

DAY 2 - 5 July 2023							
08:30 - 10:00	Registration: Refreshments available					08:30 - 10:00	
	Opening plenary						
	Room: Westminster Theatre						
10:00 - 10:45	Welcome address:					10:00 - 10:45	
	Keynote: Mark Anderson, Chairman, Edify						
10:45 - 10:50	Transition period					10:45 - 10:50	
10:50 - 11:50	Parallel session 1					10:50 - 11:50	
	Room: CBA1.077 D2.1.8a - Oral presentation	Room: CBA1.080 D2.1.9a - Oral presentation	Room: CBA1.081 D2.1.10a - Oral presentation	Room: CBA1.099 D2.1.11a- Oral presentation	Room: CBA0.061 D2.1.12a - Oral presentation		Room: CBA1.102 D2.1.13a - 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	Enabling inclusivity and diversity through divergence and convergence Anthony Morgan, Dr Lena Jaspersen and Louisa Hill, University of Leeds	Accessibility Statements: The secret weapon in inclusive education Alison Gibson and Dr Claudia Favero, University of Birmingham	Think about yourSELF: Reflection as a tool for both learning and wellbeing Dr Rebecca Rochon and Dr Matthew Smith, Buckinghamshire New University	Promoting inclusivity in assessment and academic integrity through the language of learning Shivani Wilson-Rochford, Birmingham City University		'Engaging' students with education: Promoting inclusivity through technology Associate Professor Alison Power and Dr Emma Whewell, University of Northampton
	D2.1.8b - Oral presentation	D2.1.9b - Oral presentation	D2.1.10b - Oral presentation	D2.1.11b - Oral presentation	D2.1.12b - Oral presentation		D2.1.13b - Oral presentation
	Grading practice learning in pre-registration Nursing: Enabling a collaborative approach Dr Sarah Annesley, Northumbria University	Staff/student reverse mentoring: The impact of the purposeful disruption of power dynamics and hierarchies in HE Rachael O'Connor, University of Leeds	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	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	Digital First: evolving an inclusive model for exam delivery Maggie Gibson and Tom Ashmore, Birmingham City University		Making group work inclusive Fiona Hartley and Cathy Faulkner, University of Bristol
	D2.1.8c - Oral presentation	D2.1.9c - Oral presentation	D2.1.10c - Oral presentation	D2.1.11c - Oral presentation	D2.1.12c - Oral presentation		D2.1.13c - 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	Understanding the experiences of black distance learning students through a staff-student approach to scholarship Dr Jim Lusted and Shannon Martin, The Open University	Beyond universal design for learning: Become a culturally responsive educator Dr Mark Ojeme and Dr Seun Kolade, De Montfort University	Mossy entanglements for a post-human world Melanie Davies, University of the Arts London	Promoting inclusive engagement with assessment via effective assignment brief design and active approaches to assignment dissemination John Knight, Buckinghamshire New University		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 John Curnow, University of Plymouth
11:50 - 12:05	Refreshments					11:50 - 12:05	
12:05 - 13:05	Parallel session 2					12:05 - 13:05	
	Room: CBA1.077 D2.2.8a - Roundtable	Room: CBA1.080 D2.2.9a - Oral presentation	Room: CBA1.081 D2.2.10a - Oral presentation	Room: CBA1.099 D2.2.11a - Oral presentation	Room: CBA0.061 D2.2.12a - Oral presentation		Room: CBA1.102 D2.2.13a - Oral presentation
	Better together: Top tips for impactful staff-student curriculum co-creation Sharon Perera and Colum Mackey, University of Greenwich	Effective, inclusive education on referencing and plagiarism for higher education programmes Elizabeth Clarey, London School of Business Finance	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 NHS	TBC	Shining lights in dark corners: Exploring the hidden curriculum in Law: Supporting transitions and building a sense of belonging Amanda Millmore, University of Reading		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
	D2.2.8b - Roundtable	D2.2.9b - Oral presentation	D2.2.10b - Oral presentation	D2.2.11b - Oral presentation	D2.2.12b - Oral presentation		D2.2.13b - Oral presentation
	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	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	What are the lived experiences of students with neurodevelopmental disorders studying on pre-registration healthcare programmes? Jonathan Devine, Buckinghamshire New University	The implementation of a co-created institutional feedback framework for summative assessment Dr Kate Wilkinson and Claire Farquharson, Hartpury University	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		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
	D2.2.8c - Roundtable	D2.2.9c - Oral presentation	D2.2.10c - Oral presentation	D2.2.11c - Oral presentation	D2.2.12c - Oral presentation		D2.2.13c - Oral presentation
	It's your portfolio: Balancing freedom and scaffolding when co-creating both curriculum and assessment with students Dr Richard de Blacquiére-Clarkson, University of Leeds	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	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 London	Choose your own adventure: Working in genuine partnership with students to co-create an employability-focussed module Andrea Todd, University of Chester	Creating an inclusive learning environment through emancipatory pedagogy Charlene Gallery, The University of Manchester	Can we be truly inclusive in higher education without being caring educators? Julie Hendry, St George's University London	
13:05 - 13:55	Lunch					13:05 - 13:55	
13:55 - 14:35	Parallel session 3					13:55 - 14:35	
	Room: CBA1.077 D2.3.8a - Oral presentation	Room: CBA1.080 D2.3.9a - Oral presentation	Room: CBA1.081 D2.3.10a - Oral presentation	Room: CBA1.099 D2.3.11a - Oral presentation	Room: CBA0.061 D2.3.12a - Oral presentation		Room: CBA1.102 D2.3.13a - Oral presentation
	Breaking the mould: New roles to support healthcare placements Mel Lindley, Shaffield Hallam University	Public engagement and co-creation: Student-led research conferences Dr Ruth Larson, Professor Ian Whitehead and Dr Robin Sims, University of Derby	Designing a 'Week 0' to support school to university transition in widening participation students Dr Jaclyn Bell, Imperial College London	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	Out of step: A critical approach to socially-oriented education, the 'symbiotic' academic environment, ownership and resilience Dr Nikolaos Gkotsis-Papaioannou, University of Surrey		Part-time Masters, full-time life: The wellbeing of employed postgraduate students Professor Susan Geertshuis, University of Auckland
	D2.3.8b - Oral presentation	D2.3.9b - Oral presentation	D2.3.10b - Oral presentation	D2.3.11b - Oral presentation	D2.3.12b - Oral presentation		D2.3.13b - Oral presentation
14:35 - 14:40	Transition period					14:35 - 14:40	
14:40 - 15:05	Poster session					14:40 - 15:05	
	Exhibition area						
	Please find posters listed in a separate document on the webpage						
15:05 - 15:20	Refreshments					15:05 - 15:20	
15:20 - 16:20	Parallel session 4					15:20 - 16:20	
	Room: CBA1.077 D2.4.8a - Oral presentation	Room: CBA1.080 D2.4.9a - Oral presentation	Room: CBA1.081 D2.4.10a - Oral presentation	Room: CBA1.099 D2.4.11a - Oral presentation	Room: CBA0.061 D2.4.12a - Oral presentation		Room: CBA1.102 D2.4.13a - Oral presentation
	Setting the curriculum in UG laboratory education: Verbal and written input from students across different years Dr Mark Heslop, University of Strathclyde	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	Becoming an anti-racist educator Dr Sean Morrissey and Dr Kathleen Savage, University of Strathclyde	Decolonising project module for Engineering students Dr Tosha Nembhard, University of Leicester	Who shows up matters! Creating digitally inclusive strategies for diverse student cohorts in higher education Dr Leela Cejner, Univirsity of Warwick, Dr Elisabeth Valiente-Riedl and Dr Jennifer Fletcher, University of Sydney		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
	D2.4.8b - Oral presentation	D2.4.9b - Oral presentation	D2.4.10b - Oral presentation	D2.4.11b - Oral presentation	D2.4.12b - Oral presentation		D2.4.13b - Oral presentation
	Including student voice on embedding employability in an undergraduate Chemical Engineering curriculum Dr Eleni Routoula and Olivia Halliday, University of Sheffield	Amplifying voices with archives through an SDG lens Adam Cooke, University of Manchester	Decolonising teaching and research: A collaboration with Hope Africa University Dr Louise Taylor, Oxford Brookes University	Closing the assessment/feedback loop: Optimising the learning process through student partnership Dr Zahra Echresh Zadeh and Justin Siefker, University College London	Inclusive LMS for students with disabilities in higher education Dr Amin Sharifi Isaloo, University College Cork and Kévin Saudé, University of Limerick		The journeys of university staff who undertake part-time PhDs Professor Susan Geertshuis, University of Auckland
	D2.4.8c - Oral presentation	D2.4.9c - Oral presentation	D2.4.10c - Oral presentation	D2.4.11c - Oral presentation	D2.4.12c - Oral presentation		D2.4.13c - 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	Teaching to transform: bell hooks and her influence for our classrooms Dr James Holt, University of Chester	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	Student led co-creation of learning activities in Engineering Dr Anna Strzelecka, De Montfort University	A call to arms: Identifying, supporting and celebrating student-parents Andrea Todd, University of Chester	Alternative approaches in academic development: Delivering between a rock and a hard place Emma Champion, Linda Robson and Dr Rupesh Shah, The Open University	
16:20 - 16:25	Transition period					16:20 - 16:25	
16:25 - 17:10	Panel discussion					16:25 - 17:10	
	Room: Westminster Theatre						
	Inclusive Teaching and Learning						
	Chair: Juliette Gaunt, Senior Consultant, Advance HE Nathan Ghan, Programme Director, The Educate Group Dr Ada Adeghe, Associate Dean, Inclusivity, University of Wolverhampton Stephanie Brady, Student, University of Wolverhampton						
19:00 - 21:00	Conference dinner and annual debate					19:00 - 21:00	