

DAY 2 - 3 July 2024								
08:30 - 10:00	Registration: Refreshments available							08:30 - 10:00
Opening plenary								
Room: Lecture Theatre 2								
10:00 - 10:45	Welcome address: Alison Johns, Chief Executive Officer, Advance HE							10:00 - 10:45
Keynote: Juliette Morgan, Senior Consultant, Student Success, Advance HE								
10:45 - 10:50	Transition period							10:45 - 10:50
Parallel session 1								
Room: Lecture Theatre 7 (Level 0)	Room: Lecture Theatre 8 (Level 0)	Room: Lecture Theatre 9 (Level 0)	Room: Lecture Theatre 10 (Level 0)	Room: Lecture Theatre 1 (Level 1)	Room: Lecture Theatre 4 (Level 0/1)	Room: Lecture Theatre 5 (Level 0/1)		
D2.1.1 - Workshop	D2.1.2 - Workshop	D2.1.3 - Workshop	D2.1.4 - Workshop	D2.1.5 - Workshop	D2.1.6a - Oral presentation	D2.1.7a - Roundtable		
Designing with, not just for: Inclusive and design-led student engagement	It all adds up: Creating and modelling a sense of belonging for academic colleagues	You belong here too: Creating a sense of belonging for students and staff	Don't turn your back on D/deaf students: Awareness for inclusive and universal design of programmes	Supporting and evaluating being, belonging, becoming	Unearthing autistic voices in geoscience: Stepping stones for neurological diversity	Re-thinking student feedback		
Associate Professor Tom Ritchie, University of Warwick and Tom Baines, Social Origin	Dr Jo Cordy and Angela Buckingham, University of Reading	Hannah Cobb, University of Manchester and Dr Kathryn Jones, Cardiff University	Dr Louise Robinson and Dr Alex Barker, University of Derby	Professor Harriet Dunbar-Morris, University of Buckingham and Kathryn Lyndon, University of Portsmouth	Dr Adam Jeffery and Kelly Jeffery, Keele University	Chris Emsley, University of South Wales		
10:50 - 11:50	Creating champions: inclusive student partnership in programme design and revalidation						Re-thinking group assessment	10:50 - 11:50
Fostering shared values through co-creation						Can students crack the grading matrix code? Lessons learned in making the matrix more transparent and meaningful		
Professor Fiona Shelton, Dr Alison Torn and Dr Mohammad Jamil, Leeds Trinity University						Diana De Butts and Ken Liston, Nottingham Trent University		
11:50 - 12:05	Refreshments							11:50 - 12:05
Parallel session 2								
Room: Lecture Theatre 7 (Level 0)	Room: Lecture Theatre 8 (Level 0)	Room: Lecture Theatre 9 (Level 0)	Room: Lecture Theatre 10 (Level 0)	Room: Lecture Theatre 1 (Level 1)	Room: Lecture Theatre 4 (Level 0/1)	Room: Lecture Theatre 5 (Level 0/1)		
D2.2.1 - Workshop	D2.2.2 - Workshop	D2.2.3 - Workshop	D2.2.4 - Workshop	D2.2.5 - Workshop	D2.2.6a - Oral presentation	D2.2.7a - Oral presentation		
Do students dream of digital assessments? Students as decision makers in the adoption of digital tools	Belonging for future focused education: An integrated approach to belonging	"Speaking Texts": The Power of stories to enhance our students' sense of belonging in HE and beyond	Supporting transitions with student-created resources: The hidden curriculum glossary	Creating a community that values, and is confident in discussing, diversity and inclusion: Practical tips from the DiCE project	Building future-focused education at De Montfort University: Block by block	A full student life cycle approach for enhancing student sense of belonging: Strategies for building a supportive academic environment		
Alison Gibson and Helen Greetham, University of Birmingham	Professor Hannah Cobb, Dr Jennifer McBride, Dr James Brooks and Dr Nicholas Weise, University of Manchester	Dr Karen Lipsedge, Kingston University and Adam James Smith, York St John University	Professor Amanda Millmore, University of Reading	Dr Candice Majewski, Professor Rachel Horn and Liz Taylor, University of Sheffield	Zoe Allman, Dr Nicola Brooks, Dr Chris Goldsmith and Dr Claire Orwin, De Montfort University	Dr Jo Elliott, Queen Mary University London		
12:05 - 13:05	Measuring the impact of curriculum reform: An Australian case study of immersive block teaching						A Creative exploration of feelings of belonging: Just how connected are we?	12:05 - 13:05
Getting up and running with 'block': Considerations for how to operationalise a move to block teaching and learning						Taking students to the next level: Collaboration and a sense of belonging		
Jo Divers, University of Suffolk						Jenny Spinks and Jules Mundair, University of Greenwich		
13:05 - 13:55	Lunch							13:05 - 13:55
Parallel session 3								
Room: Lecture Theatre 7 (Level 0)	Room: Lecture Theatre 8 (Level 0)	Room: Lecture Theatre 9 (Level 0)	Room: Lecture Theatre 10 (Level 0)	Room: Lecture Theatre 1 (Level 1)	Room: Lecture Theatre 4 (Level 0/1)	Room: Lecture Theatre 5 (Level 0/1)		
D2.3.1a - Oral presentation	D2.3.2a - Oral presentation	D2.3.3a - Oral presentation	D2.3.4a - Oral presentation	D2.3.5a - Roundtable	D2.3.6a - Oral presentation	D2.3.7a - Oral presentation		
The implementation of a student advocate role to support students with complex needs	Taking positive action for underrepresented groups of masters students: Leeds Institute for Data Analytics (LIDA) scholarships programme	Shouting loudly together: Using student ambassadors to amplify black voices at Northumbria University Library	Applying learning and memory theory to support learners with neural divergence	Let's talk about decolonising the curriculum	Effects of a psychologically-informed teaching intervention on student identities: A multi-site naturalistic controlled trial	Why are students not attending in-person classes post COVID-19?: An explorative discussion of best practice in supporting student engagement		
Dr Andrea Cockett, Kingston University	Professor Paul Baxter, University of Leeds	Dr Biddy Casselden, Northumbria University	Dr Jonathan O'Brien, University of Liverpool	Reece Sohdi, University of Sunderland	Dr Louise Taylor, Oxford Brookes University	Conor Naughton, Nottingham Trent University		
13:55 - 14:35	Tackling student engagement through a university-wide policy to tackle period poverty						Addressing student engagement and progression: Scaffolding learning and belonging through an assessed class engagement initiative	13:55 - 14:35
Empowering inclusive learning: Integrating gamification and interactive videos in higher education						Addressing the elephant in the room: Race in EAP		
Dr Heshmatt Borhani, Nottingham Trent University						Dr Olive Nabukeera, University of Leeds		
Inclusivity in action: Empowering educators with an effective checklist for inclusive educational practices						Transforming graduate outcomes by helping Psychology students' construct personally meaningful career identities		
Dr Atm Alam and Professor Yue Chen, Queen Mary University of London						Dr Kim Bradley-Cole, University of Winchester		
14:35 - 14:40	Transition period							14:35 - 14:40
Poster session								
Exhibition area								
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: Lecture Theatre 7 (Level 0)	Room: Lecture Theatre 8 (Level 0)	Room: Lecture Theatre 9 (Level 0)	Room: Lecture Theatre 10 (Level 0)	Room: Lecture Theatre 1 (Level 1)	Room: Lecture Theatre 4 (Level 0/1)	Room: Lecture Theatre 5 (Level 0/1)		
D2.4.1 - Workshop	D2.4.2 - Workshop	D2.4.3 - Workshop	D2.4.4 - Workshop	D2.4.5 - Workshop	D2.4.6a - Oral presentation	D2.4.7a - Oral presentation		
How can we foster students' sense of belonging in higher education?	Destabilising stereotypes to foster a sense of belonging for students in STEM	Take a walk in my shoes: Reverse mentoring pilot	Belonging, inclusion and collective effort: The Manchester library student team	QUIET ROOM	QUIET ROOM	Learning to learn: Empowering learners to excel beyond the classroom		
Dr Elina Stylianou, University of Leeds	Rehana Awan, The Open University	Olivia Hamill, Queen's University Belfast	Jennie Blake, Iqra Malik and Tabita-Gabriela Jurvale, University of Manchester			Kevinia PS Cheung, The Hong Kong Polytechnic University		
15:20 - 16:20	An investigation on assessment strategy for student learning and engagement						Using early feedback to start a conversation with students	15:20 - 16:20
Associate Professor Giulia Getti, Associate Professor Crystal Tsay and Dr Lianfeng Quan University of Greenwich								
16:20 - 16:25	Transition period							16:20 - 16:25
Panel discussion								
Room: Lecture Theatre 2								
Belonging								
Chair: Vic Stephenson, Senior Consultant, Education, Delivery, Knowledge and Quality, Advance HE								
Inca Hide-Wright, MAsc Community, Engagement and Belonging Student, University of Warwick								
Cindy Darbandi, Design and innovation graduate, The Open University								
Safiya Kheratkar, Master's student in Creative Writing, Lancaster University								
Robert Tucker, Medical student, Queen Mary University of London								
16:25 - 17:10	Conference Dinner							16:25 - 17:10
18:30 - 23:00								18:30 - 23:00