

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: Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE						10:00 - 10:45
	Keynote: Mark Anderson, Chairman, Edify						
10:45 - 10:50	Transition period						10:45 - 10:50
	Parallel session 1						
	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	
10:50 - 11:50	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	10:50 - 11:50
	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
	Parallel session 2						
	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 D2.2.11 - Panel session	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	Solution Path	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 and Dr Ifedapo Francis Awolowo, Sheffield Hallam University, Dr Oluwatoyin Dosumu, University of Manchester and Dr Oluwaseun Aja, Manchester Metropolitan University	
	D2.2.8b - Roundtable	D2.2.9b - Oral presentation	D2.2.10b - Oral presentation		D2.2.12b - Oral presentation	D2.2.13b - Oral presentation	
12:05 - 13:05	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 Current, 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		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	12:05 - 13:05
	D2.2.8c - Roundtable	D2.2.9c - Oral presentation	D2.2.10c - 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 Blaquiere-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	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
	Parallel session 3						
	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	
13:55 - 14:35	End of life matters: Interprofessional learning to care Dr Wendy Mayne, Glasgow Caledonian University	Choose your own adventure: Working in genuine partnership with students to co-create an employability-focussed module Andrea Todd, University of Chester	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	Being a Project Research Assistant Nicki Pierce, University of Lincoln	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	Destination development! A roadmap for developing, recognising and rewarding teaching at a research-intensive university Professor Hannah Cobb, University of Manchester	13:55 - 14:35
14:35 - 14:40	Transition period						14:35 - 14:40
	Poster session						
14:40 - 15:05	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
	Parallel session 4						
	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, University of Warwick	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	
15:20 - 16:20	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 Kevin Saudé, University of Limerick	The journeys of university staff who undertake part-time PhDs Professor Susan Geertshuis, University of Auckland	15:20 - 16:20
	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	
	'I'm not a name nor a number, I'm a person'. What co-created research taught us about student engagement and relational pedagogy 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	TBC	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
	Panel discussion						
	Room: Westminster Theatre						
	Inclusive Teaching and Learning						
16:25 - 17:10	Chair: Juliette Gaunt, Senior Consultant, Advance HE Nathan Ghan, Programme Director, The Educate Group Dr Ada Adegbe, 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