DAY 2 - 5 July 2023

Time							
08:30 - 10:00	**Registration: Refreshments available**						**08:30 - 10:00**

Opening plenary

Room: Westminster Theatre

Time	
10:00 - 10:45	Welcome address: Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE — Keynote: Virtual Reality, the digital world and inclusion — Mark Anderson, Chairman, Edify	**10:00 - 10:45**

10:45 - 10:50 — Transition period — 10:45 - 10:50

Parallel session 1

	Room: CBA0.007 D2.1.1 - Workshop	Room: CBA0.013 D2.1.2 - Workshop	Room: CBA1.078 D2.1.3 - Workshop	Room: CBA1.098 D2.1.4 - Workshop	Room: CBA1.100 D2.1.5 - Workshop	Room: CBA0.060	Room: CBA1.076	
10:50 - 11:50	Embedding inclusion and accessibility into academic integrity teaching and practice — Dr Mary Davis, Oxford Brookes University, Dr Jamie Cawthra, Bloomsbury Institute London, Stephen Bunbury and Dr Claire Robertson, University of Westminster	Our community: Building and belonging, co-creating a socially just curriculum — Syra Shakir and Dr Asiya Siddiquee, Leeds Trinity University	Incorporating creative writing pedagogical approaches in STEM teaching and assessment design — Dr Christina Siettou, University of Nottingham	Rethinking educational marginality: A literary studies approach — Dr John Roache, University of Manchester	Effective use of scientific language in a post-pandemic world — Lindsey Brown and Dr Joanne Pennock, University of Manchester	**D2.1.6a - Oral presentation** Unpicking the rubric: Tutor and student experiences of marking grids for assessment on a final year interdisciplinary module — Dr Harriet Kopinska and Dr Jenny Duckworth, The Open University; **D2.1.6b - Oral presentation** The implementation of a co-created institutional feedback framework for summative assessment — Dr Kate Wilkinson and Claire Farquharson, Hartpury University; **D2.1.6c - Oral presentation** Shaping the future of Thai teaching and learning norm: Challenging the traditional learning — Associate Professor Cholvit Jearajit, Srinkakharinwirot University	**D2.1.7a - Roundtable** Authenticity, inclusivity and the role of self in creating safe and inclusive environments — Stephen Doyle, University of Manchester; **D2.1.7b - Roundtable** Inclusive group formation to enhance collaborative learning: Heterogeneous versus homogeneous grouping — Dr Stephie Hsin-Ju Tsai and Dr Barbara Waters, University of Manchester; **D2.1.7c - Roundtable** Breaking Boundaries: Belonging and the student journey — Dr Jennie Ferrell and Dr Nancy Zook, University of the West of England	**10:50 - 11:50**

11:50 - 12:05 — Refreshments — 11:50 - 12:05

Parallel session 2

	Room: CBA0.007 D2.2.1 - Workshop	Room: CBA0.013 D2.2.2 - Workshop	Room: CBA1.078 D2.2.3 - Workshop	Room: CBA1.098 D2.2.4 - Workshop	Room: CBA1.100 D2.2.5 - Workshop	Room: CBA0.060 D2.2.6a - Oral presentation	Room: CBA1.076 D2.2.7a - Oral presentation	
12:05 - 13:05	Developing and implementing a teaching and learning plan at the Open University (OU): A faculty-led approach — Dr Vic Nicholas, Professor Joan Simons, Dr Kristen Reid, Dr Helen Kaye, Sarah Drea, Cin McGuigan and Diane Butler, The Open University	Making inclusivity meaningful: Acting on student views to create an inclusive university experience — Dr Raheelah Ahmad and Dr Grace Lucas, School of Health & Psychological Sciences, City, University of London	Teaching and Learning's Room 101 — Dr Kathryn Jones, Dr Martin Chorley, Dr James Osborne, Dr Wendy Ivins and Dr Cathering Teehan, Cardiff University	Guidelines to create more inclusion in online and hybrid education — Dr Mijke Hartendorp, Saxion University of Applied Sciences	Supporting the Identity Development of Underrepresented Students (SIDUS) Project: Fostering a diverse and inclusive academic community — Dr Tiffany Chiu and Katarzyna Zukowska, Imperial College London	Challenging and transforming mindsets through curriculum review: Lessons learned from SRUC's SEEDABLE curriculum project (embedding Sustainability, Enterprise, Equality and Diversity through Active and Blended Learning) — Dr Pauline Hanesworth, Dr Carol Langston and Cagri Yildirim, Sotland's Rural College; **D2.2.6b - Oral presentation** How do you design a new institution from a blank piece of paper upwards? — Dr Ruth Massie and Dr Nikki Williams, Cranfield University; **D2.2.6c - Oral presentation** Challenging futures: Strategies towards transformational curricula in Scottish HEIs — Dr David Overend, University of Edinburgh and Dr Ashley Lewis-Cole, University of Glasgow	Belongingness: A preliminary study into Black undergraduate attainment gaps at non-diverse UK universities — Miemie Neethling-Taylor, Croydon University Centre; **D2.2.7b - Oral presentation** Lessons in learning: Addressing the black and white student attainment gap — Dr Rachel Welton, Dr Tolu Fadipe and Dr Angela Vickerstaff, Nottingham Trent University; **D2.2.7c - Oral presentation** Beyond the 'usual suspects': Exploring the adoption of 'good practice' recommendations for closing BAME/GEM attainment and continuation gaps in UK HE — Dr Aura Lehtonen, University of Greenwich and Dr Siobhan Dytham, University of Northampton	**12:05 - 13:05**

13:05 - 13:55 — Lunch — 13:05 - 13:55

Parallel session 3

	Room: CBA0.007 D2.3.1a - Oral presentation	Room: CBA0.013 D2.3.2a - Oral presentation	Room: CBA1.078 D2.3.3a - Oral presentation	Room: CBA1.098 D2.3.4a - Oral presentation	Room: CBA1.100 D2.3.5a - Oral presentation	Room: CBA0.060 D2.3.6a - Oral presentation	Room: CBA1.076 D2.3.7a - Oral presentation	
13:55 - 14:35	Embracing the challenges and adjusting for better outcomes — Dr Raphael Okoye, Universiy of Bedfordshire; **D2.3.1b - Oral presentation** Transforming curricula: How culturally sensitive curricula produces real-world outcomes — Dr Dave S.P. Thomas and Dr Karen Arm, Solent University	Shaping the future through engagement with consultation projects: A case study of student-staff consultation projects — Dr Xue Zhou, Queen Mary University of London; **D2.3.2b - Oral presentation** Co-creation to enhance the curriculum at institutional level: Embedding graduate attributes — Dr Stephanie Fuller, Dr Ana Cabral and Professor Janet De Wilde, Queen Mary University of London	Supporting mature degree apprentices — Dr Joanna Booth and Dr Louise Oldridge, Nottingham Trent University; **D2.3.3b - Oral presentation** Building mature students' confidence: Lessons from a pre-induction programme — Dr John Deane, Dr Besty Jose and Stephanie Ng, University of Wales Trinity Saint Davids	Reflections from an academic professional apprenticeship: A good route to take? — Luke Brick and Dr Kate Wilkinson, Hartpury University; **D2.3.4b - Oral presentation** The 'challenge' of SoTL: What does it take to go public? — Emma Watton, Lancaster University and Dr Elizabeth Houldsworth, University of Reading	Co-creating an anti-racist Medical curriculum — Olumide Popoola, Dr Lucy Carter and Thaarabi Tharmapathy, Queen Mary University of London; **D2.3.5b - Oral presentation** Understanding the impact of diversifying the curriculum: Minority and non-minority student recommendations — Dr Stacey McKnight and Dr Doron Cohen, The University of Manchester	Enhancing our knowledge of students' independent learning techniques via a qualitative approach — Dr Pauline Bremner and Dr Kate Goodhand, Robert Gordon University; **D2.3.6b - Oral presentation** Micro-Credentials: A new pathway into higher education — Casey Hopkins, Swansea University	Evaluations of Year 2 Biomedical Science student perceptions of the subject of Ethics at Newcastle University Medicine Malaysia (NUMed) and Newcastle University (NCL) UK — Dr Pamela Knight, Newcastle University Medicine Malaysia; **D2.3.7b - Oral presentation** Transnational, cross-campus, real-time virtual teaching in the undergraduate Medical curriculum: Benefits, challenges and suggestions — Jun Jie Lim, Newcastle University Medicine Malaysia	**13:55 - 14:35**

14:35 - 14:40 — Transition period — 14:35 - 14:40

Poster session

Chancellor's Open Space

14:40 - 15:05	Please find posters listed on a separate board	**14:40 - 15:05**

15:05 - 15:20 — Refreshments — 15:05 - 15:20

Parallel session 4

	Room: CBA0.007 D2.4.1 - Workshop	Room: CBA0.013 D2.4.2 - Workshop	Room: CBA1.078 D2.4.3 - Workshop	Room: CBA1.098 D2.4.4 - Workshop	Room: CBA1.100 D2.4.5 - Workshop	Room: CBA0.060 D2.4.6a - Oral presentation	Room: CBA1.076 D2.4.7a - Oral presentation	
15:20 - 16:20	Shaping the future of inclusive teaching: Collaboration, co-production and leadership, our tools for achieving equity in practice placements — Helen Carr, Mary Makinde, Canterbury Christ Church University and Hansaka Seneviratne, NHS Trust	Widening participation for neurodivergent students through curriculum design and student belonging — Janine Dixon, The University of Manchester	Everyone's talking about Oscar: Using simulation in a primary initial teacher training context to encourage student engagement and professional learning — Deborah Herridge and David Nichol, Northumbria University	Developing inclusive education for neurodivergent learners — Giorgia Pigato, Queen Mary, University of London	Becoming, belonging and community: Supporting transition to higher education — Jennie Blake and Iqra Malik, University of Manchester	How are students challenging the norm of faculty-initiated partnerships? — Alya Prasad, The University of Hong Kong; **D2.4.6b - Oral presentation** Designs on research: The value of a student created and curated object-based exhibition as a learning and teaching experience to support undergraduate dissertation work — Dr Kirsten Hardie, Arts University Bournemouth; **D2.4.6c - Oral presentation** Challenging the norm in staff-student co-creation — Peter Metcalfe and Dave Allan, New Model Institute for Technology and Engineering (NMITE)	Creatively exploring the needs of neurodiverse university students — Dr Jo Murphy, Jessica Ritchie and Laura Nevay, University of Leicester; **D2.4.7b - Oral presentation** Neurodiverse students and problem finding: Creating opportunities to incorporate special interests and harness the power of hyperfocus — Dr Marie Bassford and Ellie Lilliott, De Montfort University; **D2.4.7c - Oral presentation** Autistic voices in geoscience-based higher education: Towards greater inclusion of neurological diversity — Dr Adam Jeffery, Keele University	**15:20 - 16:20**

16:20 - 16:25 — Transition period — 16:20 - 16:25

Panel discussion

Room: Westminster Theatre

16:25 - 17:10	Inclusive Teaching and Learning — Chair: Juliette Gaunt, Senior Consultant, Advance HE — Nathan Ghann, Programme Director, The Educate Group — Dr Ada Adeghe, Associate Dean, Inclusivity, University of Wolverhampton — Stephanie Brady, Student, University of Wolverhampton — Dr Tamsin Bowers-Brown, Director of the Office for Institutional Equality, Leeds Trinity University	**16:25 - 17:10**

18:30 - 23:00	**Conference Dinner - Keele Hall**	**18:30 - 23:00**