

Queen Mary Academy Annual Impact Report 2024/25

Combined appendices

Table 1 - Participants starting taught programmes

Programme	2021/22	2022/23	2023/24	2024/25
Certificate in Learning and Teaching (CILT)	97	72	69	75
Postgraduate Certificate in Academic Practice (PGCAP)	42	81	130	88
Total	149	153	199	163

Figure 1: Participants starting taught programmes by programme and Faculty 2024/25

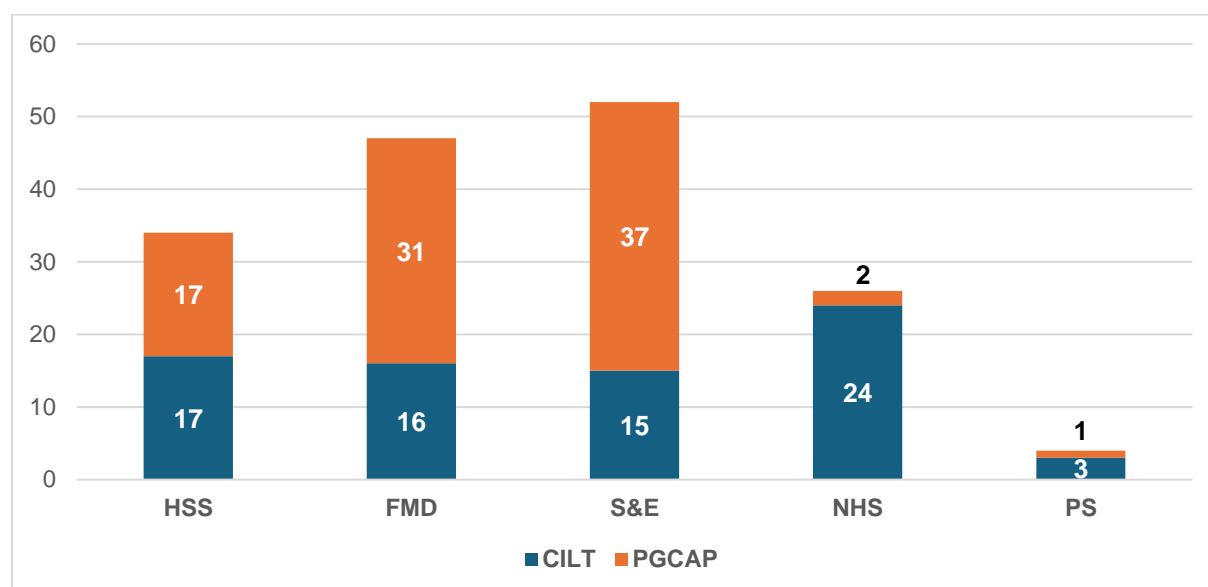
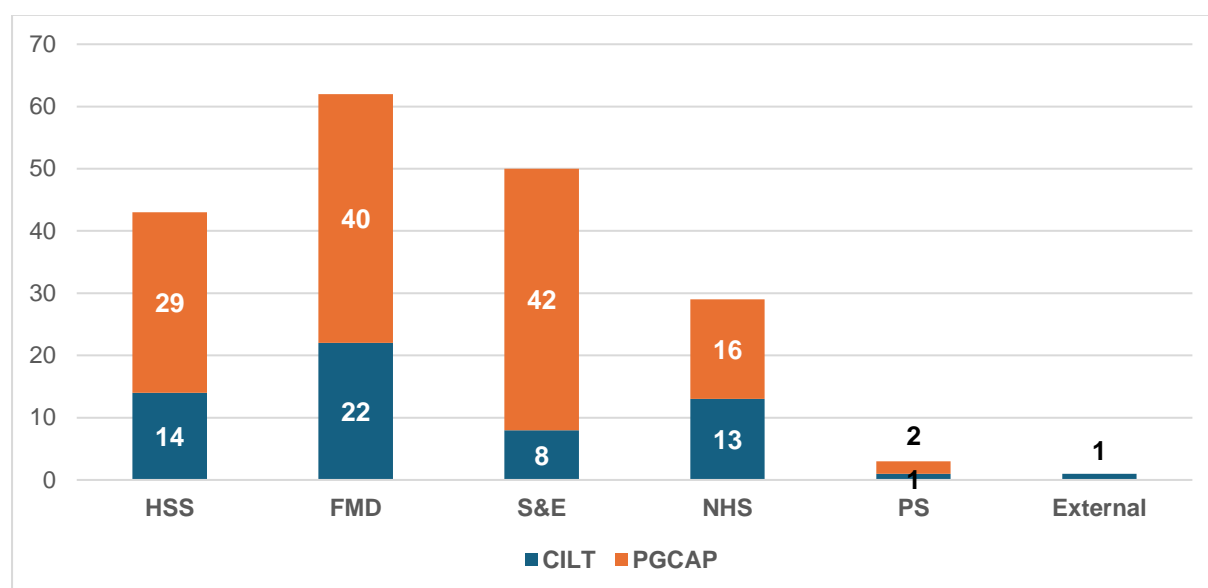


Table 2: Participants completing taught programmes

Programme	2021/22	2022/23	2023/24	2024/25
Certificate in Learning and Teaching (CILT)	96	73	44	59
Postgraduate Certificate in Academic Practice (PGCAP)	86	42	82	129
Total	182	115	126	188

Figure 2: Participants completing taught programmes by programme and Faculty 2024/25



Participants include colleagues from joint programme institutions for example NPU, staff based at the Queen Mary medical school in Malta and colleagues from Kew teaching on joint programmes with the Faculty of Science and Engineering.

Table 3: Modules and conveners 2024/25

Module	Semester A convener	Semester B convener
ADP7216 Learning and Teaching in Higher Education	Olu Popoola	Valentina Aparicio
ADP7217 Learning and Teaching in the Disciplines	Giorgia Pigato	Giorgia Pigato
ADP7218 Curriculum Design	Steph Fuller	Steph Fuller
ADP7219 Action (Practitioner) Research	Ana Cabral & Jo Trelfa	Ana Cabral & Jo Trelfa

Table 4: Workshops and Courses for educators – attendance

Assessment & Feedback

Provision	Total
Acting as Subject Exam Board Chair (e-learning)	3
Assessment Design for Academic Integrity	31
Becoming a Marker at Queen Mary (e-learning)	10
Becoming an External Examiner (e-learning)	4
Designing Inclusive Assessment to Support Learning	5
Making Feedback Work	12
Mapping and Reviewing Assessment and Feedback	3

Curriculum Design

Provision	Total
Developing Inclusive Education for Neurodivergent Learners	41
Embedding Queen Mary Graduate Attributes	7

Education Practice

Provision	Total
Demystifying Learner Engagement Analytics	20
Designing Effective Group Work	5
Integrating Sustainability to Your Education Practice	8
Intercultural Teaching and Learning Strategies: Improving Communication and Inclusivity	10
Introduction to delivering degree apprenticeships (e-learning)	35
MEd Academic Practice Information Session	13
Reflective Practice to Enhance Teaching	4

Educational Scholarship

Provision	Total
Application writing for Scholarship Funding	56
Getting started with Educational Impact	59
Queen Mary Academy Fellowship Information session	18
Starting your scholarship journey with Action Research (e-learning)	1
The President and Principal's Fund for Educational Excellence Information Session	20

Postgraduate Research Educator Programme (PREP)

Provision	Total
Associate Fellowship Accelerator for PGR students	12
Effective Feedback for Summative Assessment (PREP)	75
How Students Learn	40
Teach Your First Session	124

Teaching Recognition

Provision	Total
A/FHEA Writing Retreat	12
Associate Fellowship & Fellowship of the Higher Education Academy Workshop	103
Associate/Fellowship Accelerator for Professional Services	10
National Teaching Fellowship and Collaborative Award for Teaching Excellence information session	8
Principal Fellowship Accelerator	13
Senior Fellowship of the Higher Education Academy Workshop	55
Senior Fellowship SFHEA Accelerator	10
SFHEA Writing Retreat	17

Table 5: Bespoke education support for schools and institutes

Assessment and Feedback

Faculty	School/Institute	Topic	Type	Attendees
FMD	Institute of Health Sciences Education	Authentic assessment design	Bespoke workshop	19
FMD	Institute of Health Sciences Education	Giving Feedback to Summative Assessment	Bespoke created recorded resource	40
FMD	Institute of Health Sciences Education	Making feedback work for your students - and you	Workshop	20
FMD	Wolfson Institute of Population Health	AI and Assessment	Bespoke workshop and discussion	8
HSS	Faculty-level	Principles of Assessment Design (for DEAG)	Information and Q&A	15-20
HSS	School of Business and Management	Enhancing/building in light touch formative feedback	Discussion and consultancy	1
HSS	School of Business and Management	Review of module assessment change	Feedback on proposal	1
HSS	School of Law	Assessment design	Consultancy	3
HSS	School of Politics and International Relations	Discussion around assessment review happening in the school	Consultancy	1
HSS	School of the Arts	Reviewing Languages Assessment	Bespoke workshop	13
S&E	Faculty-level	Employability component as part of implementation of employability framework	Guidance	2
S&E	School of Biological and Behavioural Sciences	Programmatic assessment design for yr 2 & 3	Discussion and consultancy	1
S&E	School of Biological and Behavioural Sciences	Programmatic assessment or Principles of Academic Degree Programme Design	Workshop and facilitated discussion	9

S&E	School of Biological and Behavioural Sciences	Refining and enhancing creative assessment design idea	Discussion and consultancy	1
S&E	School of Electronic Engineering and Computer Science	Assessment calibration	Bespoke workshop	32
S&E	School of Electronic Engineering and Computer Science	Support to enhance marking practices	Guidance/consultancy/resources	1
S&E	School of Engineering and Materials Science	Principles of Assessment Design	Presentation and consultancy in their Education Away Day	50-60
S&E	School of Engineering and Materials Science	Programme level assessment	Consultancy	1
S&E	School of Mathematical Sciences	Programme level assessment	Bespoke workshop, discussion and consultancy	2
S&E	School of Physical and Chemical Sciences	Alignment with Principles of Programme Design and Principles of Assessment Design	Consultancy	1
S&E	School of Physical and Chemical Sciences	How to reduce assessment	Consultancy	3
S&E	School of Physical and Chemical Sciences	Programme view of assessment design	Consultancy	1

Curriculum Design

Faculty	School/Institute	Topic	Type	Attendees
FMD	Barts Cancer Institute	Principles of programme design, programme review and mapping	Bespoke workshop	20
HSS	Centre for Commercial Law Studies	Principles of programme design, programme review and mapping	workshop / facilitated discussion	20

HSS	Centre for Commercial Law Studies	Level 7 ILO design - workshop for PDs	Bespoke workshop	17
HSS	Faculty-level	Graduate attributes update for DEAG	Presentation	15
HSS	PS team	Presentation and discussion on PPD and PAD	Discussion at Away Day	18
HSS	School of Business and Management	Piloting Employability & Skills Framework	Discussion	4
HSS	School of Business and Management	Workshop on credit-bearing employer-engaged experiential learning projects	Consultancy	15
HSS	School of Business and Management	Curriculum Review	Workshop	25
HSS	School of Business and Management	Workshop for SBM module leads on embedding graduate attributes.	Bespoke workshop	10
HSS	School of Economics and Finance	Feedback to a module proposal	Consultancy	1
HSS	School of Geography	Embedding graduate attributes	Bespoke workshop	20
HSS	School of Geography	Piloting Employability & Skills Framework	Discussion	4
HSS	School of History	Graduate attributes and employability	Bespoke workshop	9
HSS	School of Law	Advise on learning outcomes	Discussion and consultancy	3
HSS	School of the Arts	Implementation of Employability & Skills Framework to school education committee	Presentation / facilitation of discussion	12
S&E	Faculty-level	Graduate attributes workshop for summer school TNE students	Workshop	20
S&E	School of Biological and Behavioural Sciences	Reviewing and enhancing module ILOs	Bespoke workshop	15
S&E	School of Engineering and Materials Science	Curriculum design and formative feedback	Presentation and consultancy at Education Away Day	50-60

Education Practice

Faculty	School/Institute	Topic	Type	Attendees
FMD	Faculty-level	Interdisciplinarity - SHAPE Health	Bespoke workshop	25
FMD	Institute of Health Sciences Education	Academy education & recognition offer	Presentation / information session	46
FMD	Wolfson Institute of Population Health	Overview of the teaching support options (CILT, PGCAP, Fellowship) and how to get started.	Briefing	50
FMD	Wolfson Institute of Population Health	Learning technologies and active learning	Workshop	12
HSS	School of Geography	TYFS (selection) + Brave learning environments and difficult conversations	Workshop / facilitated discussion	12
HSS	School of History	Education and Recognition Provision for TAs	Briefing	5
HSS	School of the Arts	Brave learning environments and difficult conversations	Workshop / facilitated discussion	13
HSS	School of the Arts	Workshop for TAs new to teaching	Bespoke workshop	10
PS	TELT	Use of Mentimeter for Inclusive Practice	Presentation	39
S&E	BUPT	Active learning for inclusivity and embedding values in education	Bespoke workshop	10
S&E	School of Mathematical Sciences	Evaluation - Student Engagement	Training	6

Educational Scholarship

Faculty	School/Institute	Topic	Type	Attendees
FMD	Wolfson Institute of Population Health	Pedagogy scholarship current areas of focus	Discussion and consultancy	1

HSS	School of Politics and International Relations	What to do with Action Research for best impact	Consultancy	1
S&E	School of Engineering and Materials Science	Education research methods	Bespoke Workshop	16
S&E	School of Engineering and Materials Science	Qualitative data analysis	Bespoke workshop	12

Teaching Recognition

Faculty	School/Institute	Topic	Type	Attendees
HSS	School of Business and Management	Advance HE Fellowships and PSF 2023	Bespoke workshop	12
HSS	School of History	Briefing for GTAs on teaching recognition / taught programmes opportunities	Briefing	8

Figure 3: Teaching recognition applications and awards by academic year

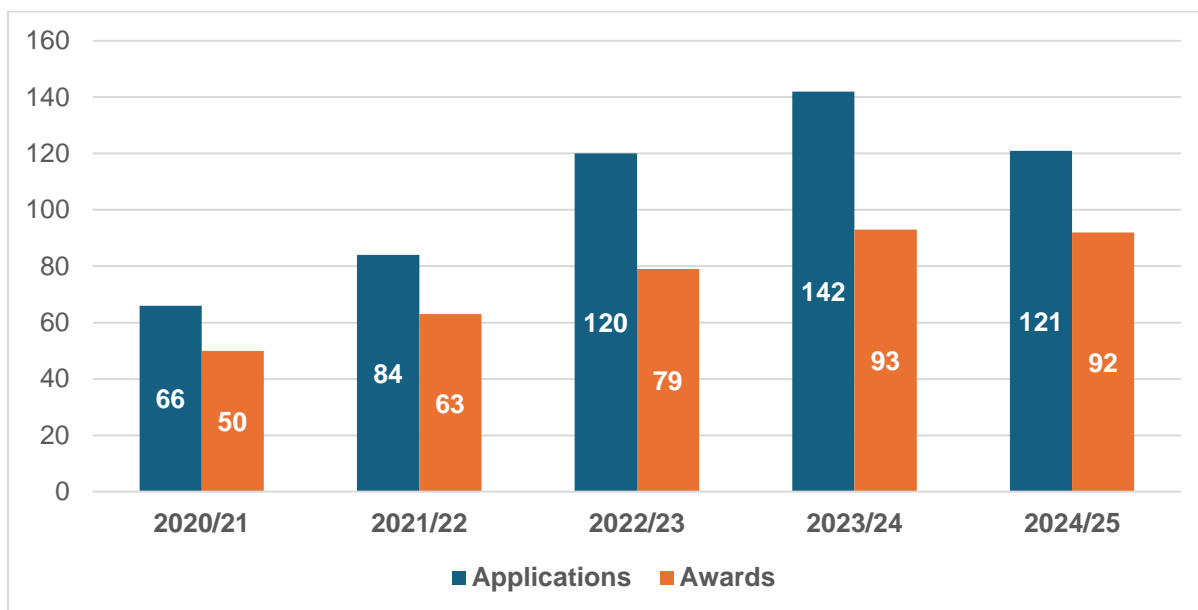


Figure 4: Advance HE Fellowship awards by Faculty 2024/25

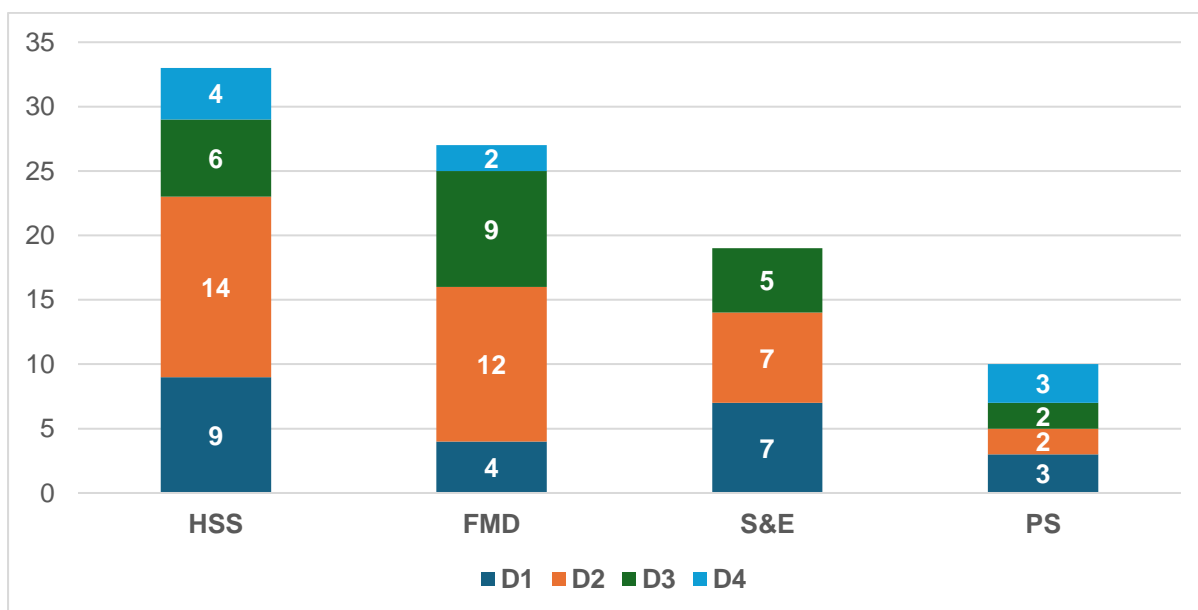
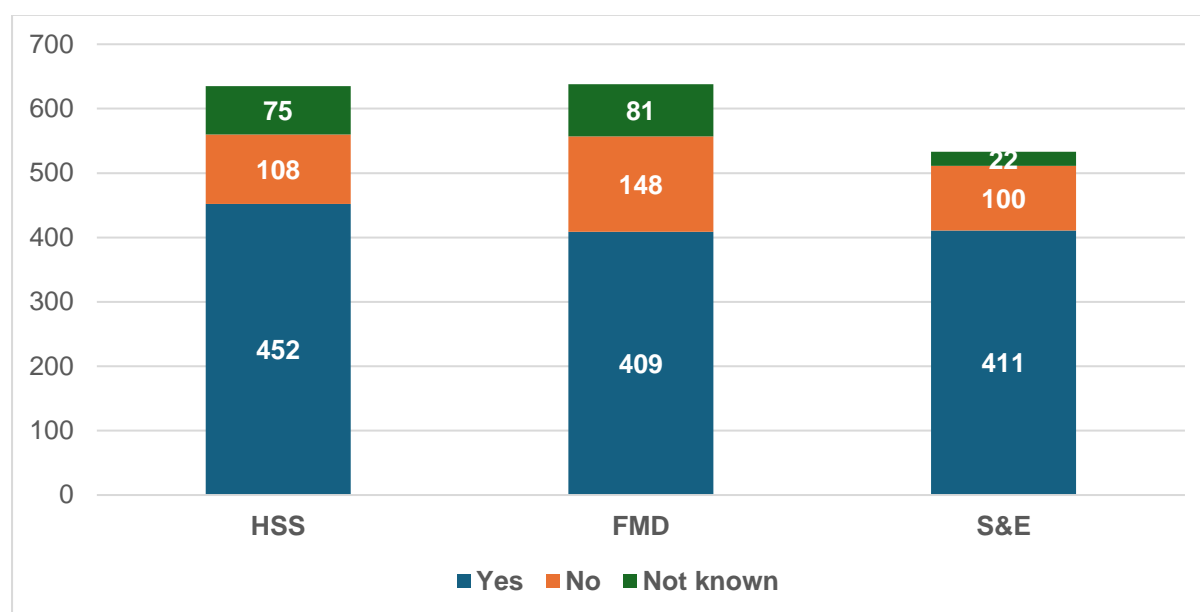


Figure 5: Academic Staff on T&R and T&S contracts with Teaching Qualification and/or Teaching Recognition by Faculty



Source: Resource Link: HR Teaching qualifications/recognition dashboard August 2025

Figure 6: SEED awards by Faculty 2024/25

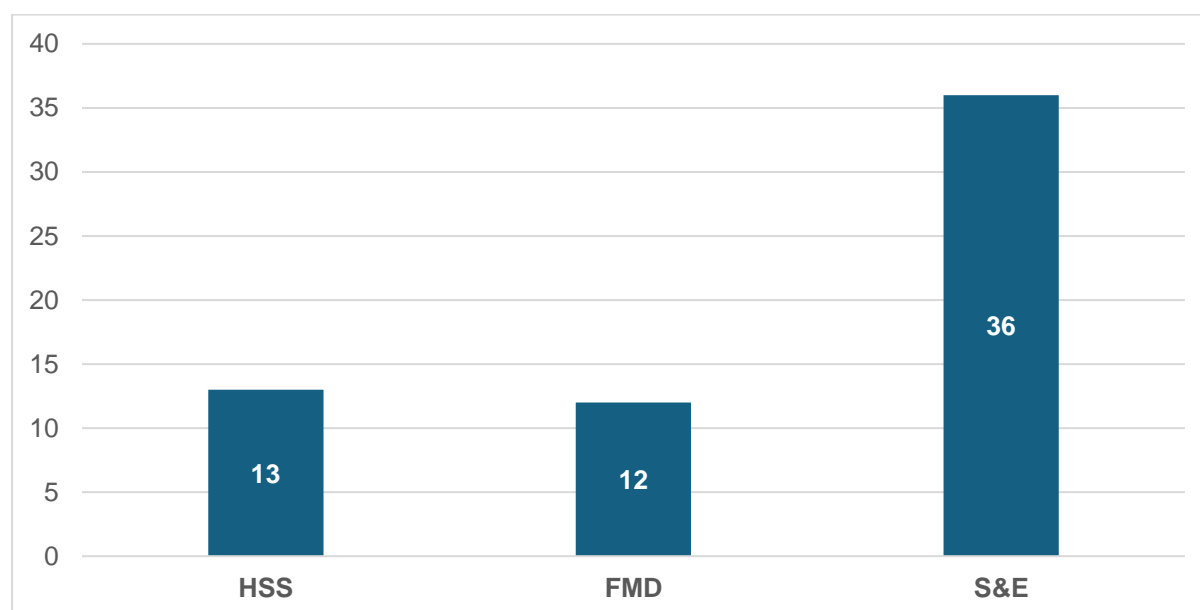


Table 6: Academic Leadership Development Programme completion by Faculty

Programme	FMD	HSS	S&E
Executive Leadership	3	3	5
Directors in Education	4	4	4
Module Organisers	10	11	11
Programme Directors	17	20	20
Research & Innovation	11	5	0

Table 7: Academic Leadership Development Programmes attendance by programme

Programme	Attendance
Executive Leadership	74%
Directors in Education	70%
Programme Directors	83%
Research & Innovation	75%

** Module Organisers data not shown as the programme has asynchronous elements*

Table 8: Festival of Education Engagement 2025 by Faculty

Faculty	Delegates	Speakers	Poster presenters and contributors
HSS	40	8	45
FMD	39	5	29
S&E	74	8	87
PS	70	11	7

Table 9: Queen Mary Academy Fellows 2024/25

Fellow	Faculty	Project
Dr Paraskevi Argyriou	S&E	Employability
Dr Jayne Dennis	S&E	Educational Scholarship
Dr Radhika Desai	FMD	Curriculum Development
Professor Graham Easton	FMD	Co-creation
Dr Tim Edkins	HSS	Curriculum Development
Dr Jo Elliot	FMS	Learner Engagement Analytics
Dr Heather Ford	HSS	Learning and Teaching Enhancement
Elizabeth Gillow	HSS	Curriculum Development
Professor Gerard Hanlon	HSS	BTEC learner transition
Dr Gwijde Maegherman	S&E	Assessment and Feedback
Dr Lisa Morrison	HSS	Employability
Dr Usman Naeem	S&E	Learner Engagement Analytics
Dr Amiirah Nuckchady	FMD	Employability
Dr Georgy Petrov	HSS	Employability
Dr Anne Ropiquet	S&E	Interdisciplinarity and cross-disciplinary approaches
Dr Lilian Schofield	HSS	Learning and Teaching Enhancement
Professor Louise Younie	FMD	Co-creation

Table 10: Learner Intern Programme projects 2024/25

Project	Supervisors	Interns
<u>Student perspectives on engagement in learning</u>	Dr Jo Elliott and Dr Usman Naeem	Amina Bouhedda and Nora Hoffman
<u>Artificial Intelligence for Learners</u>	Dr Lei Fang and Dr Andrew Woon	Sherjeel Anjum, Sharriq Qadir and Ching Chang
<u>Students' Lived Experiences with Inclusive Teaching</u>	Elise Omfalos and the Race Equality Action Group	Abdirashid Hassan and Isabelle Akoyon
<u>How can Queen Mary best support students to learn about sustainability?</u>	Dr Steph Fuller and the Sustainability Working Group	Dawud Hussain, Shruti Sabnis and Najia Ahmad

Table 11: Researcher Development course attendance

Provision	Total
A Welcome Event for Postdocs and Early-career Researchers	44
Academic Career Development Support	27
Academic Writing Made Stylish	12
Career Planning Beyond Academia	8
Creating narratives about your research	2
Enhancing Research & Innovation Cultures (ERIC) Fund Writing Session	14
Get STUFF Done!	13
Introduction to Research Funding	22
Let's Organise a Conference	10
Navigating Professional Relationships in Research and Higher Education	5
Networking and Profile Building	6
Postdoc Mentoring Programme	61
Research Funding Support	36
Resilient Leadership in Action	16
UNIQUE Development Programme for Researchers	8
What's Next? Using Your Postdoc at QMUL to Build a Career You'll Love	22
Write A Successful Paper	18
Writing Narrative CVs	5

Table 12: Researcher Development programme engagement

Programme Element		HSS	FMD	S&E	URIs	Totals
FLF Support	Supported	1	0	0	0	1
	Supported	0	0	1	0	1
	Contributor	0	0	3	0	3
Mentoring Trial (passed training)	Postdocs or Fellows	2	18	7	0	27
	Academic research staff	1	7	4	0	13
Postdoc Conference (attendance)	Postdocs or Fellows	4	29	24	1	58
	Academic research staff	0	1	0	0	1
Community and Cultural Engagement (incl. Conference planning or presenting, Postdoc Comedy Presenter, RDCIG, Postdoc Community Fund Applicant/Panel, contributing to RD courses)	Postdocs or Fellows	4	9	9	0	22
	Academic research staff	7	5	10	0	26
PAW Appreciation Campaign	Postdocs or Fellows	0	4	2	0	6
	Academic research staff	3	24	14	2	48
	Other (eg PGRs, technicians, research managers)	0	21	4	0	26
CEDARS Response	Postdocs or Fellows	16	98	42	6	162
	Academic research staff	76	148	124	3	381
	Other (eg PGRs, technicians, research managers)	3	51	15	3	74

President and Principal's Fund for Educational Excellence Projects 2024/25

Creating an open, co-created and co-guided toolkit to support staff integration of AI literacy and skills into the curricula - Lilian Schofield and Xue Zhou (School of Business and Management), Daniela Tavasci (School of Economics and Finance), Lesley Howell (School of Physical and Chemical Sciences), Aisha Abuelmaatti (School of Electronic Engineering and Computer Science) and Cassandra Lewis (Institute of Dentistry)

Making Diversity Count, Fixing the Leaky Pipeline - Giorgio Chianello and Tippu Sheriff (School of Physical and Chemical Sciences)

Critical hope: co-creating learning resources for a changing world - Catherine Nash (School of Geography) and Heather McMullen (Wolfson Institute of Population Health)

Empowering Neurodivergent Voices: Co-creation or Peer Support Strategies in Education - Ruth Rose (School of Biological and Behavioural Sciences), Lesley Howell (School of Physical and Chemical Sciences), Sally Faulkner (School of Biological and Behavioural Sciences) and Mark Hudson (School of Physical and Chemical Sciences)

Future Ready: Integrating Artificial Intelligence, Interdisciplinary Practices, and Entrepreneurial skills for Enhanced Student Employability - Aisha Abuelmaatti (School of Electronic Engineering and Computer Science), Jo Elliott (Digital Education Studio), Karen Watton (School of Law), Leon Vinokur (School of Economics and Finance), Paraskevi Argyriou (School of Biological and Behavioural Sciences), Pedro Elston (Institute of Health Sciences Education), Veronica Veleanu (School of Economics and Finance), Weronika Fernando (School of the Arts) and Xue Zhou (School of Business and Management)

Sustainability in the curriculum: Developing Queen Mary's virtual greenspace for sustainability awareness - Sayed Elhoushy and Ishani Chandrasekara (School of Business and Management), Nurul Ahmed and Paul Clatworthy (Careers and Enterprise), Sally Faulkner (School of Biological and Behavioural Sciences), Patrick Healey (School of Electronic Engineering and Computer Science), Anna Moore (Wolfson Institute of Population Health), Jonathan Otter and Jovani Palhoni (Queen Mary Students' Union), Rehan Shah (School of Engineering and Materials Science), Jenna-Marie Smallwood (Estates), Zoe Sturgess (Queen Mary Students' Union), Chris Sutton (School of Mathematical Sciences), Sara Tomé (Estates), Louise Younie (Institute of Health Sciences Education) and Alison Blunt (School of Geography)

Enhancing Data Science Education through Competitive-Based Learning and AI-Driven Assessment - Pengfei Fan, Jordan Smith, Gloria Molinero and Reza Moosaei (School of Electronic Engineering and Computer Science), Jesus Carrion, Nikesh Bajaj, Ebru Burcu (School of Physical and Chemical Sciences)

Drapers' Fund for Innovation in Learning and Teaching 2024/25

EduMark AI: AI-Driven Grading and Personalised Student Feedback to Save Educator Time - Deepshikha Deepshikha, Li Wang, Xinru Deng, Giuseppe Viola and Mouna Chetehouna (School of Engineering and Materials Science), Conrad Bessant (School of Biological and Behavioural Sciences), Darryn Mitussis (School of Business and Management)

Queen Mary Academy staff

Publications

- Bourguet, M-L. Omfalos Gasser, E. Jones M. (2025). Co-Creating Collaborative Learning Spaces in the Metaverse to Foster Online Teamwork and Belonging. *Immersive Learning Research - Practitioner*, 1(1), 7-11. <https://doi.org/10.56198/tny3rz68>
- Cabral, A., Younie, L., Osei-Bonsu, J. Shah, S., Addo, M., Salines, E. and De Wilde, J. (2024). How might we grow co-creation in our institution? The value of student recognition. *Journal of Educational Innovation, Partnership and Change*, 10(1). Available at: <https://journals.studentengagement.org.uk/index.php/studentchangeagents/article/view/1265>
- De Wilde, J., Fuller, S., & Sturgess, Z. (2025). A Conceptual Framework to Embed Sustainability in the Curricula of a UK University. *Sustainability*, 17(12), 5605. <https://doi.org/10.3390/su17125605>
- Freeman, R.P.J. and Price, A.M. (2024). 'Researcher developers: an emerging third space profession'. *London Review of Education*, 22(1), 25. <https://doi.org/10.14324/LRE.22.1.25>
- Hudson, K. (2025) "Book review: Syska, A., Buckley, C., Sedghi, G. and Grayson, N. (eds.) (2025) Transformative practice in higher education: innovative approaches to teaching and learning. Abingdon: Routledge". *Journal of Learning Development in Higher Education* [Preprint], (36). <https://doi.org/10.47408/jldhe.vi36.1609>
- Pigato, G. and Sereda, V. (2025). "Developing inclusive education for neurodivergent learners: Reflections and conversations on a collaborative approach between students and staff at QMUL". *The Journal of Educational Innovation, Partnership and Change*, 11(1). Available at: <https://journals.studentengagement.org.uk/index.php/studentchangeagents/article/view/1346>
- Popoola, O., Plumb, S., Standen, A. (2024). "Supporting our GTAs to Flourish Via a Framework of Belonging, Dignity, and Justice". *The SEDA blog*. Available at: <https://thesedablog.wordpress.com/2024/10/22/supporting-our-qtas-to-flourish-via-a-framework-of-belonging-dignity-and-justice/>
- Shah, R., Preston, A., Fuller, S., & Dimova, E. (2024) "Promoting equity in education for sustainable development through community-based learning and teaching". *Journal of Learning Development in Higher Education*, (32). <https://doi.org/10.47408/jldhe.vi32.1395>
- Trelfa J., Ancient C., O'Connor C. & Morris J. (2024). 'Students as collaborators'. in Fosbraey G. (ed.). *Creative Learning, Teaching and Assessment for Arts and Humanities Higher Education*. London: Bloomsbury Academic. pp. 35-50.
- Younie, L., Cabral, A., Addo, M., Melsen, M., Salines, E. and De Wilde, J. (2025) "Student recognition is missing from co-creative endeavour: A 'VALUABLE' framework for introducing student recognition", *The Journal of Educational Innovation, Partnership and Change*, 11(1). Available at: <https://journals.studentengagement.org.uk/index.php/studentchangeagents/article/view/1340>
- Younie, L., Popoola, O. (2024). #LTthe chat. "Flourishing Oases in a Neoliberal Desert". Available at: <https://lthechat.com/2024/11/22/lthechat-309-what-is-a-flourishing-space-and-how-might-they-be-enabled-in-higher-education/>

Conference presentations

Abdul Qadir, S., Abuelmatti, A., Al Haimus, M.S.F., Basheer, S., Bharmal, S., Chang, C., Elbarky, A., Elliott, J., Fang, L., Freire, J., Haque, N., Hinks, T., Hudson, K., Jackson, J., Lee, J., Schofield, L., Shado, R., Shah, R., Sivagnanamoorthy, I., Vaghela, Y., Woon, A. (2025) AI in Education Practitioner Mini-Keynote Session *Festival of Education*, Queen Mary University of London, London (10 June 2025)

Aparicio, V. and Fuller, S. (2024) Reflections on historicising Higher Education in the PGCAP. *School of Economics and Finance 3rd International Conference in Education and Scholarship*, London (8 November 2024)

Bourguet, M-L. Omfalos Gasser, E (2025) Co-Creating Collaborative Learning Spaces in the Metaverse to Foster Online Teamwork and Belonging, *Annual International Conference of the Immersive Learning Research Network (iLRN2025)*, Chicago (15-19 June 2025)

Bourguet, M-L. Omfalos Gasser, E. Jones, M. and 8 students: Tan, J. Vani, K. Ekeopara, A. Ehsas, M. Li, C. Qi, G. Korade, D. Kulkarni, A. (2025) Transforming Online Collaboration: Co-creating Virtual Spaces in the Metaverse, *Festival of Education*, Queen Mary University of London, London (10 June 2025)

Cabral, A., Younie, L. Addo, M. Salines, E. (2025) How might co-creation impact student and educator flourishing? *Festival of Education*, Queen Mary University of London, London (10 June 2025)

Cabral, A., Younie, L., Addo, M., and Melsen, M. (2024) Student recognition is missing from co-creative endeavour – a framework to support flourishing. *RAISE conference - Researching, Advancing and Inspiring Student Engagement – conference*. Leicester, University of Leicester (12-13 September 2024).

Fuller, S. (2025) Supporting values-based authentic assessment through embedding graduate attributes. *International Assessment in Higher Education Conference*, Manchester (19-20 June 2025).

Fuller, S., Salines, E., Trelfa, J. (2024) Exploring assessment choide to enhance practice and inclusivity in Higher Education. *Friday SLO Talk, California Outcomes Assessment Coordinators Hub* (15 November 2024).

Key, L., Ramakrishnan, S, Hiskey, C. and Hudson, K. (2025) The LearnHigher Resource-athon! Creative, Collective Contributions to the LearnHigher Resource Bank, *Association for Learning Development in Higher Education Conference 2025* University of Greenwich (17 June 2025)

Omfalos Gasser, E. and students interns Akoyon, I. Hassan, A. (2025) Students' Lived Experiences with Inclusive Teaching, *Festival of Education*, Queen Mary University of London, London (10 June 2025)

Pires-Martins, R & Price, AM (2024) Co-creating a postdoc conference to foster community, support their development, and inform cultural change (multimedia presentation)
<https://youtu.be/RCAeRHKuziU?si=W06--k4yTISMxUca> *Vitae International Researcher Development Conference, Birmingham* (23 – 24 September 2024)

Popoola, O., Plumb, S., Rodgers, T., Barrett, J. and Brough, S. (2025) Belonging, Dignity and Justice in GTA Development Working Group, *GTA Developers' Network Conference 2025* (25 June 2025)

Price, AM (2024) 'Belonging through Allyship' panel chair. *Vitae International Researcher Development Conference, Birmingham* (23 –24 September 2024)

Price, AM, Pires-Martins, R, Wallis, S, Rekad, Z. (2024) Queen Mary Postdoc Conference: Developing Postdocs as Leaders to Build Community and Inform Policy and Research Culture Change. *Researcher Education and Development Scholarship Conference, University of Leeds* (10 October 2024)

Salines, E (2024) Compassionate Feedback. *Advance HE Enhancing Assessment and Feedback webinar* (4 December 2024)

Salines, E and Trelfa, J (2025) Mapping a journey towards programme-level assessment. *International Assessment in Higher Education Conference*, Manchester (19-20 June 2025)

Trelfa J., Ancient C., O'Connor C. & Morris J. (2025) Students as collaborators: ongoing impact on practice. *12th Change Agents Network (CAN) conference*, University of Plymouth (29 May 2025)

Younie, L. Cabral, A. Addo, M. Salines, E. (2025) How might co-creation impact student and educator flourishing? *Change Agent Network (CAN) Conference*, online (26 May 2025)

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