#

Teaching and Learning Conference 2024: Future-Focused Education: Innovation, Inclusion, and Impact

2 – 4 July 2024, Nottingham Trent University City Campus

# Conference Programme

This document provides a breakdown of the programme for Advance HE’s Teaching and Learning Conference 2024.

The conference will take place between Tuesday 2nd and Thursday 4th July 2024 at Nottingham Trent University City Campus, England.

All days will follow a similar format, starting with a welcome address and keynote speakers, followed throughout the day by workshops and oral presentations scheduled into parallel sessions, along with a scheduled time for poster viewing and discussions, and a closing panel session.

Lunch and refreshments will be provided each day for delegates at the conference in the Newton Forum Levels 0 & 1

There will be a Networking BBQ held at the same venue as the conference in the New Central Court on Tuesday 2nd July. There will also be a conference dinner and evening entertainment on 3rd July at the same venue as the conference in the Benefactors Court.

# Day 2 Programme, 3 July 2024

Registration for Day 2 is open from 08:30 in the morning. The registration desk will be positioned in the Newton Form Level 0, refreshments will be available upon arrival in the Newton Forum Levels 0 & 1, you will also find the poster exhibition and stands in this area too.

## 1.1 Main Plenary Session

The main plenary session for Day 2 will be held in Lecture Theatre 2 and will commence at 10:00.

This session will feature an opening welcome from Charles Knight, Assistant Director, and will be followed by our opening keynote from (to be announced). There will be opportunities for questions from the audience at the end of the session.

**Session title:** To be announced.

**Keynote:** Juliette Morgan, Senior Consultant, Student Success, Advance HE

**Summary abstract:** To be announced.

The keynote session will finish at 10.45.

## 1.2 Transition break

From 10:45 to 10:50 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of parallel session 1.

## 1.3 Parallel Session 1

In parallel session 1, fourteen sessions will run simultaneously between 10:50 and 11:50. Delegates should select one one-hour session to attend.

Parallel session 1 consists of the following ten sessions:

### 1.3.1 Interactive workshop D2.1.1

This session will take place in Lecture Theatre 7 between 10:50 and 11:50.

**Session title:** Designing with, not just for: Inclusive and design-led student engagement

**Presenters:** Associate Professor Tom Ritchie, University of Warwick and Tom Baines, Social Origin

**Summary abstract:** Student diversity is increasing in HE, but co-design practices often exclude those who need them most. Inclusive co-design is an essential tool for promoting student engagement, inclusivity, and belonging. It is a process that brings together students and staff to design and implement solutions to real-world problems. In this interactive workshop, participants will explore: • What inclusive co-design means and its benefits for HE; • Barriers to inclusive co-design and strategies for overcoming them; • Case studies of successful inclusive co-design projects. This workshop is designed for university educators, administrators, and student representatives who are interested in learning about and implementing inclusive co-design.

### 1.3.2 Interactive workshop D2.1.2

This session will take place in Lecture Theatre 8 between 10:50 and 11:50.

**Session title:** It all adds up: Creating and modelling a sense of belonging for academic colleagues

**Presenters:** Dr Jo Cordy and Angela Buckingham, University of Reading

**Summary abstract:**  Creating a sense of belonging for our students is crucial, but what about our staff? New teaching colleagues come from a variety of international and disciplinary backgrounds, bringing a wealth of experiences. How do we create a sense of belonging to the sector, the University and the Teaching & Learning community, and help them do the same for their students? In this interactive session, participants will work in small groups via a carousel activity to discover, discuss and critique ways in which we embed this within an Academic Practice Programme, and reflect on how this could influence their own practice.

### 1.3.3 Interactive workshop D2.1.3

This session will take place in Lecture Theatre 9 between 10:50 and 11:50.

**Session title:** You belong here too: Creating a sense of belonging for students and staff

**Presenter:** Hannah Cobb, University of Manchester and Dr Kathryn Jones, Cardiff University

**Summary abstract:** What does belonging in HE look like to you and/or your students? In our ‘fishbowl’ session we explore how fitting in matters not only to enhancing and diversifying the student experience, but the staff experience too. In this session we aim to connect a diverse range of staff in sharing ideas, practices and experiences focused on belonging so that together we recognise and celebrate the value learning and teaching focussed staff bring to their institutions. Join us to help build shared understandings focused on what is key to creating future success and a sense of belonging for all.

### 1.3.4 Interactive workshop D2.1.4

This session will take place in Lecture Theatre 10 between 10:50 and 11:50.

**Session title:** Don’t turn your back on D/deaf students: Awareness for inclusive and universal design of programmes

**Presenter:** Dr Louise Robinson and Dr Alex Barker, University of Derby

**Summary abstracts:** In a time when we are seeing British Sign Language (BSL) recognised as a formal language of Great Britain and the introduction of a BSL GCSE, alongside discussions for universal design for learning, we must consider if our programmes are designed in a way which is both welcoming and supportive for D/deaf students. We will consider and discuss the barriers to D/deaf students entering HE, from the existence of specialist terms as recognised BSL signs, to practical requirements in the classroom, and the support (pastoral, practical, and social) which may need to be considered.

### 1.3.5 Interactive workshop D2.1.5

## This session will take place in Lecture Theatre 1 between 10:50 and 11:50.

**Session title:** Supporting and evaluating being, belonging, becoming

**Presenters:** Professor Harriet Dunbar-Morris, University of Buckingham and Kathryn Lyndon, University of Portsmouth

**Summary abstract:** In this session we will present and propose a Being, Belonging, Becoming (BBB) survey for sector-wide use to evaluate enhancements of being, belonging and becoming for students in institutions. We will also launch the case studies gathered from our community of practice, representing circa 25 institutions from Scotland, Wales and England. These institutions have surveyed students in semester 1 and semester 2 of the 2023/24 academic year (pre- and post-surveys) at appropriate levels/stages for them (course, school, faculty, institution) and we will share and discuss the key highlights and findings with attendees at our session.

### 1.3.6 Oral presentations D2.1.6

## This session, comprising three, 20-minute presentations plus Q&A, will take place in Lecture Theatre 4 between 10:50 and 11:50.

**1.3.6.1 Session D2.1.6a**

This is the first of three presentations within this one-hour session.

**Session title:** Unearthing autistic voices in geoscience: Stepping stones for neurological diversity

**Presenters:** Dr Adam Jeffery and Kelly Jeffery, Keele Univesity

**Summary abstract:**  This project presents the authentic voices of 40 autistic participants in geoscience-based higher education, representing at least 16 higher education institutions from across the U.K., aiming to transmit (without transmuting) their lived experiences of higher education in an academic field currently facing scrutiny for a lack of diversity. Through this dataset, we aim to challenge existing deficit models and present key examples of success and difficulty, as perceived by autistic individuals, enhancing awareness of autism in higher education and contributing to the co-creation of guidance and resources to support autistic individuals in geoscience and beyond.

**1.3.6.2 Session D2.1.6b**

This is the second of three presentations within this one-hour session.

**Session title:** Creating champions: Inclusive student partnership in programme design and revalidation

**Presenters:** Dr Emma Schofield and Alex Harmer, Cardiff University

**Summary abstract:**  In their 2016 paper, Bovill et al. argued that there are four co-creation roles which students may occupy, that of consultant, representative, pedagogic co-designer and co-researcher. In order to work fully in partnership, Bovill et al. suggested that students may occupy one or more of these roles at any given time. Putting this approach into practice, Cardiff University’s Education Development Service is currently piloting the use of paid student ‘champions’ to support programme design and revalidation. Reflecting on the pilot to date, this paper will set out a number of principles for effective student partnership within programme design.

**1.3.6.3 Session D2.1.6c**

This is the third of three presentations within this one-hour session.

**Session title:** Fostering shared values through co-creation

**Presenter:** Professor Fiona Shelton, Dr Alison Torn and Dr Mohammad Jamil, Leeds Trinity University

**Summary abstracts :** This presentation reports the findings of a mixed methods research on ‘shared values’ among the staff and students who participated in a series of co-creation projects at a university in the UK. It discusses the power of staff-student co-creation in enabling shared values and belonging; and sheds light on the role of different co-creation factors, for example, the participants’ varied motivation for engagement, effects of contextual orientation, and approaches to enabling power balance, in the process. The session offers practical approaches to implementing co-creation activities for raising shared values and the stakeholders’ sense of belonging in higher education.

### 1.3.7 Roundtable presentations D2.1.7

This session, comprising three, 20-minute presentations plus Q&A, will take place in Lecture Theatre 5 between 10:50 and 11:50.

**1.3.7.1 Session D2.1.7a**

This is the first of three presentations within this one-hour session.

## **Session title:** Re-thinking student feedback

**Presenters:** Chris Emsley, University of South Wales

**Summary abstract:** The University of South Wales utilises an online survey to gather the views of its students, with the question set being similar to that of the NSS. However, for some degrees using this survey isn’t effective and the response rates can be low. To gain more valuable, qualitative feedback, the course team in question have been successful in consulting with students using an adapted version of Parkin and Heron’s (2017) Listening Room. The dilemma therefore is, should HEI’s place such importance upon surveying students, when they are often over-surveyed, and the students pay little attention to them?

**1.3.7.2 Session D2.1.7b**

This is the second of three presentations within this one-hour session.

**Session title:** Re-thinking group assessment

**Presenter:** Dr Jitka MacAdam, Dr Gill Drew, Dr Theresa Mercer and Dr Adriana Encinas-Oropesa, Cranfield University

**Summary abstract:**  Students spend nine weeks delivering on a consultancy style project funded by clients with aim to solve a real-world challenge and to develop key employability skills. The assessment is a mixture of group and individual components. The individual component is a combination of supervisor’s assessment of each individual contribution and a reflective piece. However, this presents a challenge as potentially subjective or lacking evidence. The roundtable is an opportunity to talk about the challenges and to facilitate discussion about various ways of assessing group projects and to collate examples of good practice in evaluating and assessing individual contribution.

* + - 1. **Session D2.1.7c**

This is the third of three presentations within this one-hour session.

**Session title:** Can students crack the grading matrix code? Lessons learned in making the matrix more transparent and meaningful

**Presenters:** Diana De Butts and Ken Liston, Nottingham Trent University

**Summary abstract:**  Transparent and meaningful grading practices are important for an inclusive HE learning experience. All students need to be able to understand our expectations, how to achieve their desired grade and their next steps, without needing previous experience and ‘cultural capital’ to ‘crack the code’ of the grading matrix. At NTU we have been looking at ways to maximise the inclusivity and effectiveness of the grading matrix. This roundtable session will share challenges, proposed solutions and lessons learned so far. It will seek experiences, thoughts and practices, and linking opportunities with others working with assessment across the HE sector.

### 1.3.8 Oral presentations D2.1.8

This session, comprising three, 20-minute presentations plus Q&A, will take place in Lecture Theatre 3 between 10:50 and 11:50.

* + - 1. **Session D2.1.8a**

This is the first of three presentations within this one-hour session.

**Session title:** Culturally sensitive curriculum masterclass series: Empowering educators to shape inclusive classrooms in delivering future-focused education

**Presenters:** Dr Dave Thomas and Jade Boyce, Solent University

**Summary abstract:**  Substantial educational research suggest that higher education (HE) curricula are often perceived as culturally insensitive by some students (Thomas & Quinlan, 2023; 2024), and that culturally sensitive curricula support all students in achieving more rewarding educational experiences and outcomes (Quinlan, Thomas and Hayton et al., 2024). Still, nascent research explores educators’ understanding of the importance and significance of culturally sensitive curricula in transforming learning, teaching and assessment. This presentation highlights new research that chronicles changes in educator’s perceptions and attitudes on the use of culturally sensitive curriculum as a future-focused educational strategy to shape practice, praxis and educational policy.

* + - 1. **Session D2.1.8b**

This is the second of three presentations within this one-hour session.

**Session title:** EdD CoP: Developing teaching and learning through communities of practice

**Presenters:** Dr Helen Morley, University of Leeds and Dr Tracy Part, Goldsmiths University of London

**Summary abstract:**  In an increasingly alienating academic landscape (Hall, 2018) and as educators are facing and navigating through complex and changing environments and experiences of student education, it is more important than ever to find opportunities to facilitate community building and networking opportunities to support academic colleagues to embed new approaches, without change feeling mandated from the ‘top’ down. The term Community of Practice (CoP) refers to groups of people who interact regularly to discuss topics of shared concern, passion, and interest, to develop knowledge and expertise in those areas (Wenger, 2002). The EdD CoP community is envisaged through an experiential learning lens, where colleagues are encouraged to deliberate, have learning conversations, articulate self-values and beliefs, collaborate, network, reflect and in so "focusing on members’ interests and needs, in shared spaces that facilitate social and collaborative learning environments" (Handley et al., 2006). Following a call on the SEDA JiscMail, a group of colleagues from across the UK and AUS organically formed a community of practice to discuss teaching and learning focused communities of practice – EdD CoP. EdD CoP welcomes new members and is open to all who are interested in forming, developing, and evaluating T&L CoPs. The group found that supporting guidance for this work was lacking in the sector and sought funding from Advance HE to develop a resource that provides a framework through which to build a CoP for teaching and learning in a variety of contexts and supporting guidance on how to evaluate the impact of CoPs. We will provide an overview of and engage colleagues in the use of a recently developed resource for building, sustaining, and evaluating teaching and learning (T&L) CoPs, and suggest some ways that you can use the resource to support practice-based conversations in your institutions.

**1.3.8.3 Session D2.1.8c**

This is the third of three presentations within this one-hour session.

**Session title:** Mature student success

**Presenter:** Dr James Dillon, University of Southampton

**Summary abstract:**  This oral presentation will present findings from research into the mature student experience and explore how the inclusion of mature students as Junior research fellows (JRF) enhanced the process. The project explored matures student’s meanings of success when they are undertaking degrees that lead to a professional qualification. We identified interlinking and complex barriers experienced by mature students; acknowledged facilitators for success and explored ways that could enable better support for mature students. The findings will be useful for Faculties/Schools offering professional degrees, particularly healthcare and will enable them to better support their mature student group to achieve success.

### 1.3.9.1 Oral presentations D2.1.9

This session, comprising three, 20-minute presentations plus Q&A, will take place in Lecture Theatre 6 between 10:50 and 11:50.

**1.3.9.1 Session D2.1.9a**

This is the first of three presentations within this one-hour session.

**Session Title:** Thriving away from home: Removing barriers for international students

**Presenters:** Irma Kock, University of Sunderland

**Summary abstract:**  International students coming to study in England face several challenges and experience to some extend culture shock. This affects their ability to thrive within the new culture and impact their academic performance (Khanal and Gaulee, 2019). To support students in their adjustment to their new culture, cohort specific extracurricular sessions are provided. It consists of giving information about culture shock and available support services and visiting a local place of significance. To understand the experiences of the students, they are asked to complete a survey at the beginning, middle and end of their one-year course at University of Sunderland and available finding will be shared as well as emerging themes from the sessions.

## **1.3.9.2 Session D2.1.9b**

## This is the second of three presentations within this one-hour session.

**Session title:** Collaborating with external partners in global settings to prepare teaching staff for the future

**Presenter:** Dr Sue Bolt, University of Liverpool and Ida Kemp, Kaplan Open Learning

**Sesssion abstract:** The University of Liverpool is recognised for its globally leading education, quality and scale of its partnerships and values collaboration, inclusivity, and innovation. This presentation is about collaboration with external partners in global setting to prepare teaching staff for the future. It would be of interest to those involved in delivering CPD programmes, working in transnational HE contexts with international partners, interested in innovative, inclusive, impactful curriculum design, or online learning. A key take-away message is that we make an impact through partnerships, releasing the power of collective enterprise and shared endeavour (Liverpool Values Statement).

## **1.3.9.3 Session D2.1.9c**

## This is the third of three presentations within this one-hour session.

**Session title:** Internationalising teacher education in TESOL: Insights from student-teachers Collaborative Online International Learning (COIL) experience

**Presenter:** Dr Jim Yee Him, Newcastle University and Nicole Tavares, University of Hong Kong

**Summary abstract:**  This paper reports on student-teachers’ Collaborative Online International Learning (COIL) experience in a core MATESOL module jointly organised by a Hong Kong and UK university, which aimed to broaden students’ repertoire of TESOL methodological practices. During a 12-week teaching period, 85 student-teachers participated in various synchronous/asynchronous activities related to their teaching practice. Data were collected via web-based interactions, artefacts of student-teachers’ work (e.g., lesson plans, materials), video-recorded micro-teaching, self-/team-reflections, observation, surveys and interviews. Findings indicate the participants’ pedagogic, linguistic and social gains throughout peer collaboration. The paper concludes by proposing guiding principles for designing and internationalising higher education COIL programmes.

### 1.3.10 Oral presentations D2.1.10

This session, comprising three, 20-minute presentations plus Q&A, will take place in Bowden room between 10:50 and 11:50.

## **1.3.10.1 Session D2.1.10a**

There are no presentations in this session, the room will be used as a quiet space.

1.3.11 Oral presentations D2.1.11

This session, comprising three, 20-minute presentations plus Q&A, will take place in Adams room between 10:50 and 11:50

**1.3.11.1 Session D2.1.11a**

This is the first of three presentations within this one-hour session.

**Session title:** Signposting and support for international students: Development of a key departmental role

**Prsenters:** Dr Mark Heslop, Dr Xi Liu, Juliane Thamm and Dr Felicity Carlysle-Davies, University of Strathclyde

**Summary abstract:**  We can all think of situations in which we are asked a question, the answer of which we cannot be sure. We then spend lots of time thinking before giving an answer that may not be complete or even correct. Our time is not being put to the best use, and the questioner is none the wiser. How much better if we can direct that person to someone with specialist knowledge who does know the answer, or who knows the right person to ask. This same principle can apply to support for international students.

**1.3.11.2 Session D2.1.11b**

This is the second of three presentations within this one-hour session.

**Session title:** Bringing personal development into the curriculum: Creating success for postgraduate international students

**Presenters:** Andras Handler, University of Hertfordshire

**Summary abstract:**  The aim of the session is to highlight the importance of creating an inclusive learning environment that goes beyond academic development with a focus on soft and transferable skills that could empower students to feel more confident, communicate effectively and have a sense of achievement. With large international cohorts on postgraduate programmes, it is important for them to find their voice and identity. This workshop discusses some of the techniques and activities used in a series of extracurricular programme time, and how such platform can enable students to grow personally and professionally whilst being heard and listened to.

**1.3.11.3 Session D2.1.11c**

This is the third of three presentations within this one-hour session.

**Session title:** Breaking barriers: A multifaceted exploration of international student support in UK higher education

**Presenter:** Heather Proctor, Chang Liu and Jerome Ruddick, Newcastle University

**Summary abstract:**  International students encounter diverse challenges when pursuing studies in the UK, potentially hindering their educational experience. This paper focuses on a specific obstacle: the use of overcomplicated jargon assumed to be familiar to students. We delve into a student-led initiative aimed at crafting resources that compile these terms and their definitions, subsequently translated into various languages to facilitate international student integration. Through the data collection process, we identified several systemic shortcomings that adversely affect the learning and teaching experiences of international students. Consequently, our reflection extends to encompass broader issues related to international student support.

1.3.12 Oral presentations D2.1.12

This session, comprising three, 20-minute presentations plus Q&A, will take place in Kilpin room between 10:50 and 11:50

**1.3.12.1 Session D2.1.12a**

This is the first of three presentations within this one-hour session

**Session title:** Preparing students for the future through incorporation of UN Sustainability Development Goals (SDGs) in learning and teaching policies of higher education institutions

**Presenter:** Dr Joanna Poon, University of Derby

**Summary abstract:**  There is a growing focus on the need to ensure that students and graduates are informed about or have an overall awareness about the UN SDGs. One of the structured approaches to ensure it happens, is to systematically embed the UN SDGs within an institution’s Learning, Teaching and Assessment policy. This presentation provides an evaluation and discussion on the approaches, methods, tools and processes to incorporate the UN SDGs in higher education institutions. It also explores if there may be differences about the incorporation of the UN SDGs at HEIs in different countries and in different specialist subjects.

**1.3.12.2 Session D2.1.12b**

This is the second of three presentations within this one-hour session.

**Session title:** Transnational education for decarbonisation

**Presenters:** Dr Laura Coucill, University of Salford

**Summary abstract:**  Are approaches to zero carbon development compatible with protected heritage in the built environment? Can UNESCO values be reconciled resilient urban futures? What will future zero carbon, or carbon negative, settlements look like and what can be learnt from built historic models and hypothetical urban ideals? This paper reviews how experimental approaches to design education can support innovation in decarbonisation for the built environment.

**1.3.12.3 Session D2.1.12c**

This is the third of three presentations within this one-hour session.

**Session title:** Institutional level embedding of sustainability in student education

**Presenter:** Professor Anne Tallontire, University of Leeds

**Summary abstract:**  Our presentation offers lessons for institutional processes for embedding sustainability into higher education curricula. Based on a thematic analysis of educator interviews and insights from case studies of modules and programmes that are explicitly engaging with sustainability, our project provides insights into processes of embedding, through skills development, challenge-focused activities and inter-disciplinary learning at module and programme level. Our findings support embedding ESD as a multi-dimensional process, linked to understanding of its interface with disciplines, skills learning outcomes and experiential learning pedagogies and importance of links to formal and informal professional development and recognition.

1.3.13 Oral presentations D2.1.13

This session, comprising three, 20-minute presentations plus Q&A, will take place in Hooley room between 10:50 and 11:50

**1.3.13.1 Session D2.1.13a**

This is the first of three presentations within this one-hour session

**Session title:** Empowering success: Strategies for widening participation students facing personal commitment challenges University of Wales Trinity St David (UWTSD) Birmingham Campus

**Presenters:** Dr Mark Gallagher-Read, Dr Besy Jose and Stephanie Ng, University of Wales Trinity Saint David

**Summary abstract:**  Explore the transformative potential of our session, "Empowering Success: Strategies for Widening Participation Students Facing Personal Commitment Challenges." Delve into our case study at UWTSD Birmingham, unravelling the coping mechanisms of successful students. Aligned with the conference theme, "Innovations in Higher Education," and sub-theme, "Empowering Learners," our presentation targets educators, administrators, and policymakers invested in inclusivity and student retention. Gain practical insights into creating targeted support mechanisms, understanding eligibility criteria, and fostering a supportive environment. Join us to harness the power of our success story, championing the educational advancement of widening participation students.

**1.3.13.2 Session D2.1.13b**

This is the second of three presentations within this one-hour session

**Session title:** An innovative three-day induction programme for widening participation students

**Presenters:** Dr Lopa Husain, University of Sheffield

**Summary abstract:**  Improving student retention and success by enhancing the transition experience into Higher Education (HE) is a widely accepted, effective institutional strategy. Our innovative, three-day induction programme was designed for widening participation students, to help them transition onto the MBChB programme. Day one was designed to build an understanding of the course and their place on it. Day two focused on learning how to learn. Day three focused on networking with staff and peers. Our discussion will focus on the strategical thinking behind the induction programme to provide a scaffold for others to adapt for their own programmes and practices.

**1.3.13.3 Session D2.1.13c**

This is the third of three presentations within this one-hour session

**Session title:** Bridging the gap: Higher technical qualifications in HE coldspots

**Presenters:** Stuart Parkin and Tom Withers, Nottingham Trent University

**Summary abstract:** This presentation will talk about one of the approaches Nottingham Trent University (NTU) has taken in a local Higher Educational cold spot. Higher Technical Qualifications are effective as they offer an opportunity to attend a vocational skills course which the local area requires leading to up skilling the local community and businesses. NTU are at the start of their journey with Higher Technical Qualifications and will share with you our approach to designing these courses with widening participation students at the heart of the design and the learning we have gained from initial implementation.

1.3.14 Oral presentations D2.1.14

This session, comprising three, 20-minute presentations plus Q&A, will take place in Hooley room between 10:50 and 11:50

**1.3.14.1 Session D2.1.14a**

This is the first of three presentations within this one-hour session

**Session title:** Engage, reflect, transform: The role of personal narratives in disrupting the educational power dynamics and promoting inclusive environments

**Presenters:** Laurel Chaproniere, Nottingham Trent University and Star Wilkes, The University of Wolverhampton

**Summary abstract:**  "Engage, Reflect, Transform" seeks to dismantle educational power dynamics, employing 'letters to self' as a reflective tool for educators to share personal educational journeys with students. Aiming to foster empathy and connectivity, this practice humanises educators, encouraging openness and dialogue. The narration of impactful educational experiences, and reflexive descriptions of desired insights we wished we had, we explore the transformative potential of personal narratives in education, gaining strategies to implement this empathetic approach in their own teaching, ultimately contributing to a more inclusive learning environment.

**1.3.14.2 Session D2.1.14b**

This is the second of three presentations within this one-hour session

**Session title:** “It makes you just feel like you're more part of the community”: Students’ stories of contributors towards feelings of belonging

**Presenters:** Dr Sarah Lawther, Jenny Hambling, Erick Morataya Gatica and Ria Bluck, Nottingham Trent University

**Summary abstract:**  The Student 2025 project at Nottingham Trent University is a unique four-year longitudinal study that follows 100 undergraduate students from a diversity of backgrounds with the aim of enhancing institutional understanding of factors that influence disparities in student outcomes. This session explores what contributes towards feelings of belonging for Black students and how this may differ from the experience of white students. It will include stories from students that reflect upon what is working to support these contributors towards belonging.

**1.3.14.3 Session D2.1.14c**

This is the third of three presentations within this one-hour session

**Session title:** Walking in their shoes: Feelings of belonging in first year undergraduates

**Presenters:** Dr Caroline Paul, Dr Tessa Podpadec and Amanda Wilkinson, University of the West of England

**Summary abstract:** Building on our 2022/23 pilot we instigated a year-long study engaging students in real-time conversations to examine what factors exert positive and negative influence over their sense of belonging in HE. Our study population included 400 students, from which we purposefully sampled individuals, representing a range of demographics and intersectional groups. We followed these individuals through their first year, using conversation and creative methodologies at key points. Additionally, cohort level perceptions of belonging were recorded through bookended surveys for comparison. Thematic outcomes will be shared alongside individual case-study insights and creative outputs. Learning points for the sector will be discussed.

## 1.4 Refreshment break

From 11:50 to 12:05 there will be a short refreshment break served in Newton Forum Levels 0 & 1 from 13:05 and 13:55. In addition to refreshments, delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

## 1.5 Parallel Session 2

In parallel session 2, fourteen sessions will run simultaneously between 12:05 and 13:05. Delegates should select one-hour session to attend.

Parallel session 2 consists of the following ten sessions:

### 1.5.1 Interactive workshop D2.2.1

This session will take place in Lecture Theatre 7 between 12:05 and 13:05.

**Session title:** Do students dream of digital assessments? Students as decision makers in the adoption of digital tools

**Presenters:** Alison Gibson and Helen Greetham, University of Birmingham

**Summary abstract:**  Letting students know they’re trialling new forms of assessment will only worry them… won’t it? In this workshop members of the University of Birmingham Digital Assessment team share how they have centred student voice the process of rolling out new assessment tools. Participants will take on the role of students to explore a practical toolkit of approaches, investigating how we can manage the emotions involved in change, how to create and maintain channels of student communication which allow all voices to be heard, and to discover when, how or why we should use surveys and student focus groups.

1.5.2 Interactive workshop D2.2.2

This session will take place in Lecture Theatre 8 between 12:05 and 13:05.

**Session title:** Belonging for future focused education: An integrated approach to belonging

**Presenters:** Professor Hannah Cobb, Dr Jennifer McBride, Dr James Brooks and Dr Nicholas Weise, University of Manchester

**Summary abstract:**  A key challenge across institutions - especially in light of the cost-of-living crisis and the increasing move towards blended and flexible learning - is building a sense of community and belonging for everyone in higher education. In this workshop, participants will learn about an integrated, institution-wide approach which brings staff and students together into communities and develops teaching excellence. They will then use this as a springboard to identify what works in building belonging in their workplace. Participants will leave with drafted evidence-based initiatives that they can directly implement in their local area, and a plan to evaluate their success.

1.5.3 Interactive workshop D2.2.3

This session will take place in Lecture Theatre 9 between 12:05 and 13:05.

**Session title:** ‘‘Speaking Texts’: The Power of stories to enhance our students’ sense of belonging in HE and beyond

**Presenters**: Dr Karen Lipsedge, Kingston University and Adam James Smith, York St John University

**Summary abstract:**  This interactive workshop will demonstrate how to harness the potential of “stories” to decentre curricula and empower students to cultivate their own sense of belonging as part of an intellectually curious, compassionate, and co-productive community of learners. Drs Karen Lipsedge and Adam J Smith will introduce two case-studies from their own eighteenth-century-based learning and teaching which emphasise the value of foregrounding stories hidden in plain sight, before leading a series of activities designed to encourage participants to identify how these strategies might apply to a diverse of disciplines and learning contexts, as well as sharing their own experiences and practice.

1.5.4 Interactive workshop D2.2.4

This session will take place in Lecture Theatre 10 between 12:05 and 13:05.

**Session title:** Supporting transitions with student-created resources: The hidden curriculum glossary

**Presenter:** Professor Amanda Millmore, University of Reading

**Summary abstract:**  This student-staff partnership project (with first generation Law students) demystified aspects of the student experience and academic expectations, by co-creating resources to support students as they transition into university, to enhance their feelings of community and sense of belonging. Our hidden curriculum glossary project has been adopted and adapted across the sector, with colleagues creating their own versions for their students. In this hands-on collaborative workshop “buzz session” we share our experiences, together with guidance and activities for delegates to begin creating their own glossary framework, which they can then take back to their institution to work on with students.

1.5.5 Interactive workshop D2.2.5

This session will take place in Lecture Theatre 1 between 12:05 and 13:05.

**Session title:** Creating a community that values, and is confident in discussing, diversity and inclusion: Practical tips from the DiCE project

**Presenter:** Dr Candice Majewski, Professor Rachel Horn and Liz Taylor, University of Sheffield

**Summary abstract:** DiCE (Diversity Confidence in Engineering), is an inclusivity-focused project funded under the Royal Academy of Engineering Diversity Impact Programme. We aimed to engage staff and students, developing confidence in talking about diversity and inclusion, and in taking actions to improve the inclusivity of their work, social, and study environments. In this session we will provide an overview of activities we have developed, before engaging attendees in an interactive workshop designed to help staff and students identify practical things they can do to be more inclusive. Finally, we will generate ideas for translating some of the activities into your own institutions.

1.5.6 Oral presentations D2.2.6

This session, comprising three, 20-minute presentations plus Q&A, will take place in Lecture Theatre 4 between 12:05 and 13:05.

**1.5.6.1 Session D2.2.6a**

This is the first of three presentations within this one-hour session

**Session title:** Building future-focused education at De Montfort University: Block by block

**Presenters:** Zoe Allman, Dr Nicola Brooks, Dr Chris Goldsmith and Dr Claire Orwin, De Montfort University

**Summary abstract:**  De Montfort University has introduced a new university curriculum sequencing and delivery approach, known as Education 2030. From September 2022 students began to embrace learning in a new sequential, block format. This presentation by the Associate Dean (Academics) explains how the Education 2030 approach was adopted and embraced across their respective subjects, and the opportunities and challenges this created along the way. The session reflects on the process of transformational change to ensure future-focused education, and the learning from the first two years of delivery of academic programmes in the Education 2030 format.

**1.5.6.2 Session D2.2.6b**

This is the second of three presentations within this one-hour session

**Session title:** Measuring the impact of curriculum reform: An Australian case study of immersive block teaching

**Presenters:** Dr Elizabeth Goode, Southern Cross University

**Summary abstract:**  This session will provide insight into how a university can transform its curriculum to increase student success and retention. From 2021 to 2023, a public Australian university replaced traditional 13-week trimesters with the Southern Cross Model, a 6-week immersive block model underpinned by focused, active and guided learning. Analysis of student grades over four years demonstrates a statistically significant uplift in student success in the immersive block model. Staff insights into what it takes to transform an entire institution’s delivery model, and student perspectives on the benefits and challenges of active, immersive block learning, will be discussed.

**1.5.6.3 Session D2.2.6c**

This is the third of three presentations within this one-hour session

**Session title:** Getting up and running with ‘block’: Considerations for how to operationalise a move to block teaching and learning

**Presenters:** Jo Divers, University of Suffolk

**Summary abstract:**  Block teaching is a method of delivery where learning is structured into discrete, intensive, blocks of study rather than across longer concurrent modules. As data continues to confirm the importance and effectiveness of a ‘block’ approach as a compassionate pedagogical method, there is fairly little available to guide institutions in the operationalisation of this approach. This session goes into the detail of a ‘block and blend’ approach to learning, considering the experiences of staff involved in the roll-out of block since 2020, and delivered by Associate Deans providing their own perspective straddling both the strategic and operational sides of delivery.

1.5.7 Oral presentations D2.2.7

This session, comprising three, 20-minute presentations plus Q&A, will take place in Lecture Theatre 5 between 12:05 and 13:05.

**1.5.7.1 Session D2.2.7a**

This is the first of three presentations within this one-hour session

**Session title:** A full student life cycle approach for enhancing student sense of belonging: Strategies for building a supportive academic environment

**Presenters:** Professor Yue Chen, Ho Huen, Samantha Heffernan and Dr Jo Elliott, Queen Mary University London

**Summary abstract:** A sense of belonging, a key part of the student experience, significantly influences student retention, academic achievement, and overall well-being. This presentation introduces a framework developed for enhancing the sense of belonging among both undergraduate and postgraduate students. Embracing a holistic approach, the framework integrates seven elements across all stages of the student life cycle, centred around the university values and identity, underpinned by inclusion and well-being support, and enabled by co-creation and empowerment of individuals. The framework was co-created and evaluated with student’s feedback and input.

**1.5.7.2 Session D2.2.7b**

This is the second of three presentations within this one-hour session

**Session title:** A Creative exploration of feelings of belonging: Just how connected are we?

**Presenters:** Dr Carolyn Paul, Amanda Wilkinson and Dr Tessa Podpadec, University of the West of England

**Summary abstract:**  In pursuit of our objective to reach the voices of under-represented groups we have employed creative methods alongside more standard surveys and interviews to gather information about feelings of belonging. This presentation will begin by exploring the emerging momentum of creative approaches in social science, especially in the pursuit of insight into the experiences of underrepresented groups. We will then explain the creative methods we decided to use and explore why we chose them based on the aims of our study. Finally, we will reflect on how our creative methods enabled us to unearth deep insight into the experiences of belonging by our participants, comparing this to the type and depth of insight we gained through our 1:1 interviews and surveys.

**1.5.7.3 Session D2.2.7c**

This is the third of three presentations within this one-hour session

**Session title:** Taking students to the next level: Collaboration and a sense of belonging

**Presenters:** Jenny Spinks and Jules Mundair, University of Greenwich

**Summary abstract:** Students’ transition to Higher Education can be challenging. In response to the challenges a Moodle based course NextLevel was created. From inception it has developed and now provides a community of learning, that is, a safe space for students to feel they belong. As belongingness develops and anxiety reduces academic skills can be developed. In addition, a student symposium has given opportunities for staff and student collaboration, this has been mutually beneficial.

1.5.8 Roundtable presentations D2.2.8

This session, comprising three, 20-minute presentations plus Q&A, will take place in Lecture Theatre 3 between 12:05 and 13:05.

**1.5.8.1 Session D2.2.8a**

This is the first of three presentations within this one-hour session

**Session title:** Empowering educators: Discipline-centric insights into future-focused inclusive teaching

**Presenters:** Dr Ashani Ranathunga, University of Leeds

**Summary abstract:**  Embark on an exploration of our inclusive teaching project which is an initiative that specifically targets discipline-specific gaps in inclusive teaching. A dynamic SharePoint resource, firmly rooted in the University of Leeds' ten principles of inclusive pedagogies, provides practical insights and examples. Tailored across Module Policies, Learning Activities, Module Materials, and Technology, this tool champions continuous improvement. Positive feedback validates its value for seasoned educators and those starting their inclusive teaching journey. Join the discussion for actionable takeaways, fostering collaboration. This session envisions a future of ongoing dialogue, shaping inclusive education for quality education accessible to all.

**1.5.8.2 Session D2.2.8b**

This is the Second of three presentations within this one-hour session

**Session title:** Delivering online legal education at post-graduate Level: Benefits, challenges and focus on creating inclusiveness

**Presenters:** Dr Ngozi Okoye, University of Lincoln

**Summary abstract:**  The possibility of earning a law degree through an online programme of study has increased. From the perspective of an academic programme leader who developed an innovative online LLM programme which has enormous potential to create numerous benefits such as enabling inclusiveness and facilitating the achievement of some of the United Nations Sustainable Development goals, there are numerous challenges to achieving the benefits and ensuring that all students are supported effectively. This roundtable will engage in insightful discussions and ultimately the learning derived will enable development and improvement as regards such online law programmes now and in the future.

**1.5.8.3 Session D2.2.8c**

This is the third of three presentations within this one-hour session

**Session title:** Placing inclusion at the heart of service delivery

**Presenters:** Andy Callard and Jess Jenkins, Sheffield Hallam University

**Summary abstract:**  Sheffield Hallam University's Work for Yourself Sandwich Placement is one of the largest of its kind. Last year, 65 students developed their own business idea, the largest cohort we'd ever recruited. When analysing the data to prepare for the new cohort, it emerged that 50% of the cohort had additional needs. With an increasing proportion of students requiring additional support, it was clear that we would have to work harder to ensure the experience would be inclusive for all students. This session will outline the steps we took - the successes, and the challenges that we faced along the way.

1.5.9 Oral presentations D2.2.9

This session, comprising three, 20-minute presentations plus Q&A, will take place in Lecture Theatre 6 between 12:05 and 13:05.

**1.5.9.1 Session D2.2.9a**

This is the first of three presentations within this one-hour session

**Session title:** Addressing the BAME awarding and graduate outcome gaps: What works and why?

**Presenter:** Dr Dom Conroy, Dr Mary-Jane Poku and Jade Benn, London Metropolitan University

**Summary abstract:**  This roundtable will facilitate critical discussion about what educators can do to help close the degree awarding and graduate outcome gaps between learners from BAME and white backgrounds. Using our 'Talking Careers' targeted initiative as a springboard, roundtable participants and delegates will explore experiences of initiatives linked to closing the gap, pinpoint relevant obstacles and facilitators, consider how different stakeholder voices and connections are important to this, and exploring what the desirable future agendas for closing the BAME awarding and graduate outcome gaps. Supportive resources will be embedded within and available beyond the session.

**1.5.9.2 Session D2.2.9b**

This is the second of three presentations within this one-hour session

**Session title:** BAME Reciprocal DI-lawgues: Sense of belonging at the heart of bridging our ethnicity awarding gap

**Presenters:** Shweta Band and Dr Nowrin Tamanna, University of Reading

**Summary abstract:**  Reciprocal DI-lawgues is a Reading Law School initiative towards closing the ethnicity awarding gap. The project involves 25 staff-student partners scheduled to meet periodically from Oct 2023 to March 2024, to discuss pre-supplied questions on the project themes-T&L, Employability and Belonging. The session explores the role of sense of belonging as a core T&L value in tackling the ethnicity awarding gap. We will share the key project findings and our recommendations in designing the Law School T&L Essentials Toolkit/EDI Strategy. The session will benefit a wide range of audience involved in any area of T&L and/or student experience and engagement.

**1.5.9.3 Session D2.2.9c**

This is the third of three presentations within this one-hour session

**Session title:** 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

**Presenters:** Saria Ahmed and Dr Melanie Narayanasamy, University of Nottingham

**Summary abstract:**  Explore how the University of Nottingham tackled disparities among BAME and disabled students impacting their academic outcomes. Following a social science qualitative research approach, we draw from the lived experiences of students and academic staff to better understand nuanced contributors to the Awarding Gap for these students and proposed actionable solutions to mitigate these challenges. Our recommendations prioritize fostering a strong sense of belonging, diversifying staff and student cohort, enhancing support structures and more. Join us to unravel strategies promoting inclusivity and equity within HE and walk away empowered to employ similar methodologies and implement tailored strategies at your institution.

1.5.10 Oral presentations D2.2.10

This session, comprising three, 20-minute presentations plus Q&A, will take place in Bowden room between 12:05 and 13:05.

**1.5.10.1 Session D2.2.10a**

This is the first of three presentations within this one-hour session

**Session title:** Increasing student engagement in physician associate studies

**Ptesenters:** Dr Mathavi Uthayanan, Dr Philippa Guppy, Tripti Chakraborty, Brian Dzikiti, Ellie Van Vuren and Dr Matthew Grant, St George’s University of London

**Summary abstract:**  In 2021, Mercadal highlighted student engagement's link to motivation and active participation in education. However, Advance HE's survey revealed a decline in engagement among undergraduates by the end of 2021. To tackle this, the St. George’s University physician associate faculty created a team task to enhance engagement. We focused on empowering students through a session where first-year students ranked module importance, leading to peer-to-peer discussion and teaching. Qualitative and quantitative feedback indicated the session broke barriers, encouraged group work, and improved understanding. This initiative, held the start of the year, fostered collaboration and mutual learning between staff and students, improving engagement.

**1.5.10.2 Session D2.2.10b**

This is the secind of three presentations within this one-hour session

**Sesson title:** An enquiry into the importance and relevance of a sense of belonging on a multi professional online Independent Prescribing programme: Research report

**Presenters:** Jill Wood and Dawn Oddie, University of the West of England Briston

**Summary abstract:**  This session seeks to report on a small research project conducted in 2023 into the importance of a sense of belonging to post graduate professionals undertaking an online programme of study. The study sought to understand how this specialist group of students undertaking high stakes professional study valued a sense of belonging (or not) and how the initiatives introduced to the online programme may have enhanced a sense of belonging for the students. The researchers wish to share their findings and generate discussion around a sense of belonging for post graduate part-time students undertaking Online study.

**1.5.10.3 Session D2.2.10c**

This is the third of three presentations within this one-hour session

**Session title:** Inclusion in Sheffield Medical School: Our staff and student LGBT+ working group

**Presenters:** Dr Joanne Thompson, University of Sheffield

**Summary abstract:**  At Sheffield Medical School medical students surveyed their peers and found a culture in which instances of homophobia/transphobia were common. Moreover, as healthcare students, they witnessed discrimination whilst on placements. A staff-student LGBT+ working group was created, focussed on the co-creation of outputs. We aim to improve students' knowledge of LGBT+ health care matters and to impact on the student culture and inclusivity, through curriculum innovation. This interactive workshop aims to address key challenges facing LGBT+ students and through co-creation enable us to support students and engender a sense of belonging in both University and NHS settings.

1.5.11 Oral presentations D2.2.11

This session will take place in Adams room between 12:05 and 13:05.

**1.5.11.1 Session D2.2.11a**

This is the first of three presentations within this one-hour session

**Session title:** Building a sustainable future for higher education through SoTL Leadership: An international perspective

**Presenters:** Dr Claire Stocks, BPP University, Dr Amanda Miller, Manchester Metropolitan University, Sonja Johnston, University of Calgary and Dr Melanie Hamilton, University of Saskatchewan

**Summary abstract:**  The Scholarship of Teaching and Learning (SoTL) provides a way for academic practitioners to understand and adapt their practice to manage the complex challenges facing Higher Education. However, despite the growth in teaching-only academics, SoTL remains undervalued in HE in the global north. While SoTL may contribute to helping the HE workforce to develop more adaptable and responsive practices, the reward and recognition for SoTL leaders is, arguably, lacking. The presenters will bring together personal perspectives from diverse nations and institutional settings to provide participants with an opportunity to consider the ways in which SoTL can support future-focused Higher Education.

**1.5.11.2 Session D2.2.11b**

This is the second of three presentations within this one-hour session

**Session title:** The scholarship development journey at NTU: A space for everyone

**Presenters:** Laura Stinson, Dr Belinda Ferguson and Dr Sarah Broadberry, Nottingham Trent University

**Summary abstract:**  This interactive workshop will introduce attendees to the Scholarship Development Journey at Nottingham Trent University (NTU). The journey will allow a seamless service offer that signposts and assists academics and professional staff on their personal and professional development journey and to be fully prepared to equip students with the attributes needed to thrive in the future. Through a series of activities, delegates will be able to reflect and discuss the different stages of the journey and apply this to their own context with reflection across institutional representation and roles.

**1.5.11.3 Session D2.2.11c**

This is the third of three presentations within this one-hour session

**Session title:** Developing a shared perspective of scholarship in higher education

**Presenters:** Dr Robert Wilson, Cardiff University

**Summary abstract:**  This workshop will be an extension of research undertaken at Cardiff University to establish a clearer, shared understanding of Scholarship in Higher Education. In particular, delegates will be asked to share their own (or institutional) definitions of scholarship in advance of the workshop, and these will be used as a basis to actively explore common themes and defining features. Subsequent focus will be on how scholarship is applied, valued, and supported in practice through reflection and debate of thought-provoking statements related associated with the topic.

1.5.12 Oral presentations D2.2.12

This session, comprising three, 20-minute presentations plus Q&A, will take place in Kilpin room between 12:05 and 13:05.

**1.5.12.1 Session D2.2.12a**

This is the first of three presentations within this one-hour session

**Session title:** Impact of partner library access on distance learning success

**Presenters:** Rachel Stone, The Open University

**Summary abstract:**  Library Services at The Open University (OU) conducted research exploring the impact of SCONUL Access (partner library) membership on distance learning engagement and academic achievement. Our insight work found that a higher percentage of students who were members of SCONUL Access gained a distinction in comparison to students who weren’t a member. Additional research found that distance learning students’ access to the partner libraries supported their academic achievement, provided them with high quality study space and collections, and enhanced their overall experience as an OU distance learning student by helping them to feel part of a learning community.

**1.5.12.2 Session D2.2.12b**

This is the second of three presentations within this one-hour session

**Sesion title:** I belong' Inclusive art project: A template for Inclusion

**Presenters:** Dr Olatunde Durowoju, Jessica Swainson and Dr Mollie Bryde-Evens, Liverpool John Moores University

**Summary abstract:** The 'I Belong' Inclusive Art Project, a collaborative effort between academics, students, and professional services, aimed to reshape the physical environment of higher education institutions (HEIs) for inclusivity and belonging. Through a competitive art phase and collaborative doodle creation, the project aimed to install permanent, student-designed artworks across learning and social spaces. The project was designed to empower students by amplifying their voices, fostering a profound sense of belonging, and representing diverse identities within the faculty's fabric. We evidence a positive impact of the project on student experience and provide a template for institutions seeking to replicate such initiatives.

**1.5.12.3 Session D2.2.12c**

This is the third of three presentations within this one-hour session

**Session title:** Beyond ‘if you build it, they will come’: Designing HELIX, a community space for learning innovation

**Presenter:** Chris Thompson, University of Leeds

**Summary abstract:**  The cliché ‘if you build it, they will come’ suggests that impressive innovation environments attract engaged audiences no matter what. Yet, without intentional design, there is risk that these opportunities only reach early adopters. How can an institution sustain and develop a community through the intentional design of the learning innovation environment? This presentation sets out our first year launching HELIX, a new digital learning accelerator at the University of Leeds, sharing our design process, collaborations, lessons learned, and evaluation methods. It will benefit all those interested in driving forward learning innovation, including leaders, students, and practitioners.

1.5.13 Oral presentations D2.2.13

This session, comprising three, 20-minute presentations plus Q&A, will take place in Hooley room between 12:05 and 13:05.

**1.5.13.1 Session D2.2.13a**

This is the first of three presentations within this one-hour session

**Session title:** Preparing students for an uncertain future

**Presenters:** Associate Professor Tony Morgan and Dr Sanaz Sigaroudi, University of Leeds

**Summary abstract:**  In a changing and uncertain world, where employers seek skills beyond core degree disciplines, how can we prepare students to succeed? In our teaching at the University of Leeds, students work in interdisciplinary teams to address innovation challenges co-created with local, national and international employers. Students collaborate, research problems, develop empathy, generate ideas, create prototypes and communicate value. Experiential-learning enables students to progress their projects and develop the skills needed by future employers, including team-working, digital collaboration, commercial awareness, communication skills and resilience. In this session, we’ll share our work and research, discuss reuse and explore potential cross-institution collaborations.

**1.5.13.2 Session D2.2.13b**

This is the second of three presentations within this one-hour session

**Session title:** Joining the dots: A case study of mature student pre-induction programme

**Presenters:** Stephnie Ng, Dr John Deane and Dr Besty Jose, University of Wales Trinity Saint David

**Summary abstract:**  How do you engage with mature widening access students to develop their sense of belonging? This session aims to answer this question through outlining the lessons from a 3-day pre-induction programme. Through a case study of inner-city widening access students, the interventions that have been successful will be shared with attendees on the topics of connection, inclusion, autonomy and support. The co-creation element of the case study and the outcomes indicate that building student autonomy and access to support structures is key to building belonging.

**1.5.13.3 Session D2.2.13c**

This is the third of three presentations within this one-hour session

**Sesion title:** Linguistically inclusive teaching in higher education

**Presenter:** Dr Elizabeth Bailey and Sam Shipley, University of Lincoln

**Sesion abstract:** In this presentation, we discuss a recent project where we collaborated with students to examine what linguistically inclusive teaching looks like in higher education. First, we held focus groups with students (who were a) bilingual b) first in their family to university and c) neurodivergent) to ascertain what linguistic barriers (if any) they felt impacted their success at university. Second, we are working with these students to co-construct guidance around linguistically inclusive classroom and assessment practices for staff members at our university. Following this, we are examining attitudes towards these linguistically inclusive practices amongst teaching staff.

1.5.14 Oral presentations D2.2.14

This session, comprising three, 20-minute presentations plus Q&A, will take place in NEWN21 room between 12:05 and 13:05.

**1.5.14.1 Session D2.2.14a**

This is the first of three presentations within this one-hour session

**Session title:** Creating and trialling a visual tool to make module connections explicit

**Presenters:** Diana De Butts and Ken Liston, Nottingham Trent University

**Summary abstract:**  At NTU we created and trialled a visual model to represent the knowledge and skill connections between modules and years. This was designed both as a supportive resource for students to better understand their course learning journey and a resource to facilitate course planning and review. This presentation shares the model, early benefits and lessons learned along the way. This session is for anyone with an interest in HE course design, assessment, student engagement and belonging.

**1.5.14.2 Session D2.2.14b**

This is the second of three presentations within this one-hour session

**Session title:** A digital assessment journey: Why you need a digital assessment team and how you start one

**Presenters:** Gemma Westwood, University of Birmingham

**Summary abstract:**  This deep dive into the impact of a Digital Assessment Team on the future of digital assessment at the University of Birmingham will cover the creation of the team, the team’s strategies for achieving big impact goals, the challenges we’ve faced and how (or if) we’ve overcome them, and the evaluation results from staff and students on how successful the project has been. It is a practical presentation providing feedback to the sector about a high-level strategy within the University of Birmingham, and how that strategy is progressing within its first year.

**1.5.14.3 Session D2.2.14c**

This is the third of three presentations within this one-hour session

**Sesion title:** Staff and students’ thoughts on the impact of new digital assessment tools at the University of Birmingham

**Presenter:** Gemma Westwood, University of Birmingham

**Sesion abstract:** The battle to improve students marking and feedback scores in the NSS results is a thorn in the side of many universities. Coupled with the need to support staff to reduce the marking and assessment burden, we encounter a powder-keg that threatens to increase dissatisfaction for both parties. The University of Birmingham have attempted to address this via an institution wide exploration of two digital assessment tools, which promised to defuse this ticking timebomb. This presentation shares the results of this project and the initial impacts that these tools have had on both staff workload and student’s impressions of feedback.

## 1.6 Lunch break

A buffet lunch will be served in the Newton Forum Levels 0 & 1 from 13:05 and 13:55. In addition to lunch, delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

## 1.7 Parallel Session 3

In parallel session 3, thirteen sessions will run simultaneously between 13:55 and 14:35. Delegates should select one, 40-minute session to attend.

Parallel session 3 consists of the following ten sessions:

1.7.1 Oral presentations D2.3.1

This session, comprising two, 20-minute presentations plus Q&A, will take place in Lecture Theatre 7 between 13:55 and 14:35.

**1.7.1.1 Session D2.3.1a**

This is the first of two presentations within this 40-minute session.

**Session title:** The implementation of a student advocate role to support students with complex needs

**Presenters:** Dr Andrea Cockett, Kingston University

**Summary abstract:**  Using a model of restorative clinical supervision the implementation of a student advocate role for nursing students helped to reduce course attrition and enhance engagement of students with challenging personal circumstances. Providing tailored individual support with: Academic work Personal challenges financial challenges can enable students who are at risk to remain on their course and complete successfully.

**1.7.1.2 Session D2.3.1b**

This is the second of two presentations within this 40-minute session

**Session title:** Tackling student engagement through a university-wide policy to tackle period poverty

**Presenters:** Dr Helen Tidy, Teesside University

**Summary abstract:**  Period Poverty has been heightened by the cost-of-living crisis, with up to 28% of young women (aged 16-24) report having missed their education due to their periods. This has a limiting effect on women being able to fulfil their potential including actively engaging in their university education. Staff at Teesside University proactively worked together to tackle this issue by provision of free period products using a planet friendly approach, including the trialling of menstrual cups. This talk will look at how this was achieved, what the hurdles were and how this is important to helping students through the cost-of-living crisis.

1.7.2 Oral presentations D2.3.2

This session, comprising two, 20-minute presentations plus Q&A, will take place in Lecture Theatre 8 between 13:55 and 14:35.

**1.7.2.1 Session D2.3.2a**

This is the first of two presentations within this 40-minute session.

**Session title:** Taking positive action for underrepresented groups of masters students: Leeds Institute for Data Analytics (LIDA) scholarships programme

**Presenters:** Professor Paul Baxter, University of Leeds

**Summary abstract:**  A 2020 report from market research company Ipsos Mori emphasised that the current workforce in AI and Data Science is not representative of the wider population. At Leeds we secured funding for 40+ £10k scholarships from the Office for Students (OfS) for students from nine underrepresented groups to study on three data-science related MSc programmes. In this talk we describe the process of building the bid, how we marketed the scholarships to students, and how we delivered a new pre-sessional conversion module for scholarship students who would not make our standard admissions offers.

**1.7.2.2 Session D2.3.2b**

This is the second of two presentations within this 40-minute session.

**Session title:** Neurodivergent belonging: Creating effective workspaces and support for neurodivergent postgraduate researchers

**Presenters:** Dr Amanda Brunton, University of Cambridge

**Summary abstract:**  There is a growing awareness of the needs of neurodivergent students in HE, however this is often focused on undergraduates. While many of the same principles for educational support apply to neurodivergent undergraduate and postgraduate students alike, the nature of a research qualification can present new challenges that require specific support. This presentation discusses the impact of inclusive practice on postgraduate student success, and on their sense of belonging in academia. It also offers practical advice on how postgraduate development programmes can anticipate and meet the needs of neurodivergent researchers through a combination of inclusive practice and tailored training sessions.

1.7.3 Oral presentations D2.3.3

This session, comprising two, 20-minute presentations plus Q&A, will take place in Lecture Theatre 9 between 13:55 and 14:35.

**1.7.3.1 Session D2.3.3a**

This is the first of two presentations within this 40-minute session.

**Session title:** Shouting loudly together: Using student ambassadors to amplify black voices at Northumbria University Library

**Presenters:** Dr Biddy Casselden Casselden, Northumbria University

**Summary abstract:** This session shares lessons learnt from joint working between an academic library, department and students aiming to amplify black voices in the library as an internally funded project. Student ambassadors were recruited and worked closely as co-creators to identify what black students felt about their library services and develop resources to improve and enhance experiences. The enhanced sense of belonging that resulted from this project for the black student ambassadors will be explored, together with the ways in which co-creation helped to bring the students and service closer together amplifying the student voice in more ways than one.

**1.7.3.2 Session D2.3.3b**

This is the second of two presentations within this 40-minute session.

**Session title:** Addressing the elephant in the room: Race in EAP

**Presenters:** Dr Olive Nabukeera, University of Leeds

**Summary abstract:** This session delves into the pivotal yet overlooked topic of racial discourse in UK English for Academic Purposes (EAP). Discover why discussions on race are notably absent in scholarly conversations despite the growing emphasis on diversity. Hear strategies to integrate vital racial discussions in EAP, fostering a more inclusive educational environment. Uncover barriers, how to engage in class discussions, and contribute to shaping a more comprehensive approach to diversity in academia and inclusivity in higher education.

1.7.4 Oral presentations D2.3.4

This session, comprising two, 20-minute presentations plus Q&A, will take place in Lecture Theatre 10 between 13:55 and 14:35.

**1.7.4.1 Session D2.3.4a**

This is the first of two presentations within this 40-minute session.

**Session title:** Applying learning and memory theory to support learners with neural divergence

**Presenters:** Dr Jonathon O'Brien, University of Liverpool

**Summary abstract:**  Aim To introduce key concepts from learning and memory theory that can support inclusion for learners with memory impairments linked to neural divergence. Objectives To demonstrate how to apply these theories when designing learning experiences and teaching resources. To provide specific examples, based applied learning and memory theory, of supporting learners with neural divergence when studying anatomy and physiology.

**1.7.4.2 Session D2.3.4b**

This is the second of two presentations within this 40-minute session.

**Session title:** Empowering inclusive learning: Integrating gamification and interactive videos in higher education

**Presenters:** Dr Heshmat Borhani, Nottingham Trent University

**Summary abstract:**  This presentation explores the innovative use of gamified, interactive videos in online learning to enhance student inclusion and engagement, particularly for international students. Utilizing H5P tools, the project transforms traditional video content into interactive experiences, ensuring educational materials meet diverse learning needs. Attendees will learn about integrating gamification principles in online modules, creating visually and audibly engaging content, and assessing its impact through pre- and post-intervention tests and surveys. This approach not only enriches student learning experiences but also aligns with future-focused educational goals of innovation and impact, providing valuable insights for educators and administrators in diverse educational settings.

1.7.5 Roundtable D2.3.5

This session, comprising two, 20-minute presentations plus Q&A, will take place in Lecture Theatre 1 between 13:55 and 14:35.

**1.7.5.1 Session D2.3.5a**

This is the first of two presentations within this 40-minute session.

**Session title:** Let's talk about decolonising the curriculum

**Presenters:** Reece Sohdi, University of Sunderland

**Summary abstract:**  Decolonising the Curriculum is about acknowledging and challenging the ways in which colonialism has impacted upon the knowledge and learning based on the historical context of “the winners”. Decolonising is not about deleting knowledge or histories that have developed in colonial nations; rather it is to situate the histories and knowledges that do not originate from the West in the context of imperialism, colonialism, and power. We will explore what the term “Decolonising the Curriculum” actually means, what its impact on society is and consider how students can see themselves represented in the curriculums they study.

**1.7.5.2 Session D2.3.5b**

This is the second of two presentations within this 40-minute session.

**Session title:** Inclusivity in action: Empowering educators with an effective checklist for inclusive educational practices

**Presenters:** Dr Atm Alam and Professor Yue Chen, Queen Mary University of London

**Summary abstract:**  Join our “Inclusivity in Action” roundtable to discover a new checklist, a practical tool for integrating inclusivity into teaching, learning, and assessments. This session, brought to you by the Inclusive Curriculum Scholarship Working Group at QMUL, will guide educators to make their educational practices more inclusive. Designed for educators and programme directors, this session aims to encourage a culture of inclusivity in different educational settings, including transnational education (TNE). Elevate your teaching practices and help share a more equitable and diverse academic future. Your insights are valuable in shaping the future of education.

1.7.6 Oral presentations D2.3.6

This session, comprising two, 20-minute presentations plus Q&A, will take place in Lecture Theatre 4 between 13:55 and 14:35.

**1.7.6.1 Session D2.3.6a**

This is the first of two presentations within this 40-minute session.

**Session title:** Effects of a psychologically-informed teaching intervention on student identities: A multi-site naturalistic controlled trial

**Presenters:** Dr Louise Taylor, Oxford Brookes University

**Summary abstract:**  Student belonging may be compromised if students have a weak identity as a learner and strong identity as an educational consumer. I will present an evaluation of a new curriculum resource developed from psychological research – and identities workshop for educators to engage in with students (www.brookes.ac.uk/SIIP). The evaluation involved over 200 students from four institutions in England and Wales, and the analysis compared identity and belonging scores of participating students with a control group who did not take part. Preliminary analysis suggests that students’ learner identities are strong and can be further strengthened by the workshop.

**1.7.6.2 Session D2.3.6b**

This is the second of two presentations within this 40-minute session.

**Session title:** Transforming graduate outcomes by helping Psychology students’ construct personally meaningful career identities

**Presenter:** Dr Kim Bradley-Cole, University of Winchester

**Summary abstract:**  Universities are under intense pressure to produce appropriately ‘high-skilled’ workers, and students are expected to ‘become’ employable graduates. Ambiguous demands have driven a prevalence of reductionist, generic skills-based solutions that conceptualise employability as an external capacity rather than as the development of an internalised, fluid career identity. This presentation offers an alternative approach to embedding employability in undergraduate programmes, rooted in constructivist learning principles. Based on a five-year longitudinal study of Psychology students at a UK university, it demonstrates how crafting employability as a journey towards a meaningful life can have a significant impact on graduate outcomes and league tables.

1.7.7 Oral presentations D2.3.7

This session, comprising two, 20-minute presentations plus Q&A, will take place in Lecture Theatre 5 between 13:55 and 14:35.

**1.7.7.1 Session D2.3.7a**

This is the first of two presentations within this 40-minute session.

**Session title:** Why are students not attending in-person classes post COVID-19: An explorative discussion of best practice in supporting student engagement

**Presenters:** Conor Naughton, Nottingham Trent University

**Summary abstract:**  In the wake of the COVID-19 pandemic, higher education institutions globally grapple with shifting dynamics in student engagement. This presentation details the findings of a collaborative effort among three post-92 universities and seeks to unravel the complexities surrounding the change regarding in-person class attendance and wider issues relating to student engagement. Through an in-depth exploration, we draw on a literature review, and our student representative research including insights from conversations with 40 Student Academic Representatives. Join us for a practical and insightful presentation and discussion, contributing to the ongoing dialogue on reshaping student engagement in higher education.

**1.7.7.2 Session D2.3.7b**

This is the second of two presentations within this 40-minute session.

**Session title:** Addressing student engagement and progression: Scaffolding learning and belonging through an assessed class engagement initiative

**Presenter:** Dr Samantha Read and Melanie Currie, Nottingham Business School

## **Summary abstract:**  This session showcases the design, findings and impact of an attendance and engagement initiative which was piloted with first year students studying at Nottingham Business School. Delegates will learn how the Assessed Class Engagement project was implemented, monitored, and evaluated to encourage students to take responsibility for their own learning and actively engage in all timetabled sessions, facilitate the development of professional behaviours and to build a sense of community and belonging in the classroom.

1.7.8 Oral presentations D2.3.8

This session, comprising two, 20-minute presentations plus Q&A, will take place in Lecture Theatre 3 between 13:55 and 14:35.

**1.7.8.1 Session D2.3.8a**

This is the first of two presentations within this 40-minute session.

**Session title:** "I can do this, and I have a plan in Place": The school of english undergraduate peer coaching programme

**Presenters:** Professor Rachel van Duyvenbode, Amelie Cox, Annabelle Dornan and Rebecca Liddle, The University of Sheffield

**Summary abstract:**  The School of English undergraduate peer coaching programme is an innovative extracurricular 13-week programme that teaches students core non-directive coaching methods which are then put into practice via reciprocal student coaching partnerships. In their peer coaching partnerships, students take turns being coached and coaching each other and, in this presentation, you will hear from students about the transformational learning that this yielded. Our impact data shows how peer coaching can improve students' academic confidence, scaffold belonging and catalyse a sense of purpose and connection for undergraduate students with particularly powerful benefits for students from marginalised backgrounds in higher education. http://tinyurl.com/4zdadfe4

**1.7.8.2 Session D2.3.8b**

This is the second of two presentations within this 40-minute session.

**Session title:** Coaching pedagogy for shared learning and growth

**Presenter:** Jelena Matic, Nottingham Trent University

**Summary abstract:**  This roundtable session is designed for shared exploration of how coaching pedagogy can be utilised for future-focused education. Since 2018, NTU has been investing in the academic staff’s development of essential coaching skills, in a collaborative effort to reform our approach to student-centred tutoring. Join us in this engaging dialogue as we delve into the transformative potential of coaching pedagogy, exploring its impact on cultivating reflective and critical thinking spaces where students and staff embark on a shared journey of learning and growth.

1.7.9 Oral presentations D2.3.9

This session, comprising two, 20-minute presentations plus Q&A, will take place in Lecture Theatre 6 between 13:55 and 14:35.

**1.7.9.1 Session D2.3.9a**

This is the first of two presentations within this 40-minute session.

**Session title:** A journey of exploration in new learning environments

**Presenters:** Michael Detyna, King's College London

**Summary abstract:**  A journey of exploration in new learning environments As voyagers have explored new lands in the past, we hope to explore new understandings of pedagogy and technology in learning spaces. This talk covers experimentation in an innovative learning space. We are also working to consider ways to use technology to enhance interactivity and collaboration. This project will also consider inductions, which give teachers confidence in using appropriate digital tools to improve teamwork and interactivity in their subject. Delegates will find this session of use as it explores various implications of our findings that resonate with the learning and teaching community.

**1.7.9.2 Session D2.3.9b**

This is the second of two presentations within this 40-minute session.

**Session title:** Active Classrooms in HE (ACHE Project)

**Presenter:** Louise Morby and Dr Andrew Manley, Leeds Beckett University

## **Summary abstract:** The Active Classrooms in HE (ACHE) Project. Join our presentation to delve into dynamic, movement-integrated teaching strategies. Learn how ACHE enhances student engagement, fosters collaboration, and optimises academic outcomes. Discover our vision and strategies for a transformative educational experience. Don't miss the chance to explore innovative pedagogies with us. #HigherEd #ACHEProject #TransformativeTeaching".

1.7.10 Oral presentations D2.3.10

This session, comprising two, 20-minute presentations plus Q&A, will take place in Bowden room between 13:55 and 14:35.

**1.7.10.1 Session D2.3.10a**

This is the first of two presentations within this 40-minute session.

**Session title:** The important role of entrepreneurship education in the development of student, knowledge, skills and practice for sustainability: Success, challenges and roadmap for the future

**Presenters:** Claire Sinclair and Dr Alex Alterskye, University of York

**Summary abstract:**  We suggest that entrepreneurship education constitutes a powerful tool in which sustainability and the SDGs can be communicated to, and experienced by students, in a way that lets them develop green skills, knowledge and motivation to act, that will be essential throughout their future lives and careers. We will share current practice, uncovering our success and highlighting the challenges, whilst discussing a roadmap for the future of entrepreneurship education linked to sustainability, with a particular focus on innovation and impact.

**1.7.10.2 Session D2.3.10b**

This is the second of two presentations within this 40-minute session.

**Session title:** An enterprising approach to postgraduate engineering courses for sustainable futures

**Presenter:** Dr Ruissein Mahon and Dr Ibiye Iyalla, Robert Gordon University

**Summary abstract:**  This interactive session is for HE educators seeking to align their teaching to Advance HE’s strategic objectives of incorporating “experiential learning, working in multidisciplinary teams on real-world challenges pivotal in cultivating essential competencies key to student success”. Hear how Engineering academics collaborated with Enterprise Educators to deliver an MSc module tackling the UNSDG’s wicked problems. Our case study includes a framework and toolkit which we will explore during the session so that your takeaways enable you to develop and deliver exciting new inclusive and impactful learning that empowers students to thrive in an increasingly Volatile, Uncertain, Complex and Ambiguous (VUCA) world.

1.7.11 Oral presentations D2.3.11

This session, comprising two, 20-minute presentations plus Q&A, will take place in Hooley room between 13:55 and 14:35.

**1.7.11.1 Session D2.3.11a**

This is the first of two presentations within this 40-minute session.

**Session title:** Design thinking, synoptic assessment and cake

**Presenter:** Dr Joanna Brown and Professor Charlotte Haigh, University of Leeds

**Summary abstract:**  This academic year (23/24), the School of Biomedical Sciences at the University of Leeds is delivering a set of innovative programmes. The aim is to enhance students’ sense of belonging and increase their ability to integrate topics from across the programmes. A distinctive element is 60 credits of synoptic assessment in Year 1, integrated across 3 or 4 modules (depending on the programme). One of the challenges has been how to communicate synoptic assessment to incoming students. This presentation will describe the development of an animation and infographic to address this challenge. These resources were co-created with students.

**1.7.11.2 Session D2.3.11b**

This is the second of two presentations within this 40-minute session.

**Session title:** Using design thinking approach to address student feedback

**Presenter:** Dr Yulia Dzenkovska and Hao Du, Newcastle University

Co-author: Kirk Dodds, Newcastle University

**Summary abstract:**  Discover the power of design thinking in collaboratively crafting solutions with students in higher education. Our intervention in the Stage 3 undergraduate module marks a departure from the usual, allowing students to actively shape their learning experience. Aligned with the conference theme of innovation in higher education, our session is designed for academic and professional services staff seeking practical strategies to boost student engagement. Explore insights into implementation, collaboration fostering, and the inspiration behind positive changes in this engaging session.

1.7.12 Oral presentations D2.3.12

This session, comprising one, 40-minute presentation plus Q&A, will take place in Kilpin room between 13:55 and 14:35.

**1.7.12.1 Session D2.3.12a**

**Session title:** Six years of the Level 7 Academic Professional apprenticeship – past, present, and future

**Presenters:** Dan Amin, Advance HE, Bianca Fox and Craig Nolan, Nottingham Trent University

**Summary abstract:**  The Level 7 Academic Professional apprenticeship standard was created in 2018, and since then over 1000 apprentices have undertaken the standard. A new version is due for release this year, so it is a timely opportunity to review how successful the standard has been, and to look ahead at the future of the apprenticeship and the opportunities it presents.

1.7.13 Oral presentations D2.3.13

This session, comprising two, 20-minute presentations plus Q&A, will take place in Hooley room between 13:55 and 14:35.

**1.7.13.1 Session D2.3.13a**

This is the first of two presentations within this 40-minute session.

**Session title:** 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

**Presenter:** Sarvin Hassani and Alessia Mevoli, Anglia Ruskin University

**Summary abstract:**  Did you ever wonder how you can improve student’s engagement and success rate, or improving your institution continuation rate? Implementing targeted interventions is the key to the success. A proactive and responsive in academic and pastoral support is crucial. Early intervention can diminish the complication for students and ensure academic success. At Anglia Ruskin University, we developed a strategy to tackle the low engaged students and direct them to the appropriate supports with demonstrable impact related to their improvement rate. Our presentation will share our findings as an adaptable practice which will benefit the HE sector and foster sustainable development.

**1.7.13.2 Session D2.3.13b**

This is the second of two presentations within this 40-minute session.

**Session title:** Delivering a 94% pass rate by embedding Ako and Tuakana-teina into teaching, a New Zealand approach

**Presenter:** Dr Lorraine Skelton, OPAIC

**Summary abstract:**  Ako and Tuakana-teina practices have been successfully applied to transform engagement in a New Zealand tertiary teaching environment. This case study discusses how we transform the whole lecture space so that it is predominantly active in nature.

1.7.14 Oral presentations D2.3.14

This session, comprising two, 20-minute presentations plus Q&A, will take place in NEWN21 room between 13:55 and 14:35.

**1.7.14.1 Session D2.3.14a**

This is the first of two presentations within this 40-minute session.

**Session title:** Requires attunement: Creating a bond from digital culture(s) for an enhanced education in digital fields of study

**Presenter:** Bradley McAvoy-James, Brunel University

**Summary abstract:**  This talk offers actionable insights for educators looking to enrich the learning experience in digital subjects by attuning with, rather than empathising with, their cohorts; the aim being to gain insights that inform their approach to teaching while students benefit from an academic who is actively engaged in understanding and shaping their industry. Though the focus of the talk has a Games Design perspective, the applications are beneficial to a wider set of educational fields in the digital space. Practical implementation strategies, promoting quick methods and sustained approaches for educators to attune to students will also be included.

**1.7.14.2 Session D2.3.14b**

This is the second of two presentations within this 40-minute session.

**Session title:** Embedding a personalised approach to digital skills development in the APT system

**Presenter:** Dr Kate Wilkinson and Claire Farquharson, Hartpury University

**Summary abstract:**  Following the OfS report in October 2022 highlighting institutional responsibility to ensure digital skill capability for student success, many of us are aware of mass-approaches to digital skills auditing that require multiple questionnaires to be completed. The student is required to link their results to the resources proposed, which can potentially be overwhelming. We will present a different approach, embedding an institutional APT session into practice to enable a more personalised approach to enhance engagement with resources that target their own, assessment and industry needs, highlighting confidence in different skills, differences between level and at-risk student populations.

## 1.8 Transition break

From 14:35 to 14:40 there will be a short break to allow delegates to find their way to the appropriate rooms ahead of the poster session.

## 1.9 Refreshment break and poster viewing

The afternoon refreshment break will take place in the Newton Forum Levels 0 & 1 between 14:40 and 15:05. In addition to refreshments, delegates will have the opportunity to view, and discuss with presenters, posters created for the conference.

There will also be a variety of exhibition stands positioned around the room where delegates can discuss and find information about Advance HE, and talk to our conference sponsors and exhibitors.

## 1.10 Posters on display

In today’s poster session the following posters will be displayed, and presenters of these posters will be available for informal discussion and questions.

**1.10.1 Poster D2.P1**

**Poster title:** Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study

**PresenterS:** Bayaz Mammadova and Dan Zhao, University of Bath

**Summary abstract:** This presentation analyses Graduate Teaching Assistants' (GTAs) experiences across various HEI departments. Using focus groups and interviews, it provides insights into GTAs' roles, challenges, and needs. Best practices identified include structured training programs, collaborative peer support, and consistent feedback mechanisms, all contributing to pedagogical enhancement. Practical recommendations for enhancing GTA support systems are proposed, including tailored training programs and clear communication protocols. This study's findings underscore the value of a systematic approach to GTA development, with the potential to significantly enhance teaching quality and academic career preparation in HEIs.

**1.10.4 Poster D2.P5**

**Poster title:** Listening to All: Feedback and dialogue between staff and students

**Presenter:** Dr Kulnicha Meechaiyo, University of St Andrews

**Summary abstract:**  Our project transitions from 'top-down' to 'bottom-up' feedback, prioritising students' needs and satisfaction. Experience our innovative 'traffic light system' in action: students use colours to express satisfaction levels. Green for happiness, amber for moderate satisfaction, and red for dissatisfaction. Papers distributed at the semester's first lecture allow real-time insights. Students can also provide written feedback, ensuring anonymity. Be part of this transformative journey, providing prompt, valuable insights without overwhelming staff or students. Let's redefine feedback dynamics for a more inclusive and effective learning experience!"

**1.10.5 Poster D2.P7**

**Poster title:** We want to be educated, but we have a life: Challenges to part-time learner persistence

**Presenter:** Linda Robson, Open University

**Summary abstract:**  This poster presents a mixed-media collage produced whilst researching part-time distance students' experience of taking an unplanned deferral from their undergraduate studies at The Open University. It has been argued the use of creative methods in analysis supports diverse questioning of data and promotes empathy with participants (Kara, 2020). Concepts of part-time student aspiration, precarity and engagement are represented in this visual format. I invite delegates to engage with the collage and explore the metaphor and meanings it conveys.

**1.10.6 Poster D2.P9**

**Poster title:** You belong here: The transnational UK- China joint institute experience

**Presenters:** Dr Adriana Encinas-Oropesa and Dr Gill Drew, Cranfield University

**Summary abstract:**  In 2020, ‘Jiangsu University Cranfield Tech Futures Graduate Institute’ was formally approved as a Sino-UK ‘Joint Institute’ (JI). This collaboration enhances higher education within the Global Sustainability agenda. Transnational education challenges such as cultural and communications barriers were challenging during the Covid-19 pandemic. The JI has moved towards a face-to-face courses’ delivery that, coupled with other key practices, have led to completion of the Cohort I. However, we still face the challenge of ensuring our JI students truly feel part of the Cranfield family. We are very keen to explore options to improve this over a round table discussion.

**1.10.7 Poster D2.P11**

**Poster title:** Decolonising Biochemistry

**Presenter**: Dr Anastasios Stavrou, Nottingham Trent University

**Summary abstract:**  Decolonising higher education curricula necessitates identifying dominant cultural perspectives and integrating previously excluded voices. To ensure courses like Biochemistry empower every student, we explored decolonising Biochemistry modules and implementing inclusive enhancements by incorporating diverse viewpoints and activities. A decolonized curriculum fosters academic success by nurturing critical thinking, especially as students’ co-creators, encouraging educators and students to challenge assumptions and perceive the world differently. In the UK, concerns arise over the attainment gap between White and BAME students due to predominantly Eurocentric curricula. We anticipate an inclusive curriculum will foster student identification, enhance outcomes, and attract a more diverse student body.

**1.10.8 Poster D2.P13**

**Poster title:** A critical analysis of student voice inclusiveness

**Presenters:** Dr Carolyn Paul, Dr Tessa Podpadec and Amanda Wilkinson, University of the West of England

**Summary abstract:** Our present research regarding ‘Belonging’ in higher education focusses on surfacing the voices of groups and individuals who are least heard, recognising that the experience of the individual is as relevant to the impact, success and evolution of the sector, as that of the whole cohort. We will critically reflect on the ability of our research approaches to reach those students who are less well heard through student voice and representation schemes. The successes and lessons learnt will be discussed both in terms of approach to research methodology as well as application to student voice activities within higher education.

**1.10.9 Poster D2.P15**

**Poster title:** Learning hubs for wellbeing

**Presenter**s: Dr Ivana Lessner Listiakova, Wendy Lecluyse, Omoboroji Rich and Ellen Buck, University of Suffolk

**Summary abstract:** ‘Learning Hubs for Wellbeing’ is a project of co-creating communities of practice at the University of Suffolk. Students, academics and professional staff learn together and design sustainable interactive online and blended opportunities for development of transversal skills and supporting wellbeing. The project empowers learners in owning their university journeys and managing their mental health. This poster presentation visualises the process and results of several research studies related to best practice in blended pedagogies, benefits and conditions of co-creation, and a model of integrating wellbeing and learning through listening to students’ voices and co-creating a sense of belonging.

**1.10.10 Poster D2.P21**

**Poster title:** From culture shock to digital shock: Preparing international students for an unfamiliar digital environment

**Presenter**: Elizabeth Newall, Jisc and Dr Tabetha Newman, Timmus Research

**Summary abstract:** With 680,000 international students studying in UK HE, arriving from over 200 countries and territories, how well do we understand their digital border crossings and how does digital shock impact their learning? These questions are at the centre of Jisc’s research into international students’ digital experience. In this workshop, you will hear from the 2,000+ international students who participated in a cross-institutional survey and focus groups, gain insights into what participating institutions have subsequently done to smooth their students’ digital border crossings, and engage with Jisc’s recommendations, considering these within the context of your own international student cohorts.

**1.10.11 Poster D2.P22**

**Poster title:** Strategies and practices to support all students feel they truly belong

**Presenter**: Emma Gaunt, Nottingham Trent University

**Summary abstract:**  Ensuring students have an inspiring experience is vital to their success and future progression. Although this has always been measured, the extent to which students receive a positive experience is now measured more formally by both government metrics and national student surveys. The results of which are openly shared with potential future students and the wider general public meaning there is a direct link to these outcomes and the universities reputation. My research outlines different practices that can be employed to ensure a first-class student experience and in turn a real sense of student belonging to their university community.

**1.10.12 Poster D2.P23**

**Poster title:** Thriving away from home: Removing barriers for international students

**Presenter:** Irma Kock, University of Sunderland

**Summary abstract:**  International students coming to study in England face several challenges and experience to some extend culture shock. This affects their ability to thrive within the new culture and impact their academic performance (Khanal and Gaulee, 2019). To support students in their adjustment to their new culture, cohort specific extracurricular sessions are provided. It consists of giving information about culture shock and available support services and visiting a local place of significance. To understand the experiences of the students, they are asked to complete a survey at the beginning, middle and end of their one-year course at University of Sunderland and available finding will be shared as well as emerging themes from the sessions.

**1.10.13 Poster D2.P25**

**Poster title:** The role of EDI in enhancing students' belonging

**Presenters**: Lour Nader, Canterbury Christ Church University

**Summary abstract:**  Ensuring effective learning is a top priority in teaching but how can students learn when they don't feel like they belong to our classroom. To achieve this, we must address students' needs, making them feel included, respected, and celebrated. Join my session, where I'll shed light on vital EDI-related classroom issues, offering practical advice and real-life examples. Let’s Enhance our students' belonging by making education inclusive and effective.

**1.10.15 Poster D2.P27**

**Poster title:** Paraprofessional students' perceptions of e-mentoring support

**Presenters:** Dr Melissa Wells, State University of New York Empire State College

**Summary abstract:** How do we best support working, adult learners in higher education? A mentoring process, rather than advising, has shown to support adult working learners in higher education. This research goes further to highlight the specific supports that paraprofessional students, students working as teacher assistants in the United States’ largest school system, the New York City Department of Education, identify as best mentoring practices in an effort to best support, educate and retain paraprofessional students. Mentors require information and evidence of best mentoring practices to support their mentees and support them throughout a positive learning experience and toward degree completion.

**1.10.16 Poster D2.P28**

**Poster title:** Do BAME students belong here?

**Presenters:** Dr Oyetola Emmanuel-Ebikake, Edge Hill University

**Summary abstract:** “How can we achieve sustainable growth in international student recruitment?” Universities UK (2023). This session aims to improve HE provisions for BAME International students to sustain growth by: • Capturing BAME student voices • Creating the awareness for the need for Inclusive spaces for BAME students • Co-creation of the learning environment beyond the curricula involving academic and support services for BAME students at pre-arrival, induction, transition, integration etc. We engaged with BAME students and staff who teach/support BAME students to triangulate the views from both perspectives to provide recommendations to foster a sense of belonging for BAME students to sustain international recruitment.

**1.10.17 Poster D2.P29**

**Poster title:** You belong here

**Presenter:** Dr Raluca Sarbu, University of Worcester

**Summary abstract:**  If one of your aims as organisation is to support international students to have a positive experience, please join me to discuss how to improve their academic performance, wellbeing and participation, whilst preserving their cultural experience.

**1.10.18 Poster D2.P30**

**Poster title:** Sense of belonging through entrepreneurial orientation

**Presenters:** Susan Putt and Dr Kamalavelu Velayutham, University of Central Lancashire

**Summary abstract:**  Increased sense of belonging within the group and confidence can be transferred through active/participatory classroom based creative activities aiming to continuously improve personal awareness of their own abilities whilst building working relationships with peers and trainers (Academics) through entrepreneurial orientation reconceptualising traditional teaching methods in business and management degrees.

## 1.11 Refreshment break

From 15:05 to15:20 there will be a short refreshment break served in the Newton Forum Levels 0 & 1 from 15:05 and 15:20. In addition to refreshments, delegates will have the opportunity to network with colleagues, view posters created for the conference, and visit exhibition and sponsor stands.

## 1.12 Parallel Session 4

In parallel session 4, fourteen sessions will run simultaneously between 15:20 and 16:20. Delegates should select one one-hour session to attend.

Parallel session 4 consists of the following ten sessions:

### 1.12.1 Interactive workshop D2.4.1

This session will take place in Lecture Theatre 7 between 15:20 and 16:20.

**Session title:** How can we foster students' sense of belonging in higher education?

**Presenters:** Dr Elina Stylianou, University of Leeds

**Summary abstract:** Factors of change, such as massification, marketisation and internationalisation have contributed to the diversification of cohorts in Higher Education. Fostering students’ sense of belonging can contribute to having positive students’ experiences. This workshop will invite the participants to share their perspectives on belonging, drawn from their experiences. It will provide my recommendations to enhance students’ sense of belonging, from my teaching experience at the School of Education. How can we create inclusive spaces for learning? This workshop can therefore have impact on the practice of lecturers, tutors, learning developers, who wish to contribute to positive students’ experiences in Higher Education.

### 1.12.2 Interactive workshop D2.4.2

This session will take place in Lecture Theatre 8 between 15:20 and 16:20.

**Session title:** Destabilising stereotypes to foster a sense of belonging for students in STEM

**Presenter:** Rehana Awan, The Open University

**Summary abstract:** This session explores how the Open University has been challenging narratives about who belongs in STEM learning and careers by destabilising stereotypes of what makes a STEM student/scholar to improve the student experience and student outcomes. Participants will have the opportunity to discuss successful and unsuccessful strategies used to create inclusion in Computing, including presenting positive role models, reviewing the curriculum for inclusivity, supported inductions, and specialist workshops. Participants will evaluate the strategies against their own institutional initiatives, provide a developmental critique whilst sharing best practice, exchange ideas and explore opportunities for collaboration.

### 1.12.3 Interactive workshop D2.4.3

This session will take place in Lecture Theatre 9 between 15:20 and 16:20.

**Session title:** Take a walk in my shoes: Reverse mentoring pilot

**Presenters:** Olivia Hamill, Queen’s University Belfast

**Summary abstract:** Take a walk in my shoes – flipping the mentoring relationship. This session will explore the implementation of a Reverse Mentoring Pilot at Queen’s University Belfast. Where students are empowered to mentor senior staff, provide their unique insights to help staff better understand the issues affecting the day-to-day lives of our students – and to help them do something about it! This session will detail the process from pilot development, to implementation, to evaluation, and recommendations for next steps, providing support for colleagues wishing to run a similar project.

### 1.12.4 Interactive workshop D2.4.4

This session will take place in Lecture Theatre 10 between 15:20 and 16:20.

**Session title:** Belonging, inclusion and collective effort: The Manchester library student team

**Presenter:** Jennie Blake, Iqra Malik and Tabita-Gabriela Jurvale, University of Manchester

**Summary abstract:** Explore the power of student collaboration in higher education at our workshop, featuring the Library Student Team (LST) from the University of Manchester. Discover how the LST, comprising 21 students reflective of the university’s diverse community, effectively co-creates teaching materials, leads initiatives, and teaches over 12,000 students annually. This session, co-led by LST members, offers insights into fostering a strong sense of belonging and inclusion. Learn practical, adaptable strategies for enhancing student engagement, representing diverse voices, and responding to student needs. Join us to develop approaches that integrate student perspectives, fostering a supportive and inclusive educational environment.

### 1.12.5 Interactive workshop D2.4.5

There are no presentations in this session, the room will be used as a quiet space.

### 1.12.6 Oral presentations D2.4.6

There are no presentations in this session, the room will be used as a quiet space.

### 1.12.7 Oral presentations D2.4.7

This session, comprising three, 20-minute presentations plus Q&A, will take place in the Lecture Theatre 5 between 15:20 and 16:20.

**1.12.7.1 Session D2.4.7a**

This is the first of three presentations within this one-hour session.

**Session title:** Learning to learn: Empowering learners to excel beyond the classroom

**Presenter:** Kevinia PS Cheung, The Hong Kong Polytechnic University

**Summary abstract:** The ability to learn to learn (L2L) is an essential competency that university students need to acquire to help them excel in their academic, professional and personal development. This presentation will share The Hong Kong Polytechnic University’s experience in implementing a holistic approach to develop students’ L2L ability and its outcomes, and hopefully, shed some light on how to develop students into effective independent lifelong learners for the challenging and rapidly changing future.

**1.12.7.2 Session D2.4.7b**

This is the second of three presentations within this one-hour session.

**Session title:** An investigation on assessment strategy for student learning and engagement

**Presenters:** Dr Jeannette Chin, University of East Anglia

**Summary abstract:** A repot of a study on assessment strategy for student learning and engagement over a three-year period (2020-21 to 2022-23). The study period coincided with COVID pandemic where all students had their high school learning disrupted prior to embarking their university career. The findings uncovered the link between assessment methods and student learning. It is particularly useful for HE teaching practitioners to maximise their effort with regards to helping students whose learning are still in some degree affected by COVID pandemic and living cost crisis to achieve their learning goals.

**1.12.7.3 Session D2.4.7c**

This is the third of three presentations within this one-hour session.

**Session title:** Using early feedback to start a conversation with students

**Presenter:** Associate Professor Giulia Getti, Associate Professor Crystal Tsay and Dr Lianfeng Quan University of Greenwich

**Summary abstract:** Almost every student in HE will have experienced dissatisfaction with assessment outcomes during their degree. Arguably, this is an encouraging sign as it suggests learners are keen to perform well and, by extension, to learn. Nevertheless, a poor outcome can feed students’ feeling of inadequacy and of not belonging. We propose that when students are better equipped with assessment and feedback literacy, their learning experience remains a positive and inclusive one, independently from undesirable assessment outcomes. Our approach is to involve learners in the feedback cycle, provide opportunities to deliver, discuss and apply feedback, making sure their voice is heard.

### 1.12.8 Oral presentations D2.4.8

This session, comprising three, 20-minute presentations plus Q&A, will take place in the Lecture Theatre 3 between 15:20 and 16:20.

**1.12.8.1 Session D2.4.8a**

This is the first of three presentations within this one-hour session.

**Session title:** Where the heart for engagement beats: Improving student satisfaction and belonging. A success case study from Coventry University London

**Presenter:** Dr Hany Wells and Dr Abraham Joseph, Coventry University

**Summary abstract:** Where the Heart for Engagement Beats: Improving Student Satisfaction and Belonging. A Success Case Study from Coventry University London. In a rapidly changing Higher Education environment, student engagement remains firm as a key to student success, well-being and high performance. This case study shares some learning from an inclusive course design that has proved to have a positive impact on many areas of student experience, engagement and belonging. In this session, relevant to Heads of Schools, Leaders responsible for Student Experience and Engagement and Course Management teams, we will discuss the successful impact of this initiative within a course structure.

**1.12.8.2 Session D2.4.8b**

This is the second of three presentations within this one-hour session.

**Session title:** Shifting Higher Education (HE) landscape: Students, building social capital and belonging

**Presenters:** Dr Mary Crossan, Dr Shirley Barrett, Clodagh Hegarty and Claire Scott-McAteer, Ulster University

**Summary abstract:** Recent research has raised concerns regarding student engagement post pandemic (Hulene et al 2023). Undergraduate student needs are changing around engagement, wellbeing and belonging. This research aims to engage students to build social capital, to create a sense of belonging and increase student wellbeing. The research may be of interest to academic, professional service and student support staff across HE, as it looks at both literature and the practical impact for students in engaging with and feeling a sense of belonging throughout their studies.

**1.12.8.3 Session D2.4.8c**

This is the third of three presentations within this one-hour session.

**Session title:** Something to belong to: Exploring reverse mentoring as a belonging intervention

**Presenters:** Associate Professor Rachael O'Connor, University of Leeds

**Summary abstract:** Building on reverse mentoring research in higher education (HE), this presentation explores connections between students’ under-representation and belonging. Reverse mentoring involves flipping traditional power dynamics and sees students (and others) from under-represented backgrounds mentoring staff, senior leaders and others, recognising lived experience as expertise that can contribute towards improved cultures and practices. This presentation will encourage attendees to consider their role in empowering under-represented students with opportunity to consider how they might utilise reverse mentoring within their own contexts e.g. what relationships might benefit from being flipped hierarchically to explore things from a different angle and change under-representation narratives.

### 1.12.9 Oral presentations D2.4.9

This session, comprising three, 20-minute presentations plus Q&A, will take place in the Lecture Theatre 6 between 15:20 and 16:20.

**1.12.9.1 Session D2.4.9a**

This is the first of three presentations within this one-hour session.

**Session title:** Inclusive teaching in the laboratory sessions for undergraduate chemical engineering students

**Presenter:** Dr Zahra Echresh Zadeh and Dr Solomon Bawa, University College London

**Summary abstract:** This approach considers various teaching methods, styles, materials, and tools to create a learning environment that promotes a sense of belonging for every student. Incorporating inclusive teaching, especially in experimentation, can be challenging, as students are required to be in the lab, close to the equipment; such students with a disability might be placed at a disadvantage. This project aims to design an experimental learning environment accessible to students with disabilities who may face mobility challenges, hindering their ability to engage in traditional experimental setups.

**1.12.9.2 Session D2.4.9b**

This is the second of three presentations within this one-hour session.

**Session title:** Demonstrating an automated assessment and feedback workflow implementation as an analogue of traditional in-person lab-sessions for large novice computer science cohorts

**Presenter:** Matthew Moloughney, Cardiff University

**Summary abstract:** In this oral presentation Matthew Moloughney will offer insights into current literature about Automated Assessment Tools (AATs) where student feedback has been captured. To inform this discussion, he will make use of an adaptation of the JISC (2015) assessment and feedback lifecycle which may be useful to describe a workflow for formative assessments in teaching practice. This workflow allows for consideration of automated assessment processes well reported and not so well reported in the current literature where teaching-staff and students are considered equal stakeholders. He will demonstrate an AAT for novice programmers resulting from his research, and student feedback.

**1.12.9.3 Session D2.4.9c**

This is the third of three presentations within this one-hour session.

**Session title:** From campus to home: A paradigm shift in lab work using take-home lab kits

**Presenter:** Dr Matthew Tang, Queen Mary University of London

**Summary abstract:** Take-home lab kits were a lifeline for many lecturers in Electronic Engineering during the pandemic when students are away from the equipment in the laboratory. Should we still consider them as our asset after the pandemic? In this presentation, we would like to share our experiences of the teaching with take-home lab kits in both London and Beijing. While affordable lab kits have obvious practical limitations, we are going to argue that they are crucial components of lab work, and that they help engage students inclusively. We will conclude with a teaching paradigm based on take-home lab kits.

### 1.12.10 Oral presentations D2.4.10

This session, comprising three, 20-minute presentations plus Q&A, will take place in the Bowden room between 15:20 and 16:20.

**1.12.10.1 Session D2.4.10a**

This is the first of three presentations within this one-hour session.

**Session title:** Building belonging beyond the classroom: The value of learning assemblages and relational pedagogies for building belonging in non-traditional learning spaces

**Presenters:** Professor Hannah Cobb, University of Manchester and Professor Karina Croucher, University of Bradford

**Summary abstract:** Over the last decade the philosophical frameworks of new materialism and post-humanist feminism have stimulated some scholars to reframe their pedagogies in relational terms, highlighting how teaching and learning are a process of constant becoming, always emerging through the multi-scalar nexus of relationships between people and things within learning assemblages. In this paper we draw upon our insights from teaching archaeology to demonstrate how valuable this approach is for rethinking learning and teaching beyond the classroom to build belonging. From pristine labs to muddy trenches, we outline actions others can take to employ these approaches too.

**1.12.10.2 Session D2.4.10b**

This is the second of three presentations within this one-hour session.

**Session title:** Opening the discussion: Generative AI and postgraduate student learner journeys

**Presenter:** Duncan Duriez, University of Gloucestershire

**Summary abstract:** Titled ‘Let’s chat: An exploration of postgraduates’ lived experiences with ChatGPT in the United Kingdom’ is an interpretive research project that aims to develop an in-depth understanding of postgraduate students’ lived experiences with ‘generative’ Artificial Intelligence (AI). This study explores business and marketing postgraduate students’ acceptance and use of ChatGPT in their learning journeys. Within this session, we will have the opportunity to understand how postgraduate students currently use ChatGPT for their learning and how we can openly discuss the many challenges and opportunities of generative AI tools with students.

**1.12.10.3 Session D2.4.10c**

This is the third of three presentations within this one-hour session.

**Session title:** Navigating generative AI in higher education: Insights from the GENIAL project

**Presenters**: 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

**Summary abstract:** A question likely on the minds of many higher-ed educators: How is generative AI reshaping learning in our classrooms? Join our session to hear about GENIAL, a project that explores students' perceptions and learning experiences with tools like ChatGPT and GitHub Copilot in data science-related courses. You will hear about our preliminary results, highlighting when students felt these tools were helpful and unhelpful to them and how they used and acknowledged their use in assignments. We'll also discuss navigating the fine line between enhancing learning and enabling dependency on tools when incorporating generative AI tools in the classroom.

### 1.12.11 Oral presentations D2.4.11

This session, comprising three, 20-minute presentations plus Q&A, will take place in the Adams room between 15:20 and 16:20.

**1.12.11.1 Session D2.4.11a**

This is the first of three presentations within this one-hour session.

**Session title:** Commercial curriculum design: A need for future-focused pedagogic approaches? A co-creation between universities and SMEs

**Presenter:** Dr David Gordon, De Montfort University

**Summary abstract:** This session proposes a future-focused, truly collaborative approach to higher education (HE)-practitioner curriculum development that engages Small-and-Medium-Sized Enterprises (SMEs) and students and enhances student learning and employability. Although this talk has commercial underpinnings, the principles can be applied to many university subject areas. The intended audience is academic/curriculum managers and leaders at universities and colleges, businesses, and students. All three audiences will find the presentation of value by communicating an innovative formation of curriculum development that is underpinned by theoretical concepts, and has the essence of context and employability, at its core.

**1.12.11.2 Session D2.4.11b**

This is the second of three presentations within this one-hour session.

**Session title:** Integrative learning without integrated assessments: Diverse, inclusive and resilient curriculum design for improving professional readiness

**Presenter:** Matt Ault, Manchester School of Architecture

**Summary abstract:** Here, future-focused innovations to curriculum design in undergraduate architectural education aims to address three pairs of primary concerns: professional standards and employability, quality assurance and student experience, and inclusivity and diversity (in learning styles and professional skills). We innovatively evolve normative approaches to architectural education to avoid integrated and contingent assessments to improve student experience and the efficacy of professionally orientated teaching and learning. A rich and diverse portfolio of distinct but aligned and complementary experiences successfully provides graduates with critical and creative abilities as well as the specific knowledge and key generic skills in readiness for future professional practice.

**1.12.11.3 Session D2.4.11c**

This is the third of three presentations within this one-hour session.

**Session title:** From A to B, C and D: Promoting interdisciplinary thinking through a common curriculum at a small, private university

**Presenter:** Robert Johnson, Regent's University London

**Summary abstract:** Regent's University London has recently implemented a new curriculum to align all its programmes with its graduate attributes, emphasising a global mindset, entrepreneurship and sustainability. This presentation will critically evaluate this new curriculum, detailing its rationale and structure, how it was developed, and the challenges we faced in its first year. Integral to the curriculum is a suite of common modules fostering assessment literacy, interdisciplinary perspectives, global citizenship and careers awareness. Drawing on quantitative and qualitative feedback, the presentation delves into the practicalities, successes and challenges of promoting interdisciplinarity, offering insights for innovative curriculum development in undergraduate programmes.

### 1.12.12 Oral presentations D2.4.12

This session, comprising three, 20-minute presentations plus Q&A, will take place in the Kilpin room between 15:20 and 16:20.

**1.12.12.1 Session D2.4.12a**

This is the first of three presentations within this one-hour session.

**Session title:** Valuing what we measure, to measuring what we value': The reflexive story of scientists moving into educational research

**Presenter:** Laurel Chaproniere, Nottingham Trent University

**Summary abstract:** This research examines the challenging transition from scientific to educational research, exploring the shift in academic identity and perspective that accompanies this journey. Focusing on personal narratives, it uncovers the barriers scientists face when entering educational research and the cultural biases that undervalue qualitative inquiry. By collecting and analysing stories from individuals who have navigated this path, the study seeks to normalise the transition and propose strategies to encourage more scientists to engage in educational research. This reflective, narrative-based approach provides a unique lens to understand the dynamics of interdisciplinary transitions and their impact on academic identities and practices.

**1.12.12.2 Session D2.4.12b**

This is the second of three presentations within this one-hour session.

**Session title:** Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study

**Presenters:** Bayaz Mammadova and Dan Zhao, University of Bath

**Summary abstract:** This presentation analyses Graduate Teaching Assistants' (GTAs) experiences across various HEI departments. Using focus groups and interviews, it provides insights into GTAs' roles, challenges, and needs. Best practices identified include structured training programs, collaborative peer support, and consistent feedback mechanisms, all contributing to pedagogical enhancement. Practical recommendations for enhancing GTA support systems are proposed, including tailored training programs and clear communication protocols. This study's findings underscore the value of a systematic approach to GTA development, with the potential to significantly enhance teaching quality and academic career preparation in HEIs.

**1.12.12.3 Session D2.4.12c**

This is the third of three presentations within this one-hour session.

**Session title:** Are undergraduate and PGT research projects and dissertations past their sell-by date?

**Presenter:** Dr David Lewis, University of Leeds

**Summary abstract:** Many undergraduate and Taught Postgraduate learners undertake a research project and/or dissertation. However, only a minority go onto careers in research, and few will write a dissertation again. Research projects and dissertations have reached their sell-by date! We need to rethink our practices to better prepare all learners for the workplace. The solution is the capstone project. An inspirational, community or workplace-engaged experiential learning experience that combines the US capstone experience with the UK research project. You will learn what a capstone project is, the opportunities available, benefits to all, and discuss how you could implement them into your programmes.

### 1.12.13 Oral presentations D2.4.13

This session, comprising three, 20-minute presentations plus Q&A, will take place in the Hooley room between 15:20 and 16:20.

**1.12.13.1 Session D2.4.13a**

This is the first of three presentations within this one-hour session.

**Session title:** Internationalisation of higher education: Inclusion and cross-cultural challenges

**Presenters:** Dr Aldo Gutierrez, Nottingham Trent University

**Summary abstract:** The number of international students coming to the UK has continued to increase in recent years. An overall estimate suggests that roughly 70% of all international students share a basic characteristic: they come from cultures markedly different from British culture in particular, and Western culture in general. This internationalization of higher education requires a concerted institutional effort to develop cross-cultural awareness as a constituent professional skill in the academic sector. Our presentation aims to introduce research methodology and best practice guidelines to improve international students learning experience and social inclusion, using Chinese students in Europe as a case study.

**1.12.13.2 Session D2.4.13b**

This is the second of three presentations within this one-hour session.

**Session title:** Compulsory pick and mix? Scaffolding international students as independent learners

**Presenter:** Laurence Morris, Leeds Beckett University

**Summary abstract:** This paper provides best practice recommendations for academic skills support of international students, based upon a large-scale two-year Teaching Excellence Project at Leeds Beckett University. It summarises multiple innovations introduced to enhance international student support, from a new three-week induction module to structured mass formative feedback and an eclectic range of elective support options, presented in conjunction with the findings of focus groups and surveys of 2500+ international students. The intent is to provide attendees with a toolkit of options and emerging themes to share at their own institution.

**1.12.13.3 Session D2.4.13c**

This is the third of three presentations within this one-hour session.

**Session title:** Can't or Won't: Improving international students’ academic outcomes and skills through inclusive practice

**Presenters:** Meghan Ramsden, University of Sunderland

**Summary abstract:** In the MSc Nursing Programme, attainment scores averaged 52.8% and academic misconduct cases were 75 in 2021/2, identifying academic issues which needed addressing. Through action learning, we co-constructed a needs analysis with students so they could feedback academic concerns. The core themes identified were the student’s ability to be think critically, write reflectively and search for appropriate literature for assessments. After data collection had concluded, bespoke academic materials were developed and changes to assessment guidance were introduced to target these areas. Upon evaluating the intervention, attainment scores had increased to 61.7% and academic misconduct cases decreased to 2 in 2022/3.

### 1.12.14 Oral presentations D2.4.14

This session, comprising three, 20-minute presentations plus Q&A, will take place in the NEWN21 room between 15:20 and 16:20.

**1.12.14.1 Session D2.4.14a**

This is the first of three presentations within this one-hour session.

**Session title:** Digital inclusion: A case study of a Dubai-based university

**Presenters:** Dr Tendai Charles, The British University in Dubai

**Summary abstract:** This presentation provides an in-depth insight into a Dubai-based university's strategy for supporting SEN students in fully online courses both during and post-pandemic. It explains why faculty were motivated to engage with the Global Accessibility Awareness Day and describes how the university became MENA-region winners of an international competition known as “Fix Your Content Day” in both 2020 and 2021, which led to a subsequent global award in 2022, and then being shortlisted for a Times Higher Education MENA award in 2023.

**1.12.14.2 Session D2.4.14b**

This is the second of three presentations within this one-hour session.

**Session title:** Inclusive research opportunities for access and success

**Presenter:** Dr Emma Peasland and Clare Mawson, University of Leeds

**Summary abstract:** Widening participation practice in higher education is well established at undergraduate level. However, there are gaps in access and participation in postgraduate research study for students from minoritised groups. We share a student research placement scheme that offers students from underrepresented groups the opportunity to gain research experience via projects that contribute to the delivery of the university’s Access and Student Success Strategy thereby benefiting participants and the wider student body. We present findings on students’ motivations for participating in and experiences of the scheme and provide practical insights into delivery to take back to your institutions.

**1.12.14.3 Session D2.4.14c**

This is the third of three presentations within this one-hour session.

**Session title:** We all belong, now let’s thrive: Embedding diversity and inclusion in our learning journeys

**Presenters:** Diane Asamoah and Joanne Lewis, University of Worcester

**Summary abstract:** What makes my learning journey different from yours? How do we give students a sense of belonging? A group of researchers developed a project ‘Belong and Thrive’ to capture the voices of Black and Minority Ethnic students to hear their lived experiences of working and studying in higher education, including reasons for non-continuation in higher education The project includes an exploration of staff readiness for inclusivity into the learning environment. Explore researchers’ findings on these projects. Gain insight into how to open the dialogue about curriculum design and inclusion and diversity organically.

## 1.13 Transition break

From 16:20 to 16:25 there will be a short break to allow delegates to find their way to the panel session.

## 1.14 Panel session

The panel session will be held in the Westminster Theatre and will take place between 16:25 and 17:10.

In this session will be inviting a number of guest speakers to address a topical issue. There will be an opportunity for questions and answers after the panellists have spoken.

**Session title:** Belonging

**Chair: Chair:** Vic Stephenson, Senior Consultant, Advance HE

**Panellists:** Inca Hide-Wright, Unversity of Warwick, Cindy Darbandi, The Open University, Safiya Kheratkar, Lancaster University and Robert Tucker, Queen Mary University of London

Summary abstract: To be announced.

## 1.15 Drinks reception, dinner and entertainment

For those delegates booked onto the conference dinner, the drinks reception will commence at 18:15 in Benefactors Court. The formal dinner element will commence at 19:00.