

DAY 2 - 5 July 2023

08:30 - 10:00	Registration: Refreshments available							08:30 - 10:00
Opening plenary								
Room: Westminster Theatre								
10:00 - 10:45	Welcome address: Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE							10:00 - 10:45
Keynote: Mark Anderson, Chairman, Edify								
10:45 - 10:50	Transition period							10:45 - 10:50
Parallel session 1								
	Room: CBA0.007 D2.1.1 - Workshop	Room: CBA0.013 D2.1.2 - Workshop	Room: CBA1.078 D2.1.3 - Workshop	Room: CBA1.098 D2.1.4 - Workshop	Room: CBA1.100 D2.1.5 - Workshop	Room: CBA0.060 D2.1.6a - Oral presentation	Room: CBA1.076 D2.1.7a - Roundtable	
10:50 - 11:50	<p>Embedding inclusion and accessibility into academic integrity teaching and practice</p> <p>Dr Mary Davis, Oxford Brookes University, Dr Jamie Cawthra, Bloomsbury Institute London, Stephen Bunbury, and Dr Claire Robertson, University of Westminster</p>	<p>Our community: Building and belonging, co-creating a socially just curriculum</p> <p>Syra Shakir and Dr Asiya Siddiquee, Leeds Trinity University</p>	<p>Incorporating creative writing pedagogical approaches in STEM teaching and assessment design</p> <p>Dr Christina Sietou, University of Nottingham</p>	<p>Rethinking educational marginality: A literary studies approach</p> <p>Dr Joan Roache, University of Manchester</p>	<p>Effective use of scientific language in a post-pandemic world</p> <p>Lindsey Brown and Dr Joanne Pennock, University of Manchester</p>	<p>Unpicking the rubric: Tutor and student experiences of marking grids for assessment on a final year interdisciplinary module</p> <p>Dr Harriet Kopska and Dr Jenny Duckworth, The Open University</p>	<p>Authenticity, inclusivity and the role of self in creating safe and inclusive environments</p> <p>Stephen Doyle, University of Manchester</p>	10:50 - 11:50
						D2.1.6b - Oral presentation	D2.1.7b - Roundtable	
						TBC	<p>Inclusive group formation to enhance collaborative learning: Heterogeneous versus homogeneous grouping</p> <p>Dr Stephanie Hsin-Ju Tsai and Dr Barbara Waters, University of Manchester</p>	
						D2.1.6c - Oral presentation	D2.1.7c - Roundtable	
						<p>Shaping the future of Thai teaching and learning norm: Challenging the traditional learning</p> <p>Associate Professor Cholvit Jearajit, Srinakharinwirot University</p>	<p>Breaking Boundaries: Belonging and the student journey</p> <p>Dr Jennie Ferrell and Dr Nancy Zook, University of the West of England</p>	
11:50 - 12:05	Refreshments							11:50 - 12:05
Parallel session 2								
	Room: CBA0.007 D2.2.1 - Workshop	Room: CBA0.013 D2.2.2 - Workshop	Room: CBA1.078 D2.2.3 - Workshop	Room: CBA1.098 D2.2.4 - Workshop	Room: CBA1.100 D2.2.5 - Workshop	Room: CBA0.060 D2.2.6a - Oral presentation	Room: CBA1.076 D2.2.7a - Oral presentation	
12:05 - 13:05	<p>Developing and implementing a teaching and learning plan at the Open University (OU): A faculty-led approach</p> <p>Dr Vic Nicholas, Professor Joan Simons, Dr Kristen Reid, Dr Helen Kaye, Sarah Drea, Cin McGuigan and Diane Butler, The Open University</p>	<p>Making inclusivity meaningful: Acting on student views to create an inclusive university experience</p> <p>Dr Eamonn McKeown, Dr Grace Lucas and Dr Irene Clori, School of Health & Psychological Sciences City, University of London</p>	<p>Teaching and Learning's Room 101</p> <p>Dr Kathryn Jones, Dr Martin Chorley, Dr James Osborne, Dr Wendy Ivins and Dr Catherine Teehan, Cardiff University</p>	<p>Guidelines to create more inclusion in online and hybrid education</p> <p>Dr Mijke Hartendorp, Saxon University of Applied Sciences</p>	<p>Supporting the Identity Development of Underrepresented Students (SIDUS) Project: Fostering a diverse and inclusive academic community</p> <p>Dr Tiffany Chiu and Katarzyna Zukowska, Imperial College London</p>	<p>Challenging and transforming mindsets through curriculum review: Lessons learned from SRUC's SEEDABLE curriculum project (embedding Sustainability, Enterprise, Equality and Diversity through Active and Blended Learning)</p> <p>Dr Pauline Hanesworth, Dr Carol Langston and Cagri Yildirim, Sotland's Rural College</p>	<p>Belongingness: A preliminary study into Black undergraduate attainment gaps at non-diverse UK universities</p> <p>Miemie Neethling-Taylor, Croydon University Centre</p>	12:05 - 13:05
						D2.2.6a - Oral presentation	D2.2.7a - Oral presentation	
						<p>How do you design a new institution from a blank piece of paper upwards?</p> <p>Dr Ruth Massie and Dr Nikki Williams, Cranfield University</p>	<p>Lessons in learning: addressing the black and white student attainment gap</p> <p>Dr Rachel Welton, Dr Tolu Fadipe and Dr Angela Vickerstaff, Nottingham Trent University</p>	
						D2.2.6a - Oral presentation	D2.2.7a - Oral presentation	
						<p>Challenging futures: Strategies towards transformational curricula in Scottish HEIs</p> <p>Dr David Overend, University of Edinburgh and Dr Ashley Lewis-Cole, University of Glasgow</p>	<p>Beyond the 'usual suspects': Exploring the adoption of 'good practice' recommendations for closing BAME/GEM attainment and continuation gaps in UK HE</p> <p>Dr Aura Lehtonen, University of Greenwich and Dr Siobhan Dytham, University of Northampton</p>	
13:05 - 13:55	Lunch							13:05 - 13:55
Parallel session 3								
	Room: CBA0.007 D2.3.1a - Oral presentation	Room: CBA0.013 D2.3.2a - Oral presentation	Room: CBA1.078 D2.3.3a - Oral presentation	Room: CBA1.098 D2.3.4a - Oral presentation	Room: CBA1.100 D2.3.5a - Oral presentation	Room: CBA0.060 D2.3.6a - Oral presentation	Room: CBA1.076 D2.3.7a - Oral presentation	
13:55 - 14:35	<p>Embracing the challenges and adjusting for better outcomes</p> <p>Dr Raphael Okoye, University of Bedfordshire</p>	<p>Shaping the future through engagement with consultation projects: A case study of student-staff consultation projects</p> <p>Dr Xue Zhou, Queen Mary University of London</p>	<p>Supporting mature degree apprentices</p> <p>Dr Joanna Booth and Dr Louise Oldridge, Nottingham Trent University</p>	<p>Reflections from an academic professional apprenticeship: A good route to take?</p> <p>Luke Brick and Dr Kate Wilkinson, Hartpury University</p>	<p>Co-creating an anti-racist Medical curriculum</p> <p>Olumide Popoola, Shivani Ganesh and Aida Hassan, Queen Mary University of London</p>	<p>Enhancing our knowledge of students' independent learning techniques via a qualitative approach</p> <p>Dr Pauline Bremner and Dr Kate Goodhand, Robert Gordon University</p>	<p>Evaluations of Year 2 Biomedical Science student perceptions of the subject of Ethics at Newcastle University Medicine Malaysia (NUMed) and Newcastle University (NCL) UK</p> <p>Dr Pamela Knight, Newcastle University Medicine Malaysia</p>	13:55 - 14:35
	D2.3.1b - Oral presentation	D2.3.2b - Oral presentation	D2.3.3b - Oral presentation	D2.3.4b - Oral presentation	D2.3.5b - Oral presentation	D2.3.6b - Oral presentation	D2.3.7b - Oral presentation	
	<p>Transforming curricula: How culturally sensitive curricula produces real-world outcomes</p> <p>Dr Dave S.P. Thomas and Dr Karen Arm, Solent University</p>	<p>Co-creation to enhance the curriculum at institutional level: Embedding graduate attributes</p> <p>Dr Stephanie Fuller, Dr Ana Cabral and Professor Janet De Wilde, Queen Mary University of London</p>	<p>Building mature students' confidence: Lessons from a pre-induction programme</p> <p>Dr John Deane, Dr Besty Jose and Stephanie Ng, University of Wales Trinity Saint Davids</p>	<p>The 'challenge' of SoTL: What does it take to go public?</p> <p>Emma Watton, Lancaster University and Dr Elizabeth Houldsworth, University of Reading</p>	<p>Understanding the impact of diversifying the curriculum: Minority and non-minority student recommendations</p> <p>Dr Stacey McKnight and Dr Doron Cohen, The University of Manchester</p>	<p>Micro-Credentials: A new pathway into higher education</p> <p>Casey Hopkins, Swansea University</p>	<p>Transnational, cross-campus, real-time virtual teaching in the undergraduate medical curriculum: Benefits, challenges and suggestions</p> <p>Jun Jie Lim, Newcastle University Medicine Malaysia</p>	
14:35 - 14:40	Transition period							14:35 - 14:40
Poster session								
Exhibition Area								
14:40 - 15:05	Please find posters listed in a separate document on the webpage							14:40 - 15:05
15:05 - 15:20	Refreshments							15:05 - 15:20
Parallel session 4								
	Room: CBA0.007 D2.4.1 - Workshop	Room: CBA0.013 D2.4.2 - Workshop	Room: CBA1.078 D2.4.3 - Workshop	Room: CBA1.098 D2.4.4 - Workshop	Room: CBA1.100 D2.4.5 - Workshop	Room: CBA0.060 D2.4.6a - Oral presentation	Room: CBA1.076 D2.4.7a - Oral presentation	
15:20 - 16:20	<p>Shaping the future of inclusive teaching: Collaboration, co-production and leadership, our tools for achieving equity in practice placements</p> <p>Helen Carr, Mary Makinde, Canterbury Christ Church University, Hansaka Seneviratne, NHS Trust</p>	<p>Widening participation for neurodivergent students through curriculum design and student belonging</p> <p>Janine Dixon, The University of Manchester</p>	<p>Everyone's talking about Oscar: Using simulation in a primary initial teacher training context to encourage student engagement and professional learning</p> <p>Deborah Herridge and David Nichol, Northumbria University</p>	<p>Developing inclusive education for neurodivergent learners</p> <p>Giorgia Pigato, Queen Mary, University of London</p>	<p>Becoming, belonging and community: Supporting transition to higher education</p> <p>Jennie Blake and Iqra Malik, University of Manchester</p>	<p>How are students challenging the norm of faculty-initiated partnerships?</p> <p>Alya Prasad, The University of Hong Kong</p>	<p>Creatively exploring the needs of neurodiverse university students</p> <p>Dr Jo Murphy, Jessica Ritchie and Laura Nevay, University of Leicester</p>	15:20 - 16:20
						D2.4.6b - Oral presentation	D2.4.7b - Oral presentation	
						<p>Designs on research: The value of a student created and curated object-based exhibition as a learning and teaching experience to support undergraduate dissertation work</p> <p>Dr Kirsten Hardie, Arts University Bournemouth</p>	<p>Neurodiverse students and problem finding: Creating opportunities to incorporate special interests and harness the power of hyperfocus</p> <p>Dr Marie Bassford and Ellie Lilliot, De Montfort University</p>	
						D2.4.6c - Oral presentation	D2.4.7c - Oral presentation	
						<p>Challenging the norm in staff-student co-creation</p> <p>Peter Metcalfe and Dave Allan, New Model Institute for Technology and Engineering (NMITE)</p>	<p>Autistic voices in geoscience-based higher education: Towards greater inclusion of neurological diversity</p> <p>Dr Adam Jeffery, Keele University</p>	
16:20 - 16:25	Transition period							16:20 - 16:25
Panel discussion								
Room: Westminster Theatre								
Inclusive Teaching and Learning								
16:25 - 17:10	<p>Chair: Juliette Gaunt, Senior Consultant, Advance HE</p> <p>Nathan Ghan, Programme Director, The Educate Group</p> <p>Dr Ada Adeghe, Associate Dean, Inclusivity, University of Wolverhampton</p> <p>Stephanie Brady, Student, University of Wolverhampton</p> <p>Dr Tamsin Bowers-Brown, Director of the Office for Institutional Equality, Leeds Trinity University</p>							16:25 - 17:10
19:00 - 21:00	Conference dinner and annual debate							19:00 - 21:00