

# Advance HE EDI Conference 2021

Courageous conversations and adventurous approaches: Creative thinking in tackling inequality

16 - 18 March 2021

## Poster abstracts

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### **Black, depressed and on the brink of death**

Lynette Nabbosa

Causes of the Black attainment gap are countless. Some barriers are systemic, while others play out as personal hidden challenges. Lynette Nabbosa, a Senior Lecturer and Chair of the Widening Participation Forum at Bloomsbury Institute London, will share her experience of balancing work, mental ill health and an illness which almost had catastrophic consequences, all while trying to keep up with the 'Russell Group' standard. This session aims to show how Lynette is using model leadership and the Widening Participation Forum as platforms for personal narrative to be used for change.

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### **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.

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### **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.

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### **Measuring the impact of a mentoring scheme for women academics at the individual and institution level - 5 years on**

Professor Nicola Woodroffe, 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-confidence, improved workload management strategies and career progression. Future development needs to consider applying what we have learnt to support BAME academics.

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### **How does the campus racial climate influence Black undergraduate students' sense of belonging?**

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 presents the researcher's initial journey for her own study by sharing qualitative and quantitative data on manifestations of sense of belonging related to race, the notion of campus climate and the two theoretical frameworks that underpin this study. The poster concludes by sharing the research questions and suggested methods for investigating each question.

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### **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.

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### **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.

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### **The Speak Up campaign-tackling harassment, discrimination and violence at UWE Bristol**

Ana Miguel Lazaro, University of the West of England

This poster will show the work that UWE has been doing around sexual violence. It has been a collaborative and creative problem solving to address the challenges students face in Bristol in relation to sexual and domestic violence. It will be evidence-based and it will provide some of the key tools about how to intervene using the bystander approach and the work that we have been doing with students' leaders. We aim to create an inclusive campus where diversity is celebrated, antisocial attitudes and behaviours are challenged and any type of harassment, assault and discrimination aren't acceptable.

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