Parallel session 6, 11:00 - 11:40

Session 6.1
Holistic support of disabled or neurodiverse students: What can healthcare teach us?
Sarah Clements, University of Surrey

*Interactive breakout/workshop*

The holistic approach has been an integral part of healthcare for more than 40 years and its benefits to service users are clear. In this interactive session, we will explore the idea of holism in the support for disabled students within an HEI setting across the subject spectrum. What added value could holistic support bring and what does it look like in practice? Through an interactive case study and peer discussion, delegates can expect to come away with greater understanding of the holistic approach and practical ways of applying it in the support of disabled students.

Session 6.2
The BAME lecturer: living in a glass container (an experiential workshop for BAME HE staff and allies)
Kimberly-Anne Evans, Sherwood Psychotherapy Training Institute and Ruth Abban, Kaemotherapy

*Interactive breakout/workshop*

This experiential workshop will give participants the opportunity to creatively explore the psychological condition and obstacles faced by BAME teaching staff in higher education. We will end by discussing possible solutions that allies and BAME staff can implement to combat systematic and social issues regarding race. Objectives:

1. To bring experiences of BAME lecturers to the forefront.
2. To heighten empathy regarding BAME lecturers and staff.
3. To explore how BAME lecturers can support themselves.
4. To explore what changes could help universities who want to make systemic shifts towards racial equity and equality.

Session 6.3
The great inclusive curriculum bake off!
Dr Kate Evans, Laura Blundell and David Watson, University of Liverpool

*Interactive breakout/workshop*

We’re bringing The Great Inclusive Curriculum Bake Off!* to Advance HE: Brace yourselves - it’s Inclusivity week! Staff and students welcome. You’ll get: a taste of our Bake Off! Format; an opportunity to (re)consider inclusivity in the curriculum; to develop inclusive curriculum best practice via a Bake Off! ‘challenge’; to improve your understanding and knowledge; to experience staff-student partnership; and new ideas! Followed by Q&A and reflections on the format. This innovative, light-hearted format is a new take on the sometimes difficult curriculum conversations which staff and students need to have about
Equality, Diversity and Inclusion, as part of curriculum co-creation. *(No actual baking required).

Session 6.4a
LGBTQ+ leadership development in higher education
Professor Catherine Lee, Anglia Ruskin University
Oral presentation
This presentation argues for the introduction of LGBTQ+ specific leadership development programmes in higher education. Drawing on lessons learned from a DfE funded project with LGBTQ+ aspiring school head teachers, the author argues that LGBTQ+ people interact with their educational work environment in distinct ways. Certain behaviours practised over time equip LGBTQ+ people with a set of skills that make them well placed to become effective leaders in Education. There are skills that LGBTQ+ educators may have in abundance and these are: emotional intelligence; sensitivity to the inclusion of others; connecting with others and team-building; managing uncertainty; courage and risk-taking.

Session 6.4b
LGBT+ culture in higher education
Dr Panagiotis Pentaris, Goldsmiths, University of London and Alan Dudley, University of Greenwich
Oral presentation
Research reveals inequalities faced by sexually and gender diverse individuals in higher education, with at least 50% of LGBT+ staff in academia still facing derogatory and discriminatory language. This project explores LGBT+ culture in higher education and reports that over 80% of sexually and gender diverse staff have experienced or witnessed discrimination, oppression or other microaggressions at their workplace. The study reveals a distinct divide between younger and older academics, while university policies set action plans that celebrate inclusivity, but do not restore relationships with more experienced academics with negative experiences on the grounds of sexuality and gender diversity.

Session 6.5a
It doesn't have to be MeToo! An Irish University's approach to tackling sexual harassments and sexual violence
Roisin Shanahan and Dr Allison Keneally, South East Technological University (SETU)
Oral presentation
This oral presentation will give a brief overview of some recent initiatives where positive action and discussion has succeeded in fostering good relations and supporting respectful dialogue amongst staff around the contentious issue of Tackling Sexual Harassment and Sexual Violence in an Irish university. Ongoing research of the impact of these initiatives will be presented. It will be followed by a Q&A session from the audience. The objective of the session is to demonstrate how to inform and engage new and existing staff working within a university to work towards the creation of a safe, respectful, positive, supportive, campus culture.

Session 6.5b
Creating staff-student communities of activism: Experiences of staff working with students to change university campus cultures by campaigning against gender-based violence
Dr Lucy Grimshaw, Claire Dosdale and Dr Ruth Lewis, Northumbria University
Oral presentation
Research and media coverage indicates that gender-based violence is prevalent in universities affecting students’ safety and wellbeing. Political actors, student organisations and university policy makers have highlighted the need for institutional and cultural change and yet scholarship points to the limitations of university responses and the intransigent
nature of gender-based violence. How do we change campus cultures within the current HE context? We will discuss a staff-student partnership aimed at raising awareness and understanding; building a community of well-informed students who will break the silence surrounding GBV by engaging in campus activism and developing a supportive group for their peers.

Session 6.6a
Invisible but exposed: The lived experience of disabled academics
Dr Gayle Brewer, University of Liverpool
Oral presentation
Relatively few studies consider the experiences of disabled academics. In this present study, interviews were conducted with academics self-disclosing long-term energy-limiting conditions or conditions that impact on cognitive function. Academics discussed the impact of their condition, disclosure experiences, coping strategies, and the consequences of Covid-19. Interpretative Phenomenological Analysis identified six themes: Identity and the Concept of Disability; Dependence and Vulnerability; Legitimacy, Convention, and Conformity; Workload, Intensification, and Marketisation; Insecurity, Competition, and Comparison; and Perceptions, Othering, and Isolation. A number of recommendations are made directed at institutions and policy makers in order to address academic ableism.

Session 6.6b
Raising voices and learning from the best: A student-staff partnership to improve the learning experience for students with disabilities
Amanda Millmore and Sheldon Allen, University of Reading
Oral presentation
Our partnership of students with disabilities and long-term conditions, academics and a disability advisor was created during the Covid-19 pandemic to investigate the impact of blended learning upon our students with disabilities. Our aim was to raise their voices and learn from their experiences, but with a practical focus to make changes to our teaching practice to improve the experience for those students and the wider cohort. Our student-staff partnership is important as an exemplar of good partnership practice, and for the constructive recommendations that we put forward that were adopted and continue to be used in the longer term. Our students continue to raise their voices as they move on from this project.

Parallel session 7, 11:45 - 12:25

Session 7.1
What we have learned from conversations with students with protected characteristics about the curriculum: Reflections from The Open University
Dr Sukaina Haider, The Open University
Interactive breakout/workshop
This session will share what the Open University’s team of six student consultants have identified as good practice in inclusive curriculum across a range of disciplines. The examples will cover breaking down barriers for minoritised students through language use, the inclusion of diverse and intersectional case studies, the importance of making diverse content explicit and providing activities to promote critical thinking. Delegates will be provided with several short examples of content that the student consultants perceived as problematic, including diverse content that was considered tokenistic, and video transcripts and captions that were deemed to hinder accessibility.
Session 7.2
TBC
TBC
Interactive breakout/workshop
TBC

Session 7.3
Creating meaningful dialogue and action: Translating commitments to EDI into practical, operational delivery
Laura Pacey, McGraw Hill and Dr Sandra Appiah, Middlesex University and Dr Yaz Osho, Westminster University and Eilidh Fraser, Abertay University and Dr Gelareh Roushan, Bournemouth University

Lightning Talk Session
With some EDI initiatives condemned as ‘tokenistic’ and treated as a compliance exercise by some higher education institutions, this Lightning Talk session will showcase meaningful initiatives in EDI and how to work with intention. With five case studies from Westminster University, Middlesex University, Abertay University, Bournemouth University and Education Solutions partner McGraw Hill, delegates should come away with practical recommendations to create inclusive cultures that take both student and staff voices into account.

Session 7.4a
Hear my voice: The educational experiences of disabled students
Dr Karl Baker-Green, Dr Ian Woolsey, Martha Astill and Henry Burr, Sheffield Hallam University
Oral presentation
Historically, a variety of methods have been used to access the student voice within higher education, but student-staff-committee meetings currently bear the most weight and can therefore have the most significant impact on departmental policy. Arguably, these forums are exclusionary, as several students, including those who experience severe anxiety, might feel unable to participate in these face-to-face (large) group activities. This is something we aim to address with this research to allow these students to be heard and also help inform staff development with regard to enhancing the student experience.

Session 7.4b
Recommendations for improving the experience of students identifying as neurotypical (by a student, student coach and a lecturer)
Dr Helen Day, Emma-Jayne Darley and Ellie Rolfe, University of Central Lancashire
Oral presentation
This session will discuss a project by a lecturer, student coach and a student about how to improve the student experience for students identifying as neurotypical. The project arose as a result of conversations between lecturers and students, and between student coaches and students that made it clear how much more we can do to make the university experience easier for students with very little effort from particularly academic members of staff. It also raised the issue of students being left in limbo until they receive a formal diagnosis. As a result, we came up with 15 suggestions for staff and the university to implement.

Session 7.5a
Improving support for BAME Veterinary students: A collaborative student-led process
Gurpreet Gill, Royal College of Veterinary Surgeons
Oral presentation
Enhancing retention and support for BAME Veterinary students, especially whilst they are on extra-mural studies placements, has been identified as a key priority by the Royal College of Veterinary Surgeons and the Veterinary Schools Council. This session will present work
undertaken to address this situation. Delegates will learn how a student-led, collaborative process amplified under-represented voices and promoted learning through constructive dialogue. This resulted in recommendations to promote good practice and improve the experience of BAME Veterinary students in teaching and placement settings. Delegates will be able to reflect on this work and consider its applicability to their own contexts.

Session 7.5b
The MedRACE inclusive curriculum project: Co-creation and delivery in the Medical curriculum
Professor Kate Williams, University of Leicester
Oral presentation
MedRACE (Raising Awareness, Celebrating Excellence) is a student-staff group at Leicester Medical School, working to create a more inclusive teaching and learning environment for all students. Its objective is to learn from students and implement meaningful student-led improvements in Medical Education. This session will outline a range of approaches taken at Leicester to identify areas for change in inclusive curriculum design, including student-selected component projects on developing a more racially inclusive curriculum, working with students to co-develop and co-deliver EDI and active bystander training, as well as delivering training to patient carer educators.

Session 7.6a
A family-friendly learning environment? Examining support for students during pregnancy and beyond in UK universities
Dr Lucy Grimshaw, Dr Tom Disney and Justine Gallagher, Northumbria University
Oral presentation
The number of students at university who have caring responsibilities for children is increasing each year, as is the number of students who become pregnant. Evidence suggests these students are less likely to complete their degree compared to their non-parenting peers and are at greater risk of a variety of hardships that may engender significant precarity. Concurrently, extant literature suggests that the landscape of policy and practical support is uneven. This paper will discuss a project which aimed to examine pregnancy, maternity and parental policies and support provided to undergraduate students at universities across the UK.

Session 7.6b
"It has been an uphill battle from the get-go": The experiences of single parents studying at university in the UK during the COVID-19 pandemic
Dr Lucy Trotter, Aberystwyth University
Oral presentation
This session will explore the meanings of being a single parent studying at university in the UK in the context of the Covid-19 pandemic, and will present data obtained from three months of mixed-methods research in 2021. Three key recommendations for change are highlighted: (1) Universities should collect data on student parents and use this data to enable tailored support via student support services; (2) Universities should work with Student Unions to ensure parent-friendly Fresher week activities and ongoing social/support groups; and (3) Universities should introduce accessible, flexible, discounted childcare, parent and baby rooms, and baby-changing facilities.
Parallel session 8, 13:15 - 13:55

Session 8.1
Co-creating the EDI vision for the curriculum: Building on decolonial and anti-racist approaches
Dr Kathy-Ann Fletcher and Dr Luke Millard, Abertay University
Interactive breakout/workshop
This interactive session will introduce the audience to the roadmap and process Abertay is developing for embedding EDI within its curriculum. The Abertay roadmap is focused on inspiring an accessible place of belonging for all staff and students through a process that incorporates influences from the wide and diverse range of voices in the Abertay community, internally and externally. The approach to co-creating an equitable curriculum and practice involves students and staff internally as well as local and global co-creators, in line with Abertay’s community and international engagement practices. In the workshop, the audience will provide feedback on Abertay’s roadmap and scenario plan methods for incorporating the development process within their own institutions.

Session 8.2
Seeing more clearly: Expanding the lens of EDI
Dr Barbara Howard-Hunt and Associate Professor Nick Gee, Birmingham City University
Interactive breakout/workshop
Can we clearly see all that we are looking for? Like ‘Alice’ we can find ourselves down the rabbit hole, rushing to what we thought was the way out only to collide with unanticipated challenges. We can be left unsure of what to do. Fear can set in, making it difficult to see the person at the centre. Rising to this challenge requires a bold approach, ensuring we do not fear the challenges of intersectionality but seek it out and embrace it. This dynamic workshop will facilitate participants in exploring brave approaches to address some of the challenges commonly encountered.

Session 8.3
Third space education: Dr Eric Williams, a park, and the independence of a nation
Dr Melanie-Marie Haywood, Birmingham City University
Interactive breakout/workshop
After training abroad for many years, The Hon. Dr Williams decided to move back to Trinidad and Tobago as an expert in Caribbean studies to develop his country. His journey as an educator in Trinidad began at the University of Woodford Square, a park in the middle of the Nation’s Capital City. It has no buildings, nor a traditional institution of education, but became a "University" of revolution, and liberation of a postcolonial people. Dr Williams, a man of the people, created a third space for education that birthed the political party that eventually led to the independence of the nation. This session will provide a renewed sense of provocation to educators to think outside of the box. Activities will include provocation around who the students we have today are, who they should be, the system of HE and how it keeps certain people out, and particularly how colleagues can begin looking toward the third space in practice.

Session 8.4a
Disrupt the discourse: Making space to talk about race as part of pedagogy
Kevin Brazant, London Metropolitan University
Oral presentation
‘Disrupt the Discourse’ is a project intent on disrupting monologic notions of learning and teaching, where academic staff can develop creative ways to work across subject disciplines and in partnership with students to explore issues of race and difference. Using content creation, academics were invited to explore anti-racist and intersectional teaching
approaches within their respective curriculum areas. The project provided a developmental space to consolidate learning about Critical Race Theory and intersectionality as part of practice. This session aims to share the initial findings of the pilot within the School of Social Sciences whilst reimagining a pedagogy for social justice within a London-based university.

**Session 8.4b**  
The power of narrative for engagement in dialogue about contentious issues of racism and white privilege  
Dr Alison Purvis, Shirley Masterson-Ng, Prachi Stafford, Ifrah Salih and Mandy Cecchinato, Sheffield Hallam University  
*Oral presentation*  
In this session we will share with you the ways in which we used the power of narrative to discuss the insidious impact of white privilege and racism and the impact of people and organisations. Carefully chosen visual and written media were used as stimulus materials to support discussion around white privilege and racism which is prevalent but often unacknowledged in higher education and society. We will share the learning from our work and offer recommendations for how to engage and support colleagues in challenging conversations for positive outcomes.

**Session 8.5a**  
TBC  
TBC  
*Oral presentation*  
TBC

**Session 8.5b**  
TBC  
TBC  
*Oral presentation*  
TBC

**Session 8.6a**  
Decolonising the curriculum: A case study of Spanish at Strathclyde University  
Vanesa Sabala and Dr Mar Parra, University of Strathclyde  
*Oral presentation*  
In response to widespread student mobilisation across UK universities, decolonisation has become a central point in curriculum development. The teaching of Spanish and Modern Languages in general has been monopolised by the European context. In this sense, we seek to challenge the reification of the European perspective in the Spanish classroom in order to underscore not only its global spread but also its cultural, social and linguistic heterogeneity. The key question is: how do we challenge the idea held by many students that there is a “proper” Spanish and “other” Spanish? As educators, it behoves us to expose and challenge extant stereotypes in society. We will discuss examples of activities from our first-year undergraduate course on the subject of race and Spanish in a global context.

**Session 8.6b**  
Indigenous students; Indigenous curriculum; Indigenous way of life: Reflecting on 6 years living and learning Indigenous Studies at the University of Arizona  
Dr Charlie Williams, University of East Anglia  
*Oral presentation*  
I lived in the USA for six years, studying and teaching in Tucson and researching in Alaska. I taught Indigenous and non-Indigenous students while teaching an Indigenous Studies curriculum. Yet, the experience was so much more than work, books, or theory. My families in Tucson and Alaska taught me what it means to embrace equality, diversity, and inclusion;
to live an Indigenous way of life. Reflecting on six years living and learning Indigenous Studies at the University of Arizona, this presentation will explore my experiences from an EDI perspective from three distinct viewpoints: Indigenous students; Indigenous curriculum; Indigenous way of life.

**Parallel session 9, 14:00 - 14:40**

**Session 9.1**
**TBC**
**Interactive breakout/workshop**
**TBC**

**Session 9.2**
**The place of race in teacher identity: An implementation of Archer's morphogenetic model**
Mrs Aysha Sheikhi, University of Birmingham  
**Interactive breakout/workshop**

The identity markers of a teacher provide the foundations of their personal and social identity and how they influence the social contexts the teachers experience. This research used Archer’s Morphogenetic model as a conceptual framework to highlight agency in situational influences on a teacher’s identity and how their reflexivity allows them to navigate the social influence discourses of race. Identifying race as the main criterion, twenty-one teachers across England were interviewed for this research. Analysis revealed the significant role of familial heritage, friendships, and teacher role models in contributing to both white and racial minority teachers’ race identity.

**Session 9.3**
**Becoming the beanstalk: A network to recognise, strengthen and celebrate the diversity of teaching-focused roles in (UK) HE**
Professor Emmajane Milton, Cardiff University  
**Interactive breakout/workshop**

This conference asks us to consider the shoulders of giants … what if we need more than that? Perhaps a beanstalk to support educational giants? Beanstalks are strong because they interweave multiple, divergent stalks together - analogous to the diverse journeys, experiences and expertise of our teaching-focused community. This interactive workshop intends to collaboratively shape and launch our National Network for Teaching Focused colleagues from across UK HE to form the foundation of our beanstalk. The session is predicated upon listening, learning and sharing inclusive practices that give voice to teaching-focused colleagues who can support transformation within HE.

**Session 9.4a**
**Embedding encompassing inclusivity in accessible curricula: How neurodivergent students and staff informed the development of an ‘enablist’ social pedagogy**
Dr Penny Hyams, Arden University  
**Oral presentation**

Arden University supports a high number of neurodivergent students and staff. They have provided feedback to develop new ways of learning and teaching that are inclusive and accessible to all. We are developing a Postgraduate Certificate in Neurodiversity, open to all staff members and offered free to schools and colleges in the UK. Arden University positively encourages applications from everyone seeking to pursue career and learning goals, positively endowing us with a highly neurodiverse student and staff base. Staff and student voices and inclusion preferences are crucial to the development of our nascent postgraduate programme in Neurodiversity.
Session 9.4b
Collaborating with students on the spectrum: Positive changes through tutor and student conversations
Alison Taylor, Bishop Grosseteste University
Oral presentation
This study uses principles of SENDI, reflective practice and action research, to support diverse learners on an undergraduate degree to participate, to belong and to achieve. The retention of autistic students is low compared to non-autistic students and so ways to gain insight through their perspectives are necessary so that positive changes can improve their university experience. This collaboration establishes comfortable channels of communication and invests time in both ongoing and extended conversations, through email or face to face, as chosen by the students. The individual perspective enables greater understanding of the barriers experienced and the adaptations to be made.

Session 9.5a
Understanding the impact of diversifying the curriculum: Minority and non-minority student recommendations
Dr Stacey McKnight and Dr Doron Cohen, The University of Manchester
Oral presentation
The study of diversity has become a mainstay of undergraduate curricula, following a drive to reflect a broader societal concern about teaching students how to understand social and cultural differences in our communities. Although the literature reveals significant levels of discrimination (e.g. labour market access), little research has focused on the impact these kinds of messages have on student wellbeing, sense-of-self and how they interpret this content. Working in partnership with students from a diversity of backgrounds, we aim to establish good practice guidelines surrounding how to deliver this essential content around social injustice, having sector-wide implications for inclusive teaching.

Session 9.5b
Podcasting for social justice: Storytelling in student-staff partnerships
Dr Fatima Maatwk, Kyra Araneta and Dr Jennifer Fraser, University of Westminster
Oral presentation
Learning together and from each other is an essential process we go through when building student-staff partnerships. Focusing on the podcast produced by the Pedagogies for Social Justice project at the University of Westminster, which features interviews with students and academics from all disciplines and across several HEIs in the UK and internationally, this talk will illustrate how building partnership relationships and using storytelling to learn from and with each other, can be utilised as methods of decolonising and creating socially-just educational spaces.

Session 9.6a
Imagined futures: Motivations, perceptions and experiences of racialised minority early career researchers to pursue an academic career trajectory in the UK
Rhianna Garrett and Naomi Alormele, Loughborough University
Oral presentation
From a mixed-heritage, geographical perspective, PhD researchers Rhianna and Naomi question what motivates racialised minority early career researchers (ECRs) to pursue academic careers and examine their perceived sense of belonging within the space. Using preliminary survey and interview data, they present an examination of the experiences, perceptions, and motivations of racialised minority ECR’s in multiple UK universities to maintain an academic career trajectory, highlighting institutional and structural causes of inequality and staff underrepresentation along racial lines. They argue the importance of
both present and future-orientated research, investigating intentions and imagined futures to predict racialised minority career patterns to come.

Session 9.6b
A system-wide transformation programme to diversify our research talent pipeline and promote inclusive research practice and culture
Professor Rachel Cowen, University of Manchester
Oral presentation
Prioritisation of EDI in Research and Innovation is more than a legal and moral imperative. Without diverse researchers and a responsible and inclusive research approach, we restrict research standards and quality, the societal relevance of research solutions and the global challenges we prioritise. This paper will highlight the progress and impact of a university-wide, inclusive research transformation programme to promote equity of research opportunity, build authentic and inclusive research leadership capacity, further our understanding of structural inequalities in our research ecosystem and promote inclusive research practice and culture fit for the future.

Poster session, 14:40 - 15:05

Session P2.1
Neurodiverse experiences of cognitive load in online education
Anne-Laure Le Cunff, King's College London
Poster
Co-designed in partnership with a research advisory board of neurodivergent students, this study used a qualitative comparison design with a sample of 14 neurotypical and 12 neurodivergent university students to compare and contrast their experiences of cognitive load in online education. While neurodivergent students reported many similar experiences compared to their neurotypical peers, some challenges were greater for neurodivergent students, causing additional stress and difficulties in effectively engaging with the educational content. The results of this study suggest there is a need to further explore the relationship between neurodiversity and cognitive load in online learning to ensure fully inclusive learning.

Session P2.2
Mental health protocol in higher education
Gina Lucas and Elle Wills, Writtle University College
Poster
Students with complex mental health conditions at Writtle University had the opportunity to formulate a mental health action plan, as part of a personalised mental health protocol. There is a plethora of published evidence recommending advanced decision making (ADM) for mental health, but predominantly within clinical and healthcare settings. At present, little evidence has investigated ADM within higher education settings (HE). Our research aims to grow this body of evidence, by demonstrating the value in formulating, implementing and developing a robust mental health protocol within HE support services. This study uses a mixed-methods approach, which will focus on thematic analysis.

Session P2.3
Teaching composition in a flipped classroom
Dr Scott McLaughlin and Professor Martin Iddon, University of Leeds
Poster
Over the past ten years, the world of composition has changed radically: young composers are increasingly concerned with gender, race, and ability, questioning the centrality of craft
or value, seeing no reason to avoid the ‘popular’, asking what connection they can have with a wider social sphere. They are less concerned with ideas of autonomy, or with being labelled ‘composers’ at all. This project, funded by the Leeds Institute of Teaching Excellence, sought to explore how this movement could be recognised and reflected in teaching at HE level, looking at how to bring the benefits of flipped classrooms to composition teaching at the University of Leeds.

Session P2.4
Inclusivity within perinatal emergency training
Tom McEwan, NHS Education for Scotland (NES)

Poster
When delivering perinatal care, health care practitioners are required to recognise and support service users with a diverse range of characteristics and health needs. This can include cultural, racial, ethnic and gender considerations, as well as those who have experienced previous trauma. As the leading provider of maternity and neonatal clinical skills training, The Scottish Multiprofessional Maternity Development Programme (SMMDP) has been engaged in a project to ensure our educational content and delivery reflects the diverse needs of the communities we serve, and advocates for inclusive and respectful care. This includes self-care for those involved in providing perinatal care. This poster will outline our journey.

Session P2.5
The inclusive higher education framework: From good intentions to institutional change
Dr Katharine Hubbard and Paula Gawthorpe, University of Hull

Poster
Inclusivity is essential for all students to make the most of higher education. However, lack of understanding of the breadth and depth of inclusivity ‘on the ground’ often lags behind the aspiration to be truly inclusive. This session will present the Inclusive Higher Education Framework and accompanying resources, developed at the University of Hull in partnership with six other institutions. The co-creation project relied on learning from the perspectives of diverse academics, senior leaders, professional services staff and students. Participants will explore what is meant by inclusive practice, and how all areas of an institution can make positive change.

Session P2.6
Mentorship as a widening participation resource across Northern Ireland
Heynes Brown, Joana GC Rodrigues, Rohan Chikhal, Umme Alam and Lee Fernandes, In2MedSchool

Poster
Despite 40% of the UK being working class, only 4% of UK doctors come from such backgrounds. This statistic is what In2MedSchool is trying to address by providing free 1:1 mentorship for widening participation pupils wishing to access higher education, with a focus on aspiring medical students. Mentorship allows networking with current medical students, something nearly 50% of schools struggle to facilitate as they’ve never had a single student apply to Medicine. In2MedSchool is the first initiative of its kind to purposefully include Northern Ireland in an inclusive, equal manner to other UK nations. We aim to discuss our reasons behind this decision and analyse our ongoing impact across the country.
Session P2.7
Inclusion perception index in Business Administration and Management students
Dr Montserrat Núñez Chicharro, Dr María Jesús Gutiérrez-Pedrero, Dr Marta Retamosa Ferreiro, Dr Marta Tolentino García-Abadillo, Dr Elena Merino Madrid, Dr María Jesús Ruiz Fuensanta and Dr Inmaculada Alonso Carrillo, Castilla - La Mancha University

Poster
A diagnosis of diversity and inclusion performance in universities requires the identification of possible attitude barriers. This can be discovered by studying the feeling of university students about educational inclusion, considering that they will become future business leaders who will have to operate in diverse and globalised environments. The aim of the study was to test the opinion of students of the degree in Business Administration and Management regarding different aspects of diversity and inclusion in their educational context. In our study, we have considered it suitable to use the scale perception of University Inclusion designed by Losada et al. (2022).

Session P2.9
Global Citizenship: Our people, our planet, our profession
Leila Neshat Mokadem and Dr Aisling Kerr, Robert Gordon University

Poster
'The Global Citizenship Framework' (GCF) was designed to embed EDI and sustainability in healthcare curricula in response to lived experience feedback and wider sector and societal calls to de-colonise curricula. GCF facilitates a holistic approach to EDI and encompasses 3 Cs – Connect (connecting learners to community), Create (co-creating diverse curricula) and Celebrate (celebrating personal and global identity). The rationale behind the framework is to co-create inclusive teaching practices whilst nurturing students’ sense of belonging. GCF seminars have been delivered and evaluated with an overwhelming positive impact on students’ sense of belonging and the beginnings of emerging as global citizens.

Session P2.10
Evaluating insight2Uni: Mentoring black-heritage students' journeys into HE
Sharon Steele, Alterline Research and Intelligence and Dr Scott Knight, University of East Anglia

Poster
This session will share the findings from an insight project looking at the black-heritage mentoring programme “Insight2Uni”, commissioned in 2022 by the University of East Anglia’s Outreach Team and completed by Alterline, an insight and intelligence agency specialising in higher education. The Insight2Uni programme is delivered by With Insight, a social enterprise focusing on mentoring black-heritage students looking to progress to higher education. Alterline undertook the qualitative research to gain mentees’ views of their experiences and develop a better understanding of how the programme could be further strengthened to develop students’ knowledge and confidence around university, and progression to university.

Session P2.12
Get ahead in government: Working with alumni to improve graduate outcomes for widening participation students
Kerrie Myers and Jessica Cooper, University of Birmingham

Poster
Policies to champion and support EDI across the sector start with diverse and capable policy-makers - and yet, a startling 2021 report on Civil Service demographics found no change between 2022 and 1950. To address this, we developed Get Ahead in Government as a pilot programme in 2021-2022. Get Ahead helped students from widening participation backgrounds develop the skills, knowledge, and connections they need to be the policy-
Session P2.15
Always more to learn; always more to do: A journey between the classroom, administration, volunteering and lived experience in the EDI practitioner’s continuing professional development.
Dr Ryan Prout, Cardiff University
Poster
In this poster I will outline how teaching experience, formal EDI work, volunteering, and lived experience can be complementary both in developing the equality agenda and in one’s continuing professional development as a practitioner. I will do this by briefly outlining my contribution to curriculum design, linking this to what I learned from discussion with giants of the corporate world as a volunteer at Europride’s International Human Rights Conference (2022). I ask if individualised contributions to EDI goals can be introduced to HEIs and what must change if the contributions of neurodiverse employees are to be properly recognised and developed.

Session P2.16
Partnering with students to enhance the learning community
Dr Isaac Myers and Professor Sarah Hal, Cardiff University School of Biosciences
Poster
The development and establishment of rich, effective, and inclusive learning communities can be challenging in higher education. In this presentation, we will share three case studies from the School of Biosciences, Cardiff University, which are part of a project to improve student experience and cultivate the learning community in response to student feedback. Our strategy focuses on the effectiveness of partnership with students to promote engagement, peer-learning, and celebration of diversity. We hope our experiences can inspire and empower staff in any discipline to learn from students, working collaboratively with them to embed innovative ideas and inclusive community-building approaches.

Session P2.20
Evaluating “belonging”: Exploring student and staff experiences of cultivating diverse, inclusive and conscious approaches to creative practice
John Boddy, University of Falmouth and Dr Frances Johnson, Applied Inspiration
Poster
A collaboration between The Fashion and Textiles Institute at Falmouth University and Applied Inspiration, this session will outline findings of an evaluation of a Level 4 module entitled “Belonging”, which aims at cultivating diverse, inclusive and conscious approaches to creative practice. We are looking forward to sharing findings from our creative research with students and staff, and to speaking of the design and origins of this module, and its location as part of institutional commitments to equality, diversity, and inclusion and as part of a broader context of anti-racist practice in this area.

Session P2.21
Oral history as pedagogy: Reflecting on personal and community stories
Dr Alya Khan, London Metropolitan University
Poster
This session will explore the innovative use of oral history methods in learning, teaching and research. It will draw on findings from a study conducted with students taking an undergraduate module on a Health and Social Care degree focusing on health care ethics and research in professional contexts. Connections and similarities between aspects of both oral history and critical pedagogy traditions and methods will be considered; and, the
session will offer an interactive and participatory discussion on different ways both oral
history and critical pedagogy approaches might contribute to creating a decolonising social
justice curriculum.

**Session P2.22**
**Lived experiences of female-identifying Mathematics PhD students**
Dr Laura Wadkin and Kaitlyn Ries, Newcastle University

*Poster*

Women (and other gender minorities) are still under-represented in academic Mathematics,
with only 20% non-cis-male PhD students and 6% non-cis-male professors in the UK
(London Mathematical Society's Good Practice Report). In this session we will present the
results from a study at Newcastle University exploring the lived experiences of female-
identifying Mathematics PhD students through a series of one-to-one interviews. We seek to
understand the extent to which the participants feel their gender has impacted their
experiences as Mathematics PhD students, including their relationships with supervisors,
their view of role models, their identity as a mathematician, and their post-PhD choices.

**Session P2.23**
**Creative changemakers: Recognising and rewarding the agency, power and impact of
students**
Melanie Welaratne and Zena Rashid, Nottingham Trent University

*Poster*

Creative Changemakers is a Nottingham Trent School of Art & Design competition which
celebrates work that aims to generate an equitable creative community. The awards aim to
inspire students to celebrate their heritage, explore diverse perspectives and incorporate
inclusive practice and social justice into their projects. The competition recognises the
agency, power and impacts each individual has to change the world we live in for the better.

**Session P2.24**
**“That’s not my name”: The importance of using a student’s name and pronouncing it
correctly**
Laura Maguire, Birmingham City University

*Poster*

In this session, name usage and the importance of pronouncing student’s names correctly
will be explored. Two elements around the use of names will be explored in depth: how
students feel when addressed directly by their name by teaching staff, and how students feel
when their name has been mispronounced or spelled incorrectly. The results will be shared,
and areas of good practice and areas of improvement will be highlighted. Race Equality
Matters 2020 found that 73% of respondents from 100 different organisations had their
names mispronounced which resulted in them feeling not valued, not important,
disrespected and frustrated. The results from this research will be used to implement
changes in practice to promote equality, diversity and inclusion.

**Session P2.25**
**Developing selection procedures that support student diversity in health professions
education: Insights from the applicant perspective**
Suzanne Fikrat-Wevers, Erasmus MC

*Poster*

Applicant perceptions of selection can influence applicant motivation, performance and
withdrawal. Moreover, applicant perceptions are potentially relevant for student diversity;
applicants from underrepresented backgrounds may be particularly susceptible to the effects
of negative perceptions. This presentation will focus on our research on applicant
perceptions of selection. We firstly investigated applicant perceptions of commonly used
selection tools, the rationales behind these perceptions and subgroup differences in
perceptions. Secondly, we examined what values applicants believe underlie a selection procedure that does justice to applicants’ potential and societal needs, and how these values can be translated to specific changes to the selection procedure.

**Session P2.26**
**Unveiling barriers to interculturality in the international classroom: A collective critique of established conceptions to realise and develop effective strategies for inclusive intercultural student engagement.**
Dr Julia Bohlmann, University of Glasgow and Dr Cameron Graham, Edinburgh Napier University

*Poster*
This poster will encourage delegates to identify and overcome barriers to interculturality in the international classroom. Delegates will be introduced to, and encouraged to reflect critically on, intercultural concepts, such as power distance (Hofstede 1986) and low/high context cultures (Hall, 1989). It will then introduce potential strategies to overcome communication impasses in teaching using current scholarship in intercultural pedagogy (Lee, *et al.* 2017; Page, 2021).

**Parallel session 10, 15:05 - 15:45**

**Session 10.1**
**REC/Athena Swan Charters Case Studies**
TBC
*Case Studies*
TBC

**Session 10.3**
**Students as giants**
Sarah Mander, Dr Kate Breeze, Dr Sadaf Rizvi, Nichola Connolly Dr Jim Lusted, Natalie Nussey, Steph Doehler, Shannon Martin and Dr Amber Fensham-Smith, The Open University

*Lightning Talk Session*
Research led by traditionally under-represented students in higher education promotes equality, diversity and inclusion. Creating scholarly opportunities amplifies students’ voices, offering potential to address awarding gaps. This session will showcase innovative research practice for collaborative and student-led approaches to access, participation and success strategies. Positive action programmes focusing on student mental health and wellbeing; disability; and Black and Asian students are celebrated. These scholarship projects share insight and expertise, helping facilitate deeper learning of barriers to student experience. They identify creative, pioneering approaches to improvement in the equality of student experiences and outcomes, and demonstrate that students can be our giants.

**Session 10.4a**
**Student-led partnership for institutional change**
Professor Claire Hamshire, Awo Abdi, Shuab Gamote and Yolande Sumbele, Manchester Metropolitan University

*Oral presentation*
This session offers reflections on a student-led collaboration between the university and Students’ Union that was set up to facilitate the co-creation of solutions to awarding gaps. The Inclusive Learning communities project is a four-year strategic project designed to change how BAME students’ experiences are considered and included within teaching practices, to enhance their sense of belonging, increase student satisfaction, and improve student achievement in terms of progression and degree outcomes. We will discuss the ‘As I
am Campaign’ and the BAME Ambassador project that employs students across the institution to provide an authentic and meaningful voice to facilitate change.

Session 10.4b
An innovative evidence-based approach to closing awarding gaps in STEM-based subjects via inclusive assessments
Charis Kaur Pooni, Misha Zahid and Júlia Corbera Serrajòrdia, King’s College London
Oral presentation
The BAME awarding gap has been a long-standing issue across higher education institutions within the UK. In this session we will present an innovative, evidence-based approach to creating an inclusive learning environment by flagging non-inclusive assessments from calculating the awarding gap for STEM-based departments at King’s to close the awarding gap. Our work is of high-practical value and widens our knowledge of educational inequalities beyond HESA reporting by navigating the complex and intersectional nature of inequality. We will present practical results, including inclusive and non-inclusive assessments from literature review and analysis, that delegates can implement to close awarding gaps in their institutions.
Session 105a  
**Inclusive assessment: How do we involve students?**  
Dr Cecilia Oyugi, London Metropolitan University  
*Oral presentation*

This presentation will focus on student feedback obtained from a university-wide research project on Inclusive Assessment. A small sample of second and third year students were asked to reflect on their assessments from the previous academic year, and then respond to questions based on an internally drafted strategy framework. These students’ responses form the basis of this presentation, and recommendations are made for consideration by Programme/Course teams when designing and implementing Inclusive Assessment.

Session 10.5b  
**Addressing the inclusivity of assessment practice in HE: Addressing the educator deficit model**  
Dr Olatunde Durowoju, Liverpool John Moores University  
*Oral presentation*

This study explored the extent to which inclusivity is embedded in assessment design and the ways that academic staff support diverse student cohorts to succeed. Based on data collected from semi-structured interviews with 29 academics at a North-West university, the research findings indicate that only a few academic staff explicitly considered racial inclusivity when designing assessments and deciding the support opportunities offered to students. This highlights an educator deficit model which needs to be addressed. The presentation will highlight the perception and level of commitment academics show in their assessment design and support strategy towards differing student needs.

Session 10.6a  
**Creative changemakers: Recognising and rewarding the agency, power and impact of students**  
Melanie Welaratne and Zena Rashid, Nottingham Trent University  
*Oral presentation*

Creative Changemakers is a Nottingham Trent School of Art & Design competition which celebrates work that aims to generate an equitable creative community. The awards aim to inspire students to celebrate their heritage, explore diverse perspectives and incorporate inclusive practice and social justice into their projects. The competition recognises the agency, power and impacts each individual has to change the world we live in for the better.

Session 10.6b  
**Enhancing Built Environment curriculum to enhance inclusivity**  
Dr Joanna Poon, Matt Whomsley and Andrew Wilson, University of Derby  
*Oral presentation*

This presentation will discuss the development of an inclusive curriculum and further use of digital-based learning delivery mechanisms to support and facilitate the transformational nature of education and, as a champion of social mobility, to inspire and create opportunities for Built Environment students. The enhanced delivery mechanism can be used as supplementary or standalone materials to ensure students, regardless of their age, background, or location, have an equity opportunity and comparable learning experience. This presentation will capture the ideas of academics who initiate the development and the opinions of students, who are the end-users of the resources, regarding their input on the development as co-creators.