

## Teaching and Learning Conference 2023: Future-Focused Education: Innovation, Inclusion, and Impact

Session abstracts

2-4 July 2024

Day Two: 3 July 2024

### Parallel Session 1, 10:50 - 11:50

#### **D2.1.1, 10:50 - 11:50, Room: Lecture Theatre 7**

##### **Interactive Workshop session**

[Designing with, not just for: Inclusive and design-led student engagement](#)

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

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.

#### **D2.1.2, 10:50 - 11:50, Room: Lecture Theatre 8**

##### **Interactive Workshop session**

[It all adds up: Creating and modelling a sense of belonging for academic colleagues](#)

Dr Jo Cordy and Angela Buckingham, University of Reading

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.

#### **D2.1.3, 10:50 - 11:50, Room: Lecture Theatre 9**

##### **Interactive Workshop session**

[You belong here too: Creating a sense of belonging for students and staff](#)

Hannah Cobb, University of Manchester and Dr Kathryn Jones, Cardiff University

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.

#### **D2.1.4, 10:50 - 11:50, Room: Lecture Theatre 10**

##### **Interactive Workshop session**

[Don't turn your back on D/deaf students: Awareness for inclusive and universal design of programmes](#)

Dr Louise Robinson and Dr Alex Barker, University of Derby

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.

### **D2.1.5, 10:50 - 11:50, Room: Lecture Theatre 1**

#### **Interactive Workshop session**

##### [Supporting and evaluating being, belonging, becoming](#)

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

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.

### **D2.1.6a, 10:50 - 11:50, Room: Lecture Theatre 4**

#### **Oral Presentation**

##### [Unearthing autistic voices in geoscience: Stepping stones for neurological diversity](#)

Dr Adam Jeffery and Kelly Jeffery, Keele University

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.

### **D2.1.6b, 10:50 - 11:50, Room: Lecture Theatre 4**

#### **Oral Presentation**

##### [Creating champions: Inclusive student partnership in programme design and revalidation](#)

Dr Emma Schofield and Alex Harmer, Cardiff University

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.

### **D2.1.6c, 10:50 - 11:50, Room: Lecture Theatre 4**

#### **Oral Presentation**

##### [Fostering shared values through co-creation](#)

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

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.

### **D2.1.7a, 10:50 - 11:50, Room: Lecture Theatre 5**

#### **Roundtable**

##### **Re-thinking student feedback**

Chris Emsley, University of South Wales

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?

### **D2.1.7b, 10:50 - 11:50, Room: Lecture Theatre 5**

#### **Roundtable**

##### **Re-thinking group assessment**

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

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.

### **D2.1.7c, 10:50 - 11:50, Room: Lecture Theatre 5**

#### **Roundtable**

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

Diana De Butts and Ken Liston, Nottingham Trent University

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.

### **D2.1.8a, 10:50 - 11:50, Room: Lecture Theatre 3**

#### **Oral presentation**

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

Dr Dave Thomas and Jade Boyce, Solent University

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.

### **D2.1.8b, 10:50 - 11:50, Room: Lecture Theatre 3**

#### **Oral Presentation**

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

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

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.

### **D2.1.8c, 10:50 - 11:50, Room: Lecture Theatre 3**

#### **Oral Presentation**

##### **Mature student success**

Dr James Dillon, University of Southampton

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 mature students' 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.

### **D2.1.9a, 10:50 - 11:50, Room: Lecture Theatre 6**

#### **Oral presentation**

##### **Thriving away from home: Removing barriers for international students**

Irma Kock, University of Sunderland

International students coming to study in England face several challenges and experience to some extent 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.

### **D2.1.9b, 10:50 - 11:50, Room: Lecture Theatre 6**

#### **Oral Presentation**

##### **Collaborating with external partners in global settings to prepare teaching staff for the future**

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

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).

### **D2.1.9c, 10:50 - 11:50, Room: Lecture Theatre 6**

#### **Oral Presentation**

[Internationalising teacher education in TESOL: Insights from student-teachers Collaborative Online International Learning \(COIL\) experience](#)

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

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.

### **D2.1.11a, 10:50 - 11:50, Room: Adams**

#### **Oral Presentation**

[Signposting and support for international students: Development of a key departmental role](#)

Dr Mark Heslop, Dr Xi Liu, Juliane Thamm and Dr Felicity Carlyle-Davies, University of Strathclyde

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.

### **D2.1.11b, 10:50 - 11:50, Room: Adams**

#### **Oral Presentation**

[Bringing personal development into the curriculum: Creating success for postgraduate international students](#)

Andras Handler, University of Hertfordshire

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.

### **D2.1.11c, 10:50 - 11:50, Room: Adams**

#### **Oral Presentation**

[Breaking barriers: A multifaceted exploration of international student support in UK higher education](#)

Heather Proctor, Chang Liu and Jerome Ruddick, Newcastle University

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.

### **D2.1.12a, 10:50 - 11:50, Room: Kilpin**

#### **Oral Presentation**

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

Dr Joanna Poon, University of Derby

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.

### **D2.1.12b, 10:50 - 11:50, Room: Kilpin**

#### **Oral Presentation**

Transnational education for decarbonisation

Dr Laura Coucill, University of Salford

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.

### **D2.1.12c, 10:50 - 11:50, Room: Kilpin**

#### **Oral Presentation**

Institutional level embedding of sustainability in student education

Professor Anne Tallontire, University of Leeds

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.

### **D2.1.13a, 10:50 - 11:50, Room: Hooley**

#### **Oral Presentation**

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

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

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.

### **D2.1.13b, 10:50 - 11:50, Room: Hooley**

#### **Oral Presentation**

An innovative three-day induction programme for widening participation students

Dr Lopa Husain, University of Sheffield

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.

### **D2.1.13c, 10:50 - 11:50, Room: Hooley**

#### **Oral Presentation**

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

Stuart Parkin and Tom Withers, Nottingham Trent University

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.

### **D2.1.14a, 10:50 - 11:50, Room: NEWN21**

#### **Oral Presentation**

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

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

"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.

### **D2.1.14b, 10:50 - 11:50, Room: NEWN21**

#### **Oral Presentation**

**"It makes you just feel like you're more part of the community": Students' stories of contributors towards feelings of belonging**

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

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.

### **D2.1.14c, 10:50 - 11:50, Room: NEWN21**

#### **Oral Presentation**

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

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

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.

## Parallel Session 2, 12:05 – 13:05

### D2.2.1, 12:05 - 13:05, Room: Lecture Theatre 7

#### Interactive Workshop session

Do students dream of digital assessments? Students as decision makers in the adoption of digital tools

Alison Gibson and Helen Greetham, University of Birmingham

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.

### D2.2.2, 12:05 - 13:05, Room: Lecture Theatre 8

#### Interactive Workshop session

Belonging for future focused education: An integrated approach to belonging

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

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.

### D2.2.3, 12:05 - 13:05, Room: Lecture Theatre 9

#### Interactive Workshop session

“Speaking Texts”: The Power of stories to enhance our students’ sense of belonging in HE and beyond

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

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.

### D2.2.4, 12:05 - 13:05, Room: Lecture Theatre 10

#### Interactive Workshop session

Take a walk in my shoes: Reverse mentoring pilot

Olivia Hamill, Queen’s University Belfast

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.

### D2.2.5, 12:05 - 13:05, Room: Lecture Theatre 1

#### Interactive Workshop session

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

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

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.

### **D2.2.6a, 12:05 - 13:05, Room: Lecture Theatre 4**

#### **Oral presentation**

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

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

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.

### **D2.2.6b, 12:05 - 13:05, Room: Lecture Theatre 4**

#### **Oral presentation**

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

Dr Elizabeth Goode, Southern Cross University

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.

### **D2.2.6c, 12:05 - 13:05, Room: Lecture Theatre 4**

#### **Oral presentation**

Getting up and running with 'block': Considerations for how to operationalise a move to block teaching and learning

Jo Divers and Christopher Huggins, University of Suffolk

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.

### **D2.2.7a, 12:05 - 13:05, Room: Lecture Theatre 5**

#### **Oral Presentation**

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

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

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.

### **D2.2.7b, 12:05 - 13:05, Room: Lecture Theatre 5**

#### **Oral Presentation**

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

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

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.

### **D2.2.7c, 12:05 - 13:05, Room: Lecture Theatre 5**

#### **Oral Presentation**

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

Jenny Spinks and Jules Mundair, University of Greenwich

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.

### **D2.2.8a, 12:05 - 13:05, Room: Lecture Theatre 3**

#### **Roundtable**

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

Dr Ashani Ranathunga, University of Leeds

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.

### **D2.2.8b, 12:05 - 13:05, Room: Lecture Theatre 3**

#### **Roundtable**

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

Dr Ngozi Okoye, University of Lincoln

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.

### **D2.2.8c, 12:05 - 13:05, Room: Lecture Theatre 3**

## Oral presentation

### Placing inclusion at the heart of service delivery

Andy Callard and Jess Jenkins, Sheffield Hallam University

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.

## D2.2.9a, 12:05 - 13:05, Room: Lecture Theatre 6

### Oral Presentation

#### Addressing the BAME awarding and graduate outcome gaps: What works and why?

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

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.

## D2.2.9b, 12:05 - 13:05, Room: Lecture Theatre 6

### Oral Presentation

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

Shweta Band and Dr Nowrin Tamanna, University of Reading

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.

## D2.2.9c, 12:05 - 13:05, Room: Lecture Theatre 6

### Oral Presentation

#### 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

Saria Ahmed and Dr Melanie Narayanasamy, University of Nottingham

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.

## D2.2.10a, 12:05 - 13:05, Room: Bowden

### Oral Presentation

#### Increasing student engagement in physician associate studies

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

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.

### **D2.2.10b, 12:05 - 13:05, Room: Bowden**

#### **Oral Presentation**

[An enquiry into the importance and relevance of a sense of belonging on a multi professional online Independent Prescribing programme: Research report](#)

Jill Wood and Dawn Oddie, University of the West of England Bristol

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.

### **D2.2.10c, 12:05 - 13:05, Room: Bowden**

#### **Oral Presentation**

[Inclusion in Sheffield Medical School: Our staff and student LGBT+ working group](#)

Dr Joanne Thompson, University of Sheffield

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.

### **D2.2.11a, 12:05 - 13:05, Room: Adams**

#### **Oral Presentation**

[Building a sustainable future for higher education through SoTL Leadership: An international perspective](#)

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

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.

### **D2.2.11b, 12:05 - 13:05, Room: Adams**

#### **Oral Presentation**

[The scholarship development journey at NTU: A space for everyone](#)

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

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.

### **D2.2.11c, 12:05 - 13:05, Room: Adams**

#### **Oral Presentation**

##### **Developing a shared perspective of scholarship in higher education**

Dr Robert Wilson, Cardiff University

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.

### **D2.2.12a, 12:05 - 13:05, Room: Kilpin**

#### **Oral Presentation**

##### **Impact of partner library access on distance learning success**

Rachel Stone, The Open University

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.

### **D2.2.12b, 12:05 - 13:05, Room: Kilpin**

#### **Oral Presentation**

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

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

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.

### **D2.2.12c, 12:05 - 13:05, Room: Kilpin**

#### **Oral Presentation**

##### **Beyond 'if you build it, they will come': Designing HELIX, a community space for learning innovation**

Chris Thompson, University of Leeds

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.

## **D2.2.13a, 12:05 - 13:05, Room: Hooley**

### **Oral Presentation**

#### **Preparing students for an uncertain future**

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

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.

## **D2.2.13b, 12:05 - 13:05, Room: Hooley**

### **Oral Presentation**

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

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

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.

## **D2.2.13c, 12:05 - 13:05, Room: Hooley**

### **Oral Presentation**

#### **Linguistically inclusive teaching in higher education**

Dr Elizabeth Bailey and Sam Shipley, University of Lincoln

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.

## **D2.2.14a, 12:05 - 13:05, Room: NEWN21**

### **Oral presentation**

#### **Creating and trialling a visual tool to make module connections explicit**

Diana De Butts and Ken Liston, Nottingham Trent University

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.

## **D2.2.14b, 12:05 - 13:05, Room: NEWN21**

### **Oral Presentation**

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

Gemma Westwood, University of Birmingham

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.

### **D2.2.14c, 12:05 - 13:05, Room: NEWN21**

#### **Oral Presentation**

[Staff and students' thoughts on the impact of new digital assessment tools at the University of Birmingham](#)

Gemma Westwood, University of Birmingham

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.

### **Parallel Session 3, 13:55 – 14:35**

### **D2.3.1a, 13:55 - 14:35, Room: Lecture Theatre 7**

#### **Oral Presentation**

[The implementation of a student advocate role to support students with complex needs](#)

Dr Andrea Cockett, Kingston University

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.

### **D2.3.1b, 13:55 - 14:35, Room: Lecture Theatre 7**

#### **Oral Presentation**

[Tackling student engagement through a university-wide policy to tackle period poverty](#)

Dr Helen Tidy, Teesside University

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.

### **D2.3.2a, 13:55 - 14:35, Room: Lecture Theatre 8**

#### **Oral Presentation**

[Taking positive action for underrepresented groups of masters students: Leeds Institute for Data Analytics \(LIDA\) scholarships programme](#)

Professor Paul Baxter, University of Leeds

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.

### **D2.3.2b, 13:55 - 14:35, Room: Lecture Theatre 8**

#### **Oral Presentation**

## Neurodivergent belonging: Creating effective workspaces and support for neurodivergent postgraduate researchers

Dr Amanda Brunton, University of Cambridge

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.

### **D2.3.3a, 13:55 - 14:35, Room: Lecture Theatre 9**

#### **Oral presentation**

#### Shouting loudly together: Using student ambassadors to amplify black voices at Northumbria University Library

Dr Biddy Casselden, Northumbria University

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.

### **D2.3.3b, 13:55 - 14:35, Room: Lecture Theatre 9**

#### **Oral presentation**

#### Addressing the elephant in the room: Race in EAP

Dr Olive Nabukeera, University of Leeds

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.

### **D2.3.4a, 13:55 - 14:35, Room: Lecture Theatre 10**

#### **Oral Presentation**

#### Applying learning and memory theory to support learners with neural divergence

Dr Jonathon O'Brien, University of Liverpool

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.

### **D2.3.4b, 13:55 - 14:35, Room: Lecture Theatre 10**

#### **Oral Presentation**

#### Empowering inclusive learning: Integrating gamification and interactive videos in higher education

Dr Heshmat Borhani, Nottingham Trent University

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.

### **D2.3.5a, 13:55 - 14:35, Room: Lecture Theatre 1**

#### **Roundtable**

Let's talk about decolonising the curriculum

Reece Sohdi, University of Sunderland

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.

### **D2.3.5b, 13:55 - 14:35, Room: Lecture Theatre 1**

#### **Roundtable**

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

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

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.

### **D2.3.6a, 13:55 - 14:35, Room: Lecture Theatre 4**

#### **Oral Presentation**

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

Dr Louise Taylor, Oxford Brookes University

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](http://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.

### **D2.3.6b, 13:55 - 14:35, Room: Lecture Theatre 4**

#### **Oral Presentation**

Transforming graduate outcomes by helping Psychology students' construct personally meaningful career identities

Dr Kim Bradley-Cole, University of Winchester

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.

### **D2.3.7a, 13:55 - 14:35, Room: Lecture Theatre 5**

#### **Oral Presentation**

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

Conor Naughton, Nottingham Trent University

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.

### **D2.3.7b, 13:55 - 14:35, Room: Lecture Theatre 5**

#### **Oral Presentation**

#### Addressing student engagement and progression: Scaffolding learning and belonging through an assessed class engagement initiative

Dr Samantha Read and Melanie Currie, Nottingham Business School

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.

### **D2.3.8a, 13:55 - 14:35, Room: Lecture Theatre 3**

#### **Oral Presentation**

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

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

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>

### **D2.3.8b, 13:55 - 14:35, Room: Lecture Theatre 3**

#### **Oral Presentation**

#### Coaching pedagogy for shared learning and growth

Jelena Matic, Nottingham Trent University

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.

### **D2.3.9a, 13:55 - 14:35, Room: Lecture Theatre 6**

#### **Oral Presentation**

#### A journey of exploration in new learning environments

Michael Detyna, King's College London

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.

### **D2.3.9b, 13:55 - 14:35, Room: Lecture Theatre 6**

#### **Oral Presentation**

##### [Active Classrooms in HE \(ACHE Project\)](#)

Louise Morby and Dr Andrew Manley, Leeds Beckett University

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".

### **D2.3.10a, 13:55 - 14:35, Room: Bowden**

#### **Oral Presentation**

##### [The important role of entrepreneurship education in the development of student, knowledge, skills and practice for sustainability: Success, challenges and roadmap for the future](#)

Claire Sinclair and Dr Alex Alterskye, University of York

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.

### **D2.3.10b, 13:55 - 14:35, Room: Bowden**

#### **Oral Presentation**

##### [An enterprising approach to postgraduate engineering courses for sustainable futures](#)

Dr Ruissein Mahon and Dr Ibiye Iyalla, Robert Gordon University

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.

### **D2.3.11a, 13:55 - 14:35, Room: Hooley**

#### **Oral Presentation**

##### [Design thinking, synoptic assessment and cake](#)

Dr Joanna Brown and Professor Charlotte Haigh, University of Leeds

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.

### **D2.3.11b, 13:55 - 14:35, Room: Hooley**

#### **Oral Presentation**

##### [Using design thinking approach to address student feedback](#)

Dr Yulia Dzenkovska and Hao Du, Newcastle University

Co-author: Kirk Dodds, Newcastle University

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.

### **D2.3.12a, 13:55 - 14:35, Room: Kilpin**

#### **Oral Presentation**

[Six years of the Level 7 Academic Professional apprenticeship – past, present, and future](#)

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

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.

### **D2.3.13a, 13:55 - 14:35, Room: Hooley**

#### **Oral Presentation**

[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](#)

Sarvin Hassani and Alessia Mevoli, Anglia Ruskin University

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.

### **D2.3.13b, 13:55 - 14:35, Room: Hooley**

#### **Oral Presentation**

[Delivering a 94% pass rate by embedding Ako and Tuakana-teina into teaching, a New Zealand approach](#)

Dr Lorraine Skelton, OPAIC

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.

### **D2.3.14a, 13:55 - 14:35, Room: NEWN21**

#### **Oral Presentation**

[Requires attunement: Creating a bond from digital culture\(s\) for an enhanced education in digital fields of study](#)

Bradley McAvoy-James, Brunel University

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.

### **D2.3.14b, 13:55 - 14:35, Room: NEWN21**

#### **Oral Presentation**

[Embedding a personalised approach to digital skills development in the APT system](#)

Dr Kate Wilkinson and Claire Farquharson, Hartpury University

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.

## **Parallel Session 4, 15:20 – 16:20**

### **D2.4.1, 15:20 - 16:20, Room: Lecture Theatre 7**

#### **Interactive Workshop session**

[How can we foster students' sense of belonging in higher education?](#)

Dr Elina Stylianou, University of Leeds

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.

### **D2.4.2, 15:20 - 16:20, Room: Lecture Theatre 8**

#### **Interactive Workshop session**

[Destabilising stereotypes to foster a sense of belonging for students in STEM](#)

Rehana Awan, The Open University

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.

### **D2.4.3, 15:20 - 16:20, Room: Lecture Theatre 9**

#### **Interactive Workshop session**

[Supporting transitions with student-created resources: The hidden curriculum glossary](#)

Professor Amanda Millmore, University of Reading

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.

### **D2.4.4, 15:20 - 16:20, Room: Lecture Theatre 10**

#### **Interactive Workshop session**

[Belonging, inclusion and collective effort: The Manchester library student team](#)

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

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.

#### **D2.4.7a, 15:20 - 16:20, Room: Lecture Theatre 5**

##### **Oral Presentation**

[Learning to learn: Empowering learners to excel beyond the classroom](#)

Kevinia PS Cheung, The Hong Kong Polytechnic University

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.

#### **D2.4.7b, 15:20 - 16:20, Room: Lecture Theatre 5**

##### **Oral Presentation**

[An investigation on assessment strategy for student learning and engagement](#)

Dr Jeannette Chin, University of East Anglia

A report 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.

#### **D2.4.7c, 15:20 - 16:20, Room: Lecture Theatre 5**

##### **Oral Presentation**

[Using early feedback to start a conversation with students](#)

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

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.

#### **D2.4.8a, 15:20 - 16:20, Room: Lecture Theatre 3**

##### **Oral Presentation**

[Where the heart for engagement beats: Improving student satisfaction and belonging. A success case study from Coventry University London](#)

Dr Hany Wells and Dr Abraham Joseph, Coventry University

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.

### **D2.4.8b, 15:20 - 16:20, Room: Lecture Theatre 3**

#### **Oral Presentation**

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

Dr Mary Crossan, Dr Shirley Barrett, Clodagh Hegarty and Claire Scott-McAteer, Ulster University  
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.

### **D2.4.8c, 15:20 - 16:20, Room: Lecture Theatre 3**

#### **Oral Presentation**

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

Associate Professor Rachael O'Connor, University of Leeds

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.

### **D2.4.9a, 15:20 - 16:20, Room: Lecture Theatre 6**

#### **Oral Presentation**

##### **Inclusive teaching in the laboratory sessions for undergraduate chemical engineering students**

Dr Zahra Echresh Zadeh and Dr Solomon Bawa, University College London

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.

### **D2.4.9b, 15:20 - 16:20, Room: Lecture Theatre 6**

#### **Oral Presentation**

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

Matthew Moloughney, Cardiff University

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.

### **D2.4.9c, 15:20 - 16:20, Room: Lecture Theatre 6**

#### **Oral Presentation**

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

Dr Matthew Tang, Queen Mary University of London

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.

#### **D2.4.10a, 15:20 - 16:20, Room: Bowden**

##### **Oral Presentation**

[Building belonging beyond the classroom: The value of learning assemblages and relational pedagogies for building belonging in non-traditional learning spaces](#)

Professor Hannah Cobb, University of Manchester and Professor Karina Croucher, University of Bradford

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.

#### **D2.4.10b, 15:20 - 16:20, Room: Bowden**

##### **Oral Presentation**

[Opening the discussion: Generative AI and postgraduate student learner journeys](#)

Duncan Duriez, University of Gloucestershire

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.

#### **D2.4.10c, 15:20 - 16:20, Room: Bowden**

##### **Oral Presentation**

[Navigating generative AI in higher education: Insights from the GENIAL project](#)

Associate Professor Jon Cardoso-Silva, Associate Professor Marcos Enes Barreto, Associate Professor Ghits Berrada and Associate Professor Francesca Panero, London School of Economics and Political Science

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.

#### **D2.4.11a, 15:20 - 16:20, Room: Adams**

##### **Oral Presentation**

[Commercial curriculum design: A need for future-focused pedagogic approaches? A co-creation between universities and SMEs](#)

Dr David Gordon, De Montfort University

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.

#### **D2.4.11b, 15:20 - 16:20, Room: Adams**

##### **Oral Presentation**

[Integrative learning without integrated assessments: Diverse, inclusive and resilient curriculum design for improving professional readiness](#)

Matt Ault, Manchester School of Architecture

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.

#### **D2.4.11c, 15:20 - 16:20, Room: Adams**

##### **Oral Presentation**

[From A to B, C and D: Promoting interdisciplinary thinking through a common curriculum at a small, private university](#)

Robert Johnson, Regent's University London

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.

#### **D2.4.12a, 15:20 - 16:20, Room: Kilpin**

##### **Oral Presentation**

[Valuing what we measure, to measuring what we value': The reflexive story of scientists moving into educational research](#)

Laurel Chaproniere, Nottingham Trent University

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.

#### **D2.4.12b, 15:20 - 16:20, Room: Kilpin**

##### **Oral presentation**

[Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study](#)

Bayaz Mammadova and Dan Zhao, University of Bath

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.

#### **D2.4.12c, 15:20 - 16:20, Room: Kilpin**

##### **Oral Presentation**

[Are undergraduate and PGT research projects and dissertations past their sell-by date?](#)

Dr David Lewis, University of Leeds

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.

#### **D2.4.13a, 15:20 - 16:20, Room: Hooley**

##### **Oral Presentation**

[Internationalisation of higher education: Inclusion and cross-cultural challenges](#)

Dr Aldo Gutierrez, Nottingham Trent University

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.

#### **D2.4.13b, 15:20 - 16:20, Room: Hooley**

##### **Oral Presentation**

[Compulsory pick and mix? Scaffolding international students as independent learners](#)

Laurence Morris, Leeds Beckett University

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.

#### **D2.4.13c, 15:20 - 16:20, Room: Hooley**

##### **Oral Presentation**

[Can't or Won't: Improving international students' academic outcomes and skills through inclusive practice](#)

Meghan Ramsden, University of Sunderland

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.

#### **D2.4.14a, 15:20 - 16:20, Room: NEWN21**

##### **Oral Presentation**

### Digital inclusion: A case study of a Dubai-based university

Dr Tendai Charles, The British University in Dubai

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.

### **D2.4.14b, 15:20 - 16:20, Room: NEWN21**

#### **Oral Presentation**

#### Inclusive research opportunities for access and success

Dr Emma Peasland and Clare Mawson, University of Leeds

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.

### **D2.4.14c, 15:20 - 16:20, Room: NEWN21**

#### **Oral Presentation**

#### We all belong, now let's thrive: Embedding diversity and inclusion in our learning journeys

Diane Asamoah and Joanne Lewis, University of Worcester

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.