

DAY 2 - 3 July 2024

08:30 - 10:00								Registration: Refreshments available								08:30 - 10:00	
10:00 - 10:45								Opening plenary								10:00 - 10:45	
								Room: Lecture Theatre 2									
								Welcome address: Alison Johns, Chief Executive Officer, Advance HE									
								Keynote: Belonging, Becoming and Mattering: Navigating student success amidst the cost of living crisis									
								Juliette Morgan, Senior Consultant, Student Success, Advance HE									
10:45 - 10:50								Transition period								10:45 - 10:50	
								Parallel session 1									
Room: Lecture Theatre 3 (Level 1)		Room: Lecture Theatre 6 (Level 1)		Room: Bowden (Level 2)		Room: Adams (Level 2)		Room: Kilpin (Level 2)		Room: Hooley (Level 2)		Room: NEWN21 (Level 2)					
D2.1.8a - Oral presentation		D2.1.9a - Oral presentation		D2.1.10a - Oral presentation		D2.1.11a - Oral presentation		D2.1.12a - Oral presentation		D2.1.13a - Oral presentation		D2.1.14a - Oral presentation					
Culturally sensitive curriculum masterclass series: Empowering educators to shape inclusive classrooms in delivering future-focused education Dr Dave Thomas and Jade Boyce, Solent University		Thriving away from home: Removing barriers for international students Irma Kock, University of Sunderland		QUIET SPACE		Signposting and support for international students: Development of a key departmental role Dr Mark Heslop, Dr Xi Liu, Juliane Thamm and Dr Felicity Carlyle-Davies, University of Strathclyde		Preparing students for the future through incorporation of UN Sustainability Development Goals (SDGs) in learning and teaching policies of higher education institutions Dr Joanna Poon, University of Derby		Empowering success: Strategies for widening participation students facing personal commitment challenges University of Wales Trinity St David (UWTS) Birmingham Campus Dr Mark Gallagher-Read, Dr Besy Jose and Stephanie Ng, University of Wales Trinity Saint David		Engage, reflect, transform: The role of personal narratives in disrupting the educational power dynamics and promoting inclusive environments Laurel Chaponiere, Nottingham Trent University and Star Wilkes, The University of Wolverhampton					
D2.1.8b - Oral presentation		D2.1.9b - Oral presentation				D2.1.11b - Oral presentation		D2.1.12b - Oral presentation		D2.1.13b - Oral presentation		D2.1.14b - Oral presentation		10:50 - 11:50			
EdD CoP: Developing teaching and learning through communities of practice Dr Helen Helen Morley, Leeds University		Collaborating with external partners in global settings to prepare teaching staff for the future Dr Sue Bolt, University of Liverpool and Ida Kemp, Kaplan Open Learning				Bringing personal development into the curriculum: Creating success for postgraduate international students Andras Handler, University of Hertfordshire		Transnational education for decarbonisation Dr Laura Coucill, University of Salford		An innovative three-day induction programme for widening participation students Dr Lopa Husain, University of Sheffield		"It makes you just feel like you're more part of the community": Students' stories of contributors towards feelings of belonging Dr Sarah Lawther, Jenny Hambling, Erick Morataya Gatica and Ria Bluck, Nottingham Trent University					
D2.1.8c - Oral presentation		D2.1.9c - Oral presentation				D2.1.11c - Oral presentation		D2.1.12c - Oral presentation		D2.1.13c - Oral presentation		D2.1.14c - Oral presentation					
Mature student success Dr James Dillon, University of Southampton		Internationalising teacher education in TESOL: Insights from student-teachers Collaborative Online International Learning (COIL) experience Dr Jim Yee Him, Newcastle University and Nicole Tavares, University of Hong Kong				Breaking barriers: A multifaceted exploration of international student support in UK higher education Heather Proctor, Chang Liu and Jerome Ruddick, Newcastle University		Institutional level embedding of sustainability in student education Professor Anne Tallontire, University of Leeds		Bridging the gap: Higher technical qualifications in HE coldspots Stuart Parkin and Tom Withers, Nottingham Trent University		Walking in their shoes: Feelings of belonging in first year undergraduates Dr Caroline Paul, Dr Tessa Podpadek and Amanda Wilkinson, University of the West of England					
11:50 - 12:05								Refreshments								11:50 - 12:05	
								Parallel session 2									
Room: Lecture Theatre 3 (Level 1)		Room: Lecture Theatre 6 (Level 1)		Room: Bowden (Level 2)		Room: Adams (Level 2)		Room: Kilpin (Level 2)		Room: Hooley (Level 2)		Room: NEWN21 (Level 2)					
D2.2.8a - Roundtable		D2.2.9a - Oral presentation		D2.2.10a - Oral presentation		D2.2.11a - Oral presentation		D2.2.12a - Oral presentation		D2.2.13a - Oral presentation		D2.2.14a - Oral presentation					
Empowering educators: Discipline-centric insights into future-focused inclusive teaching Dr Ashani Ranathunga, University of Leeds		Addressing the BAME awarding and graduate outcome gaps: What works and why? Dr Dom Conroy, Dr Mary-Jane Poku and Jade Benn, London Metropolitan University		Increasing student engagement in physician associate studies Dr Mathavi Uthayanan, Dr Philippa Guppy, Tripti Chakraborty, Brian Dzikiti, Ellie Van Vuren and Dr Matthew Grant, St George's University of London		Building a sustainable future for higher education through SoTL Leadership: An international perspective Dr Claire Stocks, BPP University, Dr Amanda Miller, Manchester Metropolitan University, Sonja Johnston, University of Calgary and Dr Melanie Hamilton, University of Saskatchewan		Impact of partner library access on distance learning success Rachel Stone, The Open University		Preparing students for an uncertain future Associate Professor Tony Morgan and Dr Sanaz Sigaroudi, University of Leeds		Creating and trialling a visual tool to make module connections explicit Diana De Butts and Ken Liston, Nottingham Trent University					
D2.2.8b - Roundtable		D2.2.9b - Oral presentation		D2.2.10b - Oral presentation		D2.2.11b - Oral presentation		D2.2.12b - Oral presentation		D2.2.13b - Oral presentation		D2.2.14b - Oral presentation		12:05 - 13:05			
Delivering online legal education at post-graduate Level: Benefits, challenges and focus on creating inclusiveness Dr Ngozi Okoye, University of Lincoln		BAME Reciprocal DI-Jawgus: Sense of belonging at the heart of bridging our ethnicity awarding gap Shweta Band and Dr Nowrin Tamanna, University of Reading		An enquiry into the importance and relevance of a sense of belonging on a multi professional online Independent Prescribing programme: Research report Jill Wood and Dawn Oddie, University of the West of England Bristol		The scholarship development journey at NTU: A space for everyone Laura Stinson, Dr Belinda Ferguson and Dr Sarah Broadberry, Nottingham Trent University		'I belong' Inclusive art project: A template for inclusion Dr Olatunde Durawoju, Jessica Swainson and Dr Mollie Bryde-Evens, Liverpool John Moores University		Joining the dots: A case study of mature student pre-induction programme Stephnie Ng, Dr John Deane and Dr Besty Jose, University of Wales Trinity Saint David		A digital assessment journey: Why you need a digital assessment team and how you start one Gemma Westwood, University of Birmingham					
D2.2.8c - Oral presentation		D2.2.9c - Oral presentation		D2.2.10c - Oral presentation		D2.2.11c - Oral presentation		D2.2.12c - Oral presentation		D2.2.13c - Oral presentation		D2.2.14c - Oral presentation					
Placing inclusion at the heart of service delivery Andy Callard and Jess Jenkins, Sheffield Hallam University		Understanding disparities: Exploring multiple stakeholder perspectives on the contributors to the Awarding Gap for underrepresented students at Nottingham's School of Life Sciences and Health Sciences: A qualitative approach Saria Ahmed and Dr Melanie Narayanasamy, University of Nottingham		Inclusion in Sheffield Medical School: Our staff and student LGBT+ working group Dr Joanne Thompson, University of Sheffield		Developing a shared perspective of scholarship in higher education Dr Robert Wilson, Cardiff University		Beyond 'if you build it, they will come': Designing HELIX, a community space for learning innovation Chris Thompson, University of Leeds		Linguistically inclusive teaching in higher education Dr Elizabeth Bailey and Sam Shipley, University of Lincoln		Staff and students thoughts on the impact of new digital assessment tools at the University of Birmingham Gemma Westwood, University of Birmingham					
13:05 - 13:55								Lunch								13:05 - 13:55	
								Parallel session 3									
Room: Lecture Theatre 3 (Level 1)		Room: Lecture Theatre 6 (Level 1)		Room: Bowden (Level 2)		Room: Adams (Level 2)		Room: Kilpin (Level 2)		Room: Hooley (Level 2)		Room: NEWN21 (Level 2)					
D2.3.8a - Oral presentation		D2.3.9a - Oral presentation		D2.3.10a - Oral presentation		D2.3.11a - Oral presentation		D2.3.12		D2.3.13a - Oral presentation		D2.3.14a - Oral presentation					
"I can do this and I have a plan in Place": The school of english undergraduate peer coaching programme Professor Rachel van Duyvenbode, Amelie Cox, Annabelle Dornan and Rebecca Liddle, The University of Sheffield		A journey of exploration in new learning environments Michael Detnya, King's College London		The important role of entrepreneurship education in the development of student, knowledge, skills and practice for sustainability: Success, challenges and roadmap for the future Claire Sinclair and Dr Alex Alterskye, University of York		Design thinking, synoptic assessment and cake Dr Joanna Brown and Professor Charlotte Haigh, University of Leeds		Six years of the Level 7 Academic Professional apprenticeship – past, present, and future Dan Amin, Advance HE, Bianca Fox and Craig Nolan, Nottingham Trent University		Approaches to drive student engagement and success through innovative, inclusive, and impactful bespoke interventions: The development of the Centre for Student Success at Anglia Ruskin University Sarvin Hassani and Alessia Mevoli, Anglia Ruskin University		Requires attunement: Creating a bond from digital culture(s) for an enhanced education in digital fields of study Bradley McAvoy-James, Brunel University					
D2.3.8b - Oral presentation		D2.3.9b - Oral presentation		D2.3.10b - Oral presentation		D2.3.11b - Oral presentation				D2.3.13b - Oral presentation		D2.3.14b - Oral presentation		13:55 - 14:35			
Coaching pedagogy for shared learning and growth Jelena Matic, Nottingham Trent University		Active Classrooms in HE (ACHE Project) Louise Morby and Dr Andrew Manley, Leeds Beckett University		An enterprising approach to postgraduate engineering courses for sustainable futures Dr Russein Mahon and Dr Ibiye Iyalla, Robert Gordon University		Using design thinking approach to address student feedback Dr Yulia Dzenkovska and Hao Du, Newcastle University				Delivering a 94% pass rate by embedding Ako and Tuakana-teina into teaching, a New Zealand approach Dr Lorraine Skelton, Otago Polytechnic		Embedding a personalised approach to digital skills development in the APT system Dr Kate Wilkinson and Claire Farquharson, Hartpury University					
14:35 - 14:40								Transition period								14:35 - 14:40	
								Poster session									
14:40 - 15:05								Exhibition area								14:40 - 15:05	
								Please find posters listed on a separate board									
15:05 - 15:20								Refreshments								15:05 - 15:20	
								Parallel session 4									
Room: Lecture Theatre 3 (Level 1)		Room: Lecture Theatre 6 (Level 1)		Room: Bowden (Level 2)		Room: Adams (Level 2)		Room: Kilpin (Level 2)		Room: Hooley (Level 2)		Room: NEWN21 (Level 2)					
D2.4.8a - Oral presentation		D2.4.9a - Oral presentation		D2.4.10a - Oral presentation		D2.4.11a - Oral presentation		D2.4.12a - Oral presentation		D2.4.13a - Oral presentation		D2.4.14a - Oral presentation					
Where the heart for engagement beats: Improving student satisfaction and belonging. A success case study from Coventry University London Dr Hany Wells and Dr Abraham Joseph, Coventry University		Inclusive teaching in the laboratory sessions for undergraduate chemical engineering students Dr Zahra Echresh Zadeh and Dr Solomon Bawa, University College London		Building belonging beyond the classroom: The value of learning assemblages and relational pedagogies for building belonging in non-traditional learning spaces Professor Hannah Cobb, University of Manchester and Professor Karina Croucher, University of Bradford		Commercial curriculum design: A need for future-focused pedagogic approaches? A co-creation between universities and SMEs Dr David Gordon, De Montfort University		'Valuing what we measure, to measuring what we value': The reflexive story of scientists moving into educational research Laurel Chaponiere, Nottingham Trent University		Internationalisation of higher education: Inclusion and cross-cultural challenges Dr Aldo Gutierrez, Nottingham Trent University		Digital inclusion: A case study of a Dubai-based university Dr Tendai Charles, The British University in Dubai					
D2.4.8b - Oral presentation		D2.4.9b - Oral presentation		D2.4.10b - Oral presentation		D2.4.11b - Oral presentation		D2.4.12b - Oral presentation		D2.4.13b - Oral presentation		D2.4.14b - Oral presentation		15:20 - 16:20			
Shifting Higher Education (HE) landscape: Students, building social capital and belonging Dr Mary Crossan, Dr Shirley Barrett, Clodagh Hegarty and Claire Scott-McAteer, Ulster University		Demonstrating an automated assessment and feedback workflow implementation as an analogue of traditional in-person lab-sessions for large novice computer science cohorts Matthew Moloughney, Cardiff University		Opening the discussion: Generative AI and postgraduate student learner journeys Duncan Duriez, University of Gloucestershire		Integrative learning without integrated assessments: Diverse, inclusive and resilient curriculum design for improving professional readiness Matt Ault, Manchester School of Architecture		Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study Bayaz Mammadova and Dan Zhao, University of Bath		Compulsory pick and mix? Scaffolding international students as independent learners Laurence Morris, Leeds Beckett University		Inclusive research opportunities for access and success Dr Emma Peasland and Clare Mawson, University of Leeds					
D2.4.8c - Oral presentation		D2.4.9c - Oral presentation		D2.4.10c - Oral presentation		D2.4.11c - Oral presentation		D2.4.12c - Oral presentation		D2.4.13c - Oral presentation		D2.4.14c - Oral presentation					
Something to belong to: Exploring reverse mentoring as a belonging intervention Associate Professor Rachael O'Connor, University of Leeds		From campus to home: A paradigm shift in lab work using take-home lab kits Dr Matthew Tang, Queen Mary University of London		Navigating generative AI in higher education: Insights from the GENIAL project Associate Professor Jon Cardoso-Silva, Associate Professor Marcos Enes Barreto, Associate Professor Ghils Berrada and Associate Professor Francesca Panero, London School of Economics and Political Science		From A to B, C and D: Promoting interdisciplinary thinking through a common curriculum at a small, private university Robert Johnson, Regent's University London		Are undergraduate and PGT research projects and dissertations past their sell-by date? Dr David Lewis, University of Leeds		Can't or Won't?: Improving international students academic outcomes and skills through inclusive practice Meghan Ramsden, University of Sunderland		We all belong, now let's thrive: Embedding diversity and inclusion in our learning journeys Diane Asamoah and Joanne Lewis, University of Worcester					
16:20 - 16:25								Transition period								16:20 - 16:25	
								Panel discussion									
								Room: Lecture Theatre 2									
								Belonging									
								Chair: Vic Stephenson, Senior Consultant, Education, Delivery, Knowledge and Quality, Advance HE									
								Inca Hide-Wright, MASc Community, Engagement and Belonging Student, University of Warwick									
								Cindy Darbandi, Design and innovation graduate, The Open University									
								Safiya Kheratkar, Master's student in Creative Writing, Lancaster University									
								Robert Tucker, Medical student, Queen Mary University of London									
18:30 - 23:00								Conference Dinner								18:30 - 23:00	