

## DAY 2 - 3 July 2024

08:30 - 10:00	Registration: Refreshments available							08:30 - 10:00
Opening plenary								
Room: Lecture Theatre 2								
10:00 - 10:45	Welcome address: Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE							10:00 - 10:45
Keynote:								
Transition period								
Parallel session 1								
Room: Lecture Theatre 3 (Level 1)	Room: Lecture Theatre 6 (Level 1)	Room: Bowden (Level 2)	Room: Adams (Level 2)	Room: Kilpin (Level 2)	Room: Hooley (Level 2)	Room: NEWN21 (Level 2)		
D2.1.8a - Oral presentation	D2.1.9a - Oral presentation	D2.1.10a - Oral presentation	D2.1.11a - Oral presentation	D2.1.12a - Oral presentation	D2.1.13a - Oral presentation	D2.1.14a - Oral presentation		
Culturally sensitive curriculum masterclass series: Empowering educators to shape inclusive classrooms in delivering future-focused education Dr Dave Thomas and Jade Boyce, Solent University	Thriving away from home: Removing barriers for international students Irma Kock, University of Sunderland	Applying learning and memory theory to support learners with neural divergence Dr Jonathan O'Brien, University of Liverpool	Signposting and support for international students: Development of a key departmental role Dr Mark Heslop, Dr Xi Liu, Juliane Thamm and Dr Felicity Carlyse-Davies, University of Strathclyde	Preparing students for the future through incorporation of UN Sustainability Development Goals (SDGs) in learning and teaching policies of higher education institutions Dr Joanna Poon, University of Derby	Empowering success: Strategies for widening participation students facing personal commitment challenges University of Wales Trinity St David (UWTS) Birmingham Campus Dr Mark Gallagher-Read, Dr Besy Jose and Stephanie Ng, University of Wales Trinity Saint David	Engage, reflect, transform: The role of personal narratives in disrupting the educational power dynamics and promoting inclusive environments Laurel Chaproniere, Nottingham Trent University and Star Wilkes, The University of Wolverhampton		
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	D2.1.14b - Oral presentation		
Developing a programme design framework which uses social capital to empower and improve outcomes for aspiring Black entrepreneurs Lynette Nabbsa, Glasgow Caledonian University	Collaborating with external partners in global settings to prepare teaching staff for the future Dr Sue Bolt, University of Liverpool and Ida Kemp, Kaplan Open Learning	Unearthing autistic voices in geoscience: Stepping stones for neurological diversity Dr Adam Jeffery and Kelly Jeffery, Keele University	Bringing personal development into the curriculum: Creating success for postgraduate international students Andras Handler, University of Hertfordshire	Transnational education for decarbonisation Dr Laura Coucill, University of Salford	An innovative three-day induction programme for widening participation students Dr Lopa Husain, University of Sheffield	"It makes you just feel like you're more part of the community": Students' stories of contributors towards feelings of belonging Dr Sarah Lawther, Jenny Hambling, Erick Morataya Galica and Ria Black, Nottingham Trent University	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	D2.1.14c - Oral presentation		
Mature student success Dr James Dillon, University of Southampton	Internationalising teacher education in TESOL: Insights from student-teachers Collaborative Online International Learning (COIL) experience Dr Jim Yee Him, Newcastle University and Nicole Tavares, University of Hong Kong	EdD CoP: Developing teaching and learning through communities of practice Dr Helen Helen Morley, Leeds University	Breaking barriers: A multifaceted exploration of international student support in UK higher education Heather Proctor, Chang Liu and Jerome Ruddick, Newcastle University	Institutional level embedding of sustainability in student education Professor Anne Tallontire, University of Leeds	Bridging the gap: Higher technical qualifications in HE coldspots Stuart Parkin, Nottingham Trent University	Walking in their shoes: Feelings of belonging in first year undergraduates Dr Caroline Paul, Dr Tessa Podpadek and Amanda Wilkinson, University of the West of England		
11:50 - 12:05 Refreshments								
Parallel session 2								
Room: Lecture Theatre 3 (Level 1)	Room: Lecture Theatre 6 (Level 1)	Room: Bowden (Level 2)	Room: Adams (Level 2)	Room: Kilpin (Level 2)	Room: Hooley (Level 2)	Room: NEWN21 (Level 2)		
D2.2.8a - Roundtable	D2.2.9a - Oral presentation	D2.2.10a - Oral presentation	D2.2.11a - Oral presentation	D2.2.12a - Oral presentation	D2.2.13a - Oral presentation	D2.2.14a - Oral presentation		
Empowering educators: Discipline-centric insights into future-focused inclusive teaching Dr Ashani Ranathunga, University of Leeds	Addressing the BAME awarding and graduate outcome gaps: What works and why? Dr Dom Conroy, Dr Mary-Jane Poku and Jade Benn, London Metropolitan University	Increasing student engagement in physician associate studies Dr Mathavi Uthayanan, Dr Philippa Guppy, Tripti Chakraborty, Brian Dzikiti, Ellie Van Vuren and Dr Matthew Grant, St George's University of London	Building a sustainable future for higher education through SoTL Leadership: An international perspective Dr Claire Stocks, BPP University, Dr Amanda Miller, Manchester Metropolitan University, Sonja Johnston, University of Calgary and Dr Melanie Hamilton, University of Saskatchewan	Impact of partner library access on distance learning success Rachel Stone, The Open University	Preparing students for an uncertain future Associate Professor Tony Morgan and Dr Sanaz Sagaroudi, University of Leeds	Creating and trialling a visual tool to make module connections explicit Diana De Butts and Ken Liston, Nottingham Trent University		
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	D2.2.14b - Oral presentation		
Delivering online legal education at post-graduate level: Benefits, challenges and focus on creating inclusiveness Dr Ngozi Okoye, University of Lincoln	BAME Reciprocal DI-languages: Sense of belonging at the heart of bridging our ethnicity awarding gap Shweta Band and Dr Nowrin Tamanna, University of Reading	An enquiry into the importance and relevance of a sense of belonging on a multi professional online Independent Prescribing programme: Research report Jill Wood and Dawn Oddie, University of the West of England Bristol	The scholarship development journey at NTU: A space for everyone Laura Stinson, Dr Belinda Ferguson and Dr Sarah Broadberry, Nottingham Trent University	'I belong' Inclusive art project: A template for inclusion Dr Olatunde Durowoju, Jessica Swainson and Dr Mollie Bryde-Evens, Liverpool John Moores University	Joining the dots: A case study of mature student pre-induction programme Stephnie Ng, Dr John Deane and Dr Besty Jose, University of Wales Trinity Saint David	A digital assessment journey: Why you need a digital assessment team and how you start one Gemma Westwood, University of Birmingham	12:05 - 13:05	
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	D2.2.14c - Oral presentation		
Placing inclusion at the heart of service delivery Andy Callard, Sheffield Hallam University	Understanding disparities: Exploring multiple stakeholder perspectives on the contributors to the Awarding Gap for underrepresented students at Nottingham's School of Life Sciences and Health Sciences: A qualitative approach Saria Ahmed and Dr Melanie Narayanasamy, University of Nottingham	Inclusion in Sheffield Medical School: Our staff and student LGBT+ working group Dr Joanne Thompson and Dr Fran Oldale, University of Sheffield	Developing a shared perspective of scholarship in higher education Dr Robert Wilson, Cardiff University	Beyond 'if you build it, they will come': Designing HELIX, a community space for learning innovation Chris Thompson, University of Leeds	Linguistically inclusive teaching in higher education Dr Elizabeth Bailey and Sam Shipley, University of Lincoln	Staff and students thoughts on the impact of new digital assessment tools at the University of Birmingham Gemma Westwood, University of Birmingham		
13:05 - 13:55 Lunch								
Parallel session 3								
Room: Lecture Theatre 3 (Level 1)	Room: Lecture Theatre 6 (Level 1)	Room: Bowden (Level 2)	Room: Adams (Level 2)	Room: Kilpin (Level 2)	Room: Hooley (Level 2)	Room: NEWN21 (Level 2)		
D2.3.8a - Oral presentation	D2.3.9a - Oral presentation	D2.3.10a - Oral presentation	D2.3.11a - Oral presentation	D2.3.12	D2.3.13a - Oral presentation	D2.3.14a - Oral presentation		
"I can do this and I have a plan in Place": The school of english undergraduate peer coaching programme Professor Rachel van Duyvenbode, Amelie Cox, Annabelle Dorman and Rebecca Liddle, The University of Sheffield	A journey of exploration in new learning environments Michael Detyna, King's College London	The important role of entrepreneurship education in the development of student, knowledge, skills and practice for sustainability: Success, challenges and roadmap for the future Claire Sinclair and Dr Alex Alterskye, University of York	Design thinking, synoptic assessment and cake Dr Joanna Brown and Professor Charlotte Haigh, University of Leeds	Six years of the Level 7 Academic Professional apprenticeship – past, present, and future Dan Amin, Advance HE and Bianca Fox, Nottingham Trent University	Approaches to drive student engagement and success through innovative, inclusive, and impactful bespoke interventions: The development of the Centre for Student Success at Anglia Ruskin University Sarvin Hassani and Alessia Mevoli, Anglia Ruskin University	Requires attunement: Creating a bond from digital culture(s) for an enhanced education in digital fields of study Bradley McAvoy-James, Brunel University	13:55 - 14:35	
D2.3.8b - Oral presentation	D2.3.9b - Oral presentation	D2.3.10b - Oral presentation	D2.3.11b - Oral presentation		D2.3.13b - Oral presentation	D2.3.14b - Oral presentation		
Coaching pedagogy for shared learning and growth Jelena Matic, Nottingham Trent University	Active Classrooms in HE (ACHE Project) Louise Morby and Dr Thomas Quarmby, Leeds Beckett University	An enterprising approach to postgraduate engineering courses for sustainable futures Dr Russein Mahon and Dr Ibiye Iyalla, Robert Gordon University	Using design thinking approach to address student feedback Dr Yulia Dzenkovska and Hao Du, Newcastle University		Delivering a 94% pass rate by embedding Ako and Tuakana-teina into teaching, a New Zealand approach Dr Lorraine Skelton, Otago Polytechnic	Embedding a personalised approach to digital skills development in the APT system Dr Kate Wilkinson and Claire Farquharson, Hartpury University		
14:35 - 14:40 Transition period								
14:40 - 15:05 Poster session Exhibition area								
Please find posters listed on a separate board								
15:05 - 15:20 Refreshments								
Parallel session 4								
Room: Lecture Theatre 3 (Level 1)	Room: Lecture Theatre 6 (Level 1)	Room: Bowden (Level 2)	Room: Adams (Level 2)	Room: Kilpin (Level 2)	Room: Hooley (Level 2)	Room: NEWN21 (Level 2)		
D2.4.8a - Oral presentation	D2.4.9a - Oral presentation	D2.4.10a - Oral presentation	D2.4.11a - Oral presentation	D2.4.12a - Oral presentation	D2.4.13a - Oral presentation	D2.4.14a - Oral presentation		
Where the heart for engagement beats: Improving student satisfaction and belonging. A success case study from Coventry University London Dr Hany Wells and Dr Abraham Joseph, Coventry University	Inclusive teaching in the laboratory sessions for undergraduate chemical engineering students Dr Zahra Echresh Zadeh and Dr Solomon Bawa, University College London	Venturing into the future: Unlocking entrepreneurial potential using Metaverse and VR technology Dr Sharon Lemac-Vincere, Strathclyde University	Commercial curriculum design: A need for future-focused pedagogic approaches? A co-creation between universities and SMEs Dr David Gordon, De Montfort University	'Valuing what we measure, to measuring what we value': The reflexive story of scientists moving into educational research Laurel Chaproniere, Nottingham Trent University	Internationalisation of higher education: Inclusion and cross-cultural challenges Dr Aldo Gutierrez, Nottingham Trent University	Digital inclusion: A case study of a Dubai-based university Dr Tendai Charles, The British University in Dubai		
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	D2.4.14b - Oral presentation		
Shifting Higher Education (HE) landscape: Students, building social capital and belonging Dr Mary Crossan, Dr Shirley Barrett, Clodagh Hegarty and Claire Scott-McAteer, Ulster University	Demonstrating an automated assessment and feedback workflow implementation as an analogue of traditional in-person lab-sessions for large novice computer science cohorts Matthew Moloughney, Cardiff University	Opening the discussion: Generative AI and postgraduate student learner journeys Duncan Duriez, University of Gloucestershire	Integrative learning without integrated assessments: Diverse, inclusive and resilient curriculum design for improving professional readiness Matt Ault, Manchester School of Architecture	Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study Bayaz Mammadova and Dan Zhao, University of Bath	Compulsory pick and mix? Scaffolding international students as independent learners Laurence Morris, Leeds Beckett University	Inclusive research opportunities for access and success Dr Emma Peasland and Clare Mawson, University of Leeds	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	D2.4.14c - Oral presentation		
Something to belong to: Exploring reverse mentoring as a belonging intervention Associate Professor Rachael O'Connor, University of Leeds	From campus to home: A paradigm shift in lab work using take-home lab kits Dr Matthew Tang, Queen Mary University of London	Navigating generative AI in higher education: Insights from the GENIAL project Associate Professor Jon Cardoso-Silva, Associate Professor Marcos Enes Barreto, Associate Professor Ghits Berrada and Associate Profess Francesca Panero, London School of Economics and Political Science	From A to B, C and D: Promoting interdisciplinary thinking through a common curriculum at a small, private university Robert Johnson, Regent's University London	Are undergraduate and PGT research projects and dissertations past their sell-by date? Dr David Lewis, University of Leeds	Can't or Won't?: Improving international students academic outcomes and skills through inclusive practice Meghan Ramsden, University of Sunderland	We all belong, now let's thrive: Embedding diversity and inclusion in our learning journeys Diane Asamoah and Joanne Lewis, University of Worcester		
16:20 - 16:25 Transition period								
16:25 - 17:10 Panel discussion Room: Lecture Theatre 2								
18:30 - 23:00 Conference Dinner								