

Educational Excellence Symposium 9 December 2025

09:00 - 09:30	Registration Welcome and Introduction Zoom 1					30 mins
09:30 - 09:35	Mark O'Hara, Senior Consultant, Educational Excellence, Advance HE					5 mins
09:35 - 10:35	Keynote: Reciprocal learning and pedagogical partnerships: reconceptualising observation and reflection to improve learning and teaching in higher education Professor Matt O'Leary, Professor of Education, Birmingham City University					60 mins
10:35 - 10:40	Transition period Parallel Session 1					5 mins
10:40 - 11:40	Zoom 1: Chair - Mark O'Hara Approaches to staff development 1.1a	Zoom 2: Chair - Stuart Norton Curriculum transformation 1.2a	Zoom 3: Chair - Rajesh Dhimar Innovative models 1.3a	Zoom 4: Chair - Elliott Spaeth Student partnership 1.4a	Zoom 5: Chair - Marita Le Vaul-Grimwood Using Data 1.5a	60 mins
	International student pedagogy project Simona Golshetti, University of Staffordshire	A school-wide curriculum transformation to enhance student belonging and outcomes Dr Hilary Wason and Dr Baljit Thatti, Kingston University London	Bridging the gap: Course-embedded academic literacies support for first-year student success and equity Dr Owen Wilson, University of New South Wales	Creative health: A 21st century healthcare placement Professor Victoria Ridgway and Dr Alison Walsh, University of Chester	Increasing student attainment and academic behavioural confidence through the expansion of active collaborative learning at Nottingham Trent University Kerry Gough and Anita Love, Nottingham Trent University	
	1.1b	1.2b	1.3b	1.4b	1.5b	
11:40 - 12:00	Student-produced videos to build awareness of the United Nations Sustainable Development Goals in undergraduate degree programs Dr Patrick Hamilton and Dr Shelly Dogra, University of Exeter	Reimagining digital education support: Embedding a strategic enhancement model through curriculum transformation Phil Vincent, University of Leeds	Assessment unbound: Students producing learning, belonging, and change Dr Maria Ishkova, The University of Sydney Business School	Reflecting on reflection: Co-creating a toolkit to support student teachers' reflective practice Dr Catharine Bleasdale, The Open University	Reducing withdrawals through dynamic student support: Using data to provide timely interventions for 'at risk' students and improve continuation Claire Burrell and Dr Elaine Rust, University of Portsmouth	60 mins
	1.1c	1.2c	1.3c	1.4c	1.5c	
		Gen-AI co-created maturity models for curriculum transformation Katy Bernardelli, University of Gloucestershire	A Neuro-affirming model for disability support and academic belonging: The Neuro-affirming learning guide Dr Rachel Kasturi, University of New South Wales	Securing students' outcomes through enhancing lab-based learning: A case study Dr Manase Ako Ayuk, Brunel University London Pathway College	From insight to impact: Using wellbeing data to support student belonging and success in dance education Elsa Urnston and Tobi Welstand-Keryk, London Contemporary Dance School	
11:40 - 12:00	Break Parallel Session 2					20 mins
12:00 - 13:00	Zoom 1: Chair - Mark O'Hara Approaches to staff development 2.1a	Zoom 2: Chair - Stuart Norton Curriculum transformation 2.2a	Zoom 3: Chair - Rajesh Dhimar Innovative models 2.3a	Zoom 4: Chair - Elliott Spaeth Student partnership 2.4a	Zoom 5: Chair - Marita Le Vaul-Grimwood Using Data 2.5a	60 mins
	EQ in action: Micro-practices that transform teaching Rihan Mustapha, AlKhaleej for Education & Training (PNU-ELI)	Creating the conditions for transformative learning via authentic assessment: Insights, challenges and reflections Frantzeska Kolyda, University of Westminster	The chatbot will see you now: AI simulations of professional practice Adam Nicholls, University of Exeter	Inclusive learning with AI: Rethinking lab education Dr Wennie Subramonian and Anita Gupta, The University of Manchester	Supporting student collaboration during online distance study Helena Staszkiwicz, The Open University	
	2.1b	2.2b	2.3b	2.4b	2.5b	
13:00 - 13:50	'So where do I fit in?' Making a university's learning and teaching strategy relevant to professional services staff Professor Bethan Wood, Laura Montgomerie and Heather Walker, University of Glasgow	Can we trust AI detectors? Cheat GPT, assignment verification, and when AI use should be encouraged... Even when it isn't Dr Alessio Faccia, University of Birmingham Dubai	A student-centric approach to developing independent learning and digital proficiency Dr Alan Hanna, Queen's University Belfast	From passive learners to empowered changemakers: Lessons from a two-year transformative ESD relational practice project Dr Janbee Shaik Mopidevi, Innovate Teaching Research & Advocacy Consulting (ITRAC) Global	"Making it stick: University student views on what helps - and hinders - campus community building" Dr Susan Doherty, Queen's University Belfast	60 mins
	2.1c	2.2c	2.3c	2.4c	2.5c	
	Spinning plates: Supporting staff to develop inclusive education Dr Ceri Morris and Rachel Jones, Cardiff University	Group dissertation with industry projects: A case study Dr Rabeya Khatoun, University of Bristol	Enhancing understanding of line manager roles in work-based learning programmes Dr Kristen Reid, The Open University and Dr Rebecca Jan Quew-Jones, University of Portsmouth	Co-creating inclusion: Student partnerships in EDI for Arts and Humanities Dr Simona Aimar and Mazal Oaknin, University College London	Partnering qualitative and quantitative data approaches in transition and belonging initiatives: An institutional learning journey in two case-studies Dr Vicky Greenaway, Royal Holloway, University of London	
13:00 - 13:50	Lunch Parallel Session 3					50 mins
13:50 - 14:50	Zoom 1: Chair - Mark O'Hara Curriculum transformation 3.1a	Zoom 2: Chair - Dani Glazzard Curriculum transformation 3.2a	Zoom 3: Chair - Rajesh Dhimar Innovative models 3.3a	Zoom 4: Chair - Elliott Spaeth Student partnership 3.4a	Zoom 5: Chair - Marita Le Vaul-Grimwood Using Data 3.5a	60 mins
	Balancing standardisation and personalisation to improve equity and student outcomes Helen Cooke and Dr Tyrrell Golding, The Open University	Integrating care: Advancing midwifery and physiotherapy education through a spiral, interdisciplinary approach to pelvic floor dysfunction Lorna Dow, University of Brighton	Propeller projects: Support for graduates' professional transitions Dr Lise Uytterhoeven, London Contemporary Dance School	Shifting the balance of power: The benefits of working collaboratively with students to create innovative school projects Emma Bryant, Grace Lee Su Ern, and Shreevanth Gopalakrishnan, University College London	Driving rapid enhancement: Data-led approaches to student success in collaborative provision Dr Christopher Lewis, Buckinghamshire New University	
	3.1b	3.2b	3.3b	3.4b	3.5b	
14:50 - 14:55	Positioning educational excellence through a sense of place Dr Jonathan Eaton, University of Cumbria	Embedding solutions-oriented pedagogy: Rethinking curriculum in higher education Dr Adrian Gonzalez, University of York	Bartholomew's taxonomy of self: The motivated undergraduate student - Students lead competency-focused conversations during personal tutorials Dr Jane Bartholomew, Educational Consultant	A seat at the table: Co-creating supportive pedagogies with students in early childhood studies Ruksana Beigi, University of East London	Co-creating success: The impact of a student-led learning analytics dashboard on retention and equity Dr Catherine Comfort, The Open University	60 mins
	3.1c	3.2c	3.3c	3.4c	3.5c	
	Co-creating pedagogical excellence: A shared repository for active blended learning Dr Maria Allen and Aimee-Lee A. Youngson, University of Salford	Parliamentary simulation of legislative activity as an example of interdisciplinary experiential learning Dr Sofya Kartalova, University of Nottingham	Bridging educational traditions and active learning: Evidence-based OBE pedagogy for chinese students in a cognitively complex syllabus Dr Leyla Ranjbari, University of Birmingham	Careers Assessment Portfolio (CAP): Linking programme assessments to better student futures Dr Eamonn Walsh, King's College London	Evaluation partnerships: Embedding evaluation into teaching practice for educational enhancement	
14:50 - 14:55	Transition period Parallel Session 4					5 mins
14:55 - 15:35	Zoom 1: Chair - Mark O'Hara Approaches to staff development 4.1a	Zoom 2: Chair - Dani Glazzard Curriculum transformation 4.2a	Zoom 3: Chair - Rajesh Dhimar Innovative models 4.3a	Zoom 4: Chair - Elliott Spaeth Student partnership 4.4a	Zoom 5: Chair - Marita Le Vaul-Grimwood Using Data 4.5a	40 mins
	Re-imagining learning experiences with design thinking Dr James Forde, University of Leeds	Impact of curriculum embedding of Library InfoSkills Programme for UWTSB widening participation cohorts Jason Huxtable, Olivia Edmonds and Sarah Jones, University of Wales-Trinity Saint David	Enhancing student retention and belonging in distance education: A personal tutor pilot at The Open University Emma Clarence and Jude Wilson-Hughes, The Open University	Sounding off and sorting out: Embedding student voice in institutional improvement Dr Emily Finch, University of Surrey	Embedding employability and strengths into the curriculum at two different UK business schools Dr Alkaterini Koskina, Dr Carola Weissmeyer, Keele University and Emma Holt, Dr Anastasia Kynighou, Manchester Metropolitan University	
	4.1b	4.2b	4.3b	4.4b	4.5b	
15:35 - 15:40	A badge without barriers: Taking universal design beyond the classroom, from Ireland to Northumbria University Jean Moore, Northumbria University and Kathryn Orr, University College Dublin	Stop. Step In. Solve: Developing the 3-S forum theatre approach for training and assessing professional development attributes in dental students Dr Ines Avery, University of Plymouth	The alternative field experience: A sustainable approach to simulated practice learning Nicholas Gladstone, Megan Hall-Jackson and Jen Taylor, London South Bank University	Empowering future-ready graduates: Integrating professional body partnerships and industry certifications in higher education Dr Ramalingam Dharmalingam, Majan University College	Expected educational gains through the eyes of non-traditional students: Insights from Arden University Dr Kikelomo Mbada and Professor Brian Smith, Arden University	60 mins
	4.1c	4.2c	4.3c	4.4c	4.5c	
	15:35 - 15:40	Transition period				
15:40 - 15:50	Closing remarks Mark O'Hara, Senior Consultant, Educational Excellence, Advance HE					10 mins