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**BME students’ lived experience at Roehampton Business School**  
Dr Jan Moorhouse, University of Roehampton

We explore the lived experience of BME students. Our research identifies the problems of BME commuter students who are predominantly first generation in family that current RBS undergraduate programmes fail to address and we suggest micro- and meso-level changes. Using Alvesson’s concept of grandiosity (Alvesson, 2013) and Ritzer’s notion of disenchantment (Ritzer, 1999) we posit that the problems BME students encounter have their roots in the marketised expansion of HE as a positional good. We argue that we need to re-engage more authentically with BME students to help them navigate through and beyond a world of imagology to a genuinely emancipatory university education (Freire, 1970 (1993)).

**Collective power: Bringing about change in the STEM landscape**  
Dr Candice Majewski, The University of Sheffield

Research council funding plays a key role in academia, determining which areas are investigated in the most detail as well as having a major influence on individuals’ careers. The processes and mechanisms through which this funding is allocated must therefore be fair and transparent in order to achieve a diverse and inclusive research community. TIGERS is a group of STEMM professionals and students who came together through a belief that current processes have inherent biases which prevent fair and equal access to research funding. This session will cover things we’ve achieved (including successfully instigating a Commons STC investigation in this area), data we’ve received so far (and what we think of it) and ways to get involved if you’re interested.

**Diverse nursing workforce and being inclusive: Should nursing as a profession be much more inclusive and be actively recruiting students with a physical disability?**  
Michelle Walters and Pamela Young, University of the West of Scotland

Over the past decade the nursing profession has striven to improve and strengthen the various roles that nurses undertake through differing career pathways. Yet nursing as a profession appears not to emulate the diversity of society. Acknowledging the valuable contribution nurses with disabilities can make to a modern workforce could enable nursing as a profession to be truly representative of a diverse and inclusive profession.

**Diversity training for medical students: Evaluating impact**  
Dr Julia Miah, Doctors.net.uk

There is a recognised need to improve diversity education in medicine, but the literature is sparse in evaluating diversity teaching. We used a mixed-methods approach to analyse medical students’ views, attitudes and learning following a novel diversity-focused teaching day implemented in Year 3 at Manchester Medical School. We analysed qualitative and quantitative data from the diversity day (223 student evaluations and a focus group consisting of 5 students). Students rated the session positively (75%), reporting an intended change to future practice, being more aware of their own values and able to discuss their views in a safe space.

**Looking at diversity from a different angle: The use of art to engage the in issues of equality and diversity**  
Professor Nadja Reissland, Durham University

Jewels in the Dark is a multimedia installation combining video art, music and language. It was commissioned by the Psychology Department of Durham University. In using an art installation to encourage reflection upon themes of equality and diversity, the organisers hoped to move the debate beyond written commitments and instead integrate it fully into the experience of being in the Department. Thereby it supports the central tenets of the Athena Swan Charter, but in a thought provoking and interactive manner that can build on the efforts of previous, more educational, initiatives.

**Measuring the impact of a mentoring scheme for women academics at the individual and institution level - 5 years on**  
Professor Nicola Woodroofe, Cherry Usborne and Professor Ann Macaskill, Sheffield Hallam University

In 2013 Sheffield Hallam University launched a women-only mentoring scheme "Aspire" for academics aiming to become professors. This was instigated by the Women Professors group to improve the under-representation of women. Five cohorts comprising 110 women have been mentored (including 20 in progress). Both male and female professors are mentors. The impact has been assessed quantitatively and qualitatively. Fifteen women have progressed to Professor and six to Reader in this period. Reported benefits based on surveys and interviews with mentees indicate increased self-
confident, improved workload management strategies and career progression. Future development needs to consider applying what we have learnt to support BAME academics.  

**Sense of belonging: The experiences of racially minoritised undergraduate students in UK universities**  
**Emelie Helsen, Ravensbourne University**  
Students' sense of belonging contributes to students’ overall success. Evidence shows that racially minoritised students not only interpret their sense of belonging differently in comparison to white students, but also have a lower sense of belonging to the university community. This poster examines qualitative and quantitative data on sense of belonging and race from other researchers’ studies (US and UK), in addition to statistical info from the HE sector. This poster uses various theoretical frameworks to explain how universities should be adapting their ways of working to enhance the sense of belonging for racially minoritised students.

**Supporting students’ inclusive transition to practice placement**  
**Dr Paty Paliokosta and Mari Jo Valentine, Kingston University**  
This is an ongoing KU multi-disciplinary project on ‘inclusive transitions to practice placements’. This project is in line with the institution's commitment to provide accessible perspectives to all students respecting diverse learning styles; encourage students to co-create aspects of the curriculum by sharing knowledge and experiences; and equip students to work in a global and diverse world, by enabling them to succeed in a working environment, despite their learning differences. The contextual, theoretical and legislative background will be presented, as well as the co-production element of the project to inform a discussion on transferable pedagogical gains at a joint faculty of Health Social Care and Education and beyond.

**The learning family and shared spheres of home space**  
**Dr Joanne Smith, University of Bolton**  
This study of WLB experiences of women undertaking foundation degrees found learners renegotiated their home space to undertake HE learning alongside their children. The transformative process proved challenging as the women were Widening Participation students. Yet positive changes were evident as the women became important role models for children, overcoming guilt and role conflict by focusing upon familial benefits of study. This is highly relevant as home space is altered in response to the Covid19 pandemic, whereby parents work and learn at home whilst trying to care for children and help facilitate education. The study offers insight and potential solutions.