

Advance HE Equality, Diversity and Inclusion Conference 2024: The future is now: Building EDI practice for the changing world of HE

6-7 March 2024

Posters

Day one – 6 March 2024

D1P1. Practice Tutors' views on their readiness for supporting pre-registration nursing students from The Open University who require reasonable adjustments for clinical placement, Dr Liz King, The Open University

D1P2. Removing barriers and creating supportive work opportunities for neurodivergent individuals, Helena French, University of Nottingham

D1P4. A STEP forward: Systemic targeted educational progress in decolonising the curriculum, Dr Kerri Akiwowo, Loughborough University

D1P6. Tackling under-representation in STEM communication, Dr Wayne Mitchell, Imperial College London

D1P7. Using digital pedagogy to tackle imposter syndrome in first-generation students, Natalie Quinn Walker, Birmingham City University

D1P8. Developing a framework for assessing curriculum inclusivity with student partners from multiple departments, Katie Stripe, Imperial College London

D1P9. Listening to marginalised student voices to better understand inequitable outcomes, Rehana Awan, Open University

D1P13. Strategies for improving EDI in PhD recruitment: A case study from the ACCE doctoral training partnership, Dr Rachael McLaughlin, University of Liverpool

D1P15. Valuing marginalised voices: A co-creation approach to improving student experience, Dr Anthony Ogbuokiri and Dr Rebecca Gamble, Nottingham Trent University and Liz Hardie and Carol EdwardsThe Open University

D1P23. Evolving evaluation: Using theory of change in the iterative evaluation of the ASPIRE programme to address the black PhD leaky pipeline, Dr Florence Reedy, Advance HE

D1P26. 'A place for us': Exploring the lived experience of disability in law school, Dr Elisabeth Griffiths, Jean Moore, Dr Elaine Gregersen and Joss Barrowcliff, Northumbria University

D1P30. Addressing racial attainment gaps: The Holistic Attainment Gap Change Model (HAGCM) for equitable education, Dr Obehi Sule, Anglia Ruskin University

D1P32. The EDI practitioner's skillset to an inclusive classroom, Lour Nader, Canterbury Christ Church University

D1P35. Tackling fashion industry representation: Enhancing the employability of black, brown, mixed-race and international students, April Kalu and Lisa Trencher, Manchester Metropolitan University

D1P36. Decolonising higher education recruitment for international early career researchers, Dr Evi Viza, University of the West of Scotland and Dr Ronita Barhan, University of Cambridge and Dr Farzana Rahman, Kingston University London

Day two – 7 March 2024

D2P1. Making diagrammatic spaces with wise women, Dr Joanna Leah, Leeds Beckett University

D2P2. Equalities and culture in corporate services: Designing and delivering an EDI survey for the University of Edinburgh's corporate services group, Bethany Parsons, University of Edinburgh

D2P3. Transformative pedagogical initiatives: Enhancing social mobility of a diverse student body, Dr Karan Rana, Aston University

D2P4. Identifying barriers to education: A path towards inclusive practices in the UK, Iman Federico Awi, University of Leeds

D2P6. Engage, reflect, transform: The role of personal narratives in disrupting the educational power dynamics, Laurel Chaproniere, Nottingham Trent University and Star Wilkes, University of Wolverhampton

D2P8. Building an Inclusive University Through Encouraging Critical Self-Reflection, Frank Jordan, Ivna Reic and Claire Drakeley, The University of Northampton

D2P13. Supporting staff and students: The evolving skills of an inclusivity champion, Dr Luke Norris and Dr Linda Greening, Hartpury University and Hartpury College

D2P16. Capturing challenging educational experiences in privileged and marginalised undergraduate students in engineering, Dr Neha Chandarana, University Bristol

D2P20. Wise women too, Dr Joanna Leah and Dr Alia Fadel, Leeds Beckett University

D2P21. 'A place for us': Exploring the lived experience of disability in law school, Dr Elisabeth Griffiths, Jean Moore, Dr Elaine Gregersen and Joss Barrowcliff, Northumbria University

D2P22. Emerging principles for EDI in Transnational education (TNE), Sally Baden and Anne Moore, Advance HE

D2P23. Public Legal Information Clinics designed and delivered by law students to support Communities. Siobhan cullen, Open University/ Atlantic Technological University Donegal, Dr Bronagh Heverin, ATU Donegal

D2P25. Doing EDI work in Higher Education: Knowledge, care, and emotions, Jess Moody, Loughborough University

D2P26. Driving transformative change: Becoming Black Lawyers (documentary); A catalyst for curriculum review, Professor Arad Reisberg, Brunel University London

D2P29. Decolonising 21st century curricula in the law of trusts, Mattew Carn, University of Salford

D2P36. Developing university guidance for the socio-emotional needs of students with vision impairment: Findings from phase one, Dr Ifigeneia Manitsa, University of Birmingham

D2P37. Research support during the early months of COVID-19: A comparative analysis of the impact on staff from SHU and USP, Dr Marjory Da Costa Abreu, Sheffield Hallam University

D2P40. Black professors in business schools: The journey from exclusion to inclusion, and the search for belonging, Dr Olajumoke Okoya, University of East London and Professor Jonathan Passmore Henley Business School.