### Day 1

**12:50-12:50**

**Zoom link 1**

**Inclusive assessment: What could we learn from the assessment experiences of students with disabilities?**

- Dr. Juuso Henrik Nieminen, University of Eastern Finland
- Dr. Araida Hidalgo-Bastida and Shaheen Hajira, Manchester Metropolitan University and Dr. Natruedee Potiwat, De Montfort University

**Feedback before assessments: Inclusive sessions to support (Bio)medical students from diverse background to succeed**

- Dr. Mark Sargeant, Nottingham Trent University
- Natalie Forde-Leaves, Cardiff University

**13:10-14:35**

**Zoom link 2**

**Student perceptions of custom-essay writing websites**

- Dr. Mark Sargeant, Nottingham Trent University
- Dr. Susa Rajekalauri, Dr. Ana Angelova and Dr. Melanie Nasseripour, King's College London

**Developing dialogue using interactive assessment coversheets**

- Dr. Sarah Rose, Claire Barlow, Jenny Taylor, Lynna Bunton and Chris Ingham, Staffordshire University
- Natalie Forde-Leaves, Cardiff University

**Utilising Microsoft OneNote Class Notebooks to facilitate differentiated formative assessment and feedback with undergraduate Chemical Engineering students**

- Dr. Samantha Gooneratne and Dr. Sam Elkington, Teesside University
- Dr. Samuel Buzley, University of Reading
- Dr. Mark Shanahan, Robert Hogg, Ruth Adeniyi and Harvey Tynan, University of Reading

**14:35-14:50**

**Zoom link 3**

**Autonomy and assessment culture: Students as partners or products of ‘teach to the test’ knowledge factory? #sellingyoursoulfora2:1**

- Dr. Juuso Henrik Nieminen, University of Eastern Finland
- Dr. Araida Hidalgo-Bastida and Shaheen Hajira, Manchester Metropolitan University and Dr. Natruedee Potiwat, De Montfort University

**Enhancing assessment and feedback practices through student-staff collaboration using the EAT Framework:**

- Professor Stephen Rutherford, Dr. Karl Donert and Dr. Natalie Hughes, Cardiff University
- Professor Carol Evans, University of Zaragoza, Spain, Dr. Rafael de Miguel Gonzalez and Dr. Rebecca Pike, University of Bristol, Dr. Manuel Joao, Dr. Jose Alberto Lancellotti and Dr. Rui Lima, Universidade do Minho, Portugal, Dr. Arber Reci, Iliria College, Kosovo, and Dr. Sheila Amici-Dargan, EuroGeo

**Making the language of assessment inclusive**

- Juliet Eve, University of Brighton and Laura Bennett and Nicole Skidmore, University of the West of England

**15:30-16:15**

**Day 1 Lead Speakers:**

- Dawn Jones and Lynn Ellison, Wolverhampton Law School
- Dr. Samuel Buzley, University of Reading

**Is feedback fit for purpose? Why it is critical that there is synergy between staff intention and student understanding**

- Dr. Samuel Buzley, University of Reading

**Closing plenary**

- Patrick Baughan and Erica Morris
### Day 2: Assessing Minds and Assessing Practices

**9:30 - 9:40 AM**  
*Welcome and Introduction*  
*Dr. Patrick Baughan and Dr. Erica Morris*

**9:40 - 10:25 AM**  
*Keynote Presentation*  
*Dr. Joanna Tai, Deakin University*

*What does it mean to put the student at the heart of assessment and feedback?*

**10:25 - 10:35 AM**  
*Parallel Session 2*

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| 10:35 - 11:55 | Mind the gap: The potential for constructive summative feedback to reduce attrition from higher education programmes  
Julie Crane, University of Liverpool  
Using summative reflective assessment to foreground student learning  
Dr. Lynn Gribble and Dr. Janis Wardrop, University of New South Wales  
Using goal setting and targeted portfolio feedback to underpin individual student success in the Master of Veterinary Medicine (MVM) distance programme  
Dr. Linda Laven and Dr. Kate Hill, Massey University  
The Master's House: can an individual assessment type be designed to raise critical consciousness of assessment as a social structure?  
Dr. Jayne Pearson, King's College London | Enhancing assessment using equitable practice at the University of the Arts, London  
Dr. Emily Salines, Catherine Caldwell and Soothan Clay, University of the Arts, London  
The maker and their practice: Assessment as a process of knowing  
Rachel Gannon and Paddy Molloy, Kingston University  
Exploring 'learning by comparison' as a peer feedback practice  
Amanda Loes, Dr. Mandy Shaver, Robyn May and Jack Vasey, Auckland University of Technology  
Facilitating a partnership learning community: A novel analytical protocol for understanding free-text feedback comments from students  
Sharon Glaas, Dr. Benjamin Costello and Dr. Paul Thompson, University of Birmingham | Students' evaluation of different types of feedback  
Patricia Perlman-dee, University of Manchester  
An inclusive student-led online class test during the pandemic  
Dr. Soumya Kantil Manina and Dr. Hannan Azhar, Canterbury Christ Church University  
A big-data, corpus linguistics approach to understanding written feedback language  
Dr. Melanie Pope and Connor Mulcahy, University of Derby  
Student reflections on peer feedback  
Olumide Popoola, Dr Amitha Ranauda, Priya Gautam and Srabita Mohankumar, Queen Mary, University of London |

**11:55 - 12:05 PM**  
*Break*

**12:05 - 12:45 PM**  
*Parallel Session 1*

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| 12:45 - 13:25 | Inclusion at the heart of work-based assessment and feedback  
Dr. Linda Martindale, Dr. Joan Cameron, Dr. Stella Howden, Dr. Susie Schofield, Dr. Mohammad Islam and Roy Basalan, University of Dundee | Conquering the pandemic-induced digital divide and inequalities in students transitioning to higher education  
Dr. Laura Roberts, Dr. Joanne Berry, Professor Simon Bott, Dr. Patricia Xavier, Dr. Sofia Lyakhova, Professor Michael Draper, Ben Martin and Alison Braddock, Swansea University | A practical toolkit for student-led design of inclusive and authentic assessments  
Elizabeth Conaghan, Professor James Devenney, Rosanna Fernandes, Arijita Odunala and Harris Yousaf, University of Reading |

**12:45 - 13:25 PM**  
*Special Session*

*Vignette Presentations from the Advance HE Publication "Assessment and Feedback in a Post-Pandemic Era: A Time for Learning and Inclusion":*

**13:25 - 13:40 PM**  
*Closing Plenary*  
*Patrick Baughan and Erica Morris*