<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 - 10:00</td>
<td>9.3 - Interactive workshop</td>
</tr>
<tr>
<td></td>
<td>Room: Cedar 2</td>
</tr>
<tr>
<td>10:05 - 10:40</td>
<td>10.0 - 10.40</td>
</tr>
<tr>
<td></td>
<td>Room: Cathedral Ballroom 1</td>
</tr>
<tr>
<td>10:40 - 11:00</td>
<td>10.4 - Interactive workshop</td>
</tr>
<tr>
<td></td>
<td>Room: Cathedral Ballroom 1</td>
</tr>
<tr>
<td>11:00 - 11:40</td>
<td>11.0 - 11.40</td>
</tr>
<tr>
<td></td>
<td>Room: Cedar 2</td>
</tr>
<tr>
<td>11:40 - 11:45</td>
<td>11.4 - Lightning Talk Session</td>
</tr>
<tr>
<td>11:45 - 12:25</td>
<td>11.5 - Lightning Talk Session</td>
</tr>
<tr>
<td></td>
<td>Room: Cathedral Ballroom 1</td>
</tr>
<tr>
<td>12:25 - 13:15</td>
<td>12.3 - Lightning Talk Session</td>
</tr>
<tr>
<td></td>
<td>Room: Aspen 2</td>
</tr>
<tr>
<td>13:15 - 13:55</td>
<td>13.2 - Lightning Talk Session</td>
</tr>
<tr>
<td></td>
<td>Room: Cedar 1</td>
</tr>
<tr>
<td>14:40 - 15:05</td>
<td>14.4 - Lightning Talk Session</td>
</tr>
<tr>
<td>15:05 - 15:40</td>
<td>15.4 - Lightning Talk Session</td>
</tr>
<tr>
<td>15:45 - 16:05</td>
<td>15.5 - Lightning Talk Session</td>
</tr>
<tr>
<td></td>
<td>Room: Cedar 2</td>
</tr>
<tr>
<td>16:05 - 16:50</td>
<td>16.5 - Lightning Talk Session</td>
</tr>
<tr>
<td></td>
<td>Room: Cedar 2</td>
</tr>
</tbody>
</table>

**P2.1** - General wellbeing and staff support

- Dr Kathy-Ann Fletcher and Dr Luke Millard,
- The Holistic support of disabled or neurodiverse students (Abertay University)

- Dr Barbara Howard-Hunt and Associate Professor Nick Heynes Brown,
- The BAME lecturer: living in a glass container (an exploration into the invisibility of the BAME student at University of Liverpool)

- Kimberly-Anne Evans, Sherwood Psychotherapy
- The place of race in teacher identity: transistory and transformative (Birmingham City University)

**P2.2** - Student voice and participation

- Dr Panagiotis Pentaris, Goldsmiths, University of London
- In2MedSchool: the curriculum: Reflections from an Medical School (University of Manchester)

- Dr Charlie Williams, University of East Anglia
- Positive changes through tutor and student conversations (Sheffield Hallam University)

- Dr Jennifer Fraser, University of Westminster
- Addressing the educator deficit model (University of Manchester)

**P2.3** - Teaching and learning

- Dr Melanie-Marie Haywood,
- The power of narrative for engagement in dialogue (University of Liverpool)

- Prof. Claire Hamshire, Awo Abdi, Shuab Gamote
- Student-led partnership for institutional change (Manchester Metropolitan University)

- Tom McEwan, NHS Education for Scotland (NES)
- Oral history as pedagogy: Reflecting on personal and community stories (University of the West of Scotland)

- Dr Alya Khan, London Metropolitan University
- Imagined futures: Motivations, perceptions and experiences (University of the West of Scotland)

**P2.4** - Inclusivity within perinatal emergency training

- Dr Bryn Williams, University of Birmingham
- Inclusivity within perinatal emergency training (University of Birmingham)

- Dr Jennifer Fraser, University of Westminster
- Addressing the educator deficit model (University of Manchester)

- Rhianna Garrett and Naomi Alormele,
- Inclusive assessment: Beyond the formal systems (University of Manchester)

**P2.5** - Leadership and management

- Dr Olatunde Durowoju, Northumbria University
- Inclusive assessment: Beyond the formal systems (University of Manchester)

- Dr Joanna Poon, Matt Whomsley and Melanie Welaratne
- Raising voices and learning from the best: staff and student perspectives (University of the West of Scotland)

- Dr Joanna Poon, Matt Whomsley and Melanie Welaratne
- Raising voices and learning from the best: staff and student perspectives (University of the West of Scotland)

**P2.6** - Mentorship as a widening participation resource across Northern Ireland

- Dr Mervin Stockley, Ulster University
- Mentorship as a widening participation resource across Northern Ireland (University of Ulster)

- Dr Scott McLaughlin and Professor Martin Iddon, University of Leeds
- Creative changemakers: Recognising and rewarding the agency, power and impact of students (University of Leeds)

- Leila Neshat Mokadem and Dr Aisling Kerr, Robert Gordon University
- Creating meaningful dialogues to explore intersectional identities and operational inequalities (Robert Gordon University)

**P2.7** - Peer learning

- Dr Sarah McCann, The Open University
- Peer learning: The role of peer support (University of the West of Scotland)

- Dr Benjamin Morris, Birmingham City University
- Peer learning: The role of peer support (University of the West of Scotland)

- Dr Benjamin Morris, Birmingham City University
- Peer learning: The role of peer support (University of the West of Scotland)

**P2.8** - Student engagement

- Dr Steven Clarke, Sheffield Hallam University
- Students as agents of change (University of the West of Scotland)

- Roisin Shanahan and Dr Allison Keneally, South East Regional College
- Students as agents of change (University of the West of Scotland)

- Dr Steven Clarke, Sheffield Hallam University
- Students as agents of change (University of the West of Scotland)

**P2.9** - Global Citizenship

- Dr4 Patricia Etrick,University of Wolverhampton
- Global Citizenship: Our people, our planet, our profession (University of Wolverhampton)

- Dr Melissa McNamee, University of Wolverhampton
- Global Citizenship: Our people, our planet, our profession (University of Wolverhampton)

- Dr Melissa McNamee, University of Wolverhampton
- Global Citizenship: Our people, our planet, our profession (University of Wolverhampton)

**P2.10** - Oral presentation

- Dr Charlie Williams, University of East Anglia
- Positive changes through tutor and student conversations (Sheffield Hallam University)

- Dr Jennifer Fraser, University of Westminster
- Addressing the educator deficit model (University of Manchester)

- Dr Alya Khan, London Metropolitan University
- Imagined futures: Motivations, perceptions and experiences (University of the West of Scotland)

- Dr Joanna Poon, Matt Whomsley and Melanie Welaratne
- Raising voices and learning from the best: staff and student perspectives (University of the West of Scotland)

**P2.11** - Conference plenary

- Dr Lucy Grimshaw, Dr Tom Disney and Justine Serrajòrdia
- Professional development in an academic context (University of King’s College London)

- Roisin Shanahan and Dr Allison Keneally, South East Regional College
- Students as agents of change (University of the West of Scotland)

- Dr Charlie Williams, University of East Anglia
- Positive changes through tutor and student conversations (Sheffield Hallam University)

- Dr Jennifer Fraser, University of Westminster
- Addressing the educator deficit model (University of Manchester)

- Dr Joanna Poon, Matt Whomsley and Melanie Welaratne
- Raising voices and learning from the best: staff and student perspectives (University of the West of Scotland)