Advance HE EDI Conference 2024
The future is now: Building EDI practice for the changing world of HE

Session abstracts

Day 1 - 6 March 2024

Keynote, 10:10 - 10:45, Grace Suite
Title: The EDI B(l)acklash: Causes, Consequences, and Casualties

Professor Marcia Wilson, Pro Vice-Chancellors (PVCs) for Student Experience, London Metropolitan University

EDI is often seen as non-essential and 'nice to have' in the HE sector. This keynote will discuss the importance of EDI within the context of the ongoing backlash of race equity with a specific focus on anti-blackness in universities.

Parallel session 1, 11:00 - 12:00
Session 1.1
Integrating intersectionality: Exploring academic inclusion principles through real-life case studies

Dr Emily May Armstrong and Dr Nicola Veitch, University of Glasgow
Interactive workshop, Grace Suite 1

Creating an accessible, inclusive, and responsive academic environment that accurately reflects member's needs is vital for success across the sector, and it can challenging to ensure everyone receives appropriate accommodations based on their intersectional experiences. This workshop aims to equip participants with confidence, creativity, and a solutions-based mindset when approaching intersectionality and accommodations. Using a problem-based learning app (Equality & Diversity in Life Sciences) and a self-reflective inclusive leadership resource developed at the University of Glasgow, delegates will work together to problem-solve real barriers faced by intersectional students and staff.

Session 1.2a
Beyond the institutional bubble: Authentic engagement with Muslim communities

Robiu Salisu, Advance HE
Oral presentations, Grace Suite 2

Authentic engagement with Muslim communities involves moving beyond tokenistic efforts and actively involving Muslim students and staff in decision-making processes within higher education system. This session will engage participants to explore and reflect on the concept of authentic engagement and discuss tools to create meaningful engagement beyond the institutional bubble to counter Islamophobia.

Session 1.2b
Controversy with Civility - Freedom of speech through an EDI lense

Nyika Suttie, University of Bath
Oral presentation, Grace Suite 2

Can free speech exist within a culture of student inclusion and belonging? What are the barriers to students expressing their views? What is the difference between free speech and

hate speech? This session explores the creation first year of a student training workshop at the University of Bath entitled 'Controversy with Civility' which aims to answer these questions, and to give students the confidence to express their views freely yet civilly within the academic environment.

Session 1.3
Inclusive student engagement: Strategic transformation through consultative conversations
Dr Elliott Spaeth, Advance HE, Diane Butler, and Dr Andrew Potter, The Open University
Interactive workshop, Grace Suite 3

In this workshop, we will facilitate thinking and conversations around inclusive student engagement: what it means, what it looks like in practice, what barriers and enablers there are to it, and what tricky questions need to be considered in order to navigate it. This approach was developed as part of a project between the Open University and Advance HE, to establish a faculty-led, institution-wide understanding of inclusive student engagement and thus drive strategic transformation in this area. As well as facilitating discussion on inclusive student engagement, we will introduce and share our learning from this project.

Session 1.4a
Review of maternity and paternity leave in the last 5 years at UCL's Institute of Ophthalmology
Dr Helen Baker, University College London
Oral presentation, Albert Suite 5

UCL Institute of Ophthalmology (IoO) academic and research staff reported a dissatisfaction with the support received in all areas of maternity, paternity/partner's, adoption and parental leave. In a commitment to remove barriers and offer enhanced support in taking this kind of leave the IoO Equality Challenge Team commissioned a review of maternity and paternity/partner's leave to explore people's experiences and make recommendations for improvement. Using focus groups to discuss the experiences of principle investigators and postdoctoral researchers taking this type of leave, our findings highlighted the challenges and barriers faced, resulting in a suite of recommendations.

Session 1.4b
Why - and how - we must support students with parental responsibility
Professor Andrea Todd, University of Chester
Oral presentation, Albert Suite 5

During this session we will consider the findings of a 2023 national research project involving 41 student-parents from 14 UK HEIs. The findings reveal that we (institutions, access and participation teams, departments and individual academics) must do better for our student-parents, who are at risk of failure due to lack of academic and pastoral support. The session will share with delegates two research-informed, evidence-based toolkits aimed at empowering student-parents to take control of their university journey and giving personal tutors the tools to support student-parents to succeed.

Session 1.5a
Evolving together: Utilising staff networks to foster belonging
Justine Gillespie and Niamh Gallagher, University of Sunderland
Oral presentation, Albert Suite 4

This session will explore the transformative journey of the University of Sunderland's staff networks, highlighting their role in advancing diversity and inclusion. With more than 490 staff members engaged (one-third of our workforce), the networks have made a substantial impact. Our annual all-staff survey supports this, with 89% of colleagues recognising the university as committed to EDI, positioning us 19% above the sector average. Through personal narratives, we will showcase the history, objectives, and tangible impact on our ever-evolving community. Additionally, we will underscore the strategic influence and importance of senior sponsors, positioning networks as catalysts for meaningful change.

Session 1.5b
Promoting belonging at university in response to the diverse and changing nature of the student and staff population
Dr Michael Priestley, King's College London
Oral presentation, Albert Suite 4

Loneliness among university students is a significant and unequal challenge, with detrimental consequences for student mental health and academic performance. This presentation will seek to move beyond a deficit approach to inclusion initiatives that address the challenges and barriers that particular groups face to social integration within the existing institution, to a holistic and inclusive whole-institution approach to promoting a culture of belonging responsive to the diverse and changing nature of the student and staff community. In doing so this presentation will draw on insights from the U-Belong research project to present recommendations and principles for good practice.

Session 1.6
Mind body spirit: Radical quilt-making as alternative pedagogy
Abhaya Rajani, Kingston School of Art
Interactive workshop, Albert Suite 3

A Particular Reality: Art/Learning/Anti-racism is inviting educators, students and HE members to a participatory workshop, 'Alternative pedagogy as a tool to decolonise the curriculum'.   Through conversation and quilt making, we hope to unpack our desires to decolonise knowledge, and collectively establish the new possibilities within and beyond Higher Education. For this session, the intentions are to form a dialogue around alternative pedagogies as liberators practice. During this journey of gathering, forming, and stitching, we will be accumulating comforting textiles, writings of radical educators, and abandoned softness. We will discuss questions around care, anti-racism and collectivity while manifesting radical quilts.

Session 1.7
Walking through the 'why not', 'what' and 'how' of establishing a staff neurodiversity group: Lessons learned, successes and steps forward
Dr Richard Cook and Clare Peterson, University of Gloucestershire
Walkshop session, Meeting Room 2

Employers often struggle to find successful ways to engage and include nuerodiverse staff (NDS) and make formal adjustments or provide a space/forum for such. Work-based-experiences such as re-deployment, recruitment, remote working along with day-to-day processes and workflows have shown a growing need for this given that NDS could feed into organisational aims and bridge practice gaps between staff, organisation, peers and students. This session will explore how a NDS group was setup and how it contributed positively to organisational and individual ambitions, practice and policy.

Parallel session 2, 12:05 - 13:05
Session 2.1
Zine-making to raise awareness and promote support for student parents, students caring for children and pregnant students
Dr Lucy Grimshaw, Dr Tom Disney, Dr Justine Gallagher and Andrea Carrick, Northumbria University
Interactive workshop, Albert Suite 3,

This interactive workshop presents (1) the radical and feminist history of zines (pronounced: zeens) and (2) zines in our research and activism which aims to improve support and policies for undergraduate students who are pregnant, parents or caring for children. (3) Participants have the opportunity to create their own zines. The number of students at university who have caring responsibilities for children and/or experience pregnancy is increasing each year. Evidence suggests these students are less likely to complete their degree and are at greater risk of a variety hardships. Come along, create a zine, have fun, campaign.
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Session 2.2a
Why are we still here? Challenging the barriers in sharing and acting upon practice in supporting the success of racially minoritised students
Freya Ernsting, Manchester Metropolitan University
Oral presentation, Grace Suite 2

This session will reflect on the challenge of how sharing practice on supporting the success of racially minoritised students within higher education institutions and beyond is valued within current institutional structures. Utilising the example of the Higher Education Award Gap repository, this session invites participants to reflect on their experiences of raising awareness of innovative practice, learning about practice outside of their institutions, and the way this work is valued institutionally. This session aims to identify the barriers and opportunities, and challenge the traditional structures and channels of sharing practice, which limit how institutions are championing student success.

Session 2.2b
"I once worked with a midwife who told me that Black women don't bruise" - Addressing structural inequalities in maternity outcomes, starting with decolonising the midwifery curriculum
Katherine Letley, University of East Anglia
Oral presentation, Grace Suite 2

This presentation outlines the work being done at the University of East Anglia to decolonise the midwifery curriculum. In the UK, Black and Brown women are significantly more likely to die in childbirth than their white counter parts. This presentation will demonstrate the role of midwifery education in helping to improve outcomes, change perspectives of midwives, challenge disparities and think critically about the colonial underpinnings of obstetric knowledge. The presentation will outline how a co-production approach was taken with this project, working alongside women with lived experience, midwives and students to identify which areas of the curriculum need to change.

Session 2.3
Developing the culturally competent graduate
Harsha Parmar and Sarah Knighton, University of Mancheste , Sneha Varia, Centre for Pharmacy Postgraduate Education (CPPE)
Interactive workshop, Grace Suite 3

This workshop will help delegates with practical skills and provide a toolkit of ideas to enhance and embed cultural competency teaching into their programmes, a key strategic objective for all HEIs. All graduates must be equipped with a global mindset to work with diverse teams, successfully build positive working relationships with others from different cultures and minimise prejudice and discrimination. This interactive workshop actively engages HEI colleagues to 'think forward' on an integrated model of cultural competence learning within undergraduate programmes that supports students to enhance their interactions with others, regardless of difference.

Session 2.4a
Empowering the student learning experience through Support Network Mapping: A student-centred approach to identify and strengthen individual support networks
Dr Andrea Patel and Dr Chris Corcoran, The Open University
Oral presentation, Albert Suite 5

This session will explore the importance of social support for student success, with particular emphasis on transition to university and students who reside in areas of the UK associated with high deprivation. We will introduce Support Network Mapping as a creative tool that can be used to empower students to visualise and strengthen their individual support network. As a result of attending this session, delegates will be able to use Support Network Mapping to support students within their institutions.

Session 2.4b
Urban Change-maker Summer Programme: Empowering Widening Participation Students as Agents of Change through Global Mobility
Dr Sammy Li and Peter Collins, University of Birmingham and Guido de Wilde, University of Amsterdam
Oral presentation, Albert Suite 5

Students from widening participation backgrounds are traditionally underrepresented in global mobility as part of their university experience. These students often face barriers to undertaking international opportunities for personal growth which could contribute to deepening social inequality. The Universities of Birmingham and Amsterdam jointly developed an innovative summer programme to empower widening participation students through a four-week immersive experience in the Netherlands. The session will share insights on the creative use of funding opportunities and a ground-breaking EDI partnership which has generated life-transformative opportunities for students.

Session 2.5a
Improving support for minority ethnic veterinary students: A collaborative student-led process
Gurpreet Gill and Dr Stephanie-Rae Flicker, Royal College of Veterinary Surgeons
Oral presentation, Albert Suite 4

Enhancing retention and support for minority ethnic veterinary students, especially whilst they are on extra-mural studies placements, is a key priority of the Royal College of Veterinary Surgeons and the Veterinary Schools Council. This session will present work undertaken to address this situation. Delegates will learn how a student-led, collaborative process amplified under-represented voices and promoted learning through constructive dialogue. This resulted in recommendations to promote good practice and improve the experience of minority ethnic veterinary students in teaching and placement settings. Delegates will be able to reflect on this work and consider its applicability to their own contexts.

Session 2.5b
Supporting the employability of disabled and neurodivergent students through co-creation
Keren Coney, Jennie Tannett and Simone McKenna, Liverpool John Moores University
Oral presentation, Albert Suite 4

In recent years, there has been a marked increase in the proportions of disabled and neurodivergent students entering higher education institutions. However, the outcomes for disabled and neurodivergent graduates demonstrate that they are disadvantaged when compared to those with no known disability, with smaller proportions entering employment. This session outlines an innovative approach to developing employability support which goes beyond merely incorporating the student voice and instead involves collaboration and co-evaluation with disabled and neurodivergent students. A neurodivergent graduate and two careers practitioners will describe their experiences and learning from conducting three iterations of a successful co-creation employability project.

Session 2.7a
Embracing diversity through education: Exploring flipped micro-modules as a pathway to transforming the future for international students
Dr Ashani Ranathunga, University of Leeds
Ten-minute thesis, Meeting Room 2

Explore an innovative initiative that focuses on developing inclusive pedagogies for international students with diverse backgrounds. The presentation introduces the transformative concept of flipped micro-modules, integrating pre-class mini-lessons through an interactive e-learning tool with in-class peer-led discussions, primarily for international postgraduate students. This initiative places a strong emphasis on inclusivity, offering user-friendly, accessible, and interactive content. The study assesses the effectiveness of these modules through a three-stage process and sheds light on their positive impact, providing insights that can reshape education, enhance teaching methods, and create a more diverse and inclusive learning environment, encouraging forward-thinking in the field of education.

Session 2.7b
Twenty-two recommendations for inclusive practice. What happens next?
Katie Stripe, Imperial College London
Ten-minute thesis, Meeting Room 2

Looking for ways to provide defined guidance to problems and situations which are inherently, and by definition, individual and variable is key to making EDI interventions that work. This presentation will build on previous research which defined a set of recommendations for inclusive practice and look at a selection of those recommendations and explore what happens next, and how they can be made into interventions that are both practical and dynamic.

Session 2.7d
Policy and practice on inclusive higher education in the UK and Kenya
Dr Vasiliki Kioupi, University of Leeds, Dr George Giannopoulos, UCL, Sally Musungu, Imperial College London, Acquilina Wafula Nawire, University of Nairobi, Dr Felister Nzuve, University of Nairobi
Ten-minute thesis. Meeting Room 2

This study was undertaken as part of an ongoing collaborative research project between a UK university and a university in Kenya. The study aimed to investigate policies and practices of inclusion and inclusive education in the two universities. It sought to understand

how inclusion and inclusive education are conceptualised in the two geographical contexts, and review literature on inclusion, inclusive education, disability, race and international/refugee students and staff to develop a theoretical framework for inclusive education. The desk-based research was complemented with insights from surveys and interviews with staff and students and can benefit universities in the UK and beyond.

Parallel session 3, 13:50 - 14:50
Session 3.1
Exploring inclusivity in HE through Lego Serious Play: Interactive workshop
Professor Marie Griffiths, Dr Nadine Watson, Tracy Dixon, and Dr Kitty Rostron, Salford Business School,
Interactive workshop, Grace Suite 1

At Salford Business School we have invested in Lego Serious Play to foster creativity, imagination, and problem-solving among students and staff and external organisations. This workshop uses these practices to explore gender equity in research, an acknowledged persistent challenge in HE, aligning with the conference theme of 'Creative approaches to enduring challenges'. The session involves two individual Lego builds and culminates in a collaborative group build, emphasising storytelling. We invite all with an interest in gender representation in HE research. Key takeaways include reflections from the workshop and the introduction to Lego Serious Play as a creative tool.

Session 3.2a
How to effectively embed EDI within curriculum design- cart or horse?
Siobhan Cullen, The Open University and Atlantic Technological University Donegal, and Dr Bronagh Hever Atlantic Technological University Donegal
Oral presentation, Grace Suite 2

Taking a combined approach, using exemplars from two HEI's, this paper is designed to showcase techniques which will not only embed EDI principles within programme design but ensure that academic and support staff have the necessary skillset to do so effectively. This paper is aimed at HE colleagues who are interested in discussing programme design techniques and the content and delivery of the Certificate in EDI in Education in order to support the development of EDI in curriculum design.

Session 3.2b
The EDI practitioners skillset workshop (personal and institutional perspectives)
Oladapo Fadoju, The Open University
Oral presentation, Grace Suite 2

This session was designed with the aim to leave a lasting impact by empowering and equipping attendees with the tools and insights needed to drive change in their respective institutions and foster more inclusive and diverse higher education environments.

Session 3.3
Good grief! Transformative approaches to navigating trauma and loss
Lindy-Ann Blaize Alfred and Georgina Brown, Advance HE
Oral presentation, Grace Suite 3

Encounters with grief are a common experience for many of us. Whether stirred by personal losses such as bereavement and breakdown of relationships, the trauma of marginalisation, discrimination and microaggressions, fears for others, or pain for the state of the world, grief can impact on our health and wellbeing.

How can institutions support students and staff in navigating grief? This workshop considers what we can learn from Trauma-Informed Pedagogy and Grief Tending, two distinct but complimentary practices with a similar goal of creating a supportive environment for individuals who have experienced trauma or grief. In this session participants will explore the fundamental principles of these approaches and by examining the evidence-base and case study examples, consider the transformative potential of grief tending and TIP-informed practices for enhanced student/staff engagement and success. Engaging discussions and practical insights will equip participants to navigate, advocate for and make use of these approaches in their own contexts.

Session 3.4a
The neurodiverse student; how best to support them? Dr Alison Pooler and Dr Alwyn Ralphs, Keele University
Oral presentation, Albert Suite 5
Neurodiversity, in terms of autism and ADHD, need greater emphasis allocating to them to ensure equality for all students within higher education. Students with such conditions encounter challenges and barriers which could be reduced through raised awareness of their needs and what adjustments could be made to support them more appropriately. This session outlines the results of a workshop which investigated this and developed some recommendations and concepts which could be embedded to improve the student journey.

Session 3.5a
Getting creative with menopause
Professor Karen Ross and Paul Britton, Newcastle University
Oral presentation, Albert Suite 5
Thanks to celebrities such as Davina McCall and MPs such as Carolyn Harris whose Private Members' Bill on menopause was successful, menopause has finally found its way on to the public and media agenda. However, many women still find themselves having to deal with challenging workplace cultures, with awkward colleagues and indifferent managers, even in workplaces with menopause policies. In this presentation, we discuss creative ways to raise awareness about menopause which we have developed: an animated film and a stage play. They draw on women's lived experiences and use both humour and horror in the stories they tell.

Session 3.5b
Inclusion for attainment: An intersectional gender perspective.
Dr Lesley Graham, Dr Kirsty Hacking and Dr Susan Lindsay, University of Glasgow
Oral presentation, Albert Suite 4
Gender on the agenda: Maximizing change! Join colleagues from the University of Glasgow for discussions around a student-centered approach to inform and adapt current assessment provisions to inform our practices to develop inclusive assessment and learning environments for marginalised student groups.

Session 3.6
Enhancing student experience: Embracing inclusion through decolonisation
Professor Geoff Paul, Dr Giuseppe Umberto Cantafio, Christopher MacAllister, University of Sunderland
Interactive workshop, Albert Suite 3
The concept of decolonisation in academia has gained significant importance in Higher Education since the 1960s. Subsequently, several studies have led to the development of

various documents and policies aimed at "decolonising the syllabus". The present work argues that "decolonising the syllabus" is just one aspect of the student journey and propose the alternative term "decolonising the student experience". This approach requires a holistic perspective identifying and addressing potential barriers faced by students. The challenge lies in developing a unique decolonisation culture within each university, one that permeates every aspect of its governance, strategic planning, and operational framework.

Session 3.7 Dr Rita Papoula-Pereira and Dr Gretchen Neary, University of Liverpool
Walkshop session, Meeting Room 2
This walkshop aims at building an imaginary ideal platform for resources to use for communication and support between those that are part of the same institution but don't actually meet, either because they work at different times, in different locations or a lack of awareness on where to have the conversation or access the information. This "how can we reach and please all" kind of question is an understandably ongoing discussion but the outcomes might be original because they are being taken in the present by new participants.

Parallel session 4, 14:55 - 15:55

Session 4.1
Turning EDI on its head: An innovative approach to addressing the issues
Dr Elizabeth Newton and Professor Deborah Andrews, London South Bank University
Interactive workshop, Grace Suite 1
We present a novel pedagogic approach, which has proved successful in enhancing students understanding of sustainability issues. Using a reverse psychology methodology we have demonstrated both engagement and deeper learning. We have successfully transferred the methodology to encourage deeper thinking in Psychology and feel this approach to teaching can go beyond sustainability issues alone and help develop a deeper understanding of EDI issues and thus a more inclusive teaching practice. The session will be in the form of an interactive fun workshop to allow delegates to obtain hands-on experience of how enjoyable these sessions are.

Session 4.2
Athena Swan: The importance of core structures and innovation in achieving genuine change
Chair: Associate Professor Tamsin Majerus, Director of EDI, faculty of Medicine and Health Sciences, University of Nottingham, Dani Glazzard, Head of Athena Swan, Advance HE, Dr Caroline McKinnon, Deputy Head of EDI, University of Bristol, Professor Katherine Linehan, Pro-Vice Chancellor for EDI and People, University of Nottingham
Panel Session, Grace Suite 2
Join this discussion session on the importance of core structures and innovation in achieving genuine gender equality. Silver Athena Swan award holder the University of Bristol and Gold Athena Swan award holder the University of Nottingham discuss with the Head of Athena Swan Dani Glazzard the role of the Athena Swan charter in enabling that change on the journey to achieving gender equality and what has set them apart in making a difference. Please come prepared with questions on this topic.

Session 4.3
Challenging the narrative through conversations to build EDI practice for a changing world
Ms Rehana Awan, Diane Butler and Dr Andrew Potter, The Open University
Interactive workshop, Grace Suite 3

Conversations are key to creating understanding, acceptance, and change, especially in relation to racism and racial inequality but staff need to be equipped with the skills, knowledge and opportunities to engage, reflect and develop. The Faculty of STEM created a diverse project team to ensure staff within our remit are building EDI practice into their everyday. To support staff with developing their skills and knowledge, the project team designed a 3-phase, holistic and multi-layered programme with differentiated opportunities. This session will reflect on progress so far and draw on delegates experiences to design the final phase.

Session 4.4a
A systematic approach to addressing the experience of students with a disability
Professor Neil Fowler and John Hill, University of Derby
Oral presentation, Albert Suite 5

This session will present an overview of how the University of Derby has taken an institutional approach to addressing the accessibility of learning for students with a disability. A range of interventions were implemented including the roll-out of 'Accessibility and me' a learning module made available to all staff. This module was completed by over 1200 staff. Additionally, the university's 'digital baselines' created a set of standards for the design of learning resources and the VLE. The session explores the impact of these strategies on student success and the elimination of outcome gaps between students with and without a disability.

Session 4.4b
Liberating learning using the MaRILU system in the laboratory learning environment
Professor Sobia Kauser and Stuart Walker, University of Bradford and Dr Gladson Chikwa, Manchester Metropolitan University
Oral presentation, Albert Suite 5

Universities have a legal obligation to make reasonable adjustments for disabled people and remove discriminatory practices and procedures and embrace inclusive teaching and learning practices including the designing of inclusive learning environments. A lot of emphasis has been placed on making reasonable adjustments for disabled students in teaching and assessment strategies in non-laboratory settings. Yet, the provision of appropriate support in the laboratory environment for disabled students has been overlooked across the sector. We have designed and developed a managing risks for impaired laboratory users (MaRILU) system, this system facilitates the identification, assessment and accommodation of reasonable adjustments in laboratories.

Session 4.5a
The Equality Project: An innovative strategy for intersectional cultural transformation
Louise Wright and Dr Emma Haagensen, Newcastle University
Oral presentation, Albert Suite 4

Charter mark awards, by their nature, primarily focus on a singular protected characteristic, which doesn't always capture the intersectionality of an individual's lived experience. To address this, we developed the Equality Project led by diverse colleague and student volunteers from the faculty, based on the voice of the faculty. Hear how we created an intersectional approach to culture change, creating one strategic action plan, while meeting charter requirements. We will also focus on the pros and cons of this approach and the impact that the project has had for working towards charter marks, faculty culture and individual's career development.

Session 4.5b

Advancing Equality, Diversity, and Inclusion in Higher Education: Reshaping Practices, Building a Sustainable Future, and Fostering Greater Connections with ACT (Academic Advising, Curriculum, and Transformative Learning)
Professor Neil Bangs, Middlesex University
Oral presentation, Albert Suite 3

This session explores the intricate interplay of EDI, academic advising, and curriculum design, with a specific focus on addressing the attainment gap of widening participation students. It establishes a contextual backdrop at Middlesex University, underlining the crucial role of Advising, Curriculum and Transformative learning (ACT) to effect meaningful change. A case study discussion of the ACT Programme demonstrates how it facilitates a holistic educational approach and fosters students' social responsibility, wellbeing, employability, and lifelong learning skills. The session provides effective strategies to address attainment gap, student outcomes and offers practical takeaways for participants specific educational contexts.

Session 4.6

The journey supporting PGT student transitions: An exploration of a five-year project developing inclusive pedagogy through embedding academic skills, critical reflexivity and team work into modules and programmes
Dr Gill Bishop and Victoria Jack, University of York
Interactive workshop, Albert Suite 3

This session recounts a journey [2018-2023] supporting PGT student transitions through inclusive teaching and learning strategies to embed academic skills, critical reflexivity and team work into modules and programmes. The workshop will be of interest to academic staff and senior policy makers with an interest in transformative practice for diverse cohorts. Participants will hear PGT international student voices and collaborate on responses to the wicked problems the presenters encountered along the journey. This will offer participants the opportunity to reflect on similar challenges related to their context and scope out potential future actions in EDI practice for diverse PGT cohorts.

Session 4.7a

Experiencing microaggressions: A comic illustrating racial microaggressions experienced in clinical teaching environments
Kitty Guo, University of Dundee
Ten-minute thesis, Meeting room 2

Trigger warning: this presentation includes content depicting and describing racist events and racial slurs. This comic illustrating racial microaggressions is designed to start conversations about racism by presenting four stories from staff and students from our community based on their experiences of racial microaggressions experienced on teaching clinics. We hope these stories will lead to more conversations about microaggressions generally, and racial microaggressions, leading to a greater understanding of how microaggressions can detrimentally impact people. Identifying racial microaggressions allows us to consider our own behaviour and that of others to help create a community that is fair and inclusive.

Session 4.7b

Why supporting teaching focused lecturers needs an intersectional, EDI driven Approach
Professor Hannah Cobb, University of Manchester
Ten-minute thesis, Meeting room 2

In this paper I will argue that support for teaching focused academics should always be delivered through an intersectional, EDI informed framework. Teaching focused academics are more likely to be from minoritized groups, and they are more likely to be a minoritized group within many Higher Education Institutions, and thus more likely to face inequities arising from this. My paper will draw upon insights from my own positionality as a T&S Professor and Lead for Academic Development. I will provide practical, and tangible suggestions for how attendees can employ EDI techniques to counter the inequities faced by teaching focused academics.

Session 4.7c
How does campus climate impact the success of LGBTQ+ undergraduate students in UK higher education?
Grace Cappy, Coventry University
Ten-minute thesis, Meeting room 2

Using a campus climate survey and semi-structured interviews, this mixed-methods research captured the experiences and perceptions of student inclusion and exclusion on campus and their perceptions of success at Midlands-based universities. Through statistical analysis, the survey results demonstrate correlations and statistically significant relationships between campus climate and success attributes that were further explored through semi-structured interviews. The findings of this research offer opportunities to create inclusive university environments that benefit the success of all students.

Session 4.7d
Participatory Action Research for an EDI curriculum in undergraduate Accounting: Addressing the unseen barriers to learning
Dr Helen Black, Western Sydney University
Ten-minute thesis, Meeting room 2

Student cohorts are more diverse than ever and although there are many university-level initiatives to promote EDI, real evidence of change at a school and curriculum level is slow to enact the sentiment. An increasing number of students are struggling with a range of 'unseen' barriers to engagement, including but not limited to, financial stress, caring responsibilities for parents, siblings, and children, employment commitments, anxiety and mental health. The proposed project involves a dedicated rethink and redevelop of curriculum in an undergraduate Accounting course to maximise full participation and engagement opportunities for students marginalised by unseen barriers to learning.

Panel Session, 16:10 - 17:00, Grace Suite
Future perspectives on inclusive curriculum in higher education
Chair: Elliott Spaeth, Senior Adviser, Equality, Diversity & Inclusion, Advance HE
Panellist: Paddy Turner, Chair, National Association of Disability Practitioners, Jill Childs, Principal Lecturer, Oxford Brookes University, Obimobi Onyeukwu-Onyenso, Junior Presenter, Elevate Education, Professor Ming Cheng, Professorof Higher Education, Sheffield Hallam University

This panel aims to explore the evolution of inclusive curriculum ideas in higher education. It will delve into the challenges, opportunities, and future trends that could shape the landscape of inclusivity in academia.

Key Discussion Points:
1. **Current State of Inclusive Curriculum:** An overview of the existing strategies and practices in higher education institutions for promoting inclusivity.

2. **Challenges to Inclusivity:** Discussion on the barriers to implementing an inclusive curriculum, such as resistance to change, lack of resources, or systemic biases.
3. **Innovative Approaches:** Sharing of innovative strategies and practices that have been successful in promoting inclusivity in curriculum design and delivery.
4. **Future Trends:** Exploration of emerging trends and technologies that could influence the evolution of inclusive curriculum, such as AI in education, online learning platforms, and more.
5. **Policy Implications:** Examination of the role of policy in promoting inclusivity in higher education, including potential changes needed at institutional or governmental levels.

Expected Outcomes: The panel aims to generate actionable insights for educators and policy makers to further enhance inclusivity in higher education curriculums. It also seeks to inspire ongoing dialogue and collaboration among stakeholders in this critical area.

Day 2 - 7 March 2024

Keynote Conversation, 09:40 - 10:30, Grace Suite
The future is now: How higher education practitioners can foster belonging and inclusion in a changing world
Chair: Professor Zainab Khan, Pro-Vice-Chancellor Education and Student Experience, Royal Holloway, University of London
Panellist: Syra Shakir, Associate Professor in Learning and Teaching, Leeds Trinity University, Dr Marjory Da Costa Abreu, Senior Lecturer, Sheffield Hallam University and Professor Damien Page, Deputy Vice-Chancellor, Buckinghamshire New University
The world is changing rapidly, and so are the needs and expectations of students, educators, and society. How can higher education practitioners prepare themselves and their institutions for the future of education, where belonging and inclusion are not only desired, but essential? What skills, knowledge, attitudes, and actions are required to create an environment that supports diversity, equity, and inclusion in all aspects of learning and teaching? How can higher education practitioners collaborate with each other and with other stakeholders to ensure that the education of the future is responsive, relevant, and impactful for all?

The Keynotes will address questions such as:
- What are the current and emerging trends and issues that affect belonging and inclusion in higher education?
- What are the best practices and strategies for fostering belonging and inclusion in different contexts and disciplines?
- What are the common barriers and enablers for belonging and inclusion in higher education, and how can they be overcome or leveraged?
- What are the roles and responsibilities of higher education practitioners in promoting belonging and inclusion in their institutions and beyond?
- How can higher education practitioners develop their own competencies and capacities for belonging and inclusion, as well as support others in their professional development?

The Speakers will also respond to questions from the audience, and provide practical suggestions and resources for further learning and action.

Parallel session 5, 10:50 - 11:50

Session 5.1
Living Black at University
Jenny Shaw and Sam Kingsley, Unite Students
Interactive workshop, Grace Suite 1

This session aims to engage delegates with the previously neglected role that student accommodation and wider campus services can play in racial inclusion in higher education, and to consider how it can support EDI initiatives in the academic student experience. Drawing on the 2022 Living Black at University research and the ongoing work of the Living Black at University Commission, this session invites participants to engage with the research and discuss its practical outcomes, identifying areas of mutual interest such as personal tutoring and joining up data sets.

Session 5.2a
Student stories: Why students go to university
Dr Emmanouil Noikokyris and Emanuela Nova, Queen Mary University of London
Oral presentation, Grace Suite 2

This session delves into the motivations, emotions and aspirations of students pursuing higher education, as articulated in the monologues of 150 Humanities and Social Sciences students at Queen Mary, University of London. Using verbatim quotes, we aim to re-frame our understanding of student voices, prompting a re-evaluation of our prevailing assumptions concerning the perceived significance of university studies and academic engagement. Through these stories, we advocate for a more nuanced, student-centred approach in higher education, promoting environments where all individuals feel valued and supported.

Session 5.2b
TBC
TBC
Oral presentation, Grace Suite 2
TBC

Session 5.3
Toolkits for embedding equality diversity inclusion & wellbeing (EDI&W) and decolonisation in both research and teaching within the Health & Life Sciences
Dr Lesley Iwanejko, Professor Taz Goddard-Fuller and Dr Carl Larsen, University of Liverpool
Interactive workshop, Grace Suite 3

To foster inclusivity and address systemic barriers within our university we designed three toolkits to catalyse change in teaching, research, and professional practice. Medicine ED&I Curriculum Toolkit: tailored for Medical undergraduate education, this toolkit reimagines Medical curriculum coverage and school environments, prioritising EDI concerns. EDI&W Researcher Toolkit for Health and Life Scientists: focuses on raising awareness about EDI&W barriers in research and facilitates integration of EDI&W principles into all aspects of research. Decolonising the Curriculum Toolkit and Module Audit: offers a user-friendly, self-evaluation tool for course content, design and delivery, assessment, belonging, and engagement, fostering inclusivity across various subjects.

Session 5.4a
The experiences of part-time Postgraduate Researchers
Dr Paulette Toppin, Freelance
Oral presentation, Albert Suite 5

Part-time postgraduate researchers matter. Postgraduate researchers are seen as an important asset to HEIs, contributing to an institution's ability to advance knowledge and innovate, as well as building a cadre of future researchers and research leaders in every discipline. However, little is known about the experiences of part-time postgraduate researchers who can be excluded from some of the experiences taken for granted by those full-time. This session seeks to share the findings of a small-scale research residency and how those findings align with the lived experience of the presenter who studied for her doctorate on a part-time basis.

Session 5.4b
Foregrounding the lived experiences of students from low socio-economic background to promote socially inclusive environments in HE
Aurelia Robert, and Dr Céline Benoit, Aston University
Oral presentation, Albert Suite 5

Aston University (Birmingham, UK) aims to be a socially inclusive institution. In 2023, the University was ranked 2nd for best social mobility (HEPI) but how much do we know about our students? What is it that the University is doing well and could be replicated elsewhere? Where are the remaining gaps and barriers that need further tackling? In this session, we will reflect on these questions as we present a series of fictional accounts, based on data collected throughout 2022-23 within the School of Social Sciences and Humanities.

Session 5.5a
Celebrating our crowns: Using art to change hearts and minds and foster a sense of belonging
Eli Todorova, University of Nottingham
Oral presentation, Albert Suite 4

This presentation proposes that thought-provoking art projects can create space for self-reflection, growth, and learning. We will focus on art as an effective intervention that can foster a sense of belonging and drive change. We will share a case study of the Crowns exhibition, which was born out of a desire to address negative stereotypes and discrimination against those who have natural Afro hair or wear head coverings. The exhibition was created and evaluated in partnership with students and colleagues and it inspired the creation of university-wide guidance on hair and head coverings.

Session 5.5b
Student belonging and the non-diverse curriculum
Dr Yaprak Tavman, Dr Karisha Kimone George and Trish Chinzara, University of York
Oral presentation, Albert Suite 4

This interdisciplinary project sought to explore the experiences of a diverse group of students whilst at the University of York, with a specific focus on evaluating the impact of the level of diversity present in their degrees on their feelings of 'belonging', and their confidence in their academic potential. It also sought to involve student partners in this exploration. To fulfil these aims, six student interns conducted 54 interviews, and the data collected was thematically analysed. Our results demonstrated that BAME and non-BAME students alike feel that their university curricula are alienating and Eurocentric, and hence, limit their learning opportunities.

Session 5.6
Navigating power dynamics in Higher Education: A role-play workshop with the 'Let's Talk About...' card game
Dr Lydia Bach and Dr Emily May Armstrong, University of Glasgow
Interactive workshop, Albert Suite 3

Join our immersive workshop, delving into the complexities of power dynamics in Higher Education. Immerse yourself in role-play scenarios, experiencing differential power dynamics first-hand. Experience the transformative 'Let's Talk About...' card game, fostering transparent communication and empathy. Engage in hands-on activities and gain insights into effective communication techniques within a range of academic relationships. You will discover how this innovative approach can empower you to create a supportive and inclusive environment. Additionally, we will discuss preliminary results of a trial and feedback, providing a comprehensive understanding of the game's impact and potential.

Session 5.7
Authentic allyship: Challenges and opportunities
Ivna Reic, Claire Drakeley and Frank Jordan, The University of Northampton
Walkshop session, Meeting room 2

Allyship is considered critical to the achievement of true equality, diversity and inclusion in all aspects of society and in relation to all protected characteristics. Whilst the term itself is understood by most on an intellectual and conceptual level, incidental evidence suggests that those who consider themselves as allies sometimes still hold back for fear of saying or doing the wrong thing in any given situation. This session seeks to explore the core allyship skillset in order to tease out the potential barriers to and enablers of the allies' full and authentic self-expression in potentially tricky EDI-focused situations.#

Parallel session 6, 12:00 - 13:00

Session 6.1
Enhancing EDI engagement through game-based learning
Dr Emma Haagensen, Newcastle University and Louise Wright, Newcastle University
Interactive workshop, Grace Suite 1

Engagement in the EDI agenda has declined post-pandemic and new innovative strategies were needed to engage students and colleagues. Working with our students, we co-developed a range of resources designed to engage all stakeholders through game-based learning. Our 'pop-up' stands were designed to increase knowledge of the demographic, role models and stereotypes. In this workshop, we will provide some context to our approach to EDI engagement and education and give you the opportunity to trial our game-based learning resources, as well as considering areas for expansion and development and sharing pre-made EDI game resources.

Session 6.2a
Interrogating integrity data to inform awarding gap understanding
Dr Janice Brown and Dr Elizabeth Newton, London South Bank University
Oral presentation, Grace Suite 2

This project examines patterns of academic misconduct by ethnicity and across different disciplines, to investigate previously overlooked factors that may influence the awarding gap. Emerging themes are internalisation of standards, use of feedback, and feelings of belonging. Differing patterns of results by different disciplines reinforce the findings in the literature that a global approach to addressing issues in awarding gaps is too simplistic. This

work will lead to a deeper understanding of individual differences that influence the awarding gap, and we suggest strategies for mitigating these issues.

Session 6.2b
Tackling racial equity on awarding and employability gaps: Double benefits of an EDI mentoring scheme
Dr Araida Hidalgo, Dr Josephine Gabi, Josie Leydon, Manchester Metropolitan University
Oral presentation, Grace Suite 2

Manchester Metropolitan University's departments of Life Sciences, Early Years & Childhood Studies and Initial Teacher Education, work with the internal service "MentorMe" for a mentoring programme targeting racially minoritised students to offer a scheme with trained and trusted professionals from similar ethnic/professional backgrounds to ensure rapport among participants as well as highly relevant mentoring relationships. Although no single intervention can purport to solve the challenges our diverse students encounter, our work demonstrates the significance of mentoring in raising students' expectations and aspirations, and on challenging the historical functions of the higher education system to achieve equality of opportunity for all.

Session 6.3
The power of partnerships
Shaid Parveen and Samira Dar, Aston University
Interactive workshop, Grace Suite 3

The power of partnerships will explore the student of today and the challenges marginalised students face in pursuing their career choice, particularly within the law. This workshop will illustrate the creative and proactive approach adopted by the Careers and Placement Team and Aston Law School at Aston University, in working with the private, public and third sector to secure partnerships to achieve positive and sustainable outcomes for their students. The workshop will demonstrate how change can be achieved without having to compromise on equality, diversity and inclusion.

Session 6.4a
Mirror Leadership Teams: Learning from business to diversify thought, increase relevance and improve engagement in University leadership
Dr Lyndsay Poore, University of Leicester, Dr Karen Bowman, University of Leicester
Oral presentation, Albert Suite 5

In business, shadow executive boards are used to bring diversity of thought, increased relevance, and improved engagement of employees within an organisation. This session will demonstrate how we adapted the shadow executive boards used by companies such as Gucci, and organisations such as the NHS, for use within a higher education setting, applying the model to our own College Leadership Team. The Mirror Leadership Team, formed of 17 individuals, diverse in job role, experience, gender and ethnicity has strengthened the connection of the executive team to the College and brought innovative approaches to issues such as improving communication and morale.

Session 6.4b
How inclusive is the assessment strategy for the primary care pharmacy education pathway (PCPEP)?
Sneha Varia, Centre for Pharmacy Postgraduate Education
Oral presentation, Albert Suite 5

This presentation describes a project to measure how inclusive the assessment strategy is for one of our learning programmes. The review focused on:

- How do we ensure that assessments are sufficiently inclusive, giving all learners fair opportunities to demonstrate the learning outcomes without any barriers to access?
- Which learners might be disadvantaged by the assessment methods in the assessment strategy?
- What can we do to make the assessment strategy more inclusive and accessible? We will share our methods, findings and recommendations and provide a framework for HE and non-HE education providers to review their assessment strategies for accessibility and inclusivity.

Session 6.5a
Advance HE guidance on good relations and protected beliefs
David Bass and Richard Stewart, Advance HE
Oral presentation, Albert Suite 4

In this thought-provoking In-conversation session featuring David Bass (Director of EDI) and Richard Stewart (Senior Adviser, Inclusive Institutions) we discuss the interplay between freedom of speech, protected beliefs, and fostering good relations. As our societies grapple with diverse perspectives, legal frameworks, and ethical considerations, understanding these dynamics becomes paramount. The discussion aims to cover key themes around the legal framework, explores the 'delicate equilibrium' of balancing free speech with preventing violence, abuse, and discrimination, defining good relations and fostering an understanding of the responsibilities and opportunities to maintain good relations in a diverse landscape. Participants will not only gain insights into some of the learning from and challenges with creating the Guidance, but wll also have an opportunity to share their own examples of good practice in their institutions. This session will be of interest to everyone but particularly to Charter teams, professional services staff and senior leaders and decision makers.

Session 6.5b
Is practical laboratory teaching in life sciences impractical for autistic undergraduates? Development of gold standards for accessibility
Dr Kate Hammond, The University of Liverpool
Oral presentation, Albert Suite 4

Increasing numbers of autistic students are enrolling in UK higher education courses however, they remain more likely to struggle to complete their degree than their peers and, in particular, often struggle in laboratory classes. Key areas of difficulty tend to be communication with non-autistic individuals, sensory hyper or hyposensitivity and change/the unexpected. Laboratory teaching can be particularly problematic as autistic students may have to cope with all of these, while also attempting to learn and carry out potentially complex experiments. I will present an analysis of the barriers and suggest gold standards for accessibility of laboratory teaching for autistic students.

Session 6.6
Navigating change: Exploring the latest developments and practice in sexual and racial harassment in HE
Baljit Birring and Ellen Pugh, Advance HE
Interactive workshop, Albert Suite 3

An engaging and interactive workshop that delves into the latest national developments shaping the landscape of sexual and racial harassment in higher education across the UK. It will provide insights into the implications of the Worker Protection Act (Amendment of Equality Act 2010) and the Universities UK (UUK) evaluation of progress in combating racial harassment since 2020, adopting an intersectional approach, covering the latest initiatives,

ongoing university efforts, and the impact of new requirements and recommendations. Delegates will have the opportunity to discuss and explore actionable steps they can implement within their institutions.

Session 6.7a
Supporting lifelong learners to find their place
Emma Lennox, Queen's University Belfast
Ten-minute thesis, Meeting room 2

This research focused on the evolving and expanding landscape of mature students in higher education, with a focus on non-linear and creative subjects. The session is aimed at anyone who works with lifelong learners, who influence curriculum design or support career development planning. Attendees will understand pertinent issues faced by this cohort, their unique career drivers and how to support their transition into, through, and out of university. Delegates will be encouraged to consider how their own institutions support and engage with these students, and potential actions to promote equality and inclusion for this often marginalised student population.

Session 6.7b
Bringing Equality, Diversity, and Inclusivity to academic integrity
Dr Fawad Khaleel and Dr Patrick Harte, Edinburgh Napier University
Ten-minute thesis, Meeting room 2

This session is aimed at academics who are designing assessment for taught postgraduate (TPG) students. The session will contextualise the problem of plagiarism, use of generative artificial intelligence and highlight common characteristics of assessments identified where breaches are high. These characteristics are developed from our research based on 23,951 student submissions with 1,405 cases of academic integrity breaches. We will then examine how to bring EDI to assessment design. Inclusivity and equality of opportunity to succeed in assessment can only be achieved through ensuring and embedding a co-created shared understanding of academic expectations.

Session 6.7c
How have calls for gender equity been reflected in UK universities' family leave policy and practice?
Clare Matysova, University of Aberdeen
Ten-minute thesis, Meeting room 2

Transition to parenthood, and beyond, is inextricably linked to the gender pay gap. As the work of Claudia Goldin, 2023 Laureate in the Economic Sciences, has shown, the bulk of earnings difference between men and women arises after the birth of the first child. This presentation will overview current parental leave policy within the UK HE sector, how this compares to UK benchmarking, and will provide a snapshot of parents' experiences taking leave within the HE sector, demonstrating (in)congruence between calls for gender equity, how this is interpreted in HE policy and experienced in practice.

Session 6.7d
Strengthening EDI practitioner skillset with modern Generative AI
Dr Xiaoyang Wang, University of Exeter
Ten-minute thesis, Meeting room 2

Discover the potential of Generative AI (GenAI) to empower EDI practitioners in the HE sector and beyond. Our session bridges the gap between AI and EDI, offering tools, best practices, and interactive case studies. Learn how GenAI can enhance inclusivity, media

creation, and more. This will be a dynamic exchange of insights and ideas at the intersection of AI expertise and EDI experience.

Parallel session 7, 13:50 - 14:50

Session 7.1
Developing anti racist practices - a student support approach
Ifrah Salih, Rachel Stone and Melissa Jacobi, Sheffield Hallam University
Interactive workshop, Grace Suite 1

The Hallam Mini-modules are online modules to aid students' personal/professional development. This workshop focuses on the equality, diversity and inclusion (EDI) mini-modules, for example, 'Microaggressions' and 'Becoming Anti-Racist'. The mini-modules are being piloted with students at Sheffield Hallam University as part of the university strategy to address the ethnicity degree awarding gap. The workshop will showcase the modules and provoke discussions about comparable approaches, barriers to implementation, embedding the mini-modules into subject disciplines and staff support needs. Free access to the modules will be granted to workshop delegates, with an opportunity to consider their possible uses in practice.

Session 7.2
TBC
TBC
Unconference session, Grace Suite 2
TBC

Session 7.3
Enhancing inclusive practice through international partnerships
Professor Hannah Bartlett and Dr Suki Phull, Aston University
Interactive workshop, Grace Suite 3

Whatever the drivers for the development of the 'global university' within the UK higher education system, there is an increasing need for an international perspective on inclusive practice. This session will explore how working with international partners can enhance the experience of learning and teaching for students and staff. Learnings from a range of societal and cultural contexts can be used to develop effective support interventions for university communities in the UK and overseas. This workshop will support embedding individual engagement as a key step towards culture change.

Session 7.4a
Students as allies in culture change in a HE Institution
Dr Carl Larsen, University of Liverpool
Oral presentation, Albert Suite 5

A universal feature of successful race equity and inclusivity interventions is the partnership between students and staff, acknowledging that students are an invaluable force in driving culture change. That said, it is crucial to ensure that the emotional burden of this work does not fall on the students. The collaborative efforts, training, and payment for their contributions should signify a balanced approach, empowering students while maintaining a duty of care. This talk details a range of race equity and EDI initiatives at a Russell Group university where student voices are key to their success.

Session 7.4b

Using privilege to develop allyships beyond existing 'echo chambers'
Matthew Lee and Kate Newby, University of Sunderland
Oral presentation, Albert Suite 5

Are you interested in inclusive practice and how to move discussions beyond existing 'echo chambers'? Do you find discussion of 'privilege' difficult to navigate especially when trying to recruit allies? If you answered yes to either question join us for this oral presentation where we will discuss how privilege can be used to develop allyship beyond 'echo chambers'.

Session 7.5a
Reciprocal DI-lawgues: Embedding an EDI response in addressing the ethnicity awarding gap at the Reading Law School
Shweta Band and Dr Nowrin Tamanna, University of Reading
Oral presentation, Albert Suite 4

Reciprocal DI-lawgues is a Reading Law School initiative towards closing ethnicity awarding gaps. It involves 26 staff-student partners scheduled to meet periodically from Oct 2023 to March 2024, to discuss the project themes: T&L, Employability and Belonging (pre-supplied questionnaire). This workshop will present findings from the project. Based on interactive activities (case-study/role-play) we will invite audience feedback/suggestions on the project themes. The key-takeaway for the audience will be learnings from the success measures/challenges in developing long-term staff-student partnerships. The session will benefit a wide range of audience including staff involved in shaping curriculum design, teaching, assessment, feedback, student experience, and engagement.

Session 7.5b
Bridging the gap between anti-oppressive practice and academic practice
Mel Lindley and Simon Williams, University of Derby
Oral presentation, Albert Suite 4

This session is for colleagues interested in staff development, EDI, and improving student outcomes. A different approach to addressing the ethnicity awarding gaps was introduced to Programme Leaders (PL) through a bespoke support and development package. The philosophy behind the intervention at PL level will be explored alongside the session design rationale. Reflections on how leadership, role modelling and equity accomplice can be woven into, and tailored to, each topic to promote inclusivity and diversity will be discussed. Early outputs of this longitudinal project will be shared, and participants will be encouraged to discuss approaches from their respective institutions.

Session 7.6
Actionable steps to neurodiverse-friendly practice: A walkshop for Higher Education practitioners
Matt Coldrey, Hartpury University
Interactive workshop, Albert Suite 3

As diagnoses of neurodivergent conditions become more prevalent, higher education institutions face an urgent call to adapt. This walkshop offers a targeted approach to understand, plan, and implement neurodiverse-friendly pedagogies in teaching practices, with a focus on how we can bring everyone on board with us.

Session 7.7
Building strategies for sustainable cultures within higher education music recording studio spaces
Dr Elizabeth Haddon and Dr Amandine Pras, University of York
Walkshop session, Meeting room 2

Historically, studio spaces in higher music education have been limited in regard to the diversity of those who work within them, mirroring the lack of social diversity in the recording industry. They are often controlled by gatekeepers which also impact on recruitment, inclusivity and may link to professional working environments beyond HE through internships and future student employment. How can we develop equitable cultures of diversity and inclusion within these environments? We invite delegates to walk with us across disciplines to explore issues of leadership and cultures, and to collaboratively share and develop strategies for sustainable cultures.

Parallel session 8, 15:00 - 16:00

Session 8.1
Developing inclusive personae for curricula and service delivery
Katie Stripe and Katie Dallison, Imperial College London
Interactive workshop, Grace Suite 1
Imagine if the content of your course could reflect the diversity of your cohort. How would that make your students feel? Now more than ever we have an opportunity to do exactly that. This session will discuss the creation of inclusive personae and how they can be embedded in a curriculum or service. It will also allow attendees to consider their own contexts and develop personae that reflect the needs of their communities, students, and service users.

Session 8.2
Achieving a Silver REC Award – the reality of genuine change
Chair: Georgina Brown, Anne Mwangi, Head of RE, Advance HE, Professor Dawn Edge, Academic Lead for EDI, University of Manchester, Kaushika Patel, Deputy Dean for Faculty of Health and Life Sciences, De Montfort University
Panel session, Grace Suite 2
Join this discussion session on the importance of transparency in achieving genuine race equality in both structure and culture. Highlighting what challenges they had and how they overcame those with innovative practice and honest open reflection. Race Equality Award holders the University of Manchester and De Montfort University discuss with the Head of Race Equality Charter Anne Mwangi the role of the Race Equality charter in enabling that change on the journey to achieving race equality and what has set them apart in making a difference. Please come prepared with questions on this topic.

Session 8.3
Mind the Gap – A new conversation starter game for EDI practitioners
Dr Riccardo Maddalena, Dr Kathryn Jones, Dr Sarju Patel, and Deborah Syrop, Cardiff University
Interactive workshop, Grace Suite 3
This workshop introduces the "Mind the Gap" playing cards that have been developed by an interdisciplinary team from Cardiff University. The cards can be used as part of a discussion game targeting apprehension around EDI topics such as race, gender, or disability. Our fears of mislabelling or offending often impedes inclusivity and these cards, shaped with input from marginalized voices are designed to guide EDI discussions and reduce concerns. This practical session will enhance EDI practitioners with a new skillset, as they are invited to experience the game and share feedback.

Session 8.4a

Postgraduate researchers from diverse backgrounds: A framework for defining, measuring and supporting success

Rachel Van Krimpen, University of Nottingham

Oral presentation, Albert Suite 5

This workshop session will explore a resource designed to ensure that we effectively support postgraduate researchers from diverse backgrounds and recognise that success may look different for different groups. 'Postgraduate researchers from diverse backgrounds: A framework for defining, measuring and supporting success' offers practical actions and approaches that are flexible by design and can be easily adapted to the structures and needs of different schools, faculties and higher education institutions. It is based on PGR-led research and highlights case studies of existing and emerging practice and specific experiences of PGRs from different backgrounds.

Session 8.4b

Invisible barriers: South Asian students' perceptions of ethnic inequalities in achieving an academic career

Dr Valerie Farnsworth, University of Leeds and Santiago Alfaro Rotondo, Pontifical Catholic University of Peru

Oral presentation, Albert Suite 5

Ethnic inequality persists in higher education. One opportunity for addressing inequality is to expand the participation of the Black, Asian and Minority Ethnic (BAME) population in academia. Our research aimed to explore student perspective for why there is an underrepresentation of BAME groups in university academic staff. The analysis is based on interviews (n=10) carried out with undergraduate and postgraduate students of South Asian origin from one university in the North of England. The interviews do not reveal experiences of explicit discrimination but rather the existence of cultural, social and economic barriers and disadvantages to achieving an academic position.

Session 8.5a

Gender leadership challenges In STEM without borders: Lessons learned and next steps towards bridging the gap

Dr Khadija Mohammed and Dr Evi Viza, University of the West of Scotland

Oral presentation, Albert Suite 4

The presentation: "Gender leadership challenges In STEM without borders: Lessons learned and next steps towards bridging the gap" presents findings from three partnerships that the University of the West of Scotland led. Each project was focused on a different geographical area (India, South East Asia and Brazil) with a focus on improving gender diversity within STEM for the participating higher education institutions. The mutual learning from the collaborations reiterate the need to improve EDI within STEM research and also the need to build international networks to support that.

Session 8.5b

50% for the Future: Attempting to better understand and address the under-representation of female students studying Mechanical Engineering at degree level through the implementation and comparison of varied outreach interventions

Dr Jennifer Thompson, Swansea University and Professor Andrew Rees, Loughborough University

Oral presentation, Albert Suite 4

Research findings from the RAEng funded "50% for the Future" project, a longitudinal study focused around developing an iterative and collaborative process to improve the

representation and experience of females studying Mechanical Engineering at HE-Level, will be presented in this session. The presentation will focus on findings around understanding motivating factors in the female decision-making process when selecting Mechanical Engineering, along with feedback from different styles of tested and novel outreach interventions, undertaken with both schoolchildren and secondary/tertiary-level educators. The quantitative and qualitative findings presented will be of interest to those involved in recruitment and admissions within HE.

Session 8.6
Decolonisation: Corporate and grassroots approaches
Yvette Hutchinson, British Council
Interactive workshop, Albert Suite 3
The aim of this session will be to provide an interactive discursive space to consider how a cultural relations organisation brings together 'corporate' and 'grassroots' responses to decolonisation. The British Council held global webinars for colleagues to discuss decolonisation. They were 'crowd -sourced' events led by volunteers. The purpose was to define decolonisation(s) and then consider how these might be applied to elements of the British Council's portfolio. At the same time, the British Council was embarking on its Anti-Racism Action Plan and developing a corporate strategy informed by volunteer-led anti-racist activities.

Session 8.7a
Creating an inclusive classroom
Josephine Van-Ess and Marlene Gadzirayi, University of Sussex
Oral presentation, Meeting room 2
There are huge societal benefits when HEIs undertake steps to allow for equality, diversity and inclusion in their activities. However, undertaking these steps can be daunting given the dynamic student profile and the breadth of what EDI entails. To address this challenge, it is important that everyone in the sector recognises their contribution no matter how small it might seem. This presentation will show how teaching can be used to promote equality and inclusion in the classroom through an induction checklist and the 3E framework (Smyth et al, 2011)

Session 8.7b
More than a tick-box exercise: Developing inclusive education for the new PSF by responding to staff and student characteristics
Dr Ceri Morris, Cardiff University
Oral presentation, Meeting room 2
In 2021, Cardiff University began delivering accredited Fellowship programmes, with a core commitment to the theme of inclusive education, interwoven in all aspects of the programmes. This project explored the impact of this approach upon teacher commitment to inclusive teaching practice, and the resultant impact on student experience. Attention was paid to the changing nature of staff and student populations during the analysis. Findings illuminated significant shifts in practices and commitment to inclusive education; the significance of staff identities in the process; and key messages for the design of education development in inclusive education for the new PSF.