic year.

Thalia Blacking (staff), Sílvia Perez Espona (staff), Jenna Richardson (staff), Ned Binns (student), Anna Rickard (student), Nandini Paalavadyala Sharma (student), Alexi Voudouris (student)	Royal (Dick) School of Veterinary Studies	A Celebration of Culture at R(D)SVS	We plan to hold a student event to celebrate the wealth of cultures and backgrounds represented within our community. The aim is to help students to learn more about their colleagues, to showcase the wealth of sociocultural experience held within our student body and thus promote mutual understanding, connection and inclusivity.
Grace Oliver (staff), Lianya Qiu (student) Rie Shigemori (staff) Julie Smith (staff) Emily Birtles (staff)	School of Economics	Dissertation Buddies in Economics	We would like to develop a collaboration between Moray House School of Education and Sport and the School of Economics to share knowledge and experience. We plan to evaluate a peer support system for Master's students during their dissertation phase in the School of Economics, which has been previously successfully implemented in Moray House.
Kimberlee Ten (student), Celest Oon (student), Seonhu Jeon (student), Juliette Remillat-Scarpa (student), Andrew Gardiner (staff)	Royal (Dick) School of Veterinary Studies	All4Paws community outreach workshops	All4Paws is a student-led charity run by the Royal (Dick) School of Veterinary Studies, providing free veterinary care and advice to homeless and vulnerably housed people and their animals. We intend to use the grant to fund many exciting workshops where experienced veterinarians teach students bandaging and suturing techniques. These workshops will provide valuable hands-on learning opportunities for students to develop practical skills that are fundamental in veterinary medicine for wound care, surgical procedures, and post-surgery recovery. A workshop we believe will greatly increase the empathy of our students towards homelessness is a "lunch with clients" where students will have the opportunity to chat with our clients and learn about their journey through homelessness and the difference their pet has made in their life. We believe that this project will not only contribute to the enrichment of our students' experience, but also increase the amount of compassion that our future vets will hold towards the homeless community.
Conrad Thomson (Student), Jean-Christophe Denis (Staff), Katie Grant (Staff), Megan Morris (Student), Katarzyna Biziel (Student)	School of Engineering	Growing STEM Skillsets through Community Engagement	This project proposes designing and delivering a varied STEM-focused series of educational workshops, activities and learning resources catered towards non-STEM specialists. Workshops will be delivered to school-age pupils and interested students in the University and would be co-organised by a staff-student-led team. This team consists of experienced members of the HYPED society's outreach team, and outreach and public engagement professionals from the School of Physics and Astronomy and the School of Engineering.