

Advance HE EDI Conference 2026

Embedding EDI in Higher Education: Tradition Retold, Borrowed Insights, and Bold Innovations

Poster abstracts

Day 1 – 25 March 2026

Poster reference: D1P1

The postcode lottery: Challenging postcode inequity by closing the awarding gap for year 1 STEM students residing in our most deprived UK postcodes

Dr Louise MacBrayne and Jennie Bellamy, The Open University

Poster presentation, Manchester Suite Foyer

Does where you live influence your chances of success? The Open University has identified a pass rate awarding gap for year one STEM students between the most and least deprived UK postcodes. The poster reports survey and interview outcomes revealing themes like community, study space and confidence. Intersectional study results for socio-economic status with other characteristics like ethnicity and disability are also shared. Widening participation priority students often reside in the most deprived postcode areas (for example Black students, students with mental health challenges), hence outcomes of this research support the need for action on other awarding gaps.

Poster reference: D1P2

Creating institutional capacity and confidence for digital accessibility - ways to address the reality 'gap'

Dr Karen Lander, University of Manchester

Poster presentation, Manchester Suite Foyer

This session showcases a digital accessibility framework that aligns policy, governance, and practice, highlighting case studies such as integrating accessibility into virtual learning environment Canvas. Delegates will explore strategies to overcome barriers, support staff, and create inclusive digital learning environments.

Poster reference: D1P3

Fostering brave conversations: Enhancing dialogue on anti-racism and ethnicity in L&D

Lama Halime, Oxford Health Foundation Trust

Poster presentation, Manchester Suite Foyer

This poster presentation showcases a bold Quality Improvement initiative addressing the urgent need for psychologically safe spaces to discuss race and ethnicity in professional development. With only 28% of L&D staff currently feeling they have meaningful dialogue opportunities, this project uses structured anti-racism training, targeted resources, and supported self-education to increase engagement to 50%. Colleagues will explore practical strategies for embedding honest conversations and anti-racism skills into pre- and post-registration nursing curricula, demonstrating how courageous, evidence-based interventions

can drive inclusive, resilient, and equitable institutional culture while fostering lasting EDI transformation across higher education.

Poster reference: D1P4

Beyond the charter: A five-year roadmap for sustainable EDI transformation at Queen's University Belfast

Dr Huda Fish, Queens University Belfast

Poster presentation, Manchester Suite Foyer

This poster presents Queen's University Belfast's journey in transforming EDI from compliance to culture through a five-year roadmap with three Exemplary Distinctions from Cambridge University. The evidence-based QUB Equity and Inclusion Framework demonstrates how institutions can move beyond charters such as Athena Swan and REC toward measurable, people-centred change. Featuring visuals, diagnostics, and reflection tools, the poster invites delegates to explore practical ways of embedding EDI within leadership, governance, and curriculum. Attendees will gain inspiration and transferable strategies for fostering inclusive, evidence-informed cultures across their own organisations.

Poster reference: D1P5

Disability inclusion retold: Institutional learning from a Q-Methodology study of higher education lecturers' attitudes towards disability inclusion

Dr Anne Shaw, University of Greater Manchester

Poster presentation, Manchester Suite Foyer

This engaging poster summarises published novel Q-Methodology research investigating lecturers' attitudes towards disability inclusion within a UK university. The study reveals varying levels of commitment, self-efficacy and ableism awareness and offers recommendations to improve expertise and confidence in implementing inclusive approaches. The institutional response to lecturers' call for training is highlighted: innovative training which empowers staff to better meet students' diverse needs and which is likely to reduce some of the reliance on the implementation of individual reasonable adjustments, which take up time and resources. Come away inspired with ideas reject ableism and invigorate practice in your institution.

Poster reference: D1P8

Understanding racial bias in UK healthcare and education: Findings from a national survey of healthcare professionals

Vittoria Sorice University of Derby / Chesterfield Royal Hospital NHS Foundation Trust and Gerri Mortimore, University of Derby

Poster presentation, Manchester Suite Foyer

Explore the latest evidence on racial bias in UK healthcare and education with findings from a national survey of registered healthcare professionals. This session unpacks barriers and lived experiences through participant voices, then highlights practical, evidence-based strategies for tackling inequity. Join to discuss innovative, peer-driven solutions for building fairer organisational cultures and advancing EDI policy.

Poster reference: D1P9

From framework to culture: Embedding EDI through evidence-based leadership at Queen's University Belfast

Dr Huda Fish, Queens University Belfast

Poster presentation, Manchester Suite Foyer

How can universities turn EDI policy into a lived culture? This interactive workshop presents the evidence-based Equity and Inclusion Framework, recognised by the University of Cambridge Business School with three Exemplary Distinctions. Through collaborative exercises and diagnostic tools, participants will explore how evidence-based leadership, inclusive curriculum design, and measurable outcomes can drive sustainable culture change. Using the EDI Radar Map and Stop–Start–Continue model, delegates will assess their own institutional readiness and leave with practical templates to embed EDI across governance, teaching, and organisational practice. Join us to reimagine inclusion as an integral part of academic and institutional excellence.

Poster reference: D1P10

Men should not be nurses

Sean Morton, East Midlands Ambulance Service

Poster presentation, Manchester Suite Foyer

The author believes that he chose the wrong career and that he has been a fraud for over thirty years. He bases the claims on the fact that the workforce numbers, the media and the profession of nursing have not encouraged more men to come into nursing.

Poster reference: D1P11

An interpretive phenomenological analysis of attitudes towards the chiropractic placement model at Teesside University, from the perspective of chiropractic students with a disability

Amber Hodgson, Teesside University

Poster presentation, Manchester Suite Foyer

This session draws on a double-hermeneutic Interpretative Phenomenological Analysis exploring the lived experiences of disabled chiropractic students navigating placement-based learning at Teesside University. It highlights how early, staged clinical immersion fosters confidence, adaptive participation, and professional identity, while relational trust and inclusive practice shape disclosure, belonging, and well-being. Delegates will gain insight into the psychosocial and practical challenges students face, and explore strategies for embedding equity, inclusion, and reflexive pedagogy within clinical education and institutional culture.

Poster reference: D1P14

Inclusive research in action: The ASPIRE pilot

Professor Etlyn Kenny, Olivia Barfi, Asli Kandemir, Nosheen Qamer and Kally Bharti, University of Birmingham

Poster presentation, Manchester Suite Foyer

Discover ASPIRE—a bold capacity building pilot for embedding EDI into institutional research culture. This session shares practical insights from its evidence and implementation, highlighting how ASPIRE supports inclusivity, intersectional leadership, and community co-creation. Learn how it addresses sector-wide challenges, including navigating career progression and adopting inclusive behaviours, while fostering resilience and sustainable change. Join us to explore how ASPIRE moves institutions beyond compliance towards authentic transformation.

Poster reference: D1P15

Fatness and body diversity on campus: Fostering a culture of body inclusivity in our communities

Sarah Heineken, CIEE Berlin

Poster presentation, Manchester Suite Foyer

Although fat folks experience high levels of discrimination in the workplace and society at large, fatness and body diversity are often overlooked aspects of EDI efforts in higher education. As higher education academics and student affairs professionals working towards more inclusive practices, it is critical to consider the ways in which systemic anti-fatness and size discrimination impacts faculty, staff, and students on-campus and beyond. Join us to gain practical strategies for building campuses where body diversity is recognized and fat students, staff, and faculty can thrive.

Poster reference: D1P17

Bridging the gender gap: Insights from women in computing to advance inclusion across STEM

Dr Joey Lam and Joe Appleton, University of Surrey

Poster presentation, Manchester Suite Foyer

What helps women thrive in computing and STEM? This session shares the voices of women studying computing, showing how early exposure, visible role models, and recruitment practices shape their sense of belonging. Using thematic analysis, the study identifies key barriers and motivators affecting engagement and progression. Through interactive discussion, delegates will share ideas and examples to inspire institutional actions that embed EDI principles within recruitment, mentoring, and learning culture. Join us to explore practical solutions that strengthen women's participation and leadership across STEM education.

Poster reference: D1P22

Key stakeholder development of guidelines to support neurodivergent students in veterinary clinical learning environments

Dr Kirstie Pickles, Harper & Keele Vet School and Professor Anna Hollis, University of Cambridge

Poster presentation, Manchester Suite Foyer

Educational institutions are legally obliged to provide reasonable adjustments for neurodivergent students however traditional educational accommodations are often not transferable to clinical learning environments. A modified Delphi study was undertaken with key stakeholders of the veterinary professions (40 educators, 28 students, 25 placement providers) to produce guidelines to support neurodivergent students in veterinary clinical learning environments. Initial discussion created 43 aspirational statements with consensus ($\geq 70\%$) reached for 34 statements. Central precepts, transferable to other sectors, included standardised documents and communication protocols to ensure awareness, and feasibility, of adjustments and centralised guidance and training on neurodiversity and reasonable adjustments.

Poster reference: D1P25

Therapeutic coaching to enhance EDI in higher education

Dr Deborah Lee, Dr Deborah A. Lee Coaching & Counselling

Poster presentation, Manchester Suite Foyer

Coaching for HE leaders is widespread and valuable. But is it enough in the incredibly challenging contemporary HE context? This session argues that that HE needs authentic leaders who are willing to work on their very selves, their lives (past, present, and future) and their intersections - with self-development intentionally impacting organisational development

in EDI, the very centre of an inclusive environment. The session proposes the sector adopt a new model for its coaching – offered by dual-skilled/qualified therapeutic coaches, i.e. coaches who are psychotherapists. Come and hear more about therapeutic coaching and explore how it could work for your institution.

Poster reference: D1P28

Promoting inclusive engagement in (neuro)diverse cohorts: Exploring avenues for innovation and overcoming challenges

Dr Chloë Spence, University of Liverpool

Poster presentation, Manchester Suite Foyer

This session will centre on the concept of inclusive engagement, inviting participants to think creatively and constructively about how we can make education more accessible without undermining the value of human interaction. Applying a lens of neurodiversity and principles of universal design, we will discuss common limitations of conventional student engagement initiatives and explore some more innovative approaches, including novel applications of technology. Participants will then be encouraged to reflect on their own experiences and observations, including specific areas of success, difficulties faced, and opportunities for enhancing future practice.

Poster reference: D1P29

Fostering positive campus relations through community-led innovations

Caroline Hilgers, and Oluwatobiloba Agbede, London School of Economics and Political Science

Poster presentation, Manchester Suite Foyer

This workshop offers EDI practitioners space for reflection, collaboration, and mutual learning on navigating the challenge of heightened campus tensions. Exemplifying through LSE's response to recent campus tensions and sensitive developments affecting the Higher Education sector such as the Israel-Palestine conflict or the recent Supreme Court ruling, we will present concrete initiatives aimed at building positive campus relations co-created with staff and student groups. Attendees will be guided to reflect on the challenges and opportunities for their institution's campus relations and co-design proactive actions tailored to their institution's context and build a network of EDI colleagues working on campus relations.

Poster reference: D1P33

Equality, diversity and inclusion: Insights for increasing employer engagement with BAME law students

Dr Gift Sotonye-Frank, and Deirdre Timoney, Queen's University Belfast School of Law

Poster presentation, Manchester Suite Foyer

This session discusses how universities and employers can collaborate to enhance engagement with Black, Asian and Minority Ethnic (BAME) law students. Drawing on our roles at Queen's University Belfast School of Law as the Equality, Diversity and Inclusion (EDI) champion and the Employability and Placement Officer respectively, we highlight barriers limiting access to professional opportunities and present insights from partnership work with legal employers and the wider University on how to increase employer engagement with BAME law students through pathways that enhance their skills, and that provides opportunities to excel in the legal profession.

Poster reference: D1P35

Equity, inclusion and difference: Eurocentric concepts? Global public health students' perspectives

Dr kalwant sidhu, King's College London

Poster presentation, Manchester Suite Foyer

Addressing health inequities is a key objective for public health master's programmes resonating with a broader policy context framed as Equity, Inclusion and Diversity (EDI). The policies inform both student learning and learning environments in universities. Previous studies and discussions with students suggested a gap between EDI principles and their relevance to international students, prompting the question– is EDI being expressed through a Eurocentric lens? The study explored how students perceive these concepts and how this knowledge translates to practice. The findings suggest that a different conceptual framework is needed to enable students to critically engage with complexity and context.

Poster reference: D1P38

Staff Allyship Project: embedding the practice of effective allyship into institutional culture

Emily Crouch and Julia Ratcliffe, University of Hertfordshire

Poster presentation, Manchester Suite Foyer

Two members from the University of Hertfordshire's EDI team will present a poster on the progress of their Staff Allyship Project. The project aims to embed the practice of effective allyship into institutional culture by developing a suite of voluntary Allies schemes for staff, supported by staff training, a comprehensive communications plan, and ongoing evaluation to monitor impact. The project draws on the latest academic research and sector best practice in effective allyship. The poster will outline the project process, progress, and the next steps. The project is staff-focused, but it could be adjusted to a student-focused role.

Poster reference: D1P40

The Power of Connection: Strengthening EDI through Ecosystem Design

Becky O'Selmo and Ebi Sosseh, University of Southampton

Poster presentation, Manchester Suite Foyer

At a time when the world is increasingly complex and volatile, society has a greater expectation of social justice and equality and HEIs are facing financial challenge. EDI work is particularly challenging, yet the expectations to deliver are higher and more important than ever before. We're stripping it right back to basics to look at the structures and governance of EDI work and how an EDI Eco-System can create consistency, accountability and embed inclusive change within the areas prioritised by your institution.

Day 2 – 26 March 2026

Poster reference: D2P2

Embedding inclusion as quality – The UKMC inclusive curriculum framework

Dr Amy Bywater, UK Management College

Poster presentation, Manchester Suite Foyer

How can inclusion become the measure of quality itself? The UKMC Inclusive Curriculum Framework answers this by uniting belonging, wellbeing, and employability into one

institutional system that evidences OfS Conditions B1–B4. Centred on six principles: Representation, Equity, Co-Creation, Inclusive Pedagogies, Wellbeing, and Futures, the Framework translates strategy into daily practice, demonstrating inclusion as a living expression of “quality as care”. This poster showcases how UKMC operationalised inclusion across curriculum, policy, and governance, offering a model that is measurable, sustainable, and human.

Poster reference: D2P3

Students redefine belonging – A framework for higher education

Dr Amy Bywater, UK Management College

Poster presentation, Manchester Suite Foyer

Belonging has become a policy priority, yet remains unevenly defined and experienced. This study presents a student-defined framework of belonging in higher education, developed through qualitative analysis of 26 interviews. Students conceptualised belonging as recognition, care, transformation, and fragility, redefining it as a negotiated process of being seen, heard, and held. The session shares this framework and its implications for inclusive curriculum design and institutional EDI culture, inviting delegates to rethink belonging not as integration but as relational, political, and transformative practice.

Poster reference: D2P4

Supporting neurodiversity in conceptual design: Lessons learned from companies and classrooms across Finland and the UK

Lee Walton, Falmouth University

Poster presentation, Manchester Suite Foyer

This poster presentation explores inclusive practices in conceptual design education through the lens of neurodiversity, drawing on experiences from Finland and the UK. It examines how differing cultural approaches to critique and communication influence learning, and how digital collaboration tools such as MURAL can enhance engagement for students who find face-to-face discussion challenging. By aligning seminar teaching practices with industry norms, where text-based communication and teamwork are increasingly standard, the project highlights how authentic, accessible methods can support neurodiverse learners. Reflections on pedagogy, cross-cultural collaboration, and equity underscore how embedding EDI principles fosters belonging and professional readiness in creative disciplines.

Poster reference D2P5

Inclusive practice in academic tutoring; the student and staff experience and implications

Poster presentation, Manchester Suite Foyer

Eleanor Vials, University of Reading

Academic outcomes and student experience have been linked with identity and academic support. Using survey data, this project explored the links between identity and student and staff perspectives within academic tutorials. Findings indicated that younger students (18–25 years) reported lower satisfaction, feeling less understood and supported compared to older students (26+ years). Additionally, staff identifying as White British and female reported lower confidence in addressing identity-related issues during tutorials. These insights highlight the need for targeted strategies to enhance inclusivity and equity within academic tutoring.

Poster reference: D2P6

Voices from within: Exploring the retention, progression and promotion of ethnically and racially minoritised (ERM) professionals in HE career services

Leena Dattani-Demirci, De Montfort University

Poster presentation, Manchester Suite Foyer

As more ethnically and racially minoritised students enter HE, questions of representation, belonging, and fairness in career outcomes have never been more urgent. This poster shines a light on the people behind the guidance, the careers professionals themselves revealing the hidden barriers that affect their progression, recognition, and wellbeing. Drawing on national qualitative research, the poster opens a conversation about how universities can move beyond performative diversity to build genuinely inclusive career services. Delegates are invited to stop by, share experiences, and explore practical ways to create more equitable pathways for staff and students alike.

Poster reference: D2P7

Can we call everyone in?: Somatic and trauma-informed pedagogies for safer all-staff EDI training

Saio Gradin, King's College London

Poster presentation, Manchester Suite Foyer

Sometimes EDI training must reach out to the most reluctant of colleagues to be effective, but requiring their participation heightens the risk of resistance and conflict in sessions. One potential solution is to use somatic and trauma-informed approaches to make all-staff EDI training safer - these are approaches that understand participants as whole physical and emotional bodies. My team ran a mandatory 3-hour antiracism session for all staff (ca 100 colleagues) in our university department, challenging participants yet preventing harm, and receiving stellar feedback. Can trauma-informed somatic approaches enable broader participation in EDI training?

Poster reference: D2P8

Future families at manchester: A blueprint for inclusive institutional change

Dr Perpetual Eze-Idehen and Professor Rachel Cowen, University of Manchester

Poster presentation, Manchester Suite Foyer

The Future Families Project is a three-year initiative embedding family and carer support into university culture. Rooted in the Athena Swan Silver Action Plan, it addresses inequalities in access, progression, and retention for staff and students with caring responsibilities. Achievements include new policies, visible guidance, events, and a carers' network cited by UCAS as best practice. Data analysis revealed barriers such as limited childcare, inflexible facilities, and systemic issues like the "motherhood penalty." The next phase focuses on joint student-staff interventions and infrastructure improvements, contributing to sector-wide change through conferences, partnerships, and inclusive policy development.

Poster reference: D2P9

Building inclusive communities: Advancing EDI and accessibility through the school EDI hub and community of practice

Lina Furnell and Tajinder Gill, The Open University

Poster presentation, Manchester Suite Foyer

In this presentation, Open University EDI Champions will share insights from the School of HWSC EDI and Accessibility Hub and Community of Practice. The project provides an online resource hub, staff community space, and monthly seminars aligned with OU EDI and APS

priorities. Delivered using UDL principles, engagement with seminars has increased by 50% in the second year, with 96% of survey respondents finding the hub useful and 83% valuing the seminars and community. Recognised as good practice across the OU, this approach demonstrates how collaborative, inclusive initiatives can enhance staff learning and embed equity, diversity, inclusion, and accessibility.

Poster reference: D2P10

Discrimination in higher education: A call for re-evaluation of equality, diversity and inclusion policies

Oyenike Akinlabi, Sheffield Hallam University

Poster presentation, Manchester Suite Foyer

Black academics are continuously disfavoured by inequitable hiring practices, yet a higher standard of achievement is required of us compared to our white colleagues. We are made to believe written policies and due processes are followed. However, unwritten rules which encompass implicit and explicit discrimination impede our career progression. Structural barriers limit the effectiveness of Equality, Diversity and Inclusion Policies in Higher Education. Diagnosis of ineffectiveness of institutional Equality, Diversity, and Inclusion Policies through the lens of Social Determinants of Health (SDOH) framework is required to move policy implementation from ticking-the-box exercise to transformative reforms.

Poster reference: D2P13

Equity at Manchester - ensuring all voices are heard

Kathryn Bradley and Emma Jobling, The University of Manchester

Poster presentation, Manchester Suite Foyer

Discover how Equity at Manchester is transforming Equality Impact Assessments (EIAs) from a compliance exercise into a powerful driver of cultural change. This session shares our innovative, university-wide approach to embedding EDI within governance, policy and everyday decision-making. Learn from real experiences—successes, challenges and authentic service-user perspectives—and gain practical tools to implement EIAs in your own institution. Join us to explore how co-creation, compassionate leadership and intersectionality can deliver measurable equity and sustainable impact across higher education.

Poster reference: D2P17

Creating an equitable student support system

Jenny Husbands, Imperial College London

Poster presentation, Manchester Suite Foyer

This project aimed to address concerns expressed by students about the inadequate support offered by a traditional model of Personal Tutoring, specifically in relation to complex student issues and demographics. Personal Tutors were replaced with a student-initiated and student-centred approach, which incorporated student-led initiatives, to give students a locus of control, to promote equity, inclusion, transferable skills and most importantly, to address issues of intersectionality, which resulted in poor student retention, especially for the online programme. The results were that student attrition decreased from 8% to 3% and there were improvements in inclusivity and collaboration for those with complex needs.

Poster reference: D2P19

Conversations about whiteness

Darren Gray and Amo Rose, The Open University

Poster presentation, Manchester Suite Foyer

Join us for a 30-minute session on The Open University's Conversations About Whiteness, an eight-part series supporting white colleagues to explore whiteness from an anti-racist perspective. Learn how the programme is supporting culture change by making systemic barriers visible, engaging senior leaders, and creating reflective spaces for honest dialogue. We'll share insights, resources, and lessons learned, and why we think a space for white people to discuss whiteness is so important. We welcome open discussion, challenging questions, and will provide practical takeaways for developing similar initiatives in your institution.

Poster reference: D2P27

Why money isn't enough: The role of philanthropy in advancing intersectional equity in higher education

Jacqueline Darkwa, Mission 44

Poster presentation, Manchester Suite Foyer

How can philanthropy advance - or inhibit - equity in higher education? This presentation examines Mission 44's MSc Motorsport Scholarship, in partnership with Royal Academy of Engineering, as a live case of cross-sector collaboration. It explores how intentional programme redesign, informed by lessons from early cohorts and partnerships with POC-led organisations, seeks to challenge systemic barriers faced by Black postgraduate students. The session invites participants to consider philanthropy's growing influence in the sector: asking when it drives transformation or reproduces inequity; consider both the potential and limitations of philanthropic intervention; and how funders and universities share accountability for inclusive, lasting change.

Poster reference: D2P33

Using cultural competency training to improve workplace and research culture within higher education

Dr Zoe Vaill and Leanne Tyson, Univeristy of East Anglia

Poster presentation, Manchester Suite Foyer

Cultural competency training (CCT) is a powerful tool for improving culture by creating safer, more inclusive environments free from bias and discrimination. This workshop will build attendees' knowledge and skills in designing and delivering CCT, with a focus on engaging, relevant and practical content. Attendees will take part in interactive activities and discussions to explore how CCT can be tailored to diverse audiences and institutional contexts. Well-designed, tailored and engaging training can make meaningful progress in shifting attitudes and behaviours, supporting a more inclusive and positive culture in our institutions.

Poster reference: D2P34

Embedding reciprocal mentoring in student internships to advance equality, diversity and inclusion priorities

Paulette Johnson Dr Hannah Lavery and Belinda Yare, The Open University

Poster presentation, Manchester Suite Foyer

This session explores how reciprocal mentoring has been innovatively embedded into Access, Participation and Success (APS) Student Internships at the Open University, delivered remotely across the four UK Nations. Designed to attract Black students, those with mental health challenges, and students from low socio-economic backgrounds, the scheme reimagines inclusive recruitment and student partnership. Presenters will share

evidence of improved representation, enhanced student experience, and progression outcomes. Attendees will gain insights into how reciprocal mentoring fosters authentic collaboration, amplifies student voice, and drives systemic change, offering a transformative model for advancing equality, diversity and inclusion priorities in Higher Education.

Poster reference: D2P37

Embedding EDI in research culture: Based on the EDIT guidance

Dr Leanne Tyson and Dr Zoe Vaill, University of East Anglia

Poster presentation, Manchester Suite Foyer

The Equality, Diversity and Inclusion in To Research and Innovation (EDIT) Guidance offers practical recommendations for embedding EDI into research. Developed through a mixed-methods approach, it identifies barriers, facilitators and best practices across diverse academic disciplines. The workshop introduces the framework through a brief overview, followed by walking discussions that encourage reflection on current practices, training needs and steps towards greater inclusion. The session will conclude with a reconvening to share reflections and personal experiences. EDIT supports operationalising EDI within institutional strategies and REF PCE, offering a clear pathway towards inclusive, equitable research environments that benefit all.

Poster reference: D2P38

London Met's education for social justice: A whole-institution framework catalysing cultural transformation

Marva de la Coudray and Precious Nonye Sango, London Met University

Poster presentation, Manchester Suite Foyer

How do we embed social justice into the very fabric of higher education? Join this workshop to explore London Met's sector leading, Education for Social Justice Framework (ESJF), a values-led and data-informed approach to rehumanising pedagogy and driving cultural transformation. Through guided discussion and interactive reflection, participants will examine the realities of implementing inclusive and decolonial practice at scale—navigating tensions, sustaining momentum and strengthening action through a whole institution approach. Delegates will gain practical tools and inspiration to shape their own catalysing innovations.

Poster reference: D2P39

Co-creating a culture of anti-racism: Every student, every staff member

Sanchia Rodrigues, Karoline Schneider and Poonam Pedley, University of Warwick

Poster presentation, Manchester Suite Foyer

This interactive workshop is presented by the “Anti-Racist Pedagogy & Process” Learning Circle, a cross-faculty collective at the University of Warwick. We outline two innovations designed to embed anti-racism across the institution: (1) a training course developed with and for students to address inequities arising from racism; and (2) an open forum that unites staff from various roles around specific barriers to their everyday practice of anti-racism. We ask participants to reflect dialogically on the key challenges of scale, sustainability and funding, before coming up with practical steps towards embedding social action in their own contexts.