

Inclusive Pedagogy Symposium 2026

19 May 2026, Virtual delivery

Session abstracts

Keynote, 09:05 – 09:50, Zoom 1

Walking the Talk of Inclusive Pedagogy: Educator development, cultural responsiveness, and the work of change

Dr Amy McHugh, Academic Facilitator at the National Centre for Cultural Competence, University of Sydney

Inclusive pedagogy is often talked about as a set of things we do: make materials accessible, diversify readings, offer flexibility, support belonging, design with students in mind. All of this matters. But in this talk, I want to invite us to pause over a more uncomfortable question: what does inclusive pedagogy ask of us as educators?

Drawing on cultural competence, critical self-reflection, and my current work on AI-supported educator development, I will explore inclusion as more than good practice or good intentions. I will ask what happens when we turn the lens back on ourselves: our assumptions, habits, disciplinary norms, relationships to power, and ideas about what “good teaching” looks like.

I will also use AI as a timely provocation — not as a magic fix, and definitely not as the newest shiny answer to inclusion — but as one way to think about how educators might be supported to slow down, reflect, and practise more culturally responsive forms of judgement. The talk invites participants to think with me about the future of inclusive pedagogy as reflective, relational, culturally situated, and institutionally supported work.

Parallel session 1, 09:55 – 10:55, Zoom 1

Session 1.1a

Case Study: Shaping an Inclusive ‘Welcome’ .An Institutional Model at UAL (Camberwell, Chelsea & Wimbledon)

Samantha Elliott, Liz Evans, University of the Arts London

This session will present a case study and accompanying resources that explore an institutional approach to developing an inclusive model supporting ‘Welcome’ at University of the Arts London (Camberwell, Chelsea and Wimbledon)

Delivered during Week 0, Welcome was redesigned using a change model that engaged a broad range of stakeholders across multiple job families and positioned students as co-creators of the events. The session will outline this model and its impact, which included a richer and more engaging Welcome experience, supported by a suite of digital resources embedded within the student platform. Outcomes included increased attendance and engagement, improved satisfaction among both staff and students, enhanced awareness of support services, and activated engagement across sites through an active learning exercise. Student voice will be embedded throughout the presentation.

The need for a revised approach was informed by student feedback, including verbal insights and a decline in survey satisfaction results. The Welcome Lead worked across UAL colleges to identify best practice and drew on pedagogies of transition to inform targeted interventions. The presentation will

explore these findings and the rationale behind the changes. The session will present the collegiate model adopted to address this, impact and next steps.

Session 1.1b

Creating Inclusive Learning Module Resources Using Padlet

Joan Lawrence, Canterbury Christ church University

In response to students feedback identifying difficulties in accessing and engaging with learning resources in folders on the VLE, I worked with the student Union Disability Society to create a series of interactive padlets, which consolidated all the learning & teaching resources in one place. As a group, we were able to create accessible material that suited all needs. thus, preventing students feeling othered and giving students with additional learning needs a sense of belonging and inclusion within the main group. External scrutiny by students outside the faculty was highly positive and the padlets have been received well by all.

Session 1.1c

UDL in Action: Designing for Inclusive and Socially Just Learning in Postgraduate Education

Barbara Nicolls, Gaff Chiefe, Lucinda Reeves ,Buckinghamshire New University,

This session demonstrates how Universal Design for Learning (UDL) principles were embedded in the planning, design, delivery and support of teaching, learning and assessment within a Postgraduate Certificate in Practice Education (PgCert PE). Through practical examples and reflective insights, it showcases how UDL fosters flexibility, accessibility and equity in postgraduate study. The session also highlights how UDL-informed approaches promote learner agency, reduce barriers and create more inclusive, socially just and empowering learning environments. Participants will leave with actionable strategies to integrate UDL into curriculum design and teaching practice, enhancing engagement, belonging, and learner success.

Parallel session 1, 09:55 – 10:55, Zoom 2

Session 1.2a

Designing for Belonging: Using Charrettes and UDL to Co-Crete Inclusive Programmes

Harriet Dunbar-Morris, University of Oxford

As student lives become increasingly complex, inclusive pedagogy must move beyond reactive adjustments towards intentional design. This presentation explores the use of curriculum design charrettes that bring students, academic staff, professional services staff, and external stakeholders together to co-create programmes using Universal Design for Learning (UDL) principles. Drawing on the use of the Being, Belonging, Becoming (BBB) survey data, the session illustrates how evidence about access, engagement and belonging can inform inclusive design decisions, including the development of a structured personal tutoring curriculum that benefits all students.

Session 1.2b

Aligning Estates with Pedagogy: Using BSI PAS 6463 to Standardize Neuro-Inclusion

Shannon Babbie, University of Aberdeen

While UDL often focuses on digital accessibility and curriculum flexibility, the physical "estates" frequently remain a static barrier to neuro-inclusive pedagogy. This session explores the integration of the Belonging Quotient framework with the BSI PAS 6463:2022 (Design for the Mind) standard to create a data-driven roadmap for campus-wide neuro-inclusion. Drawing on research from the University of Aberdeen, we present an evidence-based diagnostic methodology that utilizes an 8-domain Evaluation Matrix. We argue that by aligning institutional estates with these specialized design standards, universities can move from reactive "bolt-on" adjustments to proactive, systemic change that supports the "spiky profiles" of all learners.

Session 1.2c

Proposing a Revision of UDL 3.0 for the Age of (Generative) Artificial Intelligence in Higher Education

Chun Chuen Billy Chan, UNSW, Patrick O'Doherty, Western Sydney University, Yogita Ahuja, Moash University, Kevin Anderson, Murdoch University, Amanda K Edgar, Deakin University

An Australian inter-institutional research group is formed after a professional development workshop on ethical, human-centred, psychologically safe learning spaces. Using thematic analysis of qualitative workshop data, we identified UDL-related themes on how (Gen)AI may support equity and access by reducing structural barriers, strengthening EDI, and enhancing wellbeing, representation, and engagement. Findings also suggest that UDL 3.0 may not fully address the design of accessible, appropriately challenging learning spaces that adopt (Gen)AI, particularly for Action and Expression. This session shares the coding results and proposes how UDL guidance could be strengthened for safe, inclusive AI-enabled higher education.

Parallel session 1, 09:55 – 10:55, Zoom 3

Session 1.3a

Enhancing Employability: The Impact of Discipline-Aligned Careers Talks

Emilie Rutledge, Dr Meirm Baitimbetova, Jaspreet Kainth, The Open University

Universities increasingly seek effective ways to enhance student employability, yet the value of discipline-specific activities compared with generic careers provision remains unclear. This study explores the impact of a subject aligned employability initiative on students' career awareness and confidence, with particular attention to underrepresented groups. Using surveys and focus groups, the research analyses students' perceptions of discipline-focused talks and resources. Conducted collaboratively with a student intern, the project identifies which forms of support are most meaningful across diverse cohorts. Findings aim to inform institutional strategies for providing equitable, targeted and impactful employability provision that better aligns with students' needs.

Session 1.3b

An Alternative Pathway for the Care-Experienced

Aman Asif-Malik, University of Northampton

I have been leading on a project as part of the University's APP, to reduce the gap in HE for those in care. Only 6% of CE individuals go onto HE, with more than 50% ending up homeless and/or in prison. The aim of this module was three-fold; 1) To help the students develop the 'know how' and transferable life skills to prepare and plan an alternative pathway towards their futures; 2) To help these individuals in developing the confidence, that that they are capable; and 3) To provide successful individuals with level 4 credits that will help with their University/job applications.

Session 1.3c

ECEA: A Paradigm of Inclusion for Any Stage of the Student Journey

Jeffrey Vernon, Imperial College London

The term inclusivity has no 'stable centre.' Are we talking about universal design, access and participation, students with disabilities, social awareness of our students' presumed backgrounds, EDI, compassionate pedagogies, or merely updated learning design and delivery?

This presentation proposes a practice of inclusivity in which instructors and students meet in a space of shared understandings and possibilities. Inclusion requires both students and staff to bring something to the table. Inclusive practice induces expectation, anticipation, excitement and connection. These four outputs can serve as a principle for any stage of the student journey, for example inclusive induction and inclusive assessment.

Parallel session 1, 09:55 – 10:55, Zoom 4

Session 1.4a

Inclusive Pedagogy for Dental Anatomy Teaching

Eiman Abdel Meguid, Queen's University Belfast, Haley Nation, University of Texas Health Science Center at San Antonio, Marwa Mahmoud Mady, Gulf Medical University, Alexandria University, Alex Impedovo, University of Nottingham

This session showcases an innovative inclusive pedagogy approach that integrates population-specific dental and craniofacial variation into dental anatomy teaching. Moving beyond standardised norms, we present a practical, evidence-based EDI-focused resource that embeds ancestry, age, sex, cultural practices, and biological diversity into curricula. Participants will explore strategies for reframing anatomical variation as normal human diversity, fostering belonging, and strengthening culturally competent clinical reasoning. Attendees will gain adaptable tools to modernise dental education and better prepare students to deliver equitable, person-centred oral healthcare in increasingly diverse societies.

Session 1.4b

Neurodiversifying the English Literature Curriculum

Hilary Emmett, University of East Anglia

This presentation aims to neurodiversify the English Literature curriculum from Beowulf to Virginia Woolf. I argue that by listening to the learning and teaching experiences of autistic university lecturers in Literature and Creative Writing we can develop new, inclusive pedagogies that enable a critical neurodiversity studies approach to texts from across the Literature curriculum. These texts include canonical works like *Pride and Prejudice* or *Mrs Dalloway* alongside experimental writing by neuroqueer writers. Moreover, attention to the immersive, embodied experiences of reading literature shared by neurodivergent experts in the field opens up new ways of approaching close reading, Literature's "signature pedagogy."

Session 1.4c

Practical strategies for supporting students at transition points: A Structured Recovery Framework

Karen Lander, University of Manchester

This talk looks at practical ways to support students as they start university and when they face tricky points in their studies, like resits or interruptions. Using examples, we'll explore strategies such as resit roadmaps, peer mentoring, scaffolded learning, and visual resources. Delegates will leave with practical ideas about how to help students be confident, stay engaged, build confidence, and get back on track during key transitional moments.

Parallel session 2, 11:10 – 12:10, Zoom 1

Session 2.1a

Navigating the New Wonderland: A Journey of UDL through AI, Integrity, and Inclusive Assessment in Higher Education

Tracy Galvin, Ulster University, Dr Mary Quirke, Griffith College, Dublin

Are your assessment policies and practices unintentionally excluding learners while seeking to maintain quality assurance and standards? Building on the authors' *Alice in Wonderland* framework for reimagining inclusive education (Quirke & Galvin's, 2025), this interactive session explores the current collision between generative AI, academic integrity, and disability accommodations in higher education. Through an interactive workshop, delegates will explore their own assumptions, map current institutional challenges, and explore what UDL anticipatory design might look like through intentionally supporting learner variability. Grounded in practice, this session invites you to reconsider the rules of Wonderland that is 'Inclusive Higher Education'.

Session 2.1b

Embedding Student Partnership in the Shift from Exams to Online TRAs

Ana Costa-Pereira, Imperial College London

During the COVID pandemic, a second-year immunology module within a three-year undergraduate degree shifted its 3-hour closed-book exam to an online time-restricted assessment (TRA), retaining structure and timing to prioritise conceptual understanding over speed. Outcomes aligned with previous years, with high performance linked to engagement and no evidence of misconduct. Student focus groups evaluated design, cognitive load, usability, integrity, and inclusivity, identifying navigation challenges and time pressure but valuing authentic, higher-order questions. Students co-designed improvements such as integrated figures, and accessibility features. This case shows how collaboratively designed, student-centred TRAs can uphold academic standards while enhancing inclusivity, clarity, and learning.

Parallel session 2, 11:10 – 12:10, Zoom 2

Session 2.2a

Moments That Matter: The Playful Practitioner in Higher Education

Shannon Babbie, Amy McFarlane, Vicky Simpson, University of Aberdeen

The Playful Practitioner is not someone who finds extra time for play, but someone who reimagines time itself. Through micro-acts of curiosity, humour, and relational presence, they transform ordinary classroom interactions into spaces of connection, possibility and belonging. In this sense, playfulness becomes a key pedagogical approach to learning and teaching within Higher Education; a way to slow, stretch, spark, and soften the learning experience so students can cross social and academic thresholds with confidence and joy.

Session 2.2b

Educator Self-Disclosure in Teaching

Emma-Jayne Conway, University of Reading

This session explores how thoughtful educator self-disclosure can enhance inclusive pedagogy by strengthening connection, modelling authenticity, and reducing traditional power dynamics in the classroom. Drawing on qualitative research with students and educators, the presentation highlights how relevant personal and professional disclosures can validate diverse experiences, support psychological safety, and promote a greater sense of belonging. Attendees will gain insight into when and how self-disclosure can be used to foster access, equity, and inclusive learning relationships, alongside practical guidance for embedding this approach within their own teaching.

Parallel session 2, 11:10 – 12:10, Zoom 3

Session 2.3a

Adaptive Teaching in Higher and Further Education: From Principle to Practice

Eva Cammarata, istituto marangoni

This 40-minute interactive workshop explores how adaptive teaching principles can be effectively applied within higher and further education settings. Following a brief research-informed introduction clarifying adaptive teaching and its distinction from differentiation by outcome, participants will engage in collaborative and co-creative activities. Delegates will analyse authentic teaching scenarios to identify barriers to learning and design adaptive responses across planning, delivery, and assessment. They will then redesign a segment of their own teaching using an adaptive framework. The session concludes with facilitated reflection, ensuring participants leave with practical strategies to enhance inclusivity while maintaining academic rigour in diverse contemporary post-16 contexts.

Session 2.3b

Designing Belonging in Mathematics: A Metacognitive Framework for Inclusive Access

Houry Melkonian, Nancy Wilson, University College London

Assessment deferrals in mathematics often reflect disparities in confidence, prior educational experiences and metacognitive skill development, and are frequently associated with heightened academic stress, rather than disciplinary capability. This session introduces a structured Mathematics Learning Framework that explicitly teaches students how to learn mathematics, embedding metacognitive and self-regulated learning strategies within the curriculum. By normalising intellectual struggle and reframing setbacks as developmental, the approach fosters confidence, resilience and a stronger sense of belonging in a traditionally

“high-risk” discipline. The session will share early implementation insights and explore how proactive curriculum design can support equitable participation and success in quantitative education.

Parallel session 2, 11:10 – 12:10, Zoom 4

Session 2.4a

“It’s a weird dynamic” – the how and why of what works within Global Majority Reverse Mentoring Programmes, in Higher Education

Zahara Chowdhury, Buckinghamshire New University, Professor Jenni Jones, The University of Wolverhampton

This presentation explores the dynamics and impact of Reverse Mentoring Programmes in Higher Education through case studies at Buckinghamshire New University and the University of Wolverhampton. These initiatives paired students from minoritised backgrounds as mentors with senior leaders as mentees to challenge traditional hierarchies, promote empathy, and influence institutional culture. Evaluation findings reveal increased cultural humility among senior leaders and enhanced confidence, agency, and employability skills among student mentors. The workshop will invite participants to reflect on power dynamics, embedding learning institutionally, and developing reverse mentoring literacy through interactive discussion and how institutions can implement a reverse mentoring scheme.

Session 2.4b

The Black Student Experience Programme: Reimagining Inclusive Pedagogy and Institutional Practice at the University of Leicester

Nora Musyoka, University Of Leicester School Of Business

The University of Leicester’s Black Student Experience Programme (BSEP) is an innovative initiative that advances racial equity through inclusive teaching and structural reforms. By prioritising the lived experiences of Black students, BSEP empowers them as essential partners in the evolution of institutional learning. BSEP’s aim is to create flexible, culturally responsive environments designed to effectively dismantle structural barriers.

Acting as both a strong support system and a diagnostic tool, BSEP identifies existing inequities and fosters significant cultural and policy changes. This model emphasises community engagement and accountability, establishing robust, inclusive practices that promote the success and well-being of all students.

Parallel session 3, 12:55 – 13:35, Zoom 1

Session 3.1a

Supporting neurodivergent trainee clinical psychologists and CBT therapists

Jennifer Mance, Emma Crouch, University of Surrey

In a survey, neurodivergent trainees on clinical psychology and CBT training programmes at the University of Surrey gave perspectives on their strengths, and feedback on the challenges of undertaking professional trainings in mental health. The results were analysed by content analysis. Strengths of trainees including passion, dedication and creativity were

reflected on. Strengths of both programmes such as good knowledge about neurodiversity, and supportive staff were acknowledged. Recommendations centre on teaching environments, access to support, and perceptions of neurodivergent trainees, and have generated a new project focusing on how placement based learning might be improved for neurodivergent trainees.

Session 3.1b

Structured Dialogic Assessment as Inclusive Pedagogy: Advancing Employability and Belonging in Life Sciences

Dr Samantha Wilson-Thain, Dr Chris Rodrigues, Dr Bruno Martins, George Haughie,
University of Warwick

Higher education must prepare students with both disciplinary expertise and transferable skills. At Warwick's School of Life Sciences, we introduced Skills, Expectations and Performance Discussions (SEPD)—a structured dialogic assessment approach that embeds inclusive pedagogy and supports employability. Through four staged meetings, workshops and SWOT analysis, students develop reflective capacity and assessment literacy, culminating in a 10% summative reflection. SEPD has strengthened student-supervisor relationships, improved year on year performance and enabled 75% engagement with formative tasks. Its structured, predictable design particularly supports diverse learners. This case study shows how authentic, inclusive assessment enhances confidence, belonging and success.

Session 3.1c

Listening to Learn: Embedding Inclusive Practice Through Student Partnership in Postgraduate Engineering

Ashani Ranathunga, University of Leeds, Iyad Al Belushi, Former MSc student at the
University of Leeds

This session presents a student-partnered case study exploring how inclusive pedagogy and Education for Sustainable Development (ESD) can be embedded in postgraduate engineering education. Working with an international MSc student, the project used interviews, a student survey, and a facilitated Listening Room to identify structural barriers and co-design solutions. The resulting Inclusive Curriculum Map offers a scalable model for flexible teaching, inclusive assessment, and meaningful student voice. Delegates will gain practical insights into how small, evidence-informed changes can strengthen access, belonging, and success in diverse postgraduate cohorts.

Session 3.1d

Professional Learning and Cultural Change: Embedding Inclusion Through Lived Experience

Priti Lodhia, University of the Built Environment

To build truly inclusive learning environments, it is vital to recognise and value the lived experiences of neurodivergent staff as well as students. This vlog explores the approach taken to invite academic colleagues to share their experiences, prompting reflection on how neurodivergence shapes teaching practice and staff–student interactions. It highlights the questions raised, insights gained, and shifts in understanding that emerged from the session. By centering staff voices, the vlog demonstrates how lived experience can challenge assumptions, deepen awareness, and inspire more inclusive curriculum design from the outset.

Session 3.1e

Belonging when you think differently – wellbeing student workshops enhance skills and feelings of engagement for neurodivergent and disabled students

Isabella Henman, The Open University

Increasing numbers of students with diagnosed / undiagnosed disabilities are entering higher education. A preference for online learning may help adjustments based on physical preference but reduce feelings of belonging with peers /staff. Study skills workshops provided by The Open University have enabled student co-presenters to share experiences and real-world application of learning. The open, encouraging format allowed attendees (and those who watched recordings) to consider their own differences and preferences. A greater sense of engagement supported the cultivation of belonging and involvement beyond simply factual content. The session designer and a student co-host will share benefits of being partners.

Session 3.1f

Title TBC

Bunmi Ibrahim, University of Birmingham, Dr Thomas Tagoe, Dr Hephzi Tagoe, University of Ghana Academic City University, Ghana

This presentation will showcase an innovative, accessible model for student internships in higher education. Adapting a Collaborative Online International Learning (COIL) partnership between universities on different continents and a non-governmental organisation, the initiative enables meaningful international experience without travel. Flexible scheduling and reduced time commitments ensure inclusion for students with diverse needs, while exposure to non-traditional career paths and intercultural collaboration broaden perspectives and foster belonging. Reflections and case studies will illustrate the model's impact on equity and employability, inviting discussion on best practices and future directions for transformative, inclusive internships.

Session 3.1g

From transmission to participation: designing the delivery of food science and innovation modules that enhance postgraduate learning and capability

Tonna Ashim Anyasi, Natural Resources Institute, University of Greenwich

Participation of learners during lecture delivery of food related modules can be enhanced using different classroom and laboratory engagement techniques. I provide a critical and practice informed reflection on the diverse approach needed for such delivery. The philosophy underpinning postgraduate lectures and laboratory sessions were examined while the pedagogic theories needed to enhance teaching practice are presented. A shift from content

transmission of “what I will do” towards participatory learning design of “what learners will do” during teaching of food modules was seen to enhance learner engagement, improve peer supported learning and greater learner capability.

Session 3.1h

Reframing Undergraduate Research through Global and Diverse Knowledge

Hong Yang, University of Reading

This session explores how reimagining the undergraduate research dissertation can drive more inclusive and globally aware forms of learning. Through a decolonising curriculum initiative, we examine how students and staff co-create research that values diverse knowledge systems and challenges Western biases. Drawing on student interviews and collaborative redesign, the project highlights how inclusive supervision, accessible resources, and reflective practice can make dissertations more empowering, equitable, and transformative for all learners.

Parallel session 4, 14:00 – 15:00, Zoom 1

Session 4.1a

Co-Creating Academic Success: A Communities of Practice Approach to Inclusive Induction

Catherine Collin, University of Manchester

Induction is a pivotal moment for shaping early belonging and academic identity in professional programmes. Using a communities of Practice (COP) approach, a library-led induction session was redesigned into an active, whole-class, co-created 'Academic Success' session developed with a Year 1 student partner. Students first shared their early struggles and concerns, then regrouped with peers experiencing similar challenges to collaboratively explore strategies with real-time staff guidance. Drawing on data from the original Year 1 session, the redesigned Year 1 session, and Year 2 students who experienced both formats, enhanced relevance, and connection to the programme learning practices were demonstrated.

Session 4.1b

From Individual Voice to Institutional Design: Reframing Student Engagement as Inclusive Pedagogy

Bee-Yen Toh, Queen's University Belfast

How do students get their voices heard and a sense of belonging when participation depends on inconsistent systems rather than intentional design? This session explores how student voice can be reframed as inclusive pedagogy by redesigning engagement structures at School level. Drawing on practical experience as a Student Voice Coordinator, the session shows how removing hidden barriers, centralising communication, and normalising “closing the loop” practices can create equitable, low-threshold routes for participation. Participants will gain transferable insights into embedding access and belonging through system-level design rather than relying on individual confidence, goodwill or representation structures.

Session 4.1c

Re-Imagining Professional Learning: A Co-Created PGCAPP Alumni Framework

Tamar MacLellan, Coventry University

The five strand alumni framework was co created with recent PGCAPP graduates, whose initial feedback highlighted an interest in continuing conversations about learning and teaching, exchanging practice across subject discipline boundaries and supporting peers. This evolving collaborative process fosters belonging by enabling alumni voices to shape both the purpose and structure of the framework. Aligned with UDL principles, multiple means of action and expression are offered through varied ways to participate and contribute. Together, the strands form an inclusive, supportive progression towards advancing practice and achieving Senior Fellowship (SFHEA).

Parallel session 4, 14:00 – 15:00, Zoom 2

Session 4.2a

Inclusive Pedagogy for Access and Belonging in Transformative Creative Education

Jason Forrest, Samantha Jarman, Abisola Oshin, University Arts London

Inclusive pedagogy aims to embed access, belonging, and shared authorship in creative education. This session connects frameworks inspired by bell hooks with the Design Council's Green Skills agenda, highlighting sustainability as both an ethical practice and an employability necessity. Participants will explore curriculum strategies that centre diverse lived experiences while preparing students for regenerative design economies. By aligning inclusive teaching with green competencies, the session illustrates how creative education fosters confidence, belonging, and pathways into socially responsible employment. This oral presentation is led by key staff and students from the University of the Arts London (UAL).

Session 4.2b

Rebalancing Group Work Assessment Through 'Snapshot' Pedagogy: Embedding Inclusion, Belonging and Fairness in Film Production Education

Rachel Carter, De Montfort University

This presentation examines a Snapshot Assessment Design approach that centres process, individual contribution, and student-led collaboration in group film production modules. Through a series of student-chaired pre production meetings, learners articulate their progress, challenges and role-specific development while tutors observe contributions in real time. This model cultivates belonging, transparency, and equity by shifting the assessment away from a high stakes final output toward iterative engagement. The presentation discusses its wider applicability across creative disciplines and includes the potential co authorship of a student who has experienced this inclusive, process-based assessment approach.

Session 4.2c

TITLE TBC

Rachel Carter, De Montfort University

This presentation explores the "2 in 1 Short Film Challenge", an extra curricular, industry mentored project enabling film and acting students to collaborate in a low stakes, supportive environment. By removing summative assessment pressure, the initiative promotes creative risk taking, cross disciplinary belonging, and authentic professional learning. Drawing on student testimonials, the session highlights how non assessed spaces with scaffolding from industry figures can enhance inclusion and confidence while preparing learners for later high

stakes work. The presentation also considers wider applications across creative disciplines and may include some co delivery with a student participant.

Parallel session 4, 14:00 – 15:00, Zoom 3

Session 4.3a

Reimagining Belonging in Fashion Business Education: Integrating Industry Micro-Presentations and Experiential Reflective Learning

Jane Obonyilo, Erica Charles, Glasgow Caledonian University London

As postgraduate fashion and marketing cohorts become increasingly international, traditional lecture–seminar models can privilege confident English speakers and culturally dominant knowledge. This practice-based study explores how curriculum redesign grounded in Universal Design for Learning (UDL) fostered access and belonging across MSc programmes at Glasgow Caledonian University London. Two embedded strategies were implemented: structured 3-minute industry micro-presentations and experiential flagship retail visits linked to scaffolded reflective assessment. Findings from qualitative student feedback indicate increased participation, improved oral confidence, stronger theoretical application, and enhanced cross-cultural peer engagement. The model demonstrates a scalable approach to inclusive curriculum design in diverse postgraduate classrooms.

Session 4.3b

TITLE TBC

Matt Graham, Leeds Beckett University

Inclusive learning environments can seem in tension with conventional teaching practices, inviting a rethinking of student/teacher dynamics and the recognition of existing pedagogical blind spots. The presentation draws upon a radically redesigned level 4 programme, where grades and traditional assessments were removed, as a case study example illustrating the successes and challenges of such change. By using two student focus groups (case study course and control), it examines how compassionate, co-creative approaches focus upon inclusive pedagogies via student experiences. The presentation's findings focus upon identifying themes that support more collaboratively produced and wellbeing-focused curriculum developments.

Session 4.3c

Decolonising and Diversifying the Curriculum: Making Psychology Lectures More Inclusive for All

Nura Sidarus, Royal Holloway University of London

Decolonising and diversifying the curriculum is important to supporting student belonging, success and reducing awarding gaps. I will present an ongoing multi-step, multi-year, project with these goals by members of the Department of Psychology and its Equity, Diversity and Inclusion team. Co-creation with students was key throughout, with students employed as research assistants, and via student consultation and surveys. This informed the creation of an infographic and longer detailed practical guide for staff on how to improve their teaching practices and materials. Evaluation of its impact on student experience and outcomes is ongoing.

Parallel session 4, 14:00 – 15:00, Zoom 4

Session 4.4a

TITLE TBC

Siva Muppala, Dr. Payam Khazaeinejad, Kingston University

Level 4 engineering students arrive with vastly different mathematical backgrounds, yet traditional teaching assumes uniform preparedness. This presentation introduces the SADRAS+ project at Kingston University London, an evidence-based, three-pronged intervention — diagnostic assessment, structured peer collaboration, and AI-enhanced digital tools — designed to close attainment gaps and ensure all students, including those with special educational needs, can achieve Level 4 learning outcomes. Rather than retrofitting support, this approach embeds inclusion from the point of curriculum design, treating student success as an intentional outcome of thoughtful pedagogical practice, not an accident of prior preparation.

Session 4.4b

Reimagining Research Methods Teaching

Pat Mahon-Daly, University Campus of Football Business

The presence of research methods modules is prevalent in many degree programmes, and is regarded as a challenging part of the curricula. In acknowledgement of this I devised a student owned and centred flipped researcher seminar series using experiential pedagogic practice to increase engagement and equity.

Session 4.4c

Can AI extend inclusivity as a pedagogical tool in fashion education?

Evangelina Thomadaki, Buckinghamshire New University, Brigitte Stockton, University of Sunderland

As generative artificial intelligence increasingly shapes creative industries, fashion education faces an urgent pedagogical question: how can AI function not as a replacement for creativity, but as a co-creative partner that expands inclusion, criticality, and authorship? This interactive workshop explores AI as a dialogic collaborator within the studio, examining its capacity to reshape creative agency and enhance aesthetic production through engaged, interactive learning. Drawing from studio experimentation, student reflections, and critical pedagogy, the session considers how AI can democratise creative expression and extend accessibility, concluding with collaborative discussion on responsible curriculum integration strategies.

Parallel session 5, 15:15 – 16:15, Zoom 1

Session 5.1a

Reimagining Inclusive Pedagogy Beyond Individual Practice

Huda Fish, Queens University Belfast

This session explores inclusive pedagogy beyond individual teaching practice, reframing it as an institutional and leadership responsibility. Drawing on academic leadership and EDI experience, the session reflects on the conditions that enable or constrain inclusive pedagogy at scale, including culture, workload, professional learning, and alignment with institutional priorities. It invites participants to engage with honest questions about why inclusive initiatives often struggle to embed sustainably, and how institutions can move towards approaches that support equity, belonging, and wellbeing for both students and staff.

Session 5.1b

Queering Professionalism: Reflections on Heteronormativity, Identity and Institutional Culture in Education

Joanna McIntyre, Glasgow Clyde College

This presentation explores how heteronormativity and heteroprofessionalism shape belonging, identity and expectations of professionalism for students and staff in further and higher education. Drawing on my article Reflections on Heteronormativity and Queer Pedagogy in Further Education and my lived experience as a lesbian educator with intersecting identities, the session examines how hidden institutional norms marginalise LGBTQ+ communities. Through a queer reframing of professionalism, attendees will gain insights and practical strategies for reimagining institutional cultures that foster authenticity, wellbeing and equity across the academic community.

Session 5.1c

Diversity at the Heart of Creativity: Norwich Pedagogy – A Whole-University Approach

Richard Sawdon Smith, Norwich University of the Arts

At the core of our mission at Norwich University of the Arts is a belief that diversity in all forms – national, cultural, socio-economic, political, sexual, physical, neurological, and experiential – is the very heart of creative endeavour, enabling us to debate with one another, see the world differently, and create new possibilities for a more equal and sustainable future.

This case study outlines the work committed through adoption of the Norwich Inclusive Curriculum Framework, highlighting strategic planning, pedagogical initiatives, and student involvement aimed at embedding the mission into university life, fostering an inclusive community within a specialist arts institution.

Parallel session 5, 15:15 – 16:15, Zoom 2

Session 5.2a

The Higher Education Matters Podcast Series: An Institutional Approach to Inclusive Professional Development

James Hazzard, Clay Johnson, UWE Bristol

The Higher Education Matter Vodcast series is an international resource for exploring, discussing and sharing best practice in HE, now exceeding 100,000 views in over 40 countries in its first year. It is a staff led platform that provides an accessible and inclusive pedagogies, shifting the university's culture around staff development, collaboration and engagement. Tackling topics such as AI, inclusive assessment, global pedagogies, to name a few, it brings together experts to illuminate conversations that academics/managers have in staff rooms, cafes and corridors. Using the medium of a vodcast, bridges the gaps that staff face collaborating in large institutions.

Session 5.2b

Rethinking Inclusion as Apprenticeships Gain Ground

Lu Li, Loughborough University

Rising apprenticeship participation and declining graduate vacancies in the United Kingdom signal a structural rebalancing of early-career pathways. Department for Education data report 353,500 apprenticeship starts and 761,480 learners in participation in 2024/25, while Institute of Student Employers figures show an 8% decline in graduate vacancies and an 8% rise in apprenticeship hiring. Drawing on Bourdieu's theory of field and capital and Strayhorn's framework of belonging, this research examines how pathway diversification reshapes the equity profile of higher education entrants, students' sense of belonging, and institutional pedagogical responses.

Session 5.2c

Inclusive Practice to Support the Integration of International Pre-Service Teachers on the PGCE Course

Juliette Claro, St Mary's University

This presentation examines inclusive practices designed to support the integration and success of international pre-service teachers on the PGCE at St Mary's University. The institution adopts a whole-programme approach, beginning with a bespoke pre-course module that prepares trainees for the academic, cultural, and professional expectations of English schooling. School mentors receive culturally responsive training to strengthen intercultural awareness and equitable supervision. Strategic partnerships with headteachers facilitate visa and sponsorship processes, reducing structural barriers. Throughout the year, dedicated international forums foster belonging, peer connection, and shared problem-solving, creating a supportive environment in which international trainees can thrive.

Parallel session 5, 15:15 – 16:15, Zoom 3

Session 5.3a

Enhancing Nursing Education: Innovating Clinical Conferences for Greater Impact

Ambreen Merchant, School of Nursing and Midwifery, Aga Khan University-Pakistan

Bridging the theory–practice gap remains a challenge in nursing education. At Aga Khan University School of Nursing and Midwifery, clinical conferences were redesigned as structured learning spaces integrating pre-briefing, guided bedside practice, and facilitated reflection. Case-based discussions, ethical deliberation, and cognitive aids supported clinical reasoning, confidence, and consistent use of assessment tools. Evaluation using student confidence surveys, faculty rubrics, and debrief documentation showed improved prioritization, communication, and safer decision-making. This initiative demonstrates that intentionally facilitated clinical conferences can promote inclusive participation, strengthen theory–practice integration, and enhance competence through reflective, experience-based learning. Student reflections will be incorporated to illustrate learning impact.

Session 5.3b

Collective and Collaborative Practices: Inclusive Pedagogy as a Catalyst for Institutional Transformation

Michael Kann, Samantha Elliot, Korina Zaromytidou, Jheni Arboine, Chelsea College of Arts, University of the Arts London

This co-authored case study presents findings and recommendations arising from the delivery of a large-scale shared unit across Camberwell, Chelsea and Wimbledon Colleges of Arts, University of the Arts London. The Collective and Collaborative Practice (CCP) unit is delivered to all second-year undergraduate students (approximately 1,200 learners) across fine art, design and performance. CCP provides a strategic opportunity to implement policy at scale, effect institutional change, and enhance inclusion through curriculum, assessment, and staff development, and by drawing on collaborative work within the design staff team, it shares examples of student outcomes and open dialogue around parity of assessment.

Session 5.3c

Easy Reads as Inclusive Pedagogy: Lessons from a Pilot Study Evaluating an Easy Read on Social and Cultural Capital

Gisela Oliveira, Dr Angie Sibley-White, Dr Rosi Smith, De Montfort University

Access to theory enhances our understanding of the world, provides tools for deep thought and analysis, and promotes agency and advocacy. Unfortunately, traditional forms of theory communication are not easily accessible to non-traditional audiences, limiting their access to these benefits. This presentation reports on findings from a pilot study evaluating a co-created Easy Read about Bourdieu's concepts of social and cultural capital. Findings from three focus groups with learning-disabled adults, undergraduates with SpLD and adults experiencing brain fog showed value in the reduction of cognitive load and enabling access to theoretical ideas, while making suggestions for further accessibility.