Session abstracts

Parallel session 4, 10:10 - 11:10

Session 4.1
Am I supposed to be here? Do I fit?: Developing inclusive ways of working to enable Teaching and Scholarship colleagues to flourish for the benefit of all
Emmajane Milton and Dr Kathryn Jones, Cardiff University
Embracing the voices of minoritised and marginalised people in our approach to institutional change

Interactive workshop
Some HEIs have Teaching and Scholarship pathways and whilst positive, a lack of clarity persists in relation to the role and how it is enacted and valued. Developing shared and inclusive understandings around this pathway is essential to enable staff to flourish. It is also key to developing an intersectional HE sector that benefits from the alternate perspectives and experiences gained outside of traditional hierarchies that these colleagues bring to academic life and student experience. This interactive workshop explores perspectives and understandings related to this pathway and aims to identify successes and barriers to help inform the development of these roles across our sector.

Session 4.2
Let's lift the lid on Equality, Diversity and Inclusion: A challenge for multi-agency educators
Gemma Williams, Acorns Children Hospices and Associate Professor Nick Gee, Birmingham City University

Humble learning

Interactive workshop
This interactive, immersive, and emotive workshop will equip participants with the skills and working practices to not only identify and acknowledge shared challenges around Equality, Diversity and inclusion, but also promote deeper emotionally intelligent and inclusive interactions to see beyond our local perspective and effect lasting, wide-reaching change. Topics covered will include stigma and assumption, socio-economic deprivation along with current market pressures and challenges of teaching and practising in the Covid era. We will consider how our perceptions (and misconceptions) shape our actions and influence our teaching and learning provision, highlighting impacts on service delivery and stakeholder experience.

Session 4.3
Inclusive education at the institutional level: A framework for action
Dr Katherine Hubbard and Paula Gawthorpe, University of Hull

The change agent’s tool kit

Interactive workshop
How can we achieve inclusive education across an entire institution? In this interactive session we will present an Inclusive Education Framework we have developed to help all members of the university understand the breadth and depth of inclusive practice, from effective tutorial support through to institutional quality processes. Our focus will be on tangible applications of the framework, and its ongoing impact in our institution. We will also signpost to resources we have developed for use across the sector. We will also use the framework to help delegates identify practical steps to improve inclusivity, whatever their role in the university.

Session 4.4a
A particular reality: Art/learning/anti-racism
Jo Addison and Dr Michelle Williams Gamaker, Goldsmiths, University of London

The future is intersectional

Oral presentation
An introduction to the activities of APR: a collective of students, alumni and educators from the Fine Art departments at Goldsmiths, University of London and Kingston School of Art, with a commitment to building creative learning environments upon the values of equity and care.

Session 4.4b
Intersectionality: Identities, struggle and voice
Audley Graham, London South Bank University

The future is intersectional

Oral presentation
This paper explores narratives of experiences relating to the participation and career progression of British African Caribbean Males working in academia. Narrative interviews will be undertaken to: Explore the factors surrounding equal participation and career progression of British African Caribbean Males in academia in the spaces they occupy; and examine the interplay of intersectionality and career progression for BACMs in academia space negotiation. Data analysis will be undertaken using a combined framework of intersectionality and the silences framework to identify the intersectional impact of race, gender, and ethnicity on BACMs as a unique entity working in academia in England.

**Session 4.4c**  
**The importance of contextualising differential outcomes in student data**  
*Dr Hannah Holmes and Freya Ernsting, Manchester Metropolitan University*  
*Oral presentation*

Addressing award gaps from various approaches has become a high priority of higher education establishments nationwide, driving wide conversations and actions across the sector. This session outlines a mixed-method approach to data collection, access, and maintenance at Manchester Metropolitan University, emphasising the importance of an intersectional approach to contextualising student award and progression data with demographics, and the lived experiences of students, recognising that students are not impacted by single factors within higher education.

**Session 4.5a**  
**Building MultiStories: Diversifying the curriculum at TU Dublin**  
*Dr Fionnuala Darby, Lindsay Dowling, Zuzana Tesárová and Melody Chadamoyo, TU Dublin*  
*Oral presentation*

At this session we will share a framework to help you diversify the curriculum in your context. Building MultiStories is a collaborative process by staff and students to identify changes to their curricula, to resources and to assessments that consider alternative epistemologies and diverse knowledge sources by embedding information literacy teaching from the library services into modules. The result is the construction of an intellectually expansive and more pedagogically sound curriculum.

**Session 4.5b**  
**Employing student experiences to improve EDI in education**  
*Rachel Williams and Claire Revans, Cardiff University*  
*Oral presentation*

This session outlines how an Equality, Diversity and Inclusion student project group was created in a Russell Group business school to identify and develop resources to support lecturers in delivering inclusive teaching content. Although the School sought to maintain an inclusive environment for all staff and students, informal feedback from students suggested that barriers still existed and that small changes to teaching and processes within the School, could make learning more accessible. A team of students was employed to identify these barriers, based on their own study experiences, and develop a repository of resources to support an inclusive curriculum.

**Session 4.5c**  
**The challenges of embedding inclusive practice in HE: Working together in a community of practice to create an inclusive practice checklist**  
*Dr Ana Be Pereira and Dr Marie Caslin, Liverpool Hope University*  
*Oral presentation*

This paper will provide a brief overview of the challenges encountered when attempting to embed inclusive practice in HE settings. We will explore how we worked together in a community of practice with students and learning support to create an inclusive practice checklist. We will share what we have learned from this experience, including how we overcame some of the challenges we faced.

**Session 4.6a**  
**Do all EDI roads lead to HESA?**  
*Heidi Flanagan, University of Winchester*  
*Oral presentation*

According to HESA, from 2019-20 it became optional for providers in England and Northern Ireland to report data about staff on non-academic contracts (with the exception of any non-academic contracts held by vice-chancellors/heads of institutions or governors), including ethnicity characteristics. This session reflects on the role of HESA, and others, in advocating for mandatory reporting in this area. It considers how reporting could impact the career progression of minoritised colleagues working in academic and professional services administration roles in higher education, and in turn, impact equality of access and outcomes in higher education in England.
Relatively little critical attention has so far been given specifically to ‘assessments’ in relation to racial inequalities in HE. Seldom have projects examined assessment processes as part of colonial systems, which contribute to the marginalisation of different students. We know relatively little with regards to rather routine questions, such as: How do assessments contribute to outcome differences between BAME and white students? Or the extent to which barriers to ‘higher-grade’ minority-ethnic performance is intrinsic to specific assessment types or connected to wider pedagogical practice?

Drawing on interview data of over 44 South Asian, Black and White undergraduate students, this paper reports on some of the introductory responses to these questions.
Session 5.1
Inclusive by design: A roots to shoots approach
Vira Rossi, Ravensbourne University London, Dr Fionnuala Darby, TU Dublin, Charles Wachira, Carey Johns Hopkins Carey Business School, Nokuthula Vilakati, University of Eswatini and Camille Dickson-Deane, UTS Australia

Embracing the voices of minoritised and marginalised people in our approach to institutional change
Interactive workshop
To face the challenges of teaching in a super-complex world, teachers need to be intentionally inclusive in their learning design, at every stage of the learning design process. We are five colleagues from four different continents teaching a wide variety of disciplines. In this lively and varied workshop-style presentation, we propose a practical and broad definition of inclusivity followed by four provocative inclusivity case-studies. Using the metaphor of a tree, we aim at inspiring colleagues to embed inclusivity in all aspects of learning design, from 'roots to shoots'. We address the values at the 'roots' of learning design as well as three symbolical branches: context, content and assessment.

Session 5.2
Moving from a deficit bias to a strengths based approach for autistic students.
Rachel Phillips, Nottingham Trent University

Embracing the voices of minoritised and marginalised people in our approach to institutional change
Interactive workshop
Only 21.7% of autistic adults, including autistic graduates, are in full-time employment. As a sector we should want more for our students. This session will help you to understand the barriers facing autistic students, what it is like growing up autistic in a neurotypical world and what the latest research suggests will help autistic people to thrive. We’ll generate ideas on how to provide an environment that will help autistic students feel that they belong at university, and to succeed in their studies. Let’s change the focus from ameliorating deficits to enhancing strengths and wellbeing for our neurodivergent students.

Session 5.4a
I belong, you belong, we belong: Amplifying minoritised and marginalised voices to facilitate whole-institution cultural change
Louise Banahene and Dr Bridgette Bewick, University of Leeds

Humble learning
Oral presentation
This session will introduce delegates to successes and challenges of developing institutional-wide policies and practices that enable and support sustained cultural change to facilitate inclusion and sense of belonging. This highly participatory and interactive session will share learning from activity implemented across the University of Leeds. We will explore how creating safe and collaborative spaces amplified voices of minoritised and marginalised staff and students; voices that became collective agents of change working in partnership with traditional hierarchies of power. This session aims to stimulate discussion and debate around this new approach to inclusion and building belonging.

Session 5.4b
Developing widening access policies for equitable admissions in health professions education: An example from the Netherlands
Lianne Mulder, Professor Rashmi Kusurkar, Vrije Universiteit, Professor Jan Hindrik Ravesloot, University of Amsterdam and Professor Gerda Croiset, University Medical Centre, Groningen

Humble learning
Oral presentation
Diversity amongst medical professionals and students is essential for excellent health education and care, but is currently lacking in the Netherlands. Medical programme applicants from underrepresented groups face significant disadvantages in the selection procedures. Therefore, we investigated the societal and institutional support base for different Widening Access policies and target groups. We worked with a diverse group of 50+ experts and stakeholders, including numerous representatives of marginalised groups in medicine. This presentation will discuss our methods to investigate the support levels for equitable admissions, and will be relevant to delegates involved in equity initiatives, research and policy in higher education.

Session 5.4c
Being successful at Abertay: First Year belonging through personalised micro-credentials
Jack Hogan, Dr Luke Millard and Dr Julie Blackwell-Young, Abertay University

Humble learning
Oral presentation
This session will showcase Abertay's decision to develop a personalised micro-credential approach to setting student expectations, behaviours and sense of belonging upon joining Abertay. These newly launched micro-credentials focus on helping the new First Year undergraduate to develop their own
Session 5.5a
De-normalising voices: Literary representations of intersex experience
Héloïse Metzger, University of Edinburgh
The future is intersectional
Oral presentation
In the Western world, intersex-variations have existed at a cross-point between voyeuristic sensationalisation and socio-physical erasure. Since the 19th-Century, medico-legal institutions have allowed little room for intersex bodies and voices to exist within society. When medical actions such as ‘normalising’ surgeries are rooted in cultural constructions of ‘abnormality’, literary representations have the power to shift perceptions and consequently change actions. Through surveying literature on intersex variations from the mid-19th-Century to present-day, this project assesses implications and effects of representation. It explores how readers, society and medical institutions may affect and be affected by fictional, medical and first-person intersex literature.

Session 5.5b
‘I get so emotional, baby’: Emotional labour and EDI work in further and higher education
Dr Gareth Longstaff and Dr Joey Jenkins, Newcastle University
The future is intersectional
Oral presentation
The recent turn to affect in feminist, queer, and critical race studies has brought emotion(ality) into focus across a range of disciplines. While an increasing focus on EDI work in HE has led to a proliferation of networks, actions, and agendas centred on addressing systemic inequalities, the emotional impact of the labour required to manage and maintain these initiatives has not been adequately acknowledged or considered. In this paper, we consider how EDI work in HE produces forms of emotional labour that disproportionately impact already-marginalised groups. Informed by our work on the Building Intersectionality project at Newcastle University, it proposes that a fuller accounting of the affective dimension of EDI practice is necessary in order to embed institutional change.

Session 5.5c
Improving LGBTQ+ retention in STEM: A transatlantic perspective on current barriers and best practices
Kolin Clark, Washington University in St. Louis, Colbie Chinowski, Vanderbilt University, Dr Jacob O'Connor, California Council on Science and Technology, Shane Coffield, University of California Irvine, and Anna Dye, North Caroline State University
The future is intersectional
Oral presentation
In this project, our group of early-career scientists in the US have partnered with the UK Science and Innovation Network via the National Science Policy Network’s (NSPN) Science Diplomacy Exchange and Learning (SciDEAL) program. We have taken a multifaceted approach to understanding and addressing the data on LGBT+ attrition. This includes a comprehensive literature review, as well as interviews and roundtables with stakeholders across universities, governments, and non-profit organisations from the US and UK. We present a set of policy recommendations on how to improve data collection, combat toxic professional environments, and support LGBT+ scientists in a variety of settings.

Session 5.6a
It's not fair!: Evaluation and quality assurance processes to develop practices in Equality, Diversity and Inclusion: The Inclusion and Accessibility Maturity Model
Dr Ceri Morris, Heather Pennington, Cardiff University and Laura West-Burnham, Cardiff Metropolitan University
The change agent's tool kit
Oral presentation
This workshop aims to explore opinions on the embedding of an inclusion and accessibility self-assessment tool into QA processes, drawing on the knowledge and experience of participants to create a dialogue on inclusive pedagogy and institutional-level inclusion. The session will introduce the model and explore developments in collaborative working between quality assurance and academic staff. Then a facilitated in-depth discussion will be launched, exploring the affordances and complications of setting inclusive pedagogy at the heart of the QA process. This session will appeal to leaders, academic staff and those involved in quality assurance, creating a supportive dialogue leading to professional learning and institutional change.
Session 5.6b
Nottingham Trent University's Student 2025 Project: Situating the student voice within institutional considerations of factors influencing disparities in student outcomes
Jenny Hambling, Erick Morataya Gatica, Nottingham Trent University
The change agent's tool kit
Oral presentation
Student 2025 is an ambitious four-year longitudinal mixed-methods study, launched in September 2021 and designed to generate meaningful insight into the factors influencing disparities in progression and attainment for APP target students at Nottingham Trent University. This exciting, intensive research project will follow 100 participants from enrolment to graduation, monitoring their experience via a combination of questionnaires, interviews and institutionally generated outcome data. The project firmly centres the student voice within institutional considerations of the factors that influence disparities in outcomes for certain student groups, and represents an innovative approach to framing institutional considerations of disparities in student outcomes.

Session 5.6c
Building a community of practice in ‘Designing Inclusive Curriculum to improve Equality and Diversity’ (DICED)
Dr Mairead Corrigan, Dr Tracy Galvin and Dr Barry Quinn, Queen's University Belfast
The change agent's tool kit
Oral presentation
The DICED project is taking a Community of Practice (CoP) approach that involves Academic EDI Leads and students developing an EDI Toolkit to facilitate staff in embedding cultural competency in the undergraduate curriculum. The content of the toolkit is informed by an EDI Healthcheck survey of staff. The toolkit is accompanied by workshops on the topics of Decolonising the faculty curriculum; Anti-racism through a Universal Design for Learning (UDL) lens; and Intercultural competency across disciplines. The project is based on a collaborative team approach that promotes support, sharing of resources and working together to affect change in academic development.
Session 6.1
Collaborative staff training session on autism
Dr Tereza Aidonopoulou-Read, Emma Warren, Kirstie Pope and Callum Green, University of Northampton
Embracing the voices of minoritised and marginalised people in our approach to institutional change
Interactive workshop
Inclusion training ought to focus on the voices of those with lived experience. Through our Autism staff training via the university's C@N-DO network, we provide training for colleagues that wish to understand how to include students on the autism spectrum. We have grown from delivering the training as staff with expertise in autism to working in collaboration with a student. Our latest training session included two students and a member of staff with lived experience, which provides what we feel is a successful training partnership that represents multiple voices that complement each other, the principles of which we aim to apply in other areas.

Session 6.2
Say My Name: How respecting names contributes to inclusive institutions
Dr Jane Bryan and Puja Laporte, University of Warwick
The change agent’s tool kit
Interactive workshop
Our names are entwined with our personal identities, often chosen with care and laden with personal meaning, yet people with names that many find unfamiliar report having their names regularly mispronounced or avoided, or being pressured to change their name to fit in. These experiences can lead to feelings of exclusion, impact learning and wellbeing, and ultimately undermine attempts to create an inclusive institution. The Say My Name project, undertaken by the Community Values team at Warwick University, researched the importance of names and, co-developed with students, techniques to use when encountering unfamiliar names to help foster respectful, inclusive interactions.

Session 6.3
Contested space of wellbeing: Successfully embedding intersectional mental health and wellbeing research into strategy and practice
Paul Britton and Oliver Bell, Newcastle University
The future is intersectional
Interactive workshop
This interactive workshop showcases the extensive intersectional research of Newcastle University's Contested Space of Wellbeing, which explores the complex intersections relating to protected characteristics and/or specific life-experiences that exacerbate the stresses associated with the intrinsically testing process of embarking on or supervising a research degree. The workshop will: 1) share best practice strategies on embedding research into university business processes to enhance supervisor training, student experience, and mental health provision for postgraduate research students from diverse groups; and 2) through group discussions, identify challenges and opportunities to apply similar strategies to enhance colleague wellbeing programmes, research culture, and leadership training.

Session 6.4a
Advanced Strategic Platform for Inclusive Research Environments (ASPIRE)
Professor Belina Colston, University of Lincoln
The change agent's tool kit
Oral presentation
The Advanced Strategic Platform for Inclusive Research Environments (ASPIRE) provides a dynamic and evidence-based web-based platform aimed at accelerating meaningful changes in attitude and behaviour towards diversity and facilitating inclusive research environments. It facilitates institution-specific changes, by providing a monitoring and self-auditing tool with an iterative feedback mechanism for continued improvement. This session will be dedicated to describing how ASPIRE appropriately guides and measures the implementation of Equality, Diversity and Inclusion initiatives across institutions, how it links such measurement with indicators of change in attitudes and culture, and how it provides recommendations for future and further action.

Session 6.4b
Lessons from an accessibility audit
Rachael Addy, University of Lincoln
The change agent’s tool kit
Oral presentation
This session discusses lessons learned from auditing the accessibility of learning materials available for Science Foundation Year students at the University of Lincoln. Whilst many accessibility adaptations were clear, there were cases where these adaptations required greater consideration or were hidden. By highlighting these more complex cases, awareness can be raised towards one way of promoting an inclusive and supportive curriculum for all.
Session 6.4c
**Embedding progress and accountability in culture change**
Zoe Kennedy, King's College London

The change agent’s tool kit

Oral presentation

The Institute of Psychiatry, Psychology and Neuroscience Culture, Diversity & Inclusion Achievement Log translate our strategic Action Plan into departmental and PS team deliverables increasing transparency, engagement, accountability and recognition of progress. Departments and PS teams assess their use of and engagement with proactive CD&I initiatives, reflect on their current achievements and practices and identify areas for improvements for the upcoming year. The Logs evidence progress and embedding principles of CD&I for grant applications and accreditations. The 2020-21 round saw all Head of Departments increase their engagement in and ownership of positive cultural change.

Session 6.5a
**Foregrounding Black student voices: The Cambridge Black Advisory Hub**
Éireann Attridge and Tyra Amofah-Akardom, University of Cambridge

Embracing the voices of minoritised and marginalised people in our approach to institutional change

Oral presentation

The Cambridge Black Advisory Hub seeks to both support Black students at the university and aid and advise staff members on how to best support Black students. This Vice-Chancellor funded project was conceptualised in a conversation between friends in a student bedroom. Utilising participatory action research, this project demonstrated the innovative ideas that can occur when student voices are prioritised. In this session, members of the Black Advisory Hub will reflect on its inception and creation as well as the challenges and opportunities that have occurred since. Speakers will offer practical suggestions for those looking to work collaboratively and authentically with minoritised groups, Black students in particular, to create institution-wide change.

Session 6.5b
**Reciprocal mentoring: Our learning and reflection through implementation**
Dr Kavita Powley and Natasha Mutch-Vidal, City, University of London

Embracing the voices of minoritised and marginalised people in our approach to institutional change

Oral presentation

Reciprocal Mentoring is an innovative opportunity to address the underrepresentation of staff of colour in senior roles. City’s Reciprocal Mentoring scheme was developed to provide a unique platform for white leaders and staff of colour to have an open dialogue on racial inequalities, staff lived experiences and challenges of working in high education. This presentation will provide an overview of the scheme, its impact, and the challenges of such a sensitive scheme. Delegates will gain an insight into the learning outcomes, the importance of anti-racist training required, and challenges in the power imbalance and uncomfortable conversations that participants experienced.

Session 6.5c
**A ‘hidden’ awarding gap? Supporting BAME students with (and without) diagnosed Specific Learning Differences**
Gavin Mensah-Coker, University of Sussex

Embracing the voices of minoritised and marginalised people in our approach to institutional change

Oral presentation

There has been much recent debate over both the BAME awarding gap and the need to support students with Specific Learning Differences. However, less investigated are the issues around intersectionality of these cohorts. Much anecdotal evidence suggests that BAME students are less likely to arrive at university with a diagnosis and more likely to receive one late in their university career. With only one book on dyslexia and race in the UK and one organisation focused on this, this presentation challenges the sector to examine whether there is a ‘hidden’ awarding gap for these students.

Session 6.6a
**Using students to kick start a major shift in EDI thinking**
Peter Kirk and Dr John Rossiter, University of Sheffield

The change agent’s tool kit

Oral presentation

Universities need to improve their EDI practice, but top down initiatives often have marginal impact on the day to day practice of staff and students. This workshop proposes a bottom up approach, to developing priorities, good practice and resources. A particular novelty is that the majority of the project workers were undergraduate students thus giving great insight to the needs and likely efficacy within the student body. This session reports on how the students were used to kick-start new EDI resources and thinking.
Session 6.6b
Empowering and inspiring HE students to shape a fairer world
Dr Rachel Cowen and Professor Dawn Edge, University of Manchester
The change agent's tool kit
Oral presentation
At Manchester we aim to become a truly inclusive organisation through the collective accountability and empowerment of our whole community (staff and students). In 2020, with inequalities laid bare by the pandemic, we successfully launched a flexible, accessible, interdisciplinary undergraduate unit for all students; ‘EDI, your role in shaping a fairer world’. The unit provides historical and legal context for EDI, exploring progress in the workplace, research and innovation, education, and health and social care. Simultaneously increasing understanding of privilege, power and bias, and enhancing inclusive leadership capacity fundamental to student employability and effective working within a global, interconnected world.

Session 6.6c
The Big Change
Professor Claire Hamshire, Dr Rachel Forsyth and Shuab Gamote, Manchester Metropolitan University
The change agent's tool kit
Oral presentation
This session offers reflections on a student-led collaboration between the University and the Students’ Union, set up to facilitate the co-creation of solutions to attainment gaps. The Big Change initiative is led by our trained BAME student Ambassadors to create a unique form of consultative representation, combining Participative Action Research with a form of scrutiny in an open setting, similar to that used by Parliamentary select committees. Departmental leaders are interviewed by a panel of Ambassadors to answer a series of pre-agreed questions on the current state of racial inequality within their area of work and their plans to address any imbalance.
Session P2.3
We’ve heard you - now let’s listen: A listening rooms analysis of the experiences of Black and ethnically minoritised students
Reem ElKosseer, University of Leeds
Embracing the voices of minoritised and marginalised people in our approach to institutional change
Poster presentation
Students’ experiences at university largely affect their attainment, and BAME students have been shown to have a 13.2% awarding gap, with Black students in particular presenting the highest awarding gap of 17% even when all previous factors are accounted for (Universities UK, National Union of Students, 2019). We used the listening rooms approach in order to allow participants to freely discuss their experiences at university. Two students, preferably friends, sit down and talk, using six prompts, about what they’ve experienced, the positives, negatives and anything they’d hoped to see change at the university.

Session P2.4
Developing inclusive learning partnerships with Degree Apprenticeship students
Associate Professor Scarlett Xiao, University of Hertfordshire
Embracing the voices of minoritised and marginalised people in our approach to institutional change
Poster presentation
To respond to the urgent need for identifying and collecting effective EDI practice in the Degree Apprenticeship provision and bridging learning community and workplace into a coherent environment for Degree Apprenticeship students, the author shares her work on developing inclusive learning partnerships with these students. The partnership builds a safe and respectful learning environment so the apprentices feel valued and belonging to their learning community and workplace. The work enabled the apprentices to show their creativity and bring innovative ideas into their work projects. Their positive experiences increased their self-esteem and reinforced their study and career confidence.

Session P2.8
Linguistic coaching: A pilot study of 1-1 coaching for GP trainees in Yorkshire
Fiona Tilsed, Health Education England, Yorkshire & the Humber
Embracing the voices of minoritised and marginalised people in our approach to institutional change
Poster presentation
International medical graduates (IMGs) are known to have worse outcomes in postgraduate exams and are more likely to be referred to the professional regulator than UK graduates, with communication being one of the major issues. A pilot study of an early intervention for IMGs entering general practice to boost existing communication skills training was undertaken. This took the form of 1-1, near-peer linguistic coaching. The coaching was valued by the trainees. The early intervention allowed identification of trainees who needed further support. As the difficulties related to communication rather than medical knowledge, it was possible to identify these trainees using a non-medical student volunteer coach. Suggestions for further study or adaptability are made.
Parallel session 7, 14:50 - 15:50

Session 7.1
What makes a successful inclusive education policy? A case study of impact through collaboration
Professor Helena Gillespie, Callum Perry and Dr Pablo Dalby, University of East Anglia
Reshaping EDI leadership
Interactive workshop
Inclusive practice should be at the heart of university policy, with all aspects of the student's educational journey designed to meet varying needs. But how to effectively manage the change to an inclusive approach? At The University of East Anglia, we are three years into the implementation of our wide-ranging Inclusive Education Policy through a collaborative approach between academic leadership, student union engagement and professional services specialists. In this workshop you will hear about the progress towards our goals from three perspectives and have the chance to discuss what inclusion means in practice and how the impact is best evaluated.

Session 7.2
Leading through values: A holistic approach to developing an inclusive culture
Lisette Nicholson and Paul Britton, Newcastle University
Reshaping EDI leadership
Interactive workshop
Newcastle University has developed a holistic, multi-pronged approach to embed our values and guiding principles that support inclusion across our organisation, starting with our leaders. Gain inspiration and top tips from our approach, including a new behaviour framework, ‘Leading Through Values’ programme and ‘Inclusive Futures’ – a leadership programme for colleagues from minoritised ethnic backgrounds – and consider how your institution could enhance its approach to developing an inclusive culture, including translating your values into behaviours, key priorities and processes for your culture work and where and how you can have the most impact.

Session 7.3
Implementing an inclusive institutional culture
Professor Phil Gravestock and Dr Ada Adeghe, University of Wolverhampton
The change agent's tool kit
Interactive workshop
The University of Wolverhampton has been working to enhance its inclusivity profile and to develop an inclusive institutional culture. The good practice and lessons learned will be shared through a consensus-oriented approach. In this workshop, participants will be encouraged to consider how they may apply lessons learned at the University of Wolverhampton in their setting, evaluate the initiatives and disseminate with a view to support embedding of effective practice.

Session 7.4a
The realities of racism through storytelling: Assessing the impact and call to action: A student-led project
Syra Shakir and Dr Asiya Siddiquee, Leeds Trinity University
Embracing the voices of minoritised and marginalised people in our approach to institutional change
Oral presentation
Racism is prevalent within higher education; whether it is the attainment and degree awarding gaps for our BAME students, the lack of progression for staff from ethnic minority backgrounds and the hostile environment which continues to exclude our BAME students and staff. In order to affect any change in tackling racism in higher education, we have to listen, hear and act upon the lived realities of racism; that is to live and breathe the experiences and stories of our students and staff. This student-led project collated these and created a video resource with an interactive talking workshop to assess both the impact and call to action against racism in higher education.

Session 7.4b
Learning from the experiences of UK psychotherapists providing counselling during the 2020 anti-racism Black Lives Matter protests
Sharon Frazer-Carroll, The Open University
Embracing the voices of minoritised and marginalised people in our approach to institutional change
Oral presentation
Part of doctoral research at the University of Exeter, this study presents views of 46 psychotherapists sharing personal experiences of working during the BLM protests in 2020 through an anonymous online questionnaire. Results give insight to the practical, physical and psychological challenges encountered and the extent to which traditional sources of support provided assistance in managing these. Based on their experiences, practitioners of different racial identities share individual views of what helped and would help with managing race-related challenges in the future. The results have wide implication for the development and support of staff in higher education and across industries.
Session 7.4c
Raising awareness, celebrating excellence: A student-staff group working to tackle racial harassment and deliver positive change
Dr Kate Williams, University of Leicester
Embracing the voices of minoritised and marginalised people in our approach to institutional change
Oral presentation
MedRACE is a student-staff group at Leicester Medical School, working to progress the BMA Charter to prevent and address racial harassment, and shaped by the Charter commitments of: supporting individuals to speak out; ensuring robust processes for reporting and handling complaints; mainstreaming EDI across the learning environment; and addressing racial harassment on work placements. We progress projects that raise awareness and celebrate excellence in EDI, from co-developing and delivering active bystander training, to increasing diversity in our staff interview processes by inclusion of students on Medical School appointment panels. Our role is to challenge, to make change, and celebrate progress.

Session 7.5a
The anti-racist curriculum: Wider lessons for truly developing the inclusivity agenda
Jill Childs, Oxford Brookes University
Reshaping EDI leadership
Oral presentation
Oxford Brookes’ Social Work programme attracts a number of black and minority ethnic students and the teaching team have, over a number of years, noted a marked disparity in attainment and outcomes between black and white student counterparts. Although this observation was drawn specifically from our courses, Oxford Brookes was seeing similar patterns across a range of provision, and it is likely that this pattern is repeated across the wider HE sector. Our ambitious and challenging aim has been to tackle this disparity and to innovate to create a new paradigm that supports achievement for students from diverse backgrounds. That paradigm is called ‘Creating a place to inhabit’ Mmbembe (2016) and sits within the context of the decolonisation of our curriculum.

Session 7.5b
Using intersectionality of multiple identities for authentic leadership in HE: A research study
Charmagne Barnes, University of West London
The future is intersectional
Oral presentation
The session focuses on the under representation of Black and Minoritised Ethnic (BME) women in academic leadership in higher education (HE). It aims to share the findings of a contemporary research study which focuses on the lived career experiences of eight BME women in academic leadership in HE, at the intersections of their multiple identities of race, gender, ethnicity and social class. This research was conducted using an intersectional lens, critical race perspectives and qualitative feminist methodology. BME women face challenges to leadership progression, yet, they navigate, overcome and engage with academic leadership. Their leadership practice is transformative and its authenticity influenced by personal values and their lived experiences.

Session 7.5c
Knowing myself: Socio-cultural representation in critical thinking education in transnational higher education in Ghana
Coomerene Muilerman-Rodrigo, The Open University
The future is intersectional
Oral presentation
This presentation examines the critical thinking curriculum of an international branch campus of a British university in Ghana from a critical theory paradigm. It interrogates the lack of socio-cultural relevance and inclusivity in the curriculum and its impact on the student learning experience as well as the wider issue of cultural imperialism through education. It presents data gathered through narrative interviews and online forums on Padlet and interpreted through thematic analysis. The student voice is engaged to reframe a new curriculum that relates to African identities, strengthens learner agency and develops better academic literacy in transnational higher education.

Session 7.6a
Connected from afar: Building international EDI collaboration during the pandemic
Dr Sammy Li, Peter Collins, University of Birmingham and Guido de Wilde, Carine de Wilde, University of Amsterdam
The change agent’s tool kit
Oral presentation
The pandemic had a transformative impact on the ways how universities work. It also accelerated the digital adoption of working and learning practices by staff and students. The increased use of technology to work and stay connected has created new opportunities to collaborate with institutions from afar. Potential partners for EDI collaboration are no longer bound by geographical limitations. Instead, we are now primed to partner with other institutions from near and afar. Through the case study of the Universities of Birmingham and Amsterdam, this session is a journey with attendees on building EDI collaboration in a post-pandemic environment.
Session 7.6b
How inclusive is your course? Try the Inclusive Course Design Tool (ICDT) and find out
Professor Susan Smith, Leeds Beckett University
The change agent's tool kit
Oral presentation
This presentation aims to raise awareness of our ICDT - a practical tool that course teams use for reflection on key areas of their course design. The ICDT offers evidence-based questions for course teams to formulate a gap analysis and action plan for making positive changes to the inclusive nature of their existing and new courses. This presentation will outline the context, the rigorous design process, and the hitches and the challenges of developing it. We will focus on our evaluation of the tool and discuss how it can be used to help reduce the BAME student award gap.

Session 7.6c
Why are we not talking more about student parents? Student parents’ experiences of the COVID year and what we can take from the crisis
Andrea Todd, University of Chester
The change agent’s tool kit
Oral presentation
Student parents have arguably been impacted by the COVID year more than any other sector of the student population. They faced significant barriers to study in the form of home-schooling and/or providing childcare to pre-school children when all usual avenues of support were closed by lockdown restrictions. What motivated these students? Where and how did they find the time or energy to study? What have they learnt from this crisis, and what in turn can we learn from them? This presentation shares the results of a small-scale study undertaken over summer 2021 with student mothers from one university Law School.

Panel session 2
Champions and Change Agents: working with activist energy
Many of the positive changes that are now central to approaches to EDI have been forged by activist groups. The energy and focus of Black Lives Matter, #MeToo, disability and LGBTQ+ movements, as well as staff and student networks and others giving their time and voices to call out injustice, have galvanised the sector to take action and have held institutions accountable for the pace of progress. This panel discussion explores what it takes to grow positive relationships between institutions and activist groups, and acknowledges the energy and influence of protest and activism as a force for change. We will hear about the challenges of building trust under public scrutiny and developing appropriate responses to calls for action, and we will consider how valuing student and staff activists can have a positive impact on institutional culture overall.