AdvanceHE

Teaching and Learning Conference 2023: Shaping the future of HE
Session abstracts
4-6 July 2023
Day Two: 5 July 2023

Parallel Session 1, 10:50 - 11:50

D2.1.1, 10:50 - 11:50, Room: CBA0.007
Interactive breakout/workshop
Embedding inclusion and accessibility into academic integrity teaching and practice
Dr Mary Davis, Oxford Brookes University, Dr Jamie Cawthra, Bloomsbury Institute London, Stephen Bunbury, and Dr Claire Robertson, University of Westminster
This workshop aims to engage participants in embedding and improving inclusion and accessibility in academic integrity teaching and practice. Drawing on their QAA-funded collaborative enhancement project, the presenters from four UK HEIs will demonstrate approaches to join up inclusion/accessibility with academic integrity and highlight ways to incorporate Universal Design for Learning (UDL) principles into academic integrity teaching. Participants will be invited to discuss how inclusion/accessibility can be incorporated into their own teaching and practice of academic integrity through the application of UDL principles and the project resources, including a 'PARTNERS' template to check for accessibility.

D2.1.2, 10:50 - 11:50, Room: CBA0.013
Interactive breakout/workshop
Our community: building and belonging, co-creating a socially just curriculum
Syra Shakir and Dr Asiya Siddiquee, Leeds Trinity University
Higher education institutions are failing to adequately support the needs of their BAME student communities. A particular area of concern is around engendering a sense of community and belonging, especially for those who already experience marginalisation. This presentation will provide evidence-based case interconnected co-creation research projects aimed at building belonging and community through a decolonised pedagogy and co-created curriculum. We will outline how, together, both students and staff work to empower students by facilitating their wisdom and contributions to impact institutional change and how co-creation can be used for social justice and equity activism to benefit a whole university community.

D2.1.3, 10:50 - 11:50, Room: CBA1.078
Interactive breakout/workshop
Incorporating creative writing pedagogical approaches in STEM teaching and assessment design
Dr Christina Siettou, University of Nottingham
The cornerstone of inclusive teaching is its ability to allow all voices to be heard and to motivate students to fully participate and have a sense of ownership of their learning journey (Yale, n.d). This session will explore how incorporating creative writing pedagogical approaches in STEM teaching and assessment design can become an effective teaching

practice that increases student engagement (Morris, 2015), assists in deeper understanding of scientific concepts (Watkins & Tehrani, 2020) and allows students to develop their ability to articulate their personal perceptions of the world (Antoniou & Moriarty, 2008), and to 'find' and project their 'unique voice'.

D2.1.4, 10:50 - 11:50, Room: CBA1.098
Interactive breakout/workshop
Rethinking educational marginality: A literary studies approach
Dr John Roache, University of Manchester

The notion of 'marginality' plays a key role in shaping debates around local and global socio-economic development: recent UNESCO policy, for example, seeks explicitly to frame the issue of 'educational marginality' at socio-economic, ethnic, and other levels. This session will begin by offering a critical overview of 'marginality' as a term; then, drawing on methods developed in the presenter's recent teaching in literary studies, it will look to involve participants in a set of exercises/discussions designed to illuminate ways in which we might rethink – and thereby more effectively address – the question of educational marginality in, and beyond, UK higher education.

D2.1.5, 10:50 - 11:50, Room: CBA1.100
Interactive breakout/workshop
Effective use of scientific language in a post-pandemic world
Lindsey Brown and Dr Joanne Pennock, University of Manchester

The need to equip Science students with the skills to communicate effectively is more important than ever as scientific concepts such as the climate emergency, sustainability and public health have taken centre stage over the last few years. We have been challenging student perceptions of scientific language using evidence-based video resources, in order to objectively demonstrate that plain language underpins public understanding of science, public health and innovation. Come and hear about the Daily Definition Challenge, try out our resources and learn how it all led to winning the JOVE Education Innovation award in 2022.

D2.1.6a, 10:50 - 11:50, Room: CBA0.060
Oral presentation
Unpicking the rubric: Tutor and student experiences of marking grids for assessment on a final year interdisciplinary module
Dr Harriet Kopinska and Dr Jenny Duckworth, The Open University

Assessment criteria require clarity so that they can be consistently applied by markers and easily interpreted by students. We investigated use of a 'marking grid' approach to applying assessment criteria according to learning outcomes on a final year interdisciplinary module, to ascertain both tutor and student experience of the approach. We will discuss the results of surveys and follow up interviews and consider their implications, both in terms of evolution of the module assessment strategy, and wider applicability of marking grids for learning outcome assessment across disciplines.

D2.1.6b, 10:50 - 11:50, Room: CBA0.060
Oral presentation
Authentic assessment task as a substitution for final exams
Dr Hajar Roudaki, University of Wollongong

To create an environment for deep learning of content, assessment, as a vehicle, can be used more effectively. Summative assessment like the final exam can be substituted with formative, authentic assessment tasks that connect to real-world examples. Exams test the

student's ability to remember and recall technical knowledge, which is subsequently lost due to short-memory limited information span. Authentic assessment tasks provide an opportunity for students to develop and refine their interpersonal skills, as they encompass a broad array of activities allowing students to construct knowledge and responses. Authentic assessment provides opportunity for students to critically think, interpret and understand difficult concepts.

D2.1.6c, 10:50 - 11:50, Room: CBA0.060
Oral presentation
Shaping the future of Thai teaching and learning norm: Challenging the traditional learning
Associate Professor Cholvit Jearajit, Srinkakharinwirot University

Challenging traditional Thai teacher-centred learning, I shape the future of teaching and learning norms by employing active learning techniques and encouraging speaking English in classes though they are not language courses. As the leader of the faculty, I provided activities for my students and staff to become more internationalised with lifelong learning motivation. The COVID-19 pandemic hastened online learning platforms and increased learning flexibility. All these factors enhance the SDGs' goal of quality education, and the use of emerging technologies prepares students as successful learners for the future.

D2.1.7a, 10:50 - 11:50, Room: CBA1.076
TBC

D2.1.7b, 10:50 - 11:50, Room: CBA1.076
Roundtable
Inclusive group formation to enhance collaborative learning: Heterogeneous versus homogeneous grouping
Dr Stephie Hsin-Ju Tsai and Dr Barbara Waters, University of Manchester

This roundtable session will discuss the challenges and lessons learned on group formation to enhance inclusivity and collaborative learning in group work. We will share the practices and dilemmas experienced to integrate newly arrived international students with home students. Collectively we will explore group formation methods in a higher education context with an increasing presence of international students. We will consider whether interventions from academic tutors are necessary to mix students up to form student groups of diverse cultural backgrounds. The implications for course design and assessment in alignment to support inclusive and collaborative learning will also be shared.

D2.1.7c, 10:50 - 11:50, Room: CBA1.076
Roundtable
Breaking Boundaries: Belonging and the student journey
Dr Jennie Ferrell and Dr Nancy Zook, University of the West of England

Sense of belonging is key to the university experience, having been found to be positively related to students' positive academic and personal outcomes. These effects could particularly affect students traditionally underrepresented in higher education, who have been found to have lower perceptions of belonging at university. In this session, we will introduce the topic of student belonging with research, theory and examples of community-wide, whole-student-journey cycles for improving students' sense of belonging, facilitating small group discussions including the use of an interactive whiteboard to share practice, discuss challenges and consider future directions.

D2.1.8a, 10:50 - 11:50, Room: CBA1.077

Oral presentation

Utilisation of co-creation within a leadership placement for Physiotherapy students to enhance the development and promotion of non-clinical practice placements

Amanda Deaves and Anna McKee, University of Liverpool

Placements aligned with the four pillars of practice have been a recent development within physiotherapy. These non-clinical placements can enhance employability by the development of key skills such as leadership. However, these opportunities are often perceived as less attractive by learners. Utilising a collaborative approach during a leadership placement, this co-creation project aimed to explore learner views and understanding of non-clinical placements within the physiotherapy programme. The insights gained from the questionnaire have led to the development of the curriculum to enhance the promotion, the development and understanding of these non-clinical opportunities within the School of Health Sciences.

D2.1.8b, 10:50 - 11:50, Room: CBA1.077

Oral presentation

Grading practice learning in pre-registration Nursing: Enabling a collaborative approach

Dr Sarah Annesley, Northumbria University

Grading practice learning in pre-registration Nursing programmes is currently seen as unfashionable. This presentation will report findings from one institution which is reshaping its approach to practice learning and assessment by implementing grading practice rather than the usual assessment as either 'pass or fail'. Nursing is an applied discipline, expecting learners to extend practical knowledge through theory, combined with clinical experience to become a nurse. Intuitively, nursing students like the idea of grading practice as it allows a quantifiable grade for clinical practice which is a significant area of learning and one which combines knowing what with knowing how.

D2.1.8c, 10:50 - 11:50, Room: CBA1.077

Oral presentation

Co-creation and development of a postgraduate Clinical Data Science course to enhance healthcare workforce development

Dr Alan Davies, The University of Manchester

The adoption of digital technologies in the health and social care system requires rapid upskilling of the clinical workforce. Successful digital projects often exist at the intersection between clinical and data teams. The Clinical Data Science Programme, commissioned by Health Education England, was co-created with stakeholders and students using a mixed-methods, iterative approach, involving co-creation at all levels from initial concept, aims and principles through to individual learning objectives and case studies. We will discuss the lessons learnt and our structured approach to multi-stakeholder curriculum development.

D2.1.9a, 10:50 - 11:50, Room: CBA1.080

Oral presentation

Enabling inclusivity and diversity through divergence and convergence

Anthony Morgan, Dr Lena Jaspersen and Louisa Hill, University of Leeds

Diversity comes in many forms. Team-based activities are sometimes dominated by more confident students from privileged backgrounds. Although we recognise the need to provide all students with an equal opportunity to engage and learn, how can we practically achieve this? In this session, we will highlight an evidence-based approach academics can practically apply to enable inclusivity in teaching and learning by using divergence and

convergence techniques in team-based activities. This session will highlight new research in this area and the impact this has had on underrepresented students, students with introverted personalities and students where English is not their first language.

D2.1.9b, 10:50 - 11:50, Room: CBA1.080
Oral presentation
Staff/student reverse mentoring: The impact of the purposeful disruption of power dynamics and hierarchies in HE
Rachael O'Connor, University of Leeds

This presentation will share findings from a student co-designed staff/student reverse mentoring project, spanning 20 disciplines which involves (i) students who self-identify as under-represented mentoring staff on their lived experiences; and (ii) staff and students working collaboratively to propose academic personal tutoring developments, based on their reverse mentoring experiences. This project was co-designed with students from across disciplines who self-identify as under-represented (n=15) and rolled out across different schools to be participated in by students (mentors) and staff (mentees) (n=38). At its heart, reverse mentoring is about authentic staff/student partnerships to catalyse cultural change, seeking to dismantle norms that create barriers.

D2.1.9c, 10:50 - 11:50, Room: CBA1.080
Oral presentation
Understanding the experiences of black distance learning students through a staff-student approach to scholarship
Dr Jim Lusted and Shannon Martin, The Open University

This presentation will outline findings from an ongoing scholarship project investigating the learning experiences of black distance learning students. Findings focus on three key areas - relationships with tutors, relationships with other students and perceptions of module materials. It will also discuss the innovative staff-student collaborative approach to scholarship that the project has adopted. Reflections will be offered on the potential for such collaborations to empower students, collect richer, more authentic data and centralise marginalised voices in attempts to initiate institutional change.

D2.1.10a, 10:50 - 11:50, Room: CBA1.081
Oral presentation
Accessibility Statements: The secret weapon in inclusive education
Alison Gibson and Dr Claudia Favero, University of Birmingham

Two Schools at the University of Birmingham have issued accessibility statements to show their commitment to accessibility, create open dialogue around students' varying requirements, and explain the accessibility features/limitations of their teaching and learning resources. This session will outline the benefits and challenges of creating school or department-level accessibility statements, principles that can be followed when creating them, and results of our staff and student evaluation. Like all methods of improving accessibility, there is no one-size-fits-all statement, but through demonstrating one possibility, this session will assist teaching practitioners to create an accessibility statement that caters to their needs.

D2.1.10b, 10:50 - 11:50, Room: CBA1.081
Oral presentation
Challenging the status quo: Moving from individualised reasonable adjustments to universal design for learning at University of Exeter
Rachel Griffiths and Professor Vrinda Nayak, University of Exeter

Professor Vrinda Nayak and Rachel Griffiths from the University of Exeter will reflect on the evolving nature of inclusive education, addressing the timely challenges posed to all higher education institutions by the Disabled Students' Commission's 'Disabled Student Commitment'. They will share their experience of using the universal design for learning paradigm to reshape the way that reasonable adjustments under the Equality Act 2010 may be embedded, and outline the stakeholder concerns they navigated. This presentation will spark conversation and help colleagues to consider their own approaches to the critical, but challenging, task of integrating reasonable adjustments within education practice.

D2.1.10c, 10:50 - 11:50, Room: CBA1.081
Oral presentation
Beyond universal design for learning: become a culturally responsive educator
Dr Mark Ojeme and Dr Seun Kolade, De Montfort University

UK institutions are increasingly becoming more diverse; presenting differences in the way students learn and expresses knowledge. There is sufficient evidence to call for a curriculum that is more inclusive and culturally responsive to provide the support for under-performing minority students (students of colour). The idea of CRT is based on the premise widely circulated by Gay (2010, 2015) and used in academia (Moon, 2011), that enhancing the cultural competence of educators for different ethnic/racial groups is one of the major tenets of culturally responsive pedagogy in order to support educators to engage effectively with students of international status.

D2.1.11a, 10:50 - 11:50, Room: CBA1.099
Oral presentation
Think about yourSELF: Reflection as a tool for both learning and wellbeing
Dr Rebecca Rochon and Dr Matthew Smith, Buckinghamshire New University

Higher education has a role to play in ensuring the wellbeing of its students and alumni. The future challenges educators to consider ways that wellbeing can be integrated into learning, as opposed to being treated as an add-on. Happily (no pun intended), reflection affords an ideal opportunity: reflection is a well-recognised tool for learning, widely used across a range of disciplines but underexploited for its potential to bring together education and wellbeing. This session introduces SELF, a reflective model that draws on positive psychology as a tool for both learning and wellbeing.

D2.1.11b, 10:50 - 11:50, Room: CBA1.099
Oral presentation
Using diaries and corpus analysis to understand student experience
Professor Dan Herbert, Keele University, Dr Sarah Montano, Natalie Jordan and Rob Fleming, University of Birmingham

Do we really know what students experience during their studies? Typically measured by responses to closed questions on end-of-year or module questionnaires, the 'student experience' has become narrowly defined and only considers issues such as teaching, assessment, feedback and communications. In this study we asked students to keep a weekly diary of their experiences. Using corpus linguistic tools, we analysed their writing to get a deep understanding of their experiences. In this session we will consider how others may use these diary methods to study student experience in their own institutions.

D2.1.11c, 10:50 - 11:50, Room: CBA1.099
TBC

D2.1.12a, 10:50 - 11:50, Room: CBA0.061
Oral presentation
Promoting inclusivity in assessment and academic integrity through the language of learning
Shivani Wilson-Rochford, Birmingham City University
This presentation will detail some of the work that has been done to date at Birmingham City University (BCU) on academic integrity and how I am continuing to work to promote the language of learning and inclusive education in teaching, learning and assessment. I will be outlining how this work will be contributing to improving awarding gaps and how assessment and integrity can play a vital role in ensuring all students have the same opportunity to achieve the best possible outcome at the end of their degree programme.

D2.1.12b, 10:50 - 11:50, Room: CBA0.061
Oral presentation
Digital First: Evolving an inclusive model for exam delivery
Maggie Gibson and Tom Ashmore, Birmingham City University
Over the last four years, Birmingham City University has focused on developing an inclusive and innovative approach to digital exams; our hybrid digital assessment model. This session will introduce delegates to our evolving assessment delivery strategy, the challenges we have encountered and the vision for the future. The objective of this session is to showcase an approach to flexible, inclusive assessment, provide an opportunity to discuss and to gain valuable insights from colleagues in the sector.

D2.1.12c, 10:50 - 11:50, Room: CBA0.061
Oral presentation
Promoting inclusive engagement with assessment via effective assignment brief design and active approaches to assignment dissemination
John Knight, Buckinghamshire New University
This session will present the results of an interpretative phenomenological study of first year Social Work students' experience of assignment briefs as part of their engagement with summative assessment processes. Findings point to the importance of clear, explicit, well designed assignment briefs as a prerequisite for inclusive and accessible assessment practices. However, genuinely inclusive practice that provides opportunities for students to engage with their assessed work as 'whole' individuals requires approaches that extend beyond clarity and explicitness. Recommendations are made for enhancements to assignment brief design and assignment dissemination activities aimed at fostering positive student identities.

D2.1.13a, 10:50 - 11:50, Room: CBA1.102
Oral presentation
'Engaging' students with education: Promoting inclusivity through technology
Associate Professor Alison Power and Dr Emma Whewell, University of Northampton
'Engage' offers an innovative approach in alternative education provision from the Northampton Saints Foundation (NSF), which works with students aged 10-18 to increase confidence and self-esteem. Padlet was trialled as a digital passport, to address the young people's dislike of committing their feelings and emotions to paper. By digitising the passport, barriers to engagement were removed, providing multimodal expressions of thoughts and feelings. Version 2, co-designed with NSF staff, will evaluate the digital artefacts and learning behaviours of the young people to support their next steps in education or work in line with the University of Northampton's social outreach agenda.

D2.1.13b, 10:50 - 11:50, Room: CBA1.102
Oral presentation
Making group work inclusive
Fiona Hartley and Cathy Faulkner, University of Bristol

Working collaboratively is a desired skill in higher education, but how inclusive is it? The researchers felt their face-to-face classes no longer exhibited the interactive buzz of collaborative knowledge building and sought to investigate why this was the case and how to make group work more inclusive.

D2.1.13c, 10:50 - 11:50, Room: CBA1.102
Oral presentation
Towards inclusive and student-centred online learning: Examining diverse university experiences amongst first year undergraduates
Dr Rebecca Turner, Dr Oliver Webb, Dr Christie Pritchard and Professor Jon Curnow, University of Plymouth

Covid-19 represented a pivotal moment in history. However, academics are still debating what comes next. A university in southwest England, with a diverse student body, introduced guidance to promote sustainable online practice, creating a timely opportunity to explore how current first years engaged in their first semester at university. Drawing on survey data, we explore narratives of engagement emerging across staff and student respondents. Attention will be paid to the perceived benefits and limitations attributed to online learning each group reported. We will conclude by drawing on examples of the ongoing use of online learning, illustrating the balance which needs to be struck between the expectations of the 'new normal' for students and academic staff.

Parallel Session 2, 12:05 – 13:05

D2.2.1, 12:05 - 13:05, Room: CBA0.007
Interactive breakout/workshop
Developing and implementing a teaching and learning plan at the Open University (OU): A faculty-led approach
Dr Vic Nicholas, Professor Joan Simons, Dr Kristen Reid, Dr Helen Kaye, Sarah Drea, Cin McGuigan and Diane Butler, The Open University

Developing an institutional teaching and learning plan for the largest university in the UK is no small feat. In the 50+ years since the OU was established, the sector has embraced distance and online learning. It was therefore essential that our approach recognised and optimised collaboration with the broad range of stakeholders who make up our institution's teaching and learning environment. In this 'how to' interactive workshop, we will share our approach and look to the future. Participants will be encouraged to reflect on their own practice and explore how our insights may be applied in their own context.

D2.2.2, 12:05 - 13:05, Room: CBA0.013
Interactive breakout/workshop
Making inclusivity meaningful: Acting on student views to create an inclusive university experience
Dr Eamonn McKeown, Dr Grace Lucas and Dr Irene Ctori, School of Health & Psychological Sciences City, University of London

It is important to improve students' outcomes and progression while studying in HEIs, particularly for marginalised groups and those experiencing intersecting disadvantages. Whilst HE aims to be inclusive for all, how do students perceive and define this concept, and

is this meaningful to them? At City, University of London we worked with students to co-create a study to explore these questions. Our findings led to a layered model of inclusivity with belonging at its core. In this interactive session, you will review the findings and define actions for HEIs to take forward and shape future inclusive teaching and learning.

D2.2.3, 12:05 - 13:05, Room: CBA1.078
Interactive breakout/workshop
Teaching and learning's Room 101
Dr Kathryn Jones, Dr Martin Chorley, Dr James Osborne, Dr Wendy Ivins and Dr Catherine Teehan, Cardiff University

This dynamic and engaging workshop will seek to solve the thorny issues facing higher education, by allowing us to condemn them to 'Room 101', forcing us to come up with newer, better alternatives. Fed up with a type of assessment? Let's bin it and start again. Want to get rid of modules and credits? Fantastic, into 'Room 101' they go … but then, the big question remains: what do we do instead?

D2.2.4, 12:05 - 13:05, Room: CBA1.098
Interactive breakout/workshop
Guidelines to create more inclusion in online and hybrid education
Dr Mijke Hartendorp, Saxion University of Applied Sciences

Since the COVID-19 pandemic, online and hybrid education has grown exponentially and many of us have come to experience its benefits. However, we found that visually (and hearing) impaired people experience difficulties in attending online and hybrid meetings, such as it can be challenging to simultaneously process social interactions and visually presented information. In this workshop we create awareness through simulation and use of experience expertise. In addition, we provide guidelines that can be applied in online and hybrid education to improve participation of visually impaired students and thus improve quality of distance education for all students.

D2.2.5, 12:05 - 13:05, Room: CBA1.100
Interactive breakout/workshop
Supporting the Identity Development of Underrepresented Students (SIDUS) Project: Fostering a diverse and inclusive academic community
Dr Tiffany Chiu and Katarzyna Zukowska, Imperial College London

With an increasing number of students from underrepresented backgrounds in higher education, it is important to foster a diverse and inclusive academic culture and community for all. This workshop provides an overview of the Supporting the Identity Development of Underrepresented Students (SIDUS) project and its pedagogical materials development and implementation in collaboration with students. Our materials aim to support student transition to university, sense of belonging and identity development. There will be interactive activities where we encourage participants to discuss these materials and consider their applicability in their own learning and teaching contexts.

D2.2.6a, 12:05 - 13:05, Room: CBA0.060
Oral presentation
Challenging and transforming mindsets through curriculum review: Lessons learned from SRUC's SEEDABLE curriculum project (embedding Sustainability, Enterprise, Equality and Diversity through Active and Blended Learning)
Dr Pauline Hanesworth, Dr Carol Langston and Cagri Yildirim, Sotland's Rural College

This presentation will share Scotland's Rural College's (SRUC's) experience of Curriculum Review, based around our SEEDABLE approach (the embedding of Sustainability,

Enterprise, Equality and Diversity, enabled by Active and Blended Learning). We will outline our approach, highlighting the importance of using change management to facilitate culture change. We will also share lessons learned from the first two years of the Review – what's worked well, what has not, and what would we do differently if we the chance to start again. The presentation will be of interest to anyone interested in shaping curriculum projects to challenge and transform mindsets/practice.

D2.2.6b, 12:05 - 13:05, Room: CBA0.060
Oral presentation
How do you design a new institution from a blank piece of paper upwards?
Dr Ruth Massie and Dr Nikki Williams, Cranefield University
How do you design a whole new educational approach for a new type of institution? Where do you start and how do you decide what's important? This session will run through how we designed an entire new undergraduate provision from a blank page upwards. It will identify the lessons we learnt and how our learnings can be applied to established institutions.

D2.2.6c, 12:05 - 13:05, Room: CBA0.060
Oral presentation
Challenging futures: Strategies towards transformational curricula in Scottish HEIs
Dr David Overend, University of Edinburgh and Dr Ashley Lewis-Cole, University of Glasgow
This paper shares approaches to curriculum transformation at the Universities of Edinburgh and Glasgow. It places these in the context of a changing HE landscape, which strives to respond to complex challenges. Drawing on evidence from Edinburgh Future Institute's innovative undergraduate courses and research conducted by Glasgow's Academic Policy and Governance team, the paper presents a toolbox of strategies for transformational learning. It argues that strategic innovation and institution-level support is essential to facilitate the programmatic change and agility necessary for graduates to be equipped to work across disciplines, spaces, and cultures.

D2.2.7a, 12:05 - 13:05, Room: CBA1.076
TBC

D2.2.7b, 12:05 - 13:05, Room: CBA1.076
Oral presentation
Lessons in learning: Addressing the black and white student attainment gap
Dr Rachel Welton, Dr Tolu Fadipe and Dr Angela Vickerstaff, Nottingham Trent University
This presentation sets out the sector-wide drive to close the black/white attainment gap. Delegates will hear an authentic account of black student experiences, encompassing structural, personal and pedagogical factors. We evaluate a multi-stakeholder project, bringing together black students, alumni, employers and academic colleagues with the aim of building an inclusive, diverse and representative community of practice. This presentation will share our experiences in addressing the black/white attainment gap, offering genuine accounts of what it is like to be a black student in our School, and sharing lessons learned in engaging with this SFA group in an authentic, impactful way.

D2.2.7c, 12:05 - 13:05, Room: CBA1.076
Oral presentation
Beyond the 'usual suspects': Exploring the adoption of 'good practice' recommendations for closing BAME/GEM attainment and continuation gaps in UK HE

Dr Aura Lehtonen, University of Greenwich and Dr Siobhan Dytham, University of Northampton

This paper will present preliminary findings from a mixed-methods research project focusing on staff adoption of 'good practice' recommendations for closing BAME/GEM awarding and continuation gaps in UK higher education, as well as barriers and challenges in the take-up of 'good practice' recommendations. The two-part project is taking place at a university in the UK, and involves a survey of all staff, as well as a series of targeted focus groups. In particular, the project's emphasis is on engaging both academic and professional services staff beyond the 'usual suspects' (i.e. staff already interested and invested in inclusive and/or anti-racist pedagogical projects), with significant implications for institutional initiatives aiming to tackle the awarding/continuation gaps.

D2.2.8a, 12:05 - 13:05, Room: CBA1.077
Roundtable
Better together: Top tips for impactful staff-student curriculum co-creation
Sharon Perera and Colum Mackey, University of Greenwich

Top tips from two successful teams who have been working together since the Pandemic, bringing even greater impact to already successful student activities. The Greenwich Students' Union and the Academic Support Team are two award-winning teams that put student outcomes at the heart of their activities. The pandemic highlighted opportunities for the two teams to collaborate closely while sharing resources and expertise to provide activities and initiatives to support students and enhance their experience of HE. Three years hence, the two teams find themselves continuing to co-create interventions for students. The teams bring opposing perspectives to the co-creative table contributing to a seamless and comprehensive student experience.

D2.2.8b, 12:05 - 13:05, Room: CBA1.077
Roundtable
Exploring the value of cross-functional, cross-disciplinary action learning sets for curriculum co-creation
Dr Lia Blaj-Ward, Charlie Pratley, Sarah Johnson, Andy Love and Aneka Bartley, Nottingham Trent University

Co-design is a creative process of public thinking; a shared learning journey that requires a collaborative culture for meaningful outcomes (Akhilesh, 2017). Building on the presenters' recent experience as a cross-functional, cross-disciplinary action learning set, we will share findings from our work to develop the 'Framework for creating inclusive, reflective, learning communities' (Pratley et al., 2022). We offer prompts for discussion to help delegates explore how working in this manner can improve stakeholder experience of curricula co-design and how they can work creatively within constraints associated with disciplinary boundaries and formal course design regulations and processes.

D2.2.8c, 12:05 - 13:05, Room: CBA1.077
Roundtable
It's your portfolio: Balancing freedom and scaffolding when co-creating both curriculum and assessment with students
Dr Richard de Blacquiere-Clarkson, University of Leeds

This session will describe the design, implementation and impact of co-creating with students the content, learning experiences and assessment of a module whilst it is being delivered. This approach presented unique opportunities to personalise learning and maximise inclusion, as well as challenges arising from the unpredictability of the module and variability of workload from week to week. Nevertheless, drawing upon three key principles -

flexibility wherever possible, open discussion of students' experiences, and treating students as partners in developing their learning - enabled the development of a truly personalised learning experience. This was reflected in exceptionally high student feedback scores, with 99% favourable responses across all quantitative questions.

D2.2.9a, 12:05 - 13:05, Room: CBA1.080
Oral presentation
Effective, inclusive education on referencing and plagiarism for higher education programmes
Elizabeth Clarey, London School of Business and Finance

Students from around the world mix in virtual and in-person classrooms. This rich collusion of minds and cultures results in wider perspectives, but inevitably there are clashes. One such issue is culturally divergent views on authorship and referencing, which can lead to unintentional plagiarism. This presentation will challenge lecturers to develop an empathetic view of plagiarism as oftentimes accidental and unintentional, rather than as a moral failing, while simultaneously giving the message that referencing is crucial in academic writing. This presentation gives participants an introduction to varied cultural views on referencing and skills to teach referencing in an effective and inclusive way.

D2.2.9b, 12:05 - 13:05, Room: CBA1.080
Oral presentation
Challenging grading practices: Grading, harm and compassion
Dr Emily Salines, Queen Mary University of London, Dr Neil Currant, Liz Bunting and Vikki Hill, University of the Arts London

Should universities consider the emotional aspects of their systems of grading? Do our grading practices cause harm? How might compassionate pedagogies be used to support student learning? All these questions and more will be considered based on research conducted at the University of the Arts London (UAL) evaluating the impact of removing letter grades and instead using pass/fail during the first year. Our research found that pass/fail helped reduce student stress and anxiety, helped them express themselves more authentically and creatively, and allowed for a more cooperative rather than competitive learning environment.

D2.2.9c, 12:05 - 13:05, Room: CBA1.080
Oral presentation
Refined analysis of student motivation and student-staff partnerships for constructive T/L
Vince Zevallos Herencia, Leaf Hospital, Professor James Ren, Liverpool John Moores University and Dr Li Wang, Queen Mary University of London

Motivation and student-lecturer partnership are two key components in constructive learning and teaching. They also are increasingly becoming crucial elements in professional/industrial competence assessment. In this work, we systematically refined the hierarchies of student motivations in class with a particular focus on its effects on student-staff relationship and partnership, which is important for breaking the rigid Assessor-Assessee barrier and reducing the adverse effect associated with customer-service perception in class. The uses of some effective approaches such as choosing sources of information, selection of common objectives, non-assessment-oriented practice and sharing the ownership of knowledge are discussed.

D2.2.10a, 12:05 - 13:05, Room: CBA1.081
Oral presentation

Trauma-informed teaching and learning support: Supporting the higher education community to strive to thrive during and following trauma experiences
Dr Rachel Paskell, University of Bath and NHS

Any of us at any time might experience trauma. It impacts how we think, feel and act; our memory and other functions. Despite awareness of trauma prevalence, trauma-informed pedagogy (TIP) in higher education (HE) is under-explored and implemented. TIP is the method and practice of teaching and supporting learning, considering emotional, cognitive and interpersonal impacts of trauma (e.g. accident, interpersonal, conflict) on how an individual (or group) engages in HE. The aim is to support educators and students towards challenging experiences in practically applicable psychologically and physically safe environments, for the benefit of their learning and wellbeing. TIP_HE will be introduced, with practical application, using an audit case study and personal experience.

D2.2.10b, 12:05 - 13:05, Room: CBA1.081

Oral presentation
What are the lived experiences of students with neurodevelopmental disorders studying on pre-registration healthcare programmes?
Jonathan Devine, Buckinghamshire New University

This presentation will provide an overview of research currently being undertaken which utilises interpretive phenomenological analysis to explore the lived experiences of students with neurodevelopmental disorders (NdD) studying on pre-registration healthcare programmes. The aim of the research is to begin to create a knowledge base in order to better understand and better support those with NdD on such programmes.

D2.2.10c, 12:05 - 13:05, Room: CBA1.081

Oral presentation
Beyond inclusive curriculum: Adopting compassionate pedagogy alongside a Carl Roger's person-centred approach to promoting social belonging and mental health in the learning space
Dr Mahesha Samaratunga, Queen Mary University of London

I'm a counsellor specialising in Carl Roger's Person-Centred modality. From 2020-21, I incorporated person-centred skills to create the conditions in which learners would feel supported, included, and safe to engage in their learning. Components of compassionate communication- observation, feeling, need, and request (Hao, 2011) were embedded in my teaching interactions. The core conditions of empathy, congruence, and unconditional positive regard forms the foundation for compassionate communication in class. Check in sessions, co-creation of feedback in-class assessments, affirmation boards, need and feeling acknowledgment activities, embedding a mental health topic in weekly discussions and sharing of personal stories are some of the activities that worked well.

D2.2.11a, 12:05 - 13:05, Room: CBA1.099

Oral presentation
Shaping the use of English as the medium of instruction within a diverse multilingual higher education context
Anthonia Bamidele, University of Technology Bahrain

In view of shaping the future through staff-student curriculum co-creation, this study highlights the diverse multidisciplinary degree programmes within the higher education context in Bahrain. In this session, through literature review, data collection, analysis, and discussions, I will be examining the use of English as the Medium of Instruction (EMI) from the university students' perspectives. Thus, it is expected that this study will also provide workable recommendations for curriculum shift and programme reviews that are designed in

a manner that could impact the students' personal lives, careers, and professional development as well as promote sustainable development in higher education.

D2.2.11b, 12:05 - 13:05, Room: CBA1.099
Oral presentation

The implementation of a co-created institutional feedback framework for summative assessment

Dr Kate Wilkinson and Claire Farquharson, Hartpury University

The session will present the process, value and impact of co-creating institutional feedback guidance for use in summative assessment across a small-specialist university. Student and staff co-created the framework in 2019 and both voices have been evaluated in its subsequent implementation and continued use. Additional departmental evaluation on the mechanism of the feedback and how this is mutually agreed with students is also presented. The challenges, positive practice and future work in feedback across the university will be highlighted based upon lessons learned and the changing student needs.

D2.2.11c, 12:05 - 13:05, Room: CBA1.099
Oral presentation

Choose your own adventure: Working in genuine partnership with students to co-create an employability-focussed module

Andrea Todd, University of Chester

This session will share the experiences of the presenter and her students in taking a new module from a blank piece of paper to a student-led, employability-driven module in which the learning outcomes, module content and assessment methods are devised by the students themselves.

D2.2.12a, 12:05 - 13:05, Room: CBA0.061
Oral presentation

Shining lights in dark corners: Exploring the hidden curriculum in Law: Supporting transitions and building a sense of belonging

Amanda Millmore, University of Reading

The hidden curriculum impacts all students in different ways, but particularly those who may be first in their family to enter higher education. This student-staff partnership project, with first generation Law students, aims to demystify aspects of the Law School experience and academic expectations, by co-creating resources to support all students as they transition into university. Meanwhile, our project shows that we can learn much from these students and their experiences to enhance students' feelings of community and sense of belonging, and together we are working to introduce more inclusive activities and share good practice with our students' helpful recommendations.

D2.2.12b, 12:05 - 13:05, Room: CBA0.061
Oral presentation

Belonging is key: Inclusivity starts before and continues after the teaching begins

Debbie Moreno-Chamorro, Jillian Wood and Gavin Wollacott, University of the West of England

In this session we will share our experience of implementing a successful learning and teaching strategy for all, which appreciates that Independent Prescribing students have differing professional identities and that learning styles can reduce pass rate gaps for Asian, Black and Minority and other groups. It places wellbeing at the heart of the student processes, and has an appreciation of how digital readiness, a staggered approach to assessments, and the practice authenticity of education can impact on students' ability to

engage and succeed. Student evaluations of initiatives were highly rated "this is the most challenging and time-consuming course I have undertaken but it is also the most supported and practice-oriented programme".

D2.2.12c, 12:05 - 13:05, Room: CBA0.061
Oral presentation
Creating an inclusive learning environment through emancipatory pedagogy
Charlene Gallery, The University of Manchester

Digital Branding encourages students to interrogate the socio-cultural and political discourse disrupting marketing paradigms. Through emancipatory pedagogical approaches, students leverage their cultural identities to co-create the curricula. This presentation will demonstrate how, through negotiating a culturally responsive learning environment, the student's role can shift from passive objects, to critically charged, active participants with the increased sense of personal belonging, and academic self-sufficiencies. In challenging intersecting inequalities, the presentation will evidence how students developed a transformational understanding of how they, as global citizens, can influence an equitable, inclusive, and socially-just world.

D2.2.13a, 12:05 - 13:05, Room: CBA1.102
Oral presentation
Impact of personalised mentorship on black heritage students: A case study of ASPIRE
Adenike Abidoye, Dr Seun Ajao, Dr Ifedapo Francis Awolowo, Sheffield Hallam University and Dr Oluwatoyin Dosumu, University of Manchester

Among the different ethnic groups broadly classified as BAME, the percentage points of attainment gap are much wider for Black students. For example, a recent report shows that the attainment gap between Black and White students has reduced by about six percentage points since 2017. Notwithstanding the improvement, the gap remained high at about 17% in 2021. The ASPIRE project, which is an OfS-funded project utilised personalised mentorship in supporting Black students in order to improve degree attainment and progression to postgraduate research. With this project, we have been able to see the benefit of personalised mentorship on Black students' attainment and progression.

D2.2.13b, 12:05 - 13:05, Room: CBA1.102
Oral presentation
Redeveloping and utilising existing spaces to facilitate active and collaborative teaching practice for more inclusive student experience
Jelena Matic and Chris Lamerton, Nottingham Trent University

Our evidence shows that the SCALE-UP pedagogy is one of the inclusive teaching practices that are effective in enhancing attainment and progression for ethnic minority student groups as well as those from low socio-economic backgrounds. Teaching SCALE-UP pedagogy can be limited to the timetabling allocations and spaces available. This presentation will explore how SCALE-UP pedagogy can be applied in practice across different subject areas and in a variety of teaching spaces, including studios, general teaching rooms as well as purposefully built SCALE-UP rooms. The examples will explore the evolution of the active collaborative practice at Nottingham Trent University over the last 10 years and the lessons learned.

D2.2.13c, 12:05 - 13:05, Room: CBA1.102
Oral presentation
Can we be truly inclusive in higher education without being caring educators?
Julie Hendry, St George's University of London

Inclusive higher education has openness, connection and fairness at its core. But can we as educators be truly inclusive and champion social justice for our students without caring about them as individuals? This session aims to spark discussion and debate around the notion of caring in higher education. It will consider whether the concept of the 'caring educator' is a way to facilitate inclusivity and connection in a partnership between students and staff. The conceptualisation of caring in teaching practice through the lens of academic healthcare educators in the UK will be presented.

Parallel Session 3, 13:55 - 14:35

D2.3.1a, 13:55 - 14:35, Room: CBA0.007
Oral presentation
Embracing the challenges and adjusting for better outcomes
Dr Raphael Okoye, University of Bedfordshire
Currently across different higher institutions in the UK are discussions about quality of teaching, student retention and completion. In order to achieve these, there is a need to "challenge the norm" for a better future outcome. This entails recognising the fact that there are different types of students - traditional students and widening participation students, each type of student has their specific challenges in addition to the present economic challenges. It then becomes very important to break away from the traditional stance, the paternalistic/prescriptive to a partnership which is more accommodating, student-centred and result oriented.

D2.3.1b, 13:55 - 14:35, Room: CBA0.007
Oral presentation
Developing learner Emotional Literacy (EL)
Dr Kevin Merry, De Montfort University
This presentation will demonstrate how DMU is changing the definition of inclusive learning and teaching by moving away from standard conceptions of inclusion which focus on labelling learners as belonging to a particular group (disabled, LGBTQ+ etc.), to recognising that all learners are variable. Variability goes beyond standard groupings, and is present within many other under-explored factors, such as emotional responses to learning. This presentation will showcase the DMU approach to recognising emotion as a source of learner variability and how learners can be supported to develop their emotional literacy as a mechanism to support their engagement and lifelong learning.

D2.3.2a, 13:55 - 14:35, Room: CBA0.013
Oral presentation
Shaping the future through engagement with consultation projects: A case study of student-staff consultation projects
Dr Lilian Schofield and Dr Xue Zhou, Queen Mary University of London
Student consultation projects are opportunities for students to engage in live projects and develop analytical and employability skills. Student-staff consultation projects are proposed as a pedagogical strategy for strengthening students' practical skills and knowledge, preparing them for the workplace. In addition, they are a practical way for students to engage with research and work that academics are involved in. In this study, we explore to what extent student-staff consultancy projects develop students' employability skills, such as team-based problem-solving skills, digital skills and research, which are crucial for employability in the current economic and business environment.

D2.3.2b, 13:55 - 14:35, Room: CBA0.013

Oral presentation

Co-creation to enhance the curriculum at institutional level: Embedding graduate attributes
Dr Stephanie Fuller, Dr Ana Cabral and Professor Janet De Wilde, Queen Mary University of London

This presentation will explore how co-creation approaches have been used for curriculum enhancement at an institutional level, focusing on the updating and embedding of graduate attributes. Queen Mary has recently updated its graduate attributes and embedding these attributes within the curriculum is key for shaping successful and sustainable futures for our students. Students were central to the development of the attributes and have also led the development of resources to support students in identifying and developing their attributes. The student interns who have been part of this work will share their approach and experiences with the project.

D2.3.3a, 13:55 - 14:35, Room: CBA1.078

Oral presentation

Supporting mature degree apprentices
Dr Joanna Booth and Dr Louise Oldridge, Nottingham Trent University

This paper will report back on initial findings of focus groups conducted with mature degree apprentices on the Chartered Manager Degree Apprenticeship. The outcomes of this exploratory project will provide an opportunity to understand the lived experiences of mature degree apprentices; how similar or different their experiences are to other mature students and identify appropriate support mechanisms. This will act as a basis to inform a more targeted learning and teaching policy, curriculum design and teaching practice.

D2.3.3b, 13:55 - 14:35, Room: CBA1.078

Oral presentation

Building mature students' confidence: Lessons from a pre-induction programme
Dr John Deane, Dr Besty Jose and Stephanie Ng, University of Wales Trinity Saint Davids

Springboard is a UWTSD Birmingham Campus Pre-Induction Programme for mature students on a HE Certificate Programme aimed at building their confidence to succeed in HE. The programme focuses on using confidence-building techniques to build students' belonging and identity, based on the key themes from the Thomas (2012) seminal WhatWorks Report. The data suggests that students who attended the programme build a sense of belonging and have better attendance, retention, progression and attainment outcomes.

D2.3.4a, 13:55 - 14:35, Room: CBA1.098

Oral presentation

Reflections from an academic professional apprenticeship: A good route to take?
Luke Brick and Dr Kate Wilkinson, Hartpury University

An Academic Professional Apprenticeship (APA) route aligned to the Advance HE End Point Assessment can be an alternative to the more traditional route of the PG Certificate. How this looks in the real world can present challenges to both the staff and the institution, but can it also add value to the university and professional development of its staff and improving teaching quality? This session will present the experiences and reflections of the staff undertaking the apprenticeship at various stages of their apprenticeship journey and present the voice of the university to gain an institutional perspective.

D2.3.4b, 13:55 - 14:35, Room: CBA1.098
Oral presentation
The 'challenge' of SoTL: what does it take to go public?
Emma Watton, Lancaster University and Dr Elizabeth Houldsworth, University of Reading

Higher education has been criticised as ineffective in preparing graduates for the workplace and as economically unsustainable (Bloch-Schulman et al., 2016). The appeal of Apprenticeship programmes is arguably that it addresses these concerns. This presentation documents a cross-institution collaboration whereby the authors seek to deploy a Scholarship of Teaching and Learning approach to their work around personal development teaching to Senior Leader Apprenticeship students. The authors use the DART model (Kern et al., 2015) to frame their experience, focusing on seeking to move their private teaching and learning into a more public and shared space.

D2.3.5a, 13:55 - 14:35, Room: CBA1.100
Oral presentation
Co-creating an anti-racist medical curriculum
Olumide Popoola, Shivani Ganesh and Aida Hassan, Queen Mary University of London

This session will feature reflections from students at the heart of the co-creation process on the challenges to implementing survey findings and anti-racist curriculum co-development. These student reflections provide the blueprint for a social-justice inspired curriculum change that places education at the forefront of strategies to support United Nations SDG 10.2 and 10.3.

D2.3.5b, 13:55 - 14:35, Room: CBA1.100
Oral presentation
Understanding the impact of diversifying the curriculum: Minority and non-minority student recommendations
Dr Stacey McKnight and Dr Doron Cohen, The University of Manchester

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.

D2.3.6a, 13:55 - 14:35, Room: CBA0.060
Oral presentation
Enhancing our knowledge of students' independent learning techniques via a qualitative approach
Dr Pauline Bremner and Dr Kate Goodhand, Robert Gordon University

This presentation seeks to outline the concepts of independent learning (IL) and its importance in the development of lifelong learning amongst a range of staff and students within a Scottish University context. By exploring staff and student perspectives, many fail to understand what independent learning is. As such, better guidance may be required to enhance IL, so that students are better prepared to meet goal 4 of the United Nations Sustainable Development Goals.

D2.3.6b, 13:55 - 14:35, Room: CBA0.060

Oral presentation

Micro-Credentials: A new pathway into higher education

Casey Hopkins, Swansea University

This session will discuss the implementation and outcomes of the Pan-Wales Institute of Coding (IoC) Micro-Credential Digital Bootcamps HEFCW Project. The aim of this project was to prepare Welsh universities to deliver micro-credentials, which in the future could be used as stackable and portable credits, resulting in a HE qualification. As a result of this project six micro-credentials (credit bearing courses) and a further ten micro-provisions (non-credit bearing) were delivered. These courses provide a new pathway into HE for professional learners and enable adult life-long learning via flexible, short, relevant up-to-date courses.

D2.3.7a, 13:55 - 14:35, Room: CBA1.076

Oral presentation

Evaluations of Year 2 Biomedical Science student perceptions of the subject of Ethics at Newcastle University Medicine Malaysia (NUMed) and Newcastle University (NCL) UK

Dr Pamela Knight, Newcastle University Medicine Malaysia

The subject of ethics is included in many science-based programs with the aim of empowering students to negotiate moral dilemmas that they may encounter in their future careers, and to better understand the legal frameworks in which they operate. However, effectively incorporating and assessing ethics components into "non-humanities", science subjects raises challenges such as maintaining student engagement and selecting effective assessment methods. Findings will be discussed from an ongoing study to evaluate Biomedical Science undergraduate student perceptions on the ethics subject area in terms of their engagement, assessment and application to future career.

D2.3.7b, 13:55 - 14:35, Room: CBA1.076

Oral presentation

Transnational, cross-campus, real-time virtual teaching in the undergraduate medical curriculum: Benefits, challenges and suggestions

Jun Jie Lim, Newcastle University Medicine Malaysia

Internationalisation and digitalisation of higher education (HE) have created opportunities for transnational education (TNE) between two geographically separated campuses. With HE TNE being recognised as integral to the future development of UK education and global reputation, this session primarily aims to facilitate discussion about how the UK could increase its TNE presence and maximise the future value of UK HE TNE. Research findings of HE TNE between Newcastle University Medical School and Newcastle University Medicine Malaysia will be utilised to inform the planning and conduction of transnational education and provide insights on the integration of virtual real-time transnational teaching into the curriculum.

D2.3.8a, 13:55 - 14:35, Room: CBA1.077

Oral presentation

Breaking the mould: New roles to support healthcare placements

Mel Lindley, Sheffield Hallam University

What is the role of a 'non-academic' in facilitating student learning on professional degree programmes? This session will introduce the role of the Practice Learning Coach, the rationale for its development and how it has bridged the gap between university and practice-based learning in undergraduate Healthcare Education. It will ask participants to

debate whether the role occupies a necessary 'third space' in academia, providing targeted coaching, facilitation and reflection to aid the acquisition of professional skills. The session will share results from the pilot, explore role boundaries and challenge some of the preconceptions encountered.

D2.3.8b, 13:55 - 14:35, Room: CBA1.077
Oral presentation
End of life matters: Interprofessional learning to care
Dr Wendy Mayne, Glasgow Caledonian University

The pandemic has profoundly affected our experience of death and dying, and this study focuses upon the development of resilience in these often stressful situations. Literature supports the use of inter-professional education to enrich the patient experience at end of life (EoL) by strengthening students' emotional and spiritual preparedness, and developing ability to deliver multi-disciplinary care for patients. Our collaborative action research project investigated the lived experience of students and staff across four Healthcare programmes and informed the development of a curriculum of learning about EoL care delivery in relation to skills, self-confidence, knowledge and understanding, while enhancing student resilience.

D2.3.9a, 13:55 - 14:35, Room: CBA1.080
Oral presentation
Public engagement and co-creation: Student-led research conferences
Dr Ruth Larson, Professor Ian Whitehead and Dr Robin Sims, University of Derby

As part of their degrees, second-year English and History students at the University of Derby deliver research papers at an annual public conference. This session explores how this teaching strategy, which has been in place for over 15 years, enables students to create their own learning while also developing a broader range of transferable skills than is conventional in these disciplines.

D2.3.9b, 13:55 - 14:35, Room: CBA1.080
Oral presentation
Co-constructing a sustainability agenda through student podcasts
Dr Craig Thomas and Jen O'Brien, University of Manchester

This presentation will critically share how we used existing student assessment in sustainable development to co-construct a sustainability agenda with our community to support teaching and learning and enhance impact, working with students to turn their assignments into podcasts which were available to the local community. The challenges and successes of that process will be discussed and in turn how it enabled us to open dialogue with our local community to better understand what they thought were the sustainability challenges of the future.

D2.3.10a, 13:55 - 14:35, Room: CBA1.081
Oral presentation
Designing a 'Week 0' to support school to university transition in widening participation students
Dr Jaclyn Bell, Imperial College London

Implementing a co-created "Week 0" residential programme for first-year Engineering undergraduates with one or more widening participation identifiers, we discuss our findings and best practices for implementing similar programmes that support students' sense of belonging and successful transition from school to university.

D2.3.10b, 13:55 - 14:35, Room: CBA1.081

Oral presentation

A mismatch in expectations of higher education and resultant pedagogical tensions. Is it possible to bridge the gap?

Yvette Wharton and Andrea Cameron, Abertay University

HE has become more accessible with enrolment at different entry points. This can both enrich classroom interactions and pose challenges arising from diverse learner needs. Some view a university degree as a requirement to advance their career ambitions. Academics' pedagogic approaches are influenced by co-existing agendas of widening participation and employability agendas, but also by managerial concerns regarding student success. This study examines how lecturers have developed their teaching, learning and assessment practices, and reflects on their experiences relating to student engagement. The outcomes reflect on tensions and concept of the 'ideal student'.

D2.3.11a, 13:55 - 14:35, Room: CBA1.099

Oral presentation

What does staff-student curriculum creation look like from a support service? Using a design thinking process to co-create a digital academic, research and referencing skills toolkit by the Library and Academic Skills Centre at UCB

Han-Na Cha, University College Birmingham

How the design thinking process can be used in staff and student co-creation of a course by a Library or Learning service. - Introduce the design thinking process and how it was used. - Show some examples of UX testing materials and feedback. - Share some good practice from teaching staff. - Share different methods of continuing the staff-student dialogue to inform further course development.

D2.3.11b, 13:55 - 14:35, Room: CBA1.099

Oral presentation

Being a Project Research Assistant

Nicki Pierce, University of Lincoln

How did the 'Research Experience Work Placement', a new module under development, broaden the opportunities available to PhD Professional students during the taught phase of their doctorate? The new module required negotiation and collaboration with academic members of staff and the student in order to build the module and its assessment criteria. Was the collaboration that took place effective for the student and for the research team the student was working with? Did the development of the new module work effectively and produce positive outcomes for all?

D2.3.12a, 13:55 - 14:35, Room: CBA0.061

Oral presentation

Out of step: A critical approach to socially-oriented education, the 'symbiotic' academic environment, ownership and resilience

Dr Nikolaos Gkotsis-Papaioannou, University of Surrey

This paper proposes a reconceptualisation of the teaching and learning process towards a critical approach that more essentially employs digital means. It posits a turn towards socially oriented learning, emphasising ownership and resilience as long-term skills for students and underlining the importance of staff-student community-building as a pedagogical endeavour. My approach combines practice of punk pedagogies and pedagogy of care. Case studies from initiatives that I introduced as Senior Personal Tutor and module leader will be presented to illustrate the aforementioned in practice.

D2.3.12b, 13:55 - 14:35, Room: CBA0.061
Oral presentation
Challenging the disciplinary norm: Towards an integrated, holistic model for inclusive practical, academic and professional skills development
Dr David Watson, Dr Marta Woloszynowska-Fraser and Glenn Hussey, Keele University
This presentation will explore recent developments introducing innovative modular structures to consolidate an integrated programme of practical, professional and personal skills development from induction through to graduation. This has focused on providing an inclusive, equitable practical experience for students across diverse Bioscience programmes, directly aligned with other areas of a students' course. With a focus on programme-level outcomes linked to accreditation, and scaffolding core delivery with additional plenary sessions covering key academic skills, careers support, and enhanced opportunities for student voice, the model challenges typical disciplinary approaches to the integration and delivery of core skills across programmes.

D2.3.13a, 13:55 - 14:35, Room: CBA1.102
Oral presentation
Part-time Masters, full-time life: The wellbeing of employed postgraduate students
Professor Susan Geertshuis, University of Auckland
This study delves into the lives of mid-career professionals who undertake part-time Masters degrees. The literature suggests that these students embark on their studies with the aim of improving their career prospects but are sometimes unprepared for studying in the ways universities expect. This study investigated the impact of studying on wellbeing and stress, identifying precursors to and consequences of positive and negative aspects of wellbeing. The implications for tertiary providers will be discussed during the session.

D2.3.13b, 13:55 - 14:35, Room: CBA1.102
Oral presentation
Destination development! A roadmap for developing, recognising and rewarding teaching at a research-intensive university
Professor Hannah Cobb, University of Manchester
Join me on a journey to challenge the norms of how teaching can be rewarded, recognised and promoted at a research-intensive University. This may sound like hard journey, but fear not, because I have a roadmap! Over the last few years the University of Manchester has been developing a career roadmap with the explicit aim of rewarding and recognising teaching excellence and supporting teaching focused careers. Together we will navigate the map, from structural change in our promotion processes, to embedding structures of support, in order to reach the ultimate destination of parity of esteem between teaching and research.

Poster session, 14:40 - 15:05

D2.P1, 14:40 - 15:05, Room: Exhibition Area
Poster
Introducing P-SYC: A toolkit supporting students transitioning in to HE
Dr Ashleigh Johnstone, Arden University
The Preparing to Start Your Course (P-SYC) toolkit has been developed to help students at Arden University prepare to successfully transition into higher education. Combining insights from student contributors and staff, several core topic areas were identified to help ease students into university studying and self-directed learning. The toolkit features information

about different formats of teaching, the role of academic staff, varying assessment types, and necessary study skills to demystify the hidden curriculum. This poster will reflect on the process of co-creating this resource with students, evaluate its outcomes, and discuss future developments.

D2.P2, 14:40 - 15:05, Room: Exhibition Area

Poster

Placement Survival Guides: Incorporating the student perspective

Becky Matson, University of Liverpool

Occupational Therapy students complete over 1,000 hours of practice placement during their training. Placements are an essential part of their learning and development and tailoring the right support is essential to enabling learners to progress successfully and maintain their wellbeing during these. On return from their first practice placement MSc Pre-registration students were asked to develop a placement survival guides either from the perspective of learners or educators.

D2.P3, 14:40 - 15:05, Room: Exhibition Area

Poster

Faculty-student curriculum co-creation: Towards determining future-proof Health Science education in Pakistan

Dr Khairulnissa Ajani, Dr Kausar Jabeen, Dr Anil Khamis and Dr Tashmin Khamis, Aga Khan University

In the context of Pakistan, and especially in the undergraduate programmes of Health Sciences at the Aga Khan University (AKU), Karachi, Pakistan, implementing the concept of students as partners is underexplored and underutilised. Quality Teaching Network, and faculty aim to explore ways in which students can act as partners in learning and teaching in Medicine and Nursing curricula.

D2.P4, 14:40 - 15:05, Room: Exhibition Area

Poster

Critical pedagogies in sport

Professor Philippa Velija, Solent University and Dr Hanya Pielichaty, University of Lincoln

Sports subjects are vast and varied and involve a complex and interrelated coverage of many discipline areas. The manner in which sport pedagogies are developed, challenged and transformed has not commonly been scrutinised from a critical perspective. The Critical Pedagogies in Sport international network has created a space for colleagues to share, discuss, collaborate, and challenge the way in which teaching and learning is framed, delivered, and understood within higher education globally. This poster provides the academic and social context and need for a network of this type and the journey it has taken to date.

D2.P5, 14:40 - 15:05, Room: Exhibition Area

Poster

Co-creation and delivery of an interprofessional laboratory workshop between Bioscience and Medical School students

Dr Ross Pallett, Aston University

Modern patient care is multidisciplinary in nature. Such approaches have helped to reduce the frequency of clinical errors and improve patient care and safety. Interprofessional learning (IPL) aims to bring students enrolled on two or more undergraduate degree programmes, to learn with, from and about each other, with the goal of achieving common learning outcomes. This project saw a small group of final year undergraduate project

students help co-create, deliver and evaluate an IPL laboratory workshop involving Bioscience and Medical School students at Aston University. The effectiveness of the IPL workshop was assessed through two short surveys.

D2.P6, 14:40 - 15:05, Room: Exhibition Area
Poster

Cultivating student-led tutorials: The effects of a flipped online classroom
Melanie Gregg and Vivien Cleary, The Open University

Peer learning is a channel for developing confident, independent learners (Keenan, 2014) and integrating this early into student life has the largest impact. This study designed online Health Science tutorials with interactive activities to enhance problem-based learning in a flipped classroom approach. Data were collected via an online post-tutorial survey and end-of-course interviews. 86% of students surveyed rated the activities as beneficial for skills development. The design of the activity and the relationship with the tutor was paramount to the perceived success. The strategy increased student engagement and confidence and has potential for improving performance.

D2.P7, 14:40 - 15:05, Room: Exhibition Area
Poster

Authentic assessment for Law: Is using real problems really a problem?
William Seagrim, Swansea University

This poster advocates for the increased use of authentic assessment (AA) in undergraduate legal education. It identifies assessment norm as not comprising genuine lawyerly tasks, and rarely using professional artefacts. The poster will define AA and analyse its pedagogy, including identifying benefits for undergraduate Law students. It will detail an example of AA with student feedback. Importantly, the poster will identify potential barriers to using AA and suggest methods to navigate such difficulties. AA has a genuine role in shaping competent budding lawyers, vital to the promotion of the rule of law.

D2.P8, 14:40 - 15:05, Room: Exhibition Area
Poster

Why we tell research students to REST and reflect
Dr Dani Milos, Flinders University

Flinders University's Research and Employability Skills Training (REST) programme is a structured and embedded programme for graduate research students. Through a reflective, competency-based approach, the doctoral graduate attributes framework and online candidature management system, puts students in charge of their skills development – allowing students to assess their own skills, design their appropriate learning journey, and recognise, document, reflect on and demonstrate to employers the specific skills and attributes they have developed through the course of their study. This poster showcases the programme and its structure, highlighting the elements required to make it possible.

D2.P9, 14:40 - 15:05, Room: Exhibition Area
Poster

Co-creation of laboratory learning activities and assessment of technical competency, through Bioscience student self-reflection
Kayleigh Wilkins and Dr Amelia Lawler, Aston University

The use of laboratory teaching is well known to be an essential part of Science education, bridging the gap between knowledge and practice to develop technical competence. Through student feedback surveys we sought to understand the suitability of Level 6 Biosciences laboratory competency sessions that existed to strengthen students' core

laboratory skills and their self-confidence. The surveys identified gaps in technical skills and students' self-perceived proficiency, allowing the co-creation of a laboratory-based learning experience that is fit for purpose by integrating support for students to achieve technical competency.

D2.P10, 14:40 - 15:05, Room: Exhibition Area

Poster

Engaging the entire lecture room for an inclusive learning experience

Dr Paul Dean, Teesside University

Engaging with students is a challenge for lecturers, particularly in larger lecture rooms. To promote student engagement in our Microbiology lectures at Teesside University, we created a student-led activity called a "catching the virus". We monitored the effectiveness of this activity over a two-year period across several modules, which showed significantly increased engagement, including students at the back of the lecture room. The game changed the dynamic within the lecture and as the activity is student-led and has a competitive edge, student anxiety visibly decreased.

D2.P11, 14:40 - 15:05, Room: Exhibition Area

Poster

Inclusive teaching practice in the internationalised university: Strategies to improve group cohesion, participation and outcomes

Heather McClean, University for the Creative Arts

For all academics teaching groups of multilingual students from diverse backgrounds, this session is for you! This session will present several successful strategies you can use to make your curriculum more accessible for students from diverse backgrounds, and by doing so help improve student engagement and participation. The scaffolding strategies which will be introduced are widely used in the field of English Language education, and can be adapted to suit any teaching context. The session will also suggest ways in which EAP and subject lecturers can collaborate, including staff training and co-teaching.

D2.P12, 14:40 - 15:05, Room: Exhibition Area

Poster

Exploring attitudes towards diversity; the good, the bad, and the ugly; student perspectives and experiences of 'diversity' on campus

Maria Hussain, University of Leeds

The university and the world is changing. Students and graduates need to be well-equipped to study, work and manage diversity in order to thrive in increasingly interconnected spaces. However, despite the great opportunity for intercultural working, a diverse learner community requires the need to nurture a global-mindset, and there are underlying barriers to engagement between student groups, inhibiting diverse ways of working which negatively impact student experience and outcomes. This poster will explore student attitudinal data on 'diversity', to better understand how the perceived value of diversity can be enhanced in the student community to nurture more equitable student experiences.

D2.P13, 14:40 - 15:05, Room: Exhibition Area

Poster

Co-creation of academic support for undergraduate students

Dr Stephanie Baines and Dr Pauldy Otermans, Brunel University London

The goal of our academic skills modules is to provide students with the necessary skills to succeed in their studies to develop and enhance academic and transferable skills which, in turn, will enhance their employability. The aim of this session is to present our current

research findings from an interview study with students about their experience with academic skills provision. We are using the results of this study to work with students to improve the content and session delivery for 2023-24. We will include information about implications and best practice moving forward.

D2.P14, 14:40 - 15:05, Room: Exhibition Area
Poster
Choose your own adventure: Working in genuine partnership with students to co-create an employability-focussed module
David Junior Gilbert, Hannah Helm and Karen Poliah, University of Salford
This session will share the experiences of the presenter and her students in taking a new module from a blank piece of paper to a student-led, employability-driven module in which the learning outcomes, module content and assessment methods are devised by the students themselves.

D2.P15, 14:40 - 15:05, Room: Exhibition Area
Poster
Exploring issues of Equality, Diversity, and Inclusion from a postgraduate perspective: "Widening participation in research", "Decolonising the PhD", and "Addressing international issues"
Keren Poliah, University of Salford
This joint workshop develops productive and meaningful conversations about key Equality, Diversity, and Inclusion (EDI) issues existing in Higher Education (HE). Through a joint paper presentation, a series of concurrent tasks, and reflective group discussions, David, Hannah, and Keren explore how student experiences relating to international learners, widening participation, and decolonising research can be acknowledged and improved through changes to pedagogical practice and enhanced support systems. Introducing timely EDI issues – communicated through first-hand and interdisciplinary postgraduate perspectives – will enable participants to reflect on their own practices and implement strategies that can be used to support students and challenge systemic barriers.

D2.P16, 14:40 - 15:05, Room: Exhibition Area
Poster
Perceived beliefs about assessment literacy practices in HE: A comparative analysis of students and staff views
Dr Amanda Costello, Dr Iain Stalker and Nurun Nahur, University of Bolton
This poster will focus on perceived beliefs about assessment literacy. The poster will inform delegates of a small-scale research study. The literature framework will be of interest to delegates as we allude to the work of Anthony Giddens (Theory of Structuration) and Margaret Archer (Reflexivity and Social Structures and Forms of Constraint). Our approach to research is a qualitative paradigm using the constructivist tool of a focus group and semi-structured interviews. The framework used for analysis is Interpretive Phenomenology. The poster will draw on questions such as What is the purpose and beliefs of assessment by learning?

D2.P17, 14:40 - 15:05, Room: Exhibition Area
Poster
Shaping the future of inclusive teaching by improving the way we provide feedback
Dr Pauldy Otermans and Dr Stephanie Baines, Brunel University London
In undergraduate Psychology, only 70% of Black students and 72% of Asian students are awarded a 1st or 2.1 degree. For White students this is 79%. This project reviewed how

feedback is delivered to narrow this awarding gap by ensuring that feedback is inclusive. The aim of this poster is to present research findings from interview and survey studies with students about their experience with feedback and rubrics. We are using the results of these studies to work with students to improve the way feedback is delivered for 2023-24. This includes a discussion about implications and best practice moving forward.

D2.P18, 14:40 - 15:05, Room: Exhibition Area
Poster

Initiating the co-creation of Assessment Authenticity toolkits: Developing reflective student conversations to enhance learning
Dr Mark F Smith and Dr Kate Strudwick, University of Lincoln

We as an Institution, like many, continually reflect upon the value authentic assessment brings to our learner experiences. We often do this without necessarily allowing collaborative space with our students to explore together what it actually means, and how (and where) assessment authenticity may feature within our practices. This session aims to engage the participants in our journey and explain how our legacy, based upon Student as Producer principles, has guided our conversations not only in partnership with students, but also employer stakeholders, to seek ways in which we co-create authenticity within assessment activities.

D2.P19, 14:40 - 15:05, Room: Exhibition Area
Poster

Leveraging higher education and industrial training: Learning from a case study
Dr Li Wang, Queen Mary University of London

Facing the explosion of technological advances, bridging the gap between education and industrial practice is important, but, it also becomes evident how both higher education and industrial training can be leveraged at the same time and balanced between what students should grasp at university and what they can be subsequently trained within a working environment. This case study presents the required depth of technical knowledge and skills for some typical Engineering jobs. It also highlights the necessity of industry, university and accrediting bodies to work together to nurture the next generation of graduates.

D2.P20, 14:40 - 15:05, Room: Exhibition Area
Poster

Shaping the future of student partnerships: Designing a SCOT programme
Dr Ursula Sorensen and Dr Alcha Rochdi, Utah Valley University

Cook-Sather, et al. (2014) define student partners as collaborative, reciprocal relationships between the faculty member and the student partner, where the focus is on curriculum or pedagogy, decision-making, implementation, investigation, or analysis. This session will begin with a brief case study of a faculty developer's journey of beginning a student partners' programme at one institution and its adaption and then leaving to take on another student partners' programme and the adaption that has occurred at this institution. Delegates can consider options that could benefit a student partner's programme at their institution or to use in their teaching practice.

D2.P21, 14:40 - 15:05, Room: Exhibition Area
Poster

Making it real: Students and lecturers co-creating a simulated primary classroom
John Parkin, Dr Sue Kitchin, Tara Jakes and Kerry McMichael, ARU Peterborough

In this session, we will consider how primary education lecturers and students co-created a simulated primary classroom and how we collaboratively used this environment as a co-

created learning space throughout a module. We will demonstrate an activity used with our students as co-creators: creating a learning space inside a shoebox using Lego, Playmobil and creative resources including paper, glue and cardboard. The session will consider the application of concepts covered.

D2.P22, 14:40 - 15:05, Room: Exhibition Area
Poster
Overcoming challenges in distance learning: The engagement paradox
Tracey O'Neill, Bangor University

The Applied Learning for Preventative Health Academy (ALPHAcademy) is part of a network of Intensive Learning Academies in Wales. We aim to provide a range of educational opportunities, research, and consultancy to translate research into prevention outcomes. Our courses are offered as both distance and blended learning and our challenge is to increase the engagement of our students as well as leaders from across our local services. We know from the research that learners' engagement depends on many things, but we know less about the relationship between learner engagement and wellbeing, which will be discussed in this session.

D2.P23, 14:40 - 15:05, Room: Exhibition Area
Poster
Trigger warnings: An inclusive practice or a mollycoddling approach, what does the research say?
Dr Aicha Rochdi and Dr Ursula Sorensen, Utah Valley University

A highly controversial concept in higher education is the implementation of trigger warnings in the classroom. Mention that concept to an educator and you are guaranteed a reaction. Proponents advance that their use can make a classroom more inclusive for students with mental health disabilities, promote wellbeing, and foster learning in a safe environment. Opponents argue that they restrict academic freedom, coddle the students, and hinder intellectual engagement. This poster will review the research to identify if and how trigger warnings impact learning, and will offer ways to implement this in the classroom.

D2.P24, 14:40 - 15:05, Room: Exhibition Area
Poster
From reading to writing: Shaping the future through flexible teaching and learning
Dr Adele Jones and Dr Alexia Louise Bowler, Swansea University

Our paper considers ways traditional forms of pedagogy can be supported by a more flexible approach to 'the classroom'. Through experiential learning activities and staff-student curriculum co-creation in a literature/film module on city literature/film and psychogeographic writing, our 'future classroom' fostered deeper understanding of class topics. In taking the 'classroom' outside on a psychogeographic excursion (a dérive), students were encouraged to translate their reading into experience, applying of theoretical knowledge in 'real time'. Their enactment of the ideas studied in psychogeographic writing would allow them to reflect on the practicalities, limitations, and modes of inspiration for their own writing.

D2.P25, 14:40 - 15:05, Room: Exhibition Area
Poster
Co-creation and recognition of student voice: Outcomes, challenges and opportunities in terms of inclusivity, belonging and flourishing
Dr Ana Cabral, Dr Louise Younie and Dr Steph Fuller, Queen Mary University London

In this session, we will explore the role of co-creation at institutional level and the experiences of staff and students involved in co-creation projects in terms of inclusivity, belonging and opportunities for flourishing.

Parallel Session 4, 15:20 – 16:20

D2.4.1, 15:20 - 16:20, Room: CBA0.007
Interactive breakout/workshop
Shaping the future of inclusive teaching: Collaboration, co-production and leadership, our tools for achieving equity in practice placements
Helen Carr, Mary Makinde, Canterbury Christ Church University, Ibrahim Fofanah, NHS Trust, Sarah-Jane Ryan and Dr Channine Clarke, University of Brighton
Canterbury Christ Church University and the University of Brighton co-run Bridging the Gap to Leadership, a HEE-funded project. Universities UK (2019) highlighted the educational attainment/awarding gap for our Black, Asian, Mixed Heritage and Minority Ethnic students and students report racism and discrimination from their practice placements. As a response, our Occupational Therapy and Physiotherapy students have developed resources addressing inequalities in healthcare settings. Through sharing our resources and experiences and through round table discussions, this interactive session aims to ignite conversations on the power of co-creation with students for inclusive teaching and the importance of providing leadership opportunities within HEIs.

D2.4.2, 15:20 - 16:20, Room: CBA0.013
Interactive breakout/workshop
Widening participation for neurodivergent students through curriculum design and student belonging
Janine Dixon, The University of Manchester
This workshop aims to significantly contribute towards the widening participation of neurodivergent (ND) students within higher education. The workshop will look at breaking down stereotypes of NDs, celebrate the strengths of our ND learners and highlight best practices for inclusive learning for NDs around teaching materials, classroom settings and participatory expectations. The session outcomes are to raise awareness of the needs of ND students; identify best practices for ND-inclusive teaching, learning and assessment; minimise the impact of environmental barriers for ND learners; and inspire academics to build a community for their ND students and staff.

D2.4.3, 15:20 - 16:20, Room: CBA1.078
Interactive breakout/workshop
Fostering future faculty: Deploying the principles of the Scholarship of Teaching and Learning (SoTL) to enhance learning partnerships in new to teaching academic development programmes
Associate Professor Earle Abrahamson and Associate Professor Peter DSena, University of Hertfordshire
How can SoTL enhance the development of early career academics in higher education? At the University of Hertfordshire, Academic Developers have deployed Felten's (2013) five Principles of Good Practice in SoTL in constructing a module which culminates in the creation of an educational research article. Students enter as experts in their disciplinary or professional fields; however, educational research proves to be a challenge as they grapple with the 'troublesome knowledge' of unfamiliar methods, literature, and epistemes. Conference participants will be invited to critique our model and share strategies for fostering the immediate learning and long-term development of our future faculty.

D2.4.4, 15:20 - 16:20, Room: CBA1.098
Interactive breakout/workshop
Developing inclusive education for neurodivergent learners
Giorgia Pigato, Queen Mary, University of London

More teaching staff are looking for ways to better support the increasing numbers of neurodivergent students they have. This session will introduce educators to neurodiversity and will explain some of the challenges neurodivergent learners face in HE. We will discuss these challenges and offer strategies and tools that can support educators being more inclusive in their delivery and helping neurodivergent learners in their learning journey. By the end of the session, participants will have considered which changes they can implement in their education practice and how they can build resources in their own context.

D2.4.5, 15:20 - 16:20, Room: CBA1.100
Interactive breakout/workshop
Becoming, belonging and community: Supporting transition to higher education
Jennie Blake and Iqra Malik, University of Manchester

This session will embed participants in the wider discussions around inclusion, belonging and transition to HE. It will use a case study on creating a resource to support student transition to HE to explore how to develop and deliver a co-created cross-university resource that is inclusive in both its creation and in the resource itself. The team presenting will include both staff and students involved in the case study, and those participating will walk away with a set of criteria and a plan to apply to their own contexts.

D2.4.6a, 15:20 - 16:20, Room: CBA0.060
Oral presentation
How are students challenging the norm of faculty-initiated partnerships?
Alya Prasad, The University of Hong Kong

Partnerships in higher education have often been faculty-initiated and rarely framed as inter-institutional and cross-disciplinary initiatives. This session brings to you an entirely student-initiated and led virtual service-learning initiative, Full STEAM Ahead, aimed at improving scientific and technological literacy among Burmese refugee/migrant students by partnering with academically diverse undergraduate and graduate students from Hong Kong and Singapore. It will highlight an evidence-informed example of students challenging the norm of their institution to co-create and shape their own learning experiences for professional development, various engagement and co-agency strategies adopted, challenges faced, research findings of reciprocally shared competencies, and their implications.

D2.4.6b, 15:20 - 16:20, Room: CBA0.060
Oral presentation
Designs on research: The value of a student-created and curated object-based exhibition as a learning and teaching experience to support undergraduate dissertation work
Dr Kirsten Hardie, Arts University Bournemouth

This session will examine object-based learning (OBL) and how an exhibition co-curated by undergraduate students can showcase dissertation research-in-progress at a mid-point in a unit and provide important active learning experiences. It considers how an exhibition can create collaborative learning opportunities to advance dissertation work and can provide a valuable formative assessment opportunity. It discusses the Designs on Research exhibition and how students create a one-day pop-up research showcase through the use of objects. It considers how objects can help communicate dissertation work and how an exhibition can create valuable learning and teaching that goes beyond the normal dissertation experiences.

D2.4.6c, 15:20 - 16:20, Room: CBA0.060
Oral presentation
Challenging the norm in staff-student co-creation
Peter Metcalfe and Dave Allan, New Model Institute for Technology and Engineering (NMITE)

What does staff-student partnership mean in an HEI that has not yet been created? In this session, we will share the story of student engagement at the New Model Institute for Technology and Engineering (NMITE), the UK's first greenfield new HE provider in several decades. This account is of a group of young people and potential learners who have co-created NMITE- from its name to its civic identity, its learning spaces, pedagogy and alumni offer. We'll cover our Top 10 barriers to working with students as partners, and offer practical strategies to overcome those.

D2.4.7a, 15:20 - 16:20, Room: CBA1.076
Oral presentation
Creatively exploring the needs of neurodiverse university students
Dr Jo Murphy, Jessica Ritchie and Laura Nevay, University of Leicester

The number of students with disabilities of intersectional conditions are increasing each year, with a large proportion of these students having neurodiverse conditions, such as dyslexia, ADHD, and autism. Therefore, it is imperative that universities understand students' needs and ensure that these are met within our teaching practices and university environment. This study aimed to gain a better understanding of our students' needs via a mixed-methods approach, incorporating a range of creative methodologies. This allowed us to gain a breadth of rich data, which has assisted us in shaping the future of our inclusive teaching practice.

D2.4.7b, 15:20 - 16:20, Room: CBA1.076
Oral presentation
Neurodiverse students and problem finding: Creating opportunities to incorporate special interests and harness the power of hyperfocus
Dr Marie Bassford and Ellie Lilliott, De Montfort University

Engineering laboratories provide ample opportunity for students to find solutions to problems; analogous to putting out fires, rather than preventing them. At university, we explore the more challenging skill of problem finding. This requires students to think proactively and requires curiosity, flexibility, reflectivity, perceptivity and the ability to withhold judgement. Interestingly, our neurodiverse Engineering students are able to hyperfocus on activities that spark interest and can, given the right circumstances, demonstrate talent for problem finding. We present an Engineering toolkit that incorporates practical, tangible strategies that create the necessary physical, sensory and emotional spaces to harness the power of hyperfocus.

D2.4.7c, 15:20 - 16:20, Room: CBA1.076
Oral presentation
Autistic voices in geoscience-based higher education: Towards greater inclusion of neurological diversity
Dr Adam Jeffery, Keele University

This project aims to gather the lived experiences of autistic individuals within the context of Geoscience-based higher education, highlighting some of the complex enablers and challenges/barriers to learning that they face. This broad discipline is incredibly diverse in its sub-disciplines, themes, nomenclatures, activities, expectations, and teaching styles/environments, creating a subject area where different learners can have significantly different journeys. Through this dataset, we aim to identify key areas of success and difficulty, as perceived by autistic individuals, and create guidance and resources to support Geoscience educators in the consideration and mitigation of challenges for autistic individuals.

D2.4.8a, 15:20 - 16:20, Room: CBA1.077

Oral presentation

Setting the curriculum in UG laboratory education: Verbal and written input from students across different years

Dr Mark Heslop, University of Strathclyde

One of the greatest challenges for teaching staff is to consider subject material from the student perspective. For the Strathclyde undergraduate degree in Chemical Engineering, there are four mechanisms to seek student input for the practical (or laboratory) curriculum. One mechanism involves modifying laboratory reports so that there is a section on how the experiment just carried out (equipment and procedure) might be modified to enhance the learning experience for future students. This has generated a great number of varied (some quite spectacular) ideas, some of which have been implemented in the redesign of the undergraduate practical curriculum.

D2.4.8b, 15:20 - 16:20, Room: CBA1.077

Oral presentation

Including student voice on embedding employability in an undergraduate Chemical Engineering curriculum

Dr Eleni Routoula and Olivia Halliday, University of Sheffield

Student voice is not often included in curriculum design, leading to limited course overview and student engagement. To improve student engagement for the "Skills for Employability" module offered in all Chemical Engineering courses at the University of Sheffield, we designed a student-led summer research project with three strands. A questionnaire was deployed to academics, students, and alumni, our approach regarding employability was compared to that followed by 29 other universities with relevant courses, and a thorough review of the module content was performed. Findings led to incorporation of the student voice in the module, hopefully improving student engagement and takeaways.

D2.4.8c, 15:20 - 16:20, Room: CBA1.077

Oral presentation

Doing critical psychology! Co-creating structure, content and resources for a Critical Psychology module

Dr Alison Torn, Dr Candice Whitaker, Megan Carr and Caitlin Fieldhouse, Leeds Trinity University

This presentation will reflect on a project where paid student researchers worked alongside staff to co-construct the subject content, pedagogical design and learning tools for a new Critical Psychology module. Working with data co-created within a cohort research methods module, the project team identified the knowledge areas for student learning, explored the

most effective means of learning and the best ways for students to access this learning. Learning resources and activities were developed and piloted by the project team around inequalities and social justice, gathering feedback through student workshops.

D2.4.9a, 15:20 - 16:20, Room: CBA1.080
Oral presentation
Development of SEED courses (Skills, Experience, Employability, Discovery): Measuring the impact of interdisciplinary teaching approaches in a new Bachelor of Arts programme
Dr Ian Davis, University of Southern Queensland

Introducing SEED (Skills, Experience, Employability, Discovery) courses reflects an innovative reform of a Batchelor of Arts programme and curriculum. Utilising a metacognitive approach to career preparation and readiness through interdisciplinary teaching methods, the implantation of SEED courses included an evaluation of the effectiveness by gathering stakeholder feedback from students, educators, and industry partners. Data were generated from surveys and focus groups. Research questions will be themed around: experience of multidisciplinary teaching and learning; impact on first year students; transfer of meta learning to new and different contexts; students becoming familiar with the employability skills required both at university and in their future careers.

D2.4.9b, 15:20 - 16:20, Room: CBA1.080
Oral presentation
Amplifying voices with archives through an SDG lens
Adam Cooke, University of Manchester

The University of Manchester Library has created an innovative teaching and learning tool that combines archives, student partners and a critical education pedagogy to spark innovative and challenging curriculum development. Presented as a case study of HE collaboration, the resulting portfolio of materials seeks to amplify the marginalised, suppressed and silenced narratives from the archives. By using the SDGs as a lens through which to engage with archives and teaching, it hopes to offer a valuable contribution to educators and students in their teaching and learning, explicitly recognising the needs, and amplifying the voices, of those from widening participation backgrounds.

D2.4.9c, 15:20 - 16:20, Room: CBA1.080
Oral presentation
Teaching to transform: bell hooks and her influence for our classrooms
Dr James Holt, University of Chester

In Teaching to Transgress, bell hooks suggests that "The classroom with all its limitations remains a location of possibility" (hooks, 1994: 207). That possibility is a transformative third space where we can challenge and be challenged. This paper will explore some of hooks' writings in exploring what this means for our classrooms. In light of the need to challenge accepted ways of thinking and doing this paper will suggest ways that we can work together in our classrooms to "move beyond boundaries, to transgress" (hooks, 1994: 207). This approach is challenging for students, but even more so for teachers and academics as we recognise different ways of knowing and that the lenses of our students enables them to transform the way that we think and teach.

D2.4.10a, 15:20 - 16:20, Room: CBA1.081

Oral presentation

Becoming an anti-racist educator

Dr Sean Morrissey and Dr Kathleen Savage, University of Strathclyde

In this session, the Academic Development team at the University of Strathclyde will share their experiences of using Advance HE's Anti-Racist Curriculum (ARC) project toolkit to support a multi-disciplinary cohort of learning and teaching staff at Strathclyde to embed race equality within the curriculum. The session will reflect on the context, some of the challenges involved, and the impact of a staff development programme on the staff approach to teaching, learning and assessment.

D2.4.10b, 15:20 - 16:20, Room: CBA1.081

Oral presentation

Decolonising teaching and research: A collaboration with Hope Africa University

Dr Louise Taylor, Oxford Brookes University

The collaboration between Oxford Brookes and Hope Africa University (in Burundi) involved creating buddy groups for Social Work students at each institution, with the aims of promoting cultural awareness, communication skills, and knowledge of diversity. Students met virtually six times to co-produce a resource for future Social Work trainees to understand cultural differences. The project creation was based on the Burundian principle 'Ikibiri' (working together) and the evaluation on the African principle 'Ubuntu' (I am because we are). This talk will share lessons learned from decolonising teaching and research, and equip and inspire others to do the same.

D2.4.10c, 15:20 - 16:20, Room: CBA1.081

Oral presentation

Decolonising the Physical Education and School Sport course with a focus on race/ethnicity and special educational needs and disability (SEND)

Dr Miyoung Oh and Teresa Banks, Sheffield Hallam University

As of July 2022, 94% of students on Physical Education and School Sport (PESS) were white and 13.8% of the students declared as having special educational needs and disability (SEND). This research sought to examine ways in which the PESS course was colonised with a focus on race/ethnicity and SEND. From January through June 2022, student researchers carried out interviews with 27 participants. Our findings revealed that participants were critical of the course, heavily favouring knowledge that reproduces white, non-SEND and Eurocentric privileges. They called for the provision of a fairer education by including alternative/diverse knowledge, viewpoints and experiences.

D2.4.11a, 15:20 - 16:20, Room: CBA1.099

Oral presentation

Decolonising project module for Engineering students

Dr Tosha Nembhard, University of Leicester

Engineering project titles are targeted towards challenges of the West or as seen by the West. But this is not empowering our students to be world thinkers and problem solvers. This is limiting their skills to one part of the world. This session will look at how the project module

can be better planned and delivered so that it is more inclusive and diverse and takes into account the students' perspective of what a project module should be.

D2.4.11b, 15:20 - 16:20, Room: CBA1.099

Oral presentation

Closing the assessment/feedback loop: Optimising the learning process through student partnership

Dr Zahra Echresh Zadeh and Justin Siefker, University College London

Student feedback is a particularly useful method for evaluating teaching as it helps ensure quality, maintain standards, and enhance the student experience of teaching and learning. 'Closing the Feedback Loop' was implemented to optimise the learning process within the Engineering Experimentation module through student partnership. Through student partnership and the use of student perspectives, this project ultimately focuses on evolving the experimental learning workflow of the Chemical Engineering Integrated Engineering Programme. The student perspective has enabled the continued success of the project as the student experience is intrinsically prioritised during the implementation of module improvements.

D2.4.11c, 15:20 - 16:20, Room: CBA1.099

Oral presentation

Student led co-creation of learning activities in Engineering

Dr Anna Strzelecka, De Montfort University

This work is part of the Royal Academy of Engineering Diversity Impact Programme Project entitled 'Access to High Profile Jobs: Closing the Gap'. This project established the Engineering Science Learning Centre, which has been created and run by students for students. It provides a more structured support in Engineering modules outside of the core teaching hours. The main target group are level 4 students at the weakest progression point. This presentation summarises preliminary results of the students' approaches to preparation of revision materials, designing and delivering the support sessions and their contribution to the modification of the existing curriculum.

D2.4.12a, 15:20 - 16:20, Room: CBA0.061

Oral presentation

Who shows up matters! Creating digitally inclusive strategies for diverse student cohorts in higher education

Dr Leela Cejner, Royal Holloway, Univeristy of London, Dr Elisabeth Valiente-Riedl and Dr Jennifer Fletcher, Univesity of Sydney

How can we leverage the digital channels and competencies educators have gained across the pandemic years to maximise equality, diversity, and inclusion in higher education? Digitally inclusive strategies and collaborations have potential to better engage learners with cultural and language barriers, students with disabilities, and the many students balancing work and caring commitments. Crucially, contemporary workplaces for which we are preparing our students have also changed; many work-sites remain hybrid just as we return to our face-to-face classrooms. We examine applying our Covid-19 digital approaches to create inclusive learning communities in two experiential learning contexts in Australia and the UK.

D2.4.12b, 15:20 - 16:20, Room: CBA0.061

Oral presentation

Inclusive LMS for students with disabilities in higher education

Dr Amin Sharifi Isaloo, University College Cork and Kévin Saudé, University of Limerick

This project explores the perceptions of students in University College Cork (UCC) to examine inclusive teaching and learning through the online LMS. It evaluates the impact of UDL principles and practices on student experiences of accessibility to course materials and assesses what module design on LMS can enhance equity/equality of access to, and engagement with, learning outcomes across students with social disadvantages and learning difficulties. It also explores the perceptions of tutors and lecturers to understand how LMS can be used as a platform to deliver more inclusive educational experiences.

D2.4.12c, 15:20 - 16:20, Room: CBA0.061

Oral presentation

A call to arms: Identifying, supporting and celebrating student-parents

Andrea Todd, University of Chester

Nobody knows how many students who are parents are currently studying at university in England and Wales, as there is no obligation on institutions to collect data on this cohort. As such, student-parents are invisible in the policy and physical spaces of HEIs. In this session, Andy Todd will share her research into this under-researched cohort and share her research-informed toolkit for identifying, supporting and, crucially, celebrating this motivated and committed cohort.

D2.4.13a, 15:20 - 16:20, Room: CBA1.102

Oral presentation

Co-creation for collaborative curriculum design: An exploration into a staff-student partnership in learning and teaching

Elodie Wakerley and Shivani Wilson-Rochford, Birmingham City University

This presentation will outline a staff-student co-creation project undertaken to re-design a staff development course at Birmingham City University. Introduction to Learning and Teaching in Higher Education is a staff development course accredited by the Staff and Education Development Association. It serves as a long-standing introduction to traditional and innovative theories of curriculum and assessment design for staff members new to HE, however, it had little history of incorporating the student voice within its own design. This presentation will share our experiences of co-creating staff development activities and highlight further opportunities for academic development activities within the wider HE sector.

D2.4.13b, 15:20 - 16:20, Room: CBA1.102

Oral presentation

The journeys of university staff who undertake part-time PhDs

Professor Susan Geertshuis, University of Auckland

Universities encourage their staff to gain credentials, particularly PhDs. The rationale is that staff will acquire advanced skills, develop as academics and be equipped to become members of research-active communities. However, we know little about the experiences of these staff as they undertake lengthy journeys towards their doctorates whilst working at

university and fulfilling their family obligations. The findings from an interview study will be shared and used to challenge the established model, which we argue is not sustainable, effective or even entirely ethical. Alternative models will be explored.

D2.4.13c, 15:20 - 16:20, Room: CBA1.102
Oral presentation
Alternative approaches in academic development: Delivering between a rock and a hard place
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The Open University is a world leader in distance learning and teaching, and we are proud to offer innovative, pedagogically informed educational experiences to our students. However, for our 4000 Associate Lecturers who, like our students, work at a distance, our standard offer for professional development tends to be online events, where interaction is often mediated by PowerPoint presentations, and which afford limited scope for interactive and unanticipated learning between ALs. This presentation will report on the experiences and challenges faced by us, a team of educator-managers, to design and deliver a development opportunity to our Associate Lecturers that was outside of this norm.