

DAY 2 - 5 July 2023

08:30 - 10:00								Registration: Refreshments available								08:30 - 10:00	
10:00 - 10:45								Opening plenary Room: Westminster Theatre Welcome address: Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE Keynote: Mark Anderson, Chairman, Edify								10:00 - 10:45	
10:45 - 10:50								Transition period								10:45 - 10:50	
10:50 - 11:50								Parallel session 1								10:50 - 11:50	
Room: CBA0.007 D2.1.1 - Workshop		Room: CBA0.013 D2.1.2 - Workshop		Room: CBA1.078 D2.1.3 - Workshop		Room: CBA1.098 D2.1.4 - Workshop		Room: CBA1.100 D2.1.5 - Workshop		Room: CBA0.060 D2.1.6a - Oral presentation		Room: CBA1.076 D2.1.7a - Roundtable					
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		Our community: Building and belonging, co-creating a socially just curriculum Syra Shakir and Dr Asiya Siddiquee, Leeds Trinity University		Incorporating creative writing pedagogical approaches in STEM teaching and assessment design Dr Christina Sietou, University of Nottingham		Rethinking educational marginality: A literary studies approach Dr John Roache, University of Manchester		Effective use of scientific language in a post-pandemic world Lindsey Brown and Dr Joanne Pennock, University of Manchester		Unpicking the rubric: Tutor and student experiences of marking grids for assessment on a final year interdisciplinary module Dr Harriet Kopska and Dr Jenny Duckworth, The Open University		Authenticity, inclusivity and the role of self in creating safe and inclusive environments Stephen Doyle, University of Manchester					
										D2.1.6b - Oral presentation		D2.1.7b - Roundtable					
										The implementation of a co-created institutional feedback framework for summative assessment Dr Kate Wilkinson and Claire Farquharson, Hartpury University		Inclusive group formation to enhance collaborative learning: Heterogeneous versus homogeneous grouping Dr Stephanie Hsin-Ju Tsai and Dr Barbara Waters, University of Manchester					
										D2.1.6c - Oral presentation		D2.1.7c - Roundtable					
										Shaping the future of Thai teaching and learning norm: Challenging the traditional learning Associate Professor Cholvit Jearajit, Srinakharinwirot University		Breaking Boundaries: Belonging and the student journey Dr Jennie Ferrell and Dr Nancy Zook, University of the West of England					
11:50 - 12:05								Refreshments								11:50 - 12:05	
12:05 - 13:05								Parallel session 2								12:05 - 13:05	
Room: CBA0.007 D2.2.1 - Workshop		Room: CBA0.013 D2.2.2 - Workshop		Room: CBA1.078 D2.2.3 - Workshop		Room: CBA1.098 D2.2.4 - Workshop		Room: CBA1.100 D2.2.5 - Workshop		Room: CBA0.060 D2.2.6a - Oral presentation		Room: CBA1.076 D2.2.7a - Oral presentation					
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		Making inclusivity meaningful: Acting on student views to create an inclusive university experience Dr Raheelah Ahmad and Dr Grace Lucas, School of Health & Psychological Sciences City, University of London		Teaching and Learning's Room 101 Dr Kathryn Jones, Dr Martin Chorley, Dr James Osborne, Dr Wendy Ivins and Dr Cathering Teehan, Cardiff University		Guidelines to create more inclusion in online and hybrid education Dr Mijke Hartendorp, Saxon University of Applied Sciences		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		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		Belongingness: A preliminary study into Black undergraduate attainment gaps at non-diverse UK universities Miemie Neethling-Taylor, Croydon University Centre					
										D2.2.6a - Oral presentation		D2.2.7a - Oral presentation					
										How do you design a new institution from a blank piece of paper upwards? Dr Ruth Massie and Dr Nikki Williams, Cranfield University		Lessons in learning: addressing the black and white student attainment gap Dr Rachel Welton, Dr Tolu Fadipe and Dr Angela Vickerstaff, Nottingham Trent University					
										D2.2.6a - Oral presentation		D2.2.7a - 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		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					
13:05 - 13:55								Lunch								13:05 - 13:55	
13:55 - 14:35								Parallel session 3								13:55 - 14:35	
Room: CBA0.007 D2.3.1a - Oral presentation		Room: CBA0.013 D2.3.2a - Oral presentation		Room: CBA1.078 D2.3.3a - Oral presentation		Room: CBA1.098 D2.3.4a - Oral presentation		Room: CBA1.100 D2.3.5a - Oral presentation		Room: CBA0.060 D2.3.6a - Oral presentation		Room: CBA1.076 D2.3.7a - Oral presentation					
Embracing the challenges and adjusting for better outcomes Dr Raphael Okoye, University of Bedfordshire		Shaping the future through engagement with consultation projects: A case study of student-staff consultation projects Dr Xue Zhou, Queen Mary University of London		Supporting mature degree apprentices Dr Joanna Booth and Dr Louise Oldridge, Nottingham Trent University		Reflections from an academic professional apprenticeship: A good route to take? Luke Brick and Dr Kate Wilkinson, Hartpury University		Co-creating an anti-racist Medical curriculum Olumide Popoola, Shivani Ganesh and Aida Hassan, Queen Mary University of London		Enhancing our knowledge of students' independent learning techniques via a qualitative approach Dr Pauline Bremner and Dr Kate Goodhand, Robert Gordon University		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					
										D2.3.6a - Oral presentation		D2.3.7a - Oral presentation					
										Micro-Credentials: A new pathway into higher education Casey Hopkins, Swansea University		Transnational, cross-campus, real-time virtual teaching in the undergraduate medical curriculum: Benefits, challenges and suggestions Jun Jie Lim, Newcastle University Medicine Malaysia					
										D2.3.6b - Oral presentation		D2.3.7b - 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 'challenge' of SoTL: What does it take to go public? Emma Watton, Lancaster University and Dr Elizabeth Houldsworth, University of Reading					
14:35 - 14:40								Transition period								14:35 - 14:40	
14:40 - 15:05								Poster session Exhibition Area								14:40 - 15:05	
								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: CBA0.007 D2.4.1 - Workshop		Room: CBA0.013 D2.4.2 - Workshop		Room: CBA1.078 D2.4.3 - Workshop		Room: CBA1.098 D2.4.4 - Workshop		Room: CBA1.100 D2.4.5 - Workshop		Room: CBA0.060 D2.4.6a - Oral presentation		Room: CBA1.076 D2.4.7a - Oral presentation					
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, Hansaka Seneviratne, NHS Trust		Widening participation for neurodivergent students through curriculum design and student belonging Janine Dixon, The University of Manchester		Everyone's talking about Oscar: Using simulation in a primary initial teacher training context to encourage student engagement and professional learning Deborah Herridge and David Nichol, Northumbria University		Developing inclusive education for neurodivergent learners Giorgia Pigato, Queen Mary, University of London		Becoming, belonging and community: Supporting transition to higher education Jennie Blake and Iqra Malik, University of Manchester		How are students challenging the norm of faculty-initiated partnerships? Alya Prasad, The University of Hong Kong		Creatively exploring the needs of neurodiverse university students Dr Jo Murphy, Jessica Ritchie and Laura Nevay, University of Leicester					
										D2.4.6b - Oral presentation		D2.4.7b - 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		Neurodiverse students and problem finding: Creating opportunities to incorporate special interests and harness the power of hyperfocus Dr Marie Bassford and Ellie Lilliot, De Montfort University					
										D2.4.6c - Oral presentation		D2.4.7c - Oral presentation					
										Challenging the norm in staff-student co-creation Peter Metcalfe and Dave Allan, New Model Institute for Technology and Engineering (NMITE)		Autistic voices in geoscience-based higher education: Towards greater inclusion of neurological diversity Dr Adam Jeffery, Keele University					
16:20 - 16:25								Transition period								16:20 - 16:25	
16:25 - 17:10								Panel discussion 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 Dr Tamsin Bowers-Brown, Director of the Office for Institutional Equality, Leeds Trinity University								16:25 - 17:10	
19:00 - 21:00								Conference dinner and annual debate								19:00 - 21:00	