

DAY 3 - 3 July 2025									
08:30 - 10:00	Registration: Refreshments available					08:30 - 10:00			
10:00 - 10:45	Opening plenary					10:00 - 10:45			
	Room: Lecture Theatre 1								
	Welcome address: James Dunphy, Director, Educational Excellence, Advance HE Keynote: Debra Gray, Principal and CEO, Hull College								
10:45 - 10:50	Transition period					10:45 - 10:50			
10:50 - 11:50	Parallel session 1					10:50 - 11:50			
	Room: Seminar 02 D3.1.6a - Oral presentation		Room: Seminar 03 D3.1.7a - Oral presentation		Room: Seminar 04 D3.1.8a - Oral presentation		Room: Seminar 06 D3.1.9	Room: Seminar 11 D3.1.10a - Oral presentation	
	Leveraging AI to gamify learning for accessible and inclusive education Dr Mhairi Morris, Loughborough University		Re-imagining teaching and learning centres: Challenges and innovations Professor Ali Owrak and Professor Anna Goatman, The University of Manchester		Optimising the value of a shared cultural context: Developing a joint accreditation, the story of two universities in regional Australia Associate Professor Ian Davis, Australian Institute of Professional Counsellors and Marie Foreman, CQ University		DCAF the curriculum for inclusive learning spectrum Dr Malek El Dirí, University of York		
	D3.1.6b - Oral presentation		D3.1.7b - Oral presentation		D3.1.8b - Oral presentation		D3.1.10b - Oral presentation		
	Exploring the impact of historical feedback data in supporting interactive automated feedback compared to AI-generated and conventional tutor feedback: Undergraduate research proposals Dr Moulay Larbi Chahal, Dr Nacer-Eddine Bezai and Professor Benachir Medjdoub, Nottingham Trent University		A student-staff partnership study: An exploration of student perceptions of effective lectures to enable quality learning Dr Julie Hendry, Amin Haybotollahi and Ben Corbridge, St George's University of London		Using the dialogic approach to support fellowship recognition with Advance HE: Approaches to bettering inclusive practices for neurodivergent fellowship candidates Daniel Cole and Dr Chris Knifton, De Montfort University		Untangling undergraduate immunology: Making immunology more accessible to all students through a student-led module level curriculum review Dr Ana Costa-Pereira, Imperial College London		
	D3.1.6c - Oral presentation		D3.1.7c - Oral presentation		D3.1.8c - Oral presentation		D3.1.10c - Oral presentation		
	From confusion to clarity: Utilizing generative AI tools to consolidate ideas in assessment preparation Lok Yee Lorraine Wong, The Hong Kong University of Science and Technology		A collaborative, practice-led approach to streamlining assessment quality and practices Shivani Wilson-Rochford and Dr Lucian Tipi, Birmingham City University		Glocalized teacher professional development: Building sustainable academic communities for future-ready higher education Dr Yu-Chieh Kao, Dr Chia-Feng Lu and Dr Lu-Chun Lin, National Yang Ming Chiao Tung University		From modules to mindsets: A department-wide framework for integrating Sustainable Development Goals (SDG) and Education for Sustainable Development (ESD) in fashion education Clare McTurk, Manchester Metropolitan University		
11:50 - 12:05	Break					11:50 - 12:05			
12:05 - 13:05	Parallel session 2					12:05 - 13:05			
	Room: Seminar 02 D3.2.6a - Oral presentation		Room: Seminar 03 D3.2.7a - Oral presentation		Room: Seminar 04 D3.2.8a - Oral presentation		Room: Seminar 06 D3.2.9a - Oral presentation	Room: Seminar 11 D3.2.10a - Oral presentation	
	Practical cross-disciplinary examples of using AI in teaching and learning framework to support students' employability skills Dr Lilian Schofield, Dr Xue Zhou, Professor Lesley Howell, Professor Daniela Tavasci and Dr Cassandra Lewis, University of Nottingham and Dr Mary University of London		The role and impact of relying on digital technologies in contemporary legal education Dr Clark Hobson and Dr Maribel Canto-Lopez, University of Leicester		Embedding belonging in a postgraduate certificate in academic practice Caroline Fleeting, Dr Sarah Falcus and Sinead Cannon, University of Cumbria		Embedding library research skills into the curriculum: A student-focused evaluation Anna Hvass and Mary Anne Hockey, University of Southampton	Lifting student success for all: Insights from three years of immersive block delivery in the Southern Cross Model Professor Erica Wilson and Professor Thomas Roche, Southern Cross University	
	D3.2.6b - Oral presentation		D3.2.7b - Oral presentation		D3.2.8b - Oral presentation		D3.2.9b - Oral presentation	D3.2.10b - Oral presentation	
	Interdisciplinary perspectives on generative AI: Opportunities to reimagine curriculum and assessment design Dr Josh Khoo, University of Nottingham and Dr Jessica Price, University of Nottingham, Malaysia		Sketching feedback: The role of sketching and mark making as a pedagogic tool Dr Phil Mathews, Bournemouth University		TBC		Integrated learning strategies: Innovative approaches to developing business leadership students in line with industry's future needs Dr Marilyn Dyason, University of Portsmouth	SEE: The Power of visualizing and evaluating student experience for holistic success Engie Bashir and Professor Fehmida Hussain, Middlesex University Dubai	
	D3.2.6c - Oral presentation		D3.2.7c - Oral presentation		D3.2.8c - Oral presentation		D3.2.9c - Oral presentation	D3.2.10c - Oral presentation	
13:05 - 13:55	Inclusive learning through AI: Pathways to student learning and engagement Dr Zabin Visram, Glion Institute of Higher Education and Dr Ingrid Kanuga, Anglia Ruskin University		Reazy: An AI-assisted app to empower dyslexic HE students Dr Colin McClure, Queen's University Belfast		Spotlight on Keele's institutional workshop programme developed with staff for staff Sarah Rhodes and Jason Balzarano, Keele University		Listening to the students voice: Reshaping teaching excellence in business education Professor Nadia Gulko, University of Lincoln		Developing a protocol for a critical realist approach to authentic student-staff partnerships in teaching and learning in higher education Dr Rachel Farrell, University College Dublin
	Lunch					13:05 - 13:55			
	Parallel session 3					13:55 - 14:35			
	Room: Seminar 02 D3.3.6a - Oral presentation		Room: Seminar 03 D3.3.7a - Oral presentation		Room: Seminar 04 D3.3.8a - Oral presentation		Room: Seminar 06 D3.3.9a - Oral presentation	Room: Seminar 11 D3.3.10a - Oral presentation	
	Fostering success: A blended tutor development programme Dr Christie van Diggele, The University of Sydney		Building a future-ready workforce through peer review and mentorship: A professional development framework aligned with PSF 2023 Lucy Hulme and Dr Elizabeth Lewis, The University of Manchester		Results of the digital assessment proof of concept project at The University of Birmingham Gemma Westood, Alison Gibson and Helen Greetham, University of Birmingham		Paperwork: The silent killer, challenging the status quo through reflective dialogue Alison McMaster, University of Sunderland		
D3.3.6b - Oral presentation		D3.3.7b - Oral presentation		D3.3.8b - Oral presentation			D3.3.10b - Oral presentation		
14:35 - 14:40	Students as partners: A collaborative approach to curriculum design Professor Ali Owrak and Professor Anna Goatman, The University of Manchester		Students as partners in a collaborative model of peer review of teaching Professor Mario Pezzino and Emma Hollenberg, University of Manchester		Evaluation capacity building in access and widening participation contexts in higher education Dr Talia Sharkawi and Dr Matthew Pawelski, Lancaster University		Immediate marking and feedback in higher education: A transformational assessment strategy Suzanne Doria and Sarah Williams, Buckinghamshire New University		
	Transition period					14:35 - 14:40			
	Poster session					14:40 - 15:05			
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Please find posters listed on a separate board									
15:05 - 15:20	Break					15:05 - 15:20			
15:20 - 16:20	Parallel session 4					15:20 - 16:20			
	Room: Seminar 02 D3.4.6a - Oral presentation		Room: Seminar 03 D3.4.7a - Oral presentation		Room: Seminar 04 D3.4.8a - Oral presentation		Room: Seminar 06 D3.4.9a - Oral presentation	Room: Seminar 11 D3.4.10a - Oral presentation	
	Establishing a sustainable community of practice to support advisors of studies: Enhancing leadership and academic success Dr Declan McLaughlin and Olivia Hamill, Queen's University Belfast		The art of reflection: Looking back to move forward in partnership with our students to create a growth mindset Dr Melanie Aley, University of Sydney, Dr Leela Cejnar and Dr Jenny Lloyd, University of Warwick		Unleashing augmented reality to support a skills based lab curriculum Professor Lesley Howell, Queen Mary University London		Sensitive subjects, stronger students: Inclusive approaches to teaching sensitive subjects Helen Tidy, Teesside University	"I wanted to be a proper academic": Understanding the intrinsic drivers for early career teaching and learning staff applying for Advance HE Fellowship Naomi Clements and Tahrima Hossain, University of Southampton	
	D3.4.6b - Oral presentation		D3.4.7b - Oral presentation		D3.4.8b - Oral presentation		D3.4.9b - Oral presentation	D3.4.10b - Oral presentation	
	Informal community of practice: Education for sustainable development Dr Victoria Wright, Loughborough University		Attrition pilot: Applied maths for nurses - How far does a pilot intervention programme accelerate success for those undergraduate learners identified at risk in the faculty of health? Dr Amanda Costello, Kath Newlands and Sean Freeman, University of Bolton		How can peer mentorship foster belonging in foundation studies?: Building supportive communities for student success Dr David Ruiz and Dr Martin Simmons, The University of Manchester		Caring and compassion to enable positive student outcomes Dr Julie Hendry, St George's University of London	Transitions and belonging in overseas students Dr Rebecca Denniss, The University of Sheffield	
	D3.4.6c - Oral presentation		D3.4.7c - Oral presentation		D3.4.8c - Oral presentation		D3.4.9c - Oral presentation	D3.4.10c - Oral presentation	
	The transition from X to bluesky: Reflections and lessons learned rebuilding networks and communities Associate Professor Sue Beckingham, Sheffield Hallam University		Ready to study?: The importance of student voice in getting induction right Dr Rachel Penny and Rosie Meade, The Open University		Racial inequities in HE assessment: From conceptualising barriers to measurable solutions Dr Paul Campbell, University of Leicester		TBC		Back to the drawing board: Reimagining the student voice process at Sheffield Hallam University Dr Richard Telling, Sheffield Hallam University
16:20 - 16:25	Transition period					16:20 - 16:25			
16:25 - 17:10	Panel discussion					16:25 - 17:10			
	Room: Lecture Theatre 1								
	Enabling the workforce of the future: The importance of employability in Higher Education Chair: James Dunphy, Director, Educational Excellence, Advance HE Professor Richard Steadman-Jones, Professor of Creative Education, University of Sheffield Professor Fay Short, APVC Employability and Co-Chair of the Medr University Sector Wide Employability group for Wales Bangor University Andy Mew, Head of Startup Support, University of Essex								