HEIR Network 2023

Higher Education Institutional Research

16th Annual Conference
7th-8th September 2023

Addressing Equity in Higher Education through Institutional Research

Kingston
University
London

HEIRNETWORK

WELCOME AND INTRODUCTION

A warm welcome and thank you for joining us for the Higher Education Institutional Research (HEIR) Network's 16th annual conference.

Kingston University London is delighted to be this year's host for our first in person conference since the COVID-19 pandemic.

We have an outstanding selection of keynote speakers, with contributions from Ian Dunn (Coventry), Camille Kandiko Howson (Imperial College), Patrick Johnson (University of Law) and Katie Bell (UCAS), as well as a wide range of stimulating workshops and breakout sessions over the two days of the conference.

The HEIR Network annual conference has always been a great opportunity for HE institutional research enthusiasts and practitioners to come together as a community to share their insights into a range of innovations, exchange knowledge, information, ideas; and develop their connections.

We value diversity and welcome contributions from the wide range of institutional researchers whether academics or from professional services including those at the early stages of their careers.

The theme this year is '**Addressing Equity in Higher Education through Institutional Research**', which remains as poignant today as it did pre-COVID-19. It is designed to highlight the many ways in which institutional research, evaluation and data analysis increasingly play a pivotal role in supporting, evidencing, and strengthening equality for all in the HE environment.

On behalf of the HEIR Network Group and the Kingston University London's Conference Planning Group, we hope you find the event enjoyable and useful and look forward to meeting you all.

Nigel Page

Chair of Kingston University London's Conference Planning Group

ABOUT THE HEIR NETWORK

The UK and Ireland Higher Education Institutional Research (HEIR) network was established in 2008 to bring together institutional research (IR) enthusiasts and practitioners working in the UK and Ireland higher education sectors.

The HEIR network believes that IR is playing an increasingly important role in enhancing learning and teaching practice and providing timely and relevant evidence to aid management decision making at all levels within UK and Irish higher education institutions.

The network is coordinated by a voluntary Planning Group that focuses on supporting the network through providing networking opportunities and facilitating host institutions in organising the annual HEIR conference.

What we do:

The activities of the network are focused on achieving the following four objectives:

1. To build an IR community in the UK and Ireland that can help individuals develop their knowledge and expertise and contribute to the building of capacity for IR across the sector

2. To be a forum for discussion around contemporary issues and for sharing ideas, experiences, practices and solutions to issues and problems

3. To inform HE policy and practice through engaging directly with policy-makers

4. To work with other bodies to aiming to impact on HE policy and practice

Please visit the Network's website and join the mainlining list www.heirnetwork.org.uk

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KEYNOTE BIOGRAPHIES

Ian Dunn, **as Provost for Coventry University Group** is Chief Academic Officer and takes responsibility for driving the highest standards of academic excellence and supporting the leadership of the Education, Research and Enterprise & Knowledge Transfer activities across the University Group.

Ian is proud to be described as a disruptor in UK Higher Education and led the development of Coventry University College in 2011. This lower cost, flexible model of higher education was specifically designed to support wide access to higher education. More recently in 2017 he led the creation of Coventry University Online and the partnership with FutureLearn. Developing a substantial team that was able to develop great online learning degree courses as well as micro-credentials turned out to be very useful as education moved into remote teaching in 2020. The next challenge is how online and on-campus blend to suit the individual circumstances. Ian works extensively with EdTech organisations and has chaired the publication of a number of green papers exploring ideas for the next few years.

In 2016 Ian was voted "Inspiring Leader of the Year" at the national Guardian Higher Education Awards. Ian is very engaged in his local communities and across higher education in the UK and wider.

Dr Camille Kandiko Howson is Associate Professor of Education in the Centre for Higher Education Research and Scholarship (CHERS) at Imperial College London.

She is an international expert in higher education research with a focus on student engagement; student outcomes and learning gain; equality and social justice; and quality, performance, and accountability. She works to support high quality and high impact pedagogical research and collaborate with colleagues to conduct disciplinary-based educational research. Camille's current research focuses on international and comparative higher education; the curriculum; using learning analytics to support the student experience; academic motivation, prestige, and gender; student engagement, identity and belonging; and intersectionality in research design.

She is passionate about making higher education more equitable and fairer, supporting women and those underrepresented to access, succeed and work in academia. She is a Principal Fellow of the Higher Education Academy.

Patrick Johnson, Director of Equality, Diversity and Inclusion, The University of Law.

Patrick became Director of Equality, Diversity and Inclusion (EDI) at the University of Law in January 2021 after working for 20 years at the University of Manchester. He is a member of the University Executive Board and has specific responsibility for EDI, Wellbeing, Student Support Services and Widening Participation.

He has worked in EDI for the last 15 years and has been an active member of the HE community, collaborating with a wide range of institutions and supporting sector wide groups. He was a Board member at the Equality Challenge Unit (now part of Advance HE) for six years; an advisor and member of the Diversity Steering group at the Wellcome Trust and member of the Minister of State for Universities Diversity in Research and Innovation Committee.

Patrick is currently a member of the Advance HE Race Equality Charter Governance Committee and was a Commissioner with the Disabled Students' Commission, an independent and strategic group that advised, informed, and influenced higher education providers to improve support for disabled students.

Dr Katie Bell, Chief Marketing Officer at UCAS, where she is responsible for delivering a world class information, advice, and guidance (IAG) to students, their advisors, and to present Higher Education in an accessible way. She is also UCAS' lead on raising the profile of higher and degree apprenticeships by providing tools, information and support that will help students make the higher education choice that is right for them, and which will help learning providers and employers access students as employees who are right for them.

Thursday 7th September 2023

Registration
08.30-09.30 *Location: Town House Reception/Foyer (ground floor)*

General Introduction and Orientation – HEIR Local Committee, Kingston University
09.25-09.30 *Location: Town House Courtyard (ground floor)*

Welcome and **Introduction Day 1 John Craig** – Pro Vice-Chancellor Learning and Teaching, Kingston University
09.30-09.45 *Location: Town House Courtyard (ground floor)*

Keynote 1 Ian Dunn – Provost for Coventry University Group, Coventry University
09.45-10.30 *Location: Town House Courtyard (ground floor)*

Oral Presentations Session 1 John Galsworthy Building (second floor) 10.45-11.45	*Location: John Galsworthy Building JG2011* *Chair: Baljit Thatti* A study on the impact of the Self-Empowerment Journey (SEJ) on student wellbeing **Mariko Kishi, Jacqueline Mary Phillips** (Kingston/the SEJ) 10 spheres of wellness to support student and staff health and wellbeing in a modern post 1992 university **Michelle Morgan** (Uni East London) Belong at Brighton: Enhancing Sense of Belonging Through Longitudinal Student Transition **Joanna MacDonnell, Will Dooley, Mauricio Rivera, Penny Jones** (Brighton)	*Location: John Galsworthy Building JG2012* *Chair: Hilda Mulrooney* BAME DI-LAWGUES: Diversity & Inclusion in the Law School Dialogues **Shweta Band** (Reading) Integrating module evaluation at Kingston University **Suzanne Constance, Rebecca Hampstead, Matt Claridge** (Kingston/Explorance) Understanding and defining student engagement in the post-COVID-19 learning environment: a collaborative study **Rachel Hunt, Lauren Albee, Alison Snape, Daniel Berwick, Mehmet Dorak, Nigel Page** (KCL/St George's/Kingston)	*Location: John Galsworthy Building JG2009* *Chair: Nick Freestone* The Challenge of Aligning Future Skills with Equity in HE **Angela Partington, Hilary Wason, Annie Yonkers, William Essilfie** (Kingston) Ethnicity Awarding Gap: Exploration of the Asian Awarding Gap with Logistic Regression Analysis **Elif Unsal Ozberk, Anna Buckett** (BNU) The Role of Learning Analytics in Improving Student Retention and Success in Universities **Jane Hargreaves, Cal O'Donovan** (Kingston/SEAtS Software)
	Coffee Break and Sponsor Exhibits 11.45-12.15 *Location: John Galsworthy Building JG2002 (second floor)*		
Oral Presentations Session 2 John Galsworthy Building (second floor) 12.15-13.15	*Location: John Galsworthy Building JG2011* *Chair: Aisling McKenna* My first few months at Kingston – a qualitative study of new first year students and how they navigate academic and library support **Robert Elves, Cheryl Clark** (Kingston) Investigating progression rates at first attempt for Level 4 students; what are the potential hurdles: **Angela Fellingham, Taslima H Shuwara, Taina St Amand, Simon Gould, Ahmed Elbediwy** (Kingston)	*Location: John Galsworthy Building JG2012* *Chair: Michelle Morgan* Measuring Equity in Learning Gain **Rosie Bryce** (Manchester Met) Evaluation, Evaluation, Evaluation: reflections on working across institutional boundaries with experts, evaluators, and funders, to assess the impact of a student mentoring programme **Rachel Bowden, Mauricio Rivera, Clare Dawson, Carina Hoerst, Beth Thomas-Hancock** (Brighton)	*Location: John Galsworthy Building JG2009* *Chair: Phil Gravestock* Designing re-assessment policies to prioritise student reflection **Mark Carver** (St Andrews) Enhancing student engagement and achievement: the role of small stakes summative assessments **Nicholas Freestone, Alina Atif** (Kingston/Pakistan) Impact of Covid-19 pandemic-imposed teaching and assessment practices on student

			performance **Anil Vangala, Sumaikah Khan, Mouhamad Khoder** (Kingston)
	Sense of belonging in under-represented students studying STEM degrees **Tolúwalàse Fayese** (KCL)	Promoting equity in education for sustainable development through community-based learning and teaching **Anne Preston, Rehan Shah, Elena Dimova** (UCL/QMUL)	

Lunch and **Sponsor Exhibits**
13.15-14.15 *Location: John Galsworthy Building JG2002 (second floor)*

Keynote 2 Camille Kandiko Howson – Associate Professor of Education, Imperial College London
14.15-15.00 *Location: John Galsworthy Building JG0003 (ground floor)*

Workshops John Galsworthy Building (second floor) 15.15-16.15	*Location: John Galsworthy Building JG2001* *Chair: Gemma Shearman* Democratising data to enhance the student experience. **Rebecca Hodgson** (Manchester)	*Location: John Galsworthy Building JG2011* *Chair: Matt Hiely-Rayner* Creating curricula that support students' learning: the role of data as facilitator. **Annie Hughes, Suzanne Constance, Syed Islam, Nigel Page, Tamara Reid, Hilary Wason** (Kingston)	*Location: John Galsworthy Building JG2012* *Chair: Neil Williams* Embedding EDI in course and module validation and revalidation. **Daniela de Silva** (Westminster)

Break
16.15-17.30 *At leisure, perhaps take a walk along the river Thames*

Evening Reception and **Poster Presentations**
17.30-19.30 *Town House Level 5 (fifth floor)*

Poster presentations Town House (fifth floor) 17.30-18.30	Globalisation of Higher Education Curriculum for Higher Impact on Graduate Jobs **Habiba Akter** (QMUL) What is decolonising the curriculum? A critical reflection exploring misunderstandings and a way forward **Musharrat Ahmed-Landeryou** (LSBU) Inclusivity Amongst Pharmacy Staff and Students **Dipa Kamdar, Raniah Alquraishi, Reem Kayyali** (Kingston)	MiST Study **Zoe Clark, Jayne Price, Louise Barrett** (Kingston) Promoting diversity, equity, and inclusion in universities: International comparative perspectives from Australia and Japan **Tomoko Torii** (Ritsumeikan, Japan) Evaluating the impact of an inclusivity workshop on pharmacy students' perceptions and knowledge of health inequalities **Dipa Kamdar, Leanne May, Joshua Wells** (Kingston)	
Evening in Kingston 19.30 onwards	You are invited to join delegates for an evening in Kingston-upon-Thames (organised by **Matt Hiely-Rayner** (Buckinghamshire New University))		

Friday 8th September 2023

Registration
08.30-09.15 *Location: Town House Reception/Foyer (ground floor)*

Welcome and **Introduction Day 2 Helen Laville** - Provost Kingston University
09.15-09.30 *Location: Town House Courtyard (ground floor)*

Keynote 3 Patrick Johnson – Director of Equity, Diversity and Inclusion, The University of Law
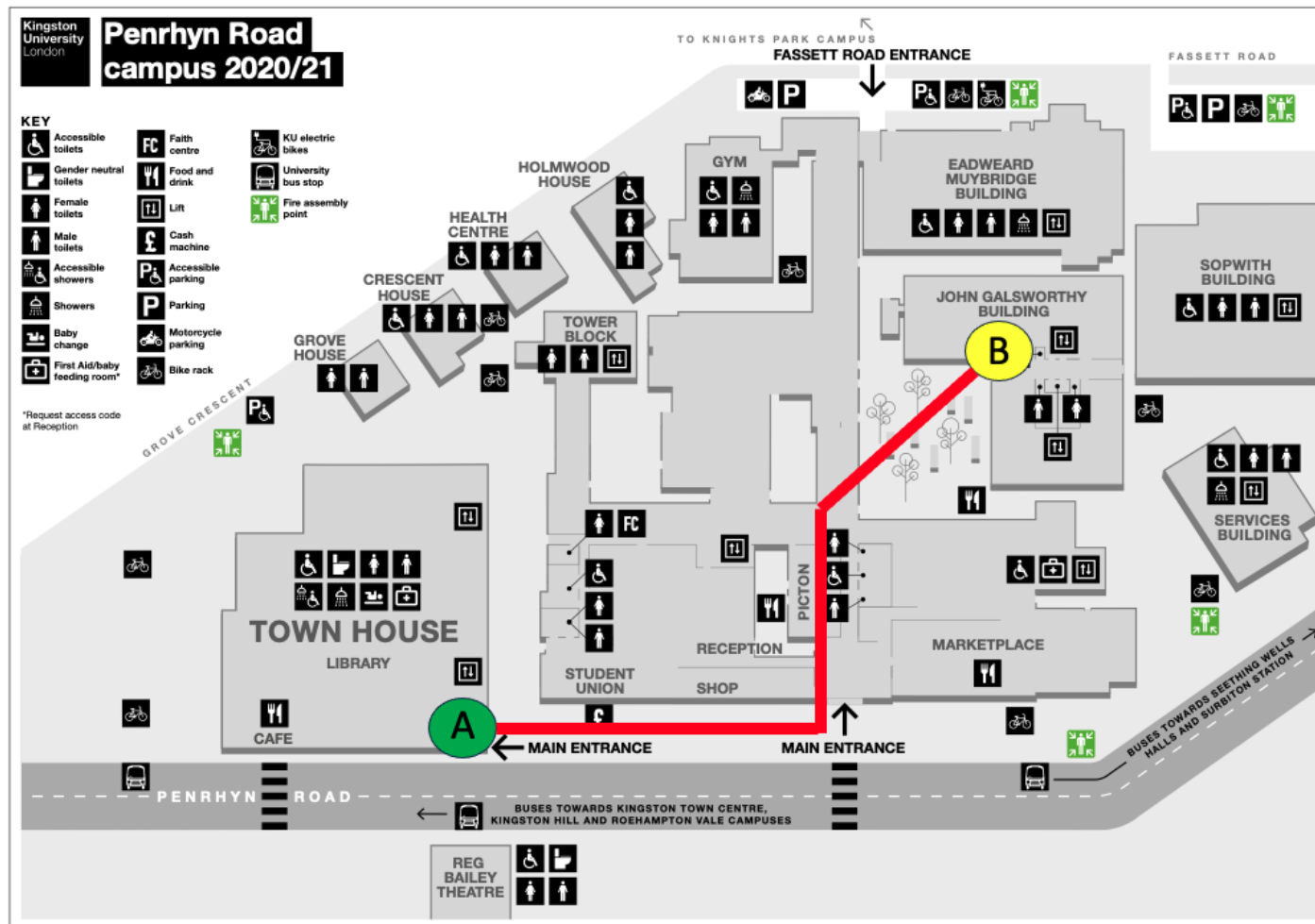09.30-10.15 *Location: Town House Courtyard (ground floor)*

Oral Presentations Session 3 John Galsworthy Building (second floor) 10.30-11.30	*Location: John Galsworthy Building JG2011* *Chair: Rachel Bowden*	*Location: John Galsworthy Building JG2012* *Chair: Annie Hughes*	*Location: John Galsworthy Building JG2009* *Chair: Grainne McDonagh*
	Student parents: challenges facing a 'forgotten' student group **Gemma Shearman, Karen Whiting, Theresa Abu Rosales, Sarah Sharif, Kevin Zuchowski Morrison** (Kingston)

Coping with data discontinuity: how the Guardian University Guide is making use of results from the National Student Survey **Matt Hiely-Rayner** (BNU)

Addressing challenges of equity in higher education through the role of a student ecosystem platform and peer mentoring programmes **Joel Di Trapani, Ben Hallet, Hannah Gardner** (Vygo) | Addressing the under-attainment of ethnic minority students at postgraduate level: does peer-tutoring help? **Anna Paolillo, Niki Giatras, Shravya Mangalore Harish, Adam Kremis** (ARU)

"It's Not Just About the Science". The impact of Undergraduate Research Projects and COVID-19 on graduate attributes and employability **Maria Kyriazi, Vanessa Armstrong** (Newcastle)

Small Groups Big Impact: A review of the Peer-Led Team Learning (PLTL) programme at Queen Mary University of London **Lesley Howell, Sally Faulkner, Redwan Shahid, Xue Zhou** (QMUL) | Universal Design for Learning on the ground: A strategy case study **Julia Ouzia** (KCL)

Through Student Eyes: Graduate Attributes in the Economics and Finance Curriculum **Kulnicha Meechaiyo, Ian Smith, Gosia Mitka** (St Andrews)

You cannot force someone to learn: successful programme transformation through co-creation, employment-led learning and inclusive leadership **Stephen Mason** (Kingston) |

Coffee Break and Sponsor Exhibits
11.30-12.00 *Location: John Galsworthy Building JG2002 (second floor)*

Oral Presentations Session 4 John Galsworthy Building (second floor) 12.00-13.00	*Location: John Galsworthy Building JG2011* *Chair: Ahmed Elbediwy*	*Location: John Galsworthy Building JG2012* *Chair: Anil Vangala*	*Location: John Galsworthy Building JG2009* *Chair: Rachel Hunt*
	Student characteristics contributing to the degree awarding gap in Pre-Registration Nursing **Ann Ooms, Egle Butt, Celayne Heaton-Shrestha** (Kingston/BPP University)

VAGO: construction of a value-added metric that spans enrolment to graduate outcomes | Highs and lows of relationship building in decolonising the curriculum and university **Musharrat Ahmed-Landeryou, Juliette Dias, Emily Kemp, Jennifer Burton, Megha Kashyap, Katie Fordyce, Djamila Hamdaoui, Harry Bliss, Lucy Wade** (London South Bank) | A mixed-methods and participatory bottom-up design to enable students as partners and co-creators in their education **Eleni Hadjigeorgiou, Sharron Kuznesof, Alison Shaw, Charlotte Boulton, Mark Geoghegan** (Newcastle) |

	Matt Hiely-Rayner, Rachel Bowden (BNU/Brighton) A 10-year study of equity of completion, non-progression and award attainment of law and accounting students in an Irish HEI **Fintan Bracken, Maeve Doyle** (Ireland)	Student views on Actions to Decolonising the Science Curriculum **Neil Williams, Audrey Benjamin, Athena Hansen-Aherne** (Kingston) Developing an inclusive curriculum, a module to Faculty journey **Josephine Van-Ess** (Sussex)	Assessment and feedback experiences of minority ethnic students: findings from two institutional projects **Elena Zaitseva** (Liverpool JM) Influence of diverse 3D anatomy models on students' belonging and satisfaction in health sciences **Elizabeth Lander, Natasha Barrett** (Reading)

Lunch and **Sponsor Exhibits**
13.00-14.00 *Location: John Galsworthy Building JG2002 (second floor)*

Keynote 4 Katie Bell – Chief Marketing Officer, UCAS
14.00-14.45 *Location: John Galsworthy Building JG0003 (ground floor)*

Oral Presentations Session 5 John Galsworthy Building (second floor) 15.00-16.00	*Location: John Galsworthy Building JG2011* *Chair: Hilary Wason* Nursing is not the only route. Exploring the alternative offer **Jane Hadley** (Wolverhampton) Addressing equity in the assessment of practice research: lessons from the arts **Bill Balaskas, Katia Chornik** (Kingston) Reading groups as an intervention to enhance academic literacy in nursing students **Andrea Cockett, Michelle Carter** (Kingston)	*Location: John Galsworthy Building JG2012* *Chair: Vanessa Armstrong* Inclusive or selective internationalization? Gender and diversity aspects of internationalization policy at Swedish universities **Charlotte Silander** (Sweden) Enhancing Student Awareness of the UN Sustainable Goals with an EDI Lens **Baljit Thatti, Tania Dias Almeida Fonseca, Hilda Mulrooney** (Kingston) Promoting Multilingualism to enhance equity in Higher Education **Dylan Williams** (QMUL)	*Location: John Galsworthy Building JG2009* *Chair: Steve Woodfield* Improving financial sustainability in UK Higher Education by applying a data-driven niche market strategy **Kate Ayres** (Durham) Mini-workshop: The identification of student carers and the burden of their caring responsibilities on academic engagement and student life **Darren Johnson, Ahmed Elbediwy, James Jewel, Lydia Bellaouane, Chyrell Ottley, Gemma Shearman, Karen Whiting (**Kingston)

Close from HEIR Network Rachel Bowden (Brighton) & **Matt Hiely-Rayner** (Buckinghamshire New University)
16.00-16.15 *John Galsworthy Building JG0003 (ground floor)*

The HEIR conference will take place at the Penrhyn Road campus at Kingston University (KT1 2EE). Morning registrations (08.30-09.30 each day, ground floor, Town House), welcome talk/keynotes (09.15-10.30 each day, ground floor, Town House) and evening buffer reception (7th September 17.30-19.30, level 5, Town House) – these will all take place on the map indicated by A. Oral presentations workshops and afternoon keynote presentations will take place on the map indicated by B (10.30-16.15 each day, ground or 2nd floor, John Galsworthy Building). The most accessible route between A and B is shown in red. An information desk will be available throughout the conference in John Galsworthy Building, 2nd floor, JG2002.

KEYNOTE PRESENTATIONS

KEYNOTE 1

Thursday 7th September 2023 09.45-10.30, Town House Courtyard

Data and Instinct: Wider access and reduced awarding gaps
Ian Dunn; Coventry University, UK

The key theme throughout this presentation will be the role of institutional data to make the case for wider access and enhancing the outcomes for all.   Institutional data can be a phrase to strike fear into the heart of many academics, but when you explain that you are looking for patterns to emerge for the information, it becomes less scary. The patterns that are being sought here are those which reveal how to unlock greater equity in our institutions, that provide mechanisms to address the shortcomings in equity of the compulsory phases of education and that can provide us with the keys to a properly personalised education in a world of mass HE. Unlocking data to unlock insight means that we can make real headway towards better outcomes for many students.

KEYNOTE 2

Thursday 7th September 2023 14.15-15.00, John Galsworthy Building, JG0003

Educational gain: Going beyond the degree
Camille Kandiko Howson; Imperial College, UK

We know there is more to higher education than a piece of paper and a walk across a stage. However, in data-led regulatory world students can be viewed as in-puts, through-puts and out-puts. In England B3 regulatory conditions further condense students into pass rates for continuation, degree outcomes and employment. The diversity of students across the sector becomes split metrics. While not disputing the importance of getting students in and through, we also need to consider the quality of the experience that students have, what they have gained from their time and efforts in higher education. We know it is more than a degree, but how do we go about capturing it? And how do we account for different benefits different groups of students may have? We know there is no single silver bullet metric to measure the outcomes of higher education and that learning goes beyond disciplinary knowledge, also including wider skills and affective measures, and that robustly measuring learning gain requires multiple indicators. We are well-versed in awarding gaps, but how do we identify and intervene what is leading to those gaps, addressing equity rather than outcomes? This talk draws on a decade of research on learning gain in higher education, the policy context for accounting for outcomes of higher education and new on-going QAA-funded research on how institutions are articulating their unique approaches to capturing the educational gain of their students. This talk explores how measures of educational gain can challenge the status quo in higher education, including the relationship with assessment and feedback; quality assurance; and opportunities for capturing the diversity of experiences that diverse students have. We will conclude with a conversation on balancing standardised metrics and those tailored to specific contexts—and what this means for institutional researchers, policy makers and students.

KEYNOTE 3

Friday 8th September 2023 09.30-10.15, Town House Courtyard

A commitment to disabled students
Patrick Johnson; The University of Law, UK

The presentation will explore some of the current sector challenges and will specifically look at what disabled students say they want from their higher education experience. The Disabled Student Commitment is a response

to what disabled students say they want, and it provides the opportunity to transform the disabled student experience. The presentation will examine the detail of this Commitment.

KEYNOTE 4

Friday 8th September 2023 14.00-14.45, John Galsworthy Building, JG0003

Title
Katie Bell; UCAS, UK

WORKSHOP PRESENTATIONS

Thursday 7th September 2023 15.15-16.15, John Galsworthy Building, JG2xxx

WORKSHOP - The democratisation of data to enhance student outcomes
Rebecca Hodgson; University of Manchester, UK

Universities are awash with data. However, this often resides within silos of specialists, and / or within difficult to access and hard to navigate systems. Alongside this, universities normally have requirements for the review of taught provision, with 'action plans' required at different levels within the organisation. This type of process is variously termed 'annual review and action plan', 'course improvement plan', 'programme development plan', 'student experience action plan' and so on. Engagement with such processes can be superficial, due to a multiplicity of factors, from time and workload pressures to a lack of readily available useful data (and the support to engage with this). There can be a perception that such activities are a 'bureaucratic burden', an unwelcome facet of the neo-liberal managerialised university. Their value is low, resulting in de-prioritisation. The net result of this is that programmes can be designed and taught, year after year, without any meaningful knowledge of student experience and outcomes at the local level, and without such information informing the way that provision is reviewed and developed. This paper makes the case that such an approach is at odds with an inclusive, equitable student experience – we must understand where and how we are failing students in order to make effective changes to the design and delivery of our academic awards. This involves changing the culture so that data is seen as an integral part of how we design and review provision; and it involves making access to that data as user friendly as possible for colleagues at all levels. To enable meaningful review and action planning processes, colleagues at all levels need timely access to reports that illustrate what is happening in terms of student experience and outcomes on their modules, courses, and programmes.

The workshop will illustrate an approach to addressing this challenge using a case study from Sheffield Hallam University. This involved collaborative work between systems analysts, data visualisation specialists, academics, and colleagues in the quality and planning spaces. The intention was to 'democratise data' and build a data-informed culture of iterative review and action planning. A holistic approach was required, with modelling and endorsement from senior leadership, and the provision of workshops and 'at elbow' support at course leader level. Along with a consultation and feedback-loop to enable the development of specific data reports for different end users, all aspects of the review cycle were part of the project: the design of review and action planning templates; the timelines for completion; submission processes; oversight and review processes; clarity of roles and responsibilities. The workshop will adopt an active approach whereby participants are encouraged to work together to reflect on and critique the case study and develop actions for implementation in their own organisations.

WORKSHOP - Creating curricula that support students' learning: the role of data as a facilitator
Annie Hughes, Suzanne Constance, Syed Islam, Nigel Page, Tamara Reid and Hilary Wason; Kingston University London, UK

Kingston University ensures that its curricula are inclusive through the implementation of its award-winning Inclusive Curriculum Framework. The framework argues that to be inclusive of all students, curricula must be accessible, reflect their lives and backgrounds and prepare them to work in a diverse world (McDuff et al. 2020). The salience of aligning University curricula with students is highlighted by several authors, informed by an approach which recognises the voices and experiences of students as rich sources of knowledge (Ashwin, 2022; Shay and Pestera, 2016). However, for academic educators to achieve this, they need data which presents demographic trends in their student cohorts and also shows the academic outcomes for different student groups, highlighting any gaps that exist in continuation, completion and attainment. In order for course teams to be most effective, this data needs to be available at critical points in the academic cycle and embedded in institutional processes which facilitate curriculum design and review, from the Validation of new courses to the annual and periodic review of existing programmes. The workshop introduces how this has been achieved at Kingston University, drawing on the experiences of academic and professional services colleagues. Examples are presented where our data- informed approaches have led to better outcomes for students. Throughout the workshop, we will also explore how this approach could work in other institutions, identifying facilitators and barriers.

Ashwin, P. (2022) Understanding educational development in terms of the collective creation of socially-just curricula, Teaching in Higher Education, Vol. 27, No. 8, pp979–991 doi: 10.1080/13562517.2022.2111208

McDuff, N., A. Hughes, J. Tatam, E. Morrow, and F. Ross. 2020. Improving Equality of Opportunity in Higher Education through the Adoption of an Inclusive Curriculum Framework. *Widening Participation & Lifelong Learning* 22 (2): 83–121.

Shay, S. and Peseta, T. (2016) A socially just curriculum reform agenda, Teaching in Higher Education, Vol. 21, No. 4, pp361-366 doi: 10.1080/13562517.2016.1159057.

WORKSHOP - Embedding EDI in course/module validation and revalidation
Daniela de Silva; University of Westminster, UK

The aim of this session is to present to the audience how Equality Diversity and Inclusion have become incorporated in course design at the University of Westminster. This abstract links in with the themes of inclusive decolonised curricula and inclusive student experience.

As part of the process for validating and revalidating courses at the university of Westminster, the Centre for Education and Teaching Innovation runs collaborative workshops with course and module leaders to support the development of inclusive curricula. A key priority of this process is to enhance the embedding and development of Equality Diversity and Inclusion into the course and module structures and to showcase EDI in the teaching, learning and assessment methods adopted.

In order to achieve this, an EDI self-assessment checklist/tool is shared with course and module leaders and a discussion is facilitated re different aspects of EDI such as: perspectives from different cultures, diverse reading lists, providing accessible materials in advance, interactive and engaging lectures; choice of inclusive assessments and many more. The EDI tool operates as a traffic light system where the module leaders mark with green EDI aspects that are already working well, with amber EDI aspects which need enhancing and with red EDI aspects which might need introducing.

The feedback from module leaders and EDI leads has been that the tool has provided a space to reflect on one's current practice and it has enabled them to plan better for inclusive learning activities and inclusive and authentic assessments.

The use of this tool has been crucial in equipping course and module leaders to adopt meaningful engagement with EDI in the context of course/module design and avoid it being a superficial or tokenistic effort.

ORAL PRESENTATIONS

ORAL PRESENTATION SESSION 1 Thursday 7th September 2023 10.45-11.45

ORAL Presentation - A study on the impact of the Self Empowerment Journey (SEJ) on student wellbeing.

Mariko Kishi[1] and Jacqueline Mary Phillips[2]; [1]Kingston University London, UK, [2]The Self Empowerment Journey, Bridgnorth, UK

Improving student retention and progression is of utmost importance in higher education as it not only affects universities' reputation but more importantly, has advantages for improving student employability and improving the social economy (Wilcox, 2005). There are several factors which can act as barriers to retention and progression, such as dispositional factors which include self-confidence, attitudes, and beliefs (Jancey & Burns 2013). Traditionally students who are "struggling" are encouraged to seek support through university services, although these are often generic and unable to offer individual support.

Furthermore, mental illness is particularly prevalent in young people aged 16 - 24 years old, with several studies reporting that university students often face new challenges for the first time. Many universities are now working towards providing more mental health and wellbeing services e.g., counselling and stress management to support students. However, studies have demonstrated that Black and Asian students tend to report greater stigma about mental health and help-seeking (Bryant et al.,2021; Eisenberg et al., 2009). Additionally, a higher rate of negative help-seeking attitudes has been associated with individuals from minority ethnic groups and communities reporting lower rates of professional help-seeking (Bryant et al., 2021).

The Self-Empowerment Journey (SEJ) is an innovative, psychoeducational evidence-based solution-focused 4-step process of self-enquiry that is designed to equip individuals with a lifelong transferable skill. This process is designed to enhance a student's ability to self- manage by giving them the skills to address their own wellbeing and mental health. The process is adaptable and non-discriminatory in nature applicable to all and every student's needs. The SEJ is a standalone programme that does not supersede the personal tutor system but equips students with coping mechanisms so they can empower themselves.

The SEJ has been proven to be easily embedded and delivered through a core Level 3 and 4 Academic and Professional Skills module for STEM and Pharmacy students. These specific student groups were selected as they are key groups that require more support due to their wide variety of backgrounds when entering HEI. This year the SEJ was integrated into core Academic and Professional skills modules for Level 3, level 4 and Level 6 students. Developing resilience through self-awareness and self-regulation is a key component of the SEJ wellbeing process, whilst at the same time building confidence.

This talk will share previous and current research findings exploring the data collected with questionnaires throughout the SEJ training to show how practising the process has impacted them. Results obtained offered an insight into the effectiveness of this unique solution as a preventative measure empowering the individual to better self-manage themselves allowing them to thrive rather than survive during their university journey.

Preliminary research has indicated that over 66% of students (n=53) had shown improvement in reducing their stress levels (measured using the Perceived Stress Scale; PSS) and indicated improvement in their happiness (measured through the Oxford Happiness Questionnaire; OHQ). The longevity benefits are still being evaluated; however, the current statistical data analysis indicates that the SEJ has made a positive impact.

Wilcox, P., Winn, S., & Fyvie-Gauld, M. (2005). 'It was nothing to do with the university, it was just the people': The role of social support in the first-year experience of higher education. Studies in Higher Education, 30(6), 707–722

Jancey, J., & Burns, S. (2013). Institutional factors and the postgraduate student experience. Quality Assurance in Education, 21(3), 311–322.

Bryant A., Cook A., Egan H., Wood J., Mantzios M., (2021) Help-seeking behaviours for mental health in higher education Journal of Further and Higher Education.

Eisenberg D., Downs M.F., Golberstein E., and Zivin K. (2009). Stigma and help-seeking for mental health among college students. Medical Care Research and Review. 66(5):522-41

ORAL Presentation - 10 spheres of wellness to support student and staff health and wellbeing in a modern post 1992 university
Michelle Morgan; University of East London, UK

Wellness spheres (also known as dimensions) are an established concept and used in business, industry, health and education. They are designed to improve the wellbeing of the individual and society. The number of spheres can range from anything from five to ten. The common spheres incorporated into most models include emotional, environmental, financial, and physical. They can also include spiritual and intellectual.

At the University of East London, I created 10 spheres of wellness reflecting the recurring dimensions throughout the study journey. Using my Student Experience Transitions model (Morgan 2011) that I developed 18 years ago, I mapped the wellness spheres across university life.

The spheres reflect and are respectful of equality, inclusion and diversity in a multicultural environment. All the spheres are applicable to all community members- students and staff.

This model was part of our University Mental Health Charter submission, awarded in late 2022 by Students Minds. I have mapped the spheres to the UMHC Themes. This model is incorporated in the Kickstarter and Pre-arrival university events for new students, and reorientation and outduction activities to remind students of what they need to consider in the upcoming year in order to stay well, fit and healthy.

This 15 minute oral presentation will provide a rationale for the 10 spheres adopted; how they map to the study life cycle and the University Mental Health Charter; and the practical and interactive 'one stop shop' versions for students and for staff that has been created to help them access information, advice and support that is in one place.

Morgan, M. (2011) Improving the Student Experience- a practical guide, Oxon: Routledge

ORAL Presentation - Belong at Brighton: Enhancing Sense of Belonging Through Longitudinal Student Transition
Joanna MacDonnell, Will Dooley, Mauricio Rivera and Penny Jones; University of Brighton, UK

Belong at Brighton is our longitudinal approach to student transition, spanning from acceptance through to the end of the first semester, aiming to improve students' sense of belonging. At course level 'Belong' is delivered through a consistent, university-wide framework with welcome activities focused on active student engagement. The framework was developed in 2020 from existing discipline-based approaches, and considered recommendations, from institutional research into the ethnicity degree awarding gap, to make induction processes more inclusive made (MacDonnell and Bisel 2021). The framework includes pre-entry academic activities for new students, a welcome week programme for all students, and an extended induction programme at course-level for level 4 (first year) and Integrated Foundation Year students. Evaluation of the course-level framework is underpinned by a Theory of Change which seeks to establish if there is an association between engagement in longitudinal welcome and students' continuation and completion. We are also evaluating the impact of Belong at Brighton through our The Checking In With You (CIWY) survey which collects data on students' sense of belonging, self-confidence and engagement, which are all shown to be key predictors of student retention and success. This session will discuss our approaches and evidence of impact to date.

ORAL Presentation - BAME DI-LAWGUES Diversity & Inclusion in the Law School Dialogues
Shweta Band; University of Reading, UK

When I read the phenomenal Closing the Gap report 2019 by UUK/NUS, something in the foreword by Amatey Doku, inspired me to start the BAME DI-lawgues project: *"BAME attainment gap is simply unacceptable and deeply unjust."*

A mix methodology was employed with quantitative and qualitative surveys, focus group discussions and reflective writing by our student partners, the BAME Ambassadors. The questionnaires explored several themes on BAME student experiences in T&L in general, and awarding gap in particular. There is ample research about the value of such qualitative evidence; for e.g. the recommendation in the NUS Race for Equality Report (2011) -

"listening to, sharing and acknowledging the lived experiences of BAME students ensures that the effects of racial inequities are at the forefront of D&I discussions, interventions and policies".

The most common themes identified as contributory factors and barriers in addressing the BAME awarding gap include unconscious bias, lack of safe space for BAME students and staff, need of better staff awareness and institutional mechanism to address racism and awarding gap. The report has used the data to create a series of recommendations for strategies to be implemented for closing the awarding gap.

The prioritised recommendations from the project include creating a designated BAME Office function-portfolio within the remit of the Widening Participation Office at the Law School, BAME representation at Careers & Employability events, BAME systematised staff-student mentorship programme, staff training for supporting BAME students and employability/academic skills workshops for BAME students.

Phase 2 of this project, titled Reciprocal Di-Lawgues 2023-24 has been launched recently in response to the recommendation *'promoting safe space for conversations about race and ethnicity and encourage dialogue around the BAME student experiences'.* Reciprocal DI-lawgues offers a fresh perspective on reverse mentoring, by creating mutual conversation- based partnerships between Law staff and BAME students as equal partners.

ORAL Presentation – Integrating module evaluation at Kingston University
[1]*Suzanne Constance,* [1]*Rebecca Hampstead,* [2]*Matt Claridge;* [1]*Kingston University and* [2]*Explorance, UK*

This session will look at Kingston University's integrated approach to Module Evaluation Questionnaires (MEQs). MEQs are an important means of collecting data and student feedback on modules and the student experience. But how best to use this data? At Kingston we take an integrated approach to systems, data and metrics. We will look at how the university has integrated the Explorance Blue Module Evaluation software with our data warehouse, student records system and Canvas LMS; how we've integrated MEQs into the Annual Monitoring and Enhancement (AME) process; and how we've integrated MEQs into the wider institutional conversation around metrics, both internal and external. We will look at how our approach has improved access to and understanding of our MEQ data, and how we've been able to improve the student experience as a result.

ORAL Presentation - Understanding and defining student engagement in the post-COVID-19 learning environment: a collaborative study
Rachel Hunt[1]*, Lauren Albee*[1]*, Alison Snape*[1]*, Daniel Berwick*[2]*, Mehmet Dorak*[3] *and Nigel Page*[3]*;* [1]*King's College London,* [2]*St George's, University of London,* [3]*Kingston University London, UK*

The COVID-19 pandemic has challenged the way students identify and interact with their learning environment on campus, both in time and space, which can be reflected in the student experience and overall levels of engagement. The COVID-19 aftermath has also merged with a cost-of-living crisis bringing new challenges to students. Therefore, there has never been a more pressing time to understand and define student engagement in the post-COVID-19 era to ensure relevance, accessibility, and commitment in an ever-changing society. This study represents a collaboration between three south London higher education institutions (Kingston University, King's College London, St George's) that included collecting survey data from 900 life science students across the different institutions along with focus groups. This presentation will outline the impact of travel and cost to campus, the influence of timetabling, reasons for not attending campus including the teaching environment, health, and other commitments and the interplay between different demographics.

ORAL Presentation - The Challenge of Aligning Future Skills with Equity in HE
Angela Partington, Hilary Wason, Annie Yonkers and William Essilfie; Kingston University London, UK

This session will showcase Kingston University's ambitious Town House Strategy which seeks to develop **"**a progressive new model of education, combining subject- specific knowledge with future skills and higher-level attributes" (Kingston University 2022, p.10**).** The current generation of students has high expectations of HE, both to progress to graduate employment and to be the change-makers of the future (Katz *et al.,* 2022**).** The existing model of education (in England) was established to reproduce the social and cultural hierarchies which it depended on (Bourdieu, 1984), both through an explicit visible curriculum and a 'hidden curriculum' (Hinchcliffe, 2020).

KU has one of the most diverse student populations in the UK. Our data tell us though, that awarding gaps, as well as gaps in student progression and graduate outcomes remain significant. Therefore, to develop this new model of HE, we need to address (in)equity by making skills development explicit **in** the curriculum and in learning and teaching practices. This session will stimulate discussion about how to ensure that our institutional objective, to 'change the dominant (English) model of education' (Kingston University, 2022) addresses the need for equity in HE and what the challenges of realising this ambition are.

Kingston has a well-earned reputation for leading the development of inclusive practice in HE, through its award-winning Inclusive Curriculum Framework and Inclusive Curriculum Consultants programme. These support our Future Skills pedagogy, curricula and assessment and ensure they are designed and delivered to engage students in learning that is "meaningful, relevant and accessible to all" (Hocking, 2010, p. 1). We have embedded new Future Skills modules in every programme which enable inclusive and personalised development of our graduate attributes using a spiral curriculum approach (Bruner, 1960). Our suite of inclusive, dialogic and problem-based learning toolkits supports the pedagogy underpinning Future Skills. A comprehensive and tailored staff development programme aims to equip colleagues to deliver our strategy in an inclusive and culturally responsive way. Following research into a number of HEI's Personal Tutor schemes, we are evolving our PT scheme by trialling embedding personal tutoring in the new Future Skills modules and ensuring it meets the needs of under-represented groups.

It is too early to be able to evaluate the impact of these inter-related initiatives. However, we will share some initial findings from focus groups and interviews about the new module prototypes which inputs into the ongoing development and iteration of the strategy.

Bourdieu, P. (1984) *Distinction: a social critique of the judgement of taste.* London: Routledge.

Bruner, J. S. (1960) *The Process of Education.* Cambridge: Harvard University Press

Hinchcliffe, T. (2020) *The Hidden Curriculum of Higher Education.* Available at: https://www.advance-he.ac.uk/knowledge-hub/hidden-curriculum-higher-education (Accessed: 28 April 2023).

Hockings, C. (2010*) Inclusive Learning and Teaching in Higher Education: A Synthesis of Research.* Available at: https://www.advance-he.ac.uk/knowledge- hub/inclusive-learning-and-teaching-higher-education-synthesis-research# (Accessed: 28 April 2023).

Kingston University. (2022) *KU Townhouse Strategy Toolkit.* Kingston University (Unpublished)

ORAL Presentation - Ethnicity Awarding Gap: Exploration of the Asian Awarding Gap with Logistic Regression Analysis
Elif Bengi Unsal Ozberk and Anna Buckett; Buckinghamshire New University, UK

U.K. higher education (HE) has long witnessed significant ethnicity awarding gaps. According to HESA, the percentage of good degrees awarded has increased over the past two decades to 75% in 2016 and 2017. However, researchers note that trends surrounding gender, social class, and ethnicity have remained constant, and compared with their White counterparts, ethnic minority graduates receive fewer good degrees (Ross et al., 2018; Richardson, Mittelmeier, and Rienties, 2020). In terms of ethnicity, White students were consistently more likely to obtain good degrees and first-class honours than other ethnic groups. A gap of 17.2 percentage points existed in 2003–04 and had decreased by 2019–20 to a 9.9 percentage point difference between White and Black, Asian, and minority ethnic students, in terms of those awarded either a first or 2:1 degree (Advance HE, 2020).

This study aims to identify the ethnicity-based awarding gap at Buckinghamshire New University and investigate some possible causes. Firstly, an answer to the question "Is ethnicity (BAME or White and part breakdown) significantly associated with award level?" was sought. Analysis indicated that there was a significant difference of 24.3 percentage points between Asian and White students. Considering the large number of Asian students enrolled at BNU, it is imperative to investigate the reasons for this award gap.

Therefore, a model was developed to investigate the reasons for the Asian student award gap, and the model was tested using logistic regression. There were two steps to the research: first, 8,244 students from different ethnic groups receiving awards in the academic years 2018/2019, 2019/2020, 2020/2021, and 2021/2022 were included; second, 960 Asian students who received awards in the same academic years were included in the research sample. Their HESA entry qualification, parent's education, age on entry, course delivery, gender,

ethnicity, IMD, and year of study were tested using logit regression analysis to build a model that predicts the probability of Asian students' being awarded each classification. "HESA Entry Qualification," "School/Partner," "Year of Study," and "Age on Entry" were among the variables in the logit regression model that significantly predicted the probability of Asian students' being awarded a 2.2 or a 3rd. When analysing the result of the binary logit regression model for students in the graduating cohort, the overall accurate classification rate for the model is 76.0%. After this point, as in the example "The probability ratio for awarding 2.2 and 3rd; students with 'HESA Entry Qualification BTEC and Level 3' was 2.27 times greater than students with 'HESA Entry Qualification A/AS levels'", the likelihood ratios for each variable in terms of award level are presented in detail.

This research will inform several strands of work. It will support the university's academic schools in understanding local challenges and what changes they can make to curriculum and pedagogy to effect change. At an institutional level, it will support student success teams in developing new approaches to induction and transition to support students who enter HE with BTEC and other Level 3 qualifications.

Advance HE (2020) *Equality in Higher Education: Students Statistical Report 2020.* York: Advance HE. Available at: www.advance-he.ac.uk/knowledge-hub/equality-higher-education- statistical-report-2020 [accessed 5 December 2022].

Richardson, J. T. E., Mittelmeier, J., & Rienties, B. (2020). The role of gender, social class and ethnicity in participation and academic attainment in UK higher education: an update. *Oxford Review of Education*, *46*(3), 346–362. https://doi.org/10.1080/03054985.2019.1702012

Ross, F., Tatam, J., Hughes, A., Beacock, O. P., & McDuff, N. (2018). "The great unspoken shame of UK Higher Education": addressing inequalities of attainment. *African Journal of Business Ethics*, *12*(1). https://doi.org/10.15249/12-1-172

ORAL Presentation - The Role of Learning Analytics in Improving Student Retention and Success in Universities
Jane Hargreaves[1] and Cal O'Donovan[2] [1]Kingston University London, UK [2]SEAtS Software

In this presentation, we will explore the powerful potential of Student Engagement and Attendance Analytics as a game-changing tool for universities. This approach not only drives student retention rates but also promotes improved learning outcomes and academic progression. Discover how timely access to support can empower students to overcome challenges and thrive in their academic journey.

ORAL Presentation - My first few months at Kingston – a qualitative study of new first year students and how they navigate academic and library support
Robert Elves and Cheryl Clark; Kingston University London, UK

The first term at university is crucial in the student's journey. People settle in, meet new friends, visit new places, study, and prepare for their assignments. The 'My first few months at Kingston' project was about understanding how students negotiate those early experiences. Building on previous qualitative research undertaken by library staff at Kingston University and informed by Priestner and Marshall (2016) at Cambridge University and Phillips and Brzozowksa-Szczecina (2019) at Royal Holloway, library staff set about recruiting up to 20 first year students to take part in a cultural probe to explore how they had navigated the support on offer from the library and the wider university.

Having a large pool of volunteers, the 20 students were selected to include a mix across all faculties, a mix between students in halls and commuting students, between home and international, and between 18-21 and mature students.

During a two-week period after enrichment week in November 2021, the students reflected on their journey at Kingston by completing a series of daily tasks including writing diary entries, taking pictures and creating a storyboard. The tasks were designed to encourage reflection but also to be fun and engaging and to allow the participants to freely express themselves. All their work gave unique insight into their lives at this important period. The students were able to keep their diaries but shared scanned images with the research team.

It was heartening to learn that by this stage students had identified their favourite place to study, whether on campus or not; knew the name of their subject librarian and the help available and many had also used the academic skills centre. They also had identified places on campus and in the local town centre that they loved and loathed. The students reflected on their first assignment and were grateful for the support they received but wished they had started earlier and contacted central services earlier.

As well as allowing a reflection on how well students have settled and the academic services they had found, the findings also allowed library staff to reflect on services offered to new students and adapt some new services that were implemented in response to these findings.

Phillips, D. and Brzozowska-Szczecina, E. (2019) 'Love at first sight: consolidating first impressions' In: Priestner, A. (ed.) User Experience in Libraries: Yearbook 2019. Cambridge: UX in Libraries, pp123-128.

Priestner, A. and Marshall, D. (2016) Snapshot: A cultural probe study exploring the research and information behaviour of postdocs and PhD students at the University of Cambridge. Available at: https://futurelib.files.wordpress.com/2016/09/the-snapshot- project.pdf (Accessed: 10 February 2023).

ORAL Presentation - Investigating progression rates at first attempt for Level 4 students; what are the potential hurdles
Angela Fellingham, Taslima H Shuwara, Taina St Amand, Simon Gould and Ahmed Elbediwy; Kingston University London, UK

The transition for students from further education (FE) to higher education (HE) can be a daunting experience and may result in students' progression and attainment being adversely affected. The move to HE may require substantial adjustment to a student mindset as they would be responsible for their own learning and eventual success (Yorke 2000), compared to FE where student learning is more controlled and similar in structure to their experience of school education. This staff and student collaborative SADRAS project hopes to investigate the hurdles affecting progression at first attempt rates (PFAR) for level 4 students in the School of Life Science (SoLS). Modules at level 4 are taught across multiple courses, including; Biological Sciences, Biochemistry, Biomedical science, Pharmacology, Nutrition and Forensics Science resulting in class sizes ranging from 259-320 (Kingston university data 2021-22). These large lectures can prove daunting for students that were used to class sizes of between 8 to 30 in FE. In this current study, students from Level 4 and 5 where primarily targeted, with questionnaires and small group interviews used to assess the potential hurdles that may be negatively affecting students when moving from FE to HE. A total of 101 students completed the questionnaire. Preliminary data from the project demonstrates that entrance qualifications varied with 51% of students entering with A levels, 24% with BTEC and the rest with mixture of entry qualifications.

The vast majority of students reported "feeling supported before entering into university" (93%). This past year, Kingston university has introduced a new structure for supporting students through their personal tutors via Navigate. Interestingly students have felt overwhelmingly supported by their tutors (77%). Whilst this is a limited study in the number and background of students canvased, these results cast a positive light on the new university initiative. students also overwhelmingly reported feeling socially integrated into their courses (84%), which whilst encouraging is also surprising given the cross course teaching these students experience in their first year. The study also highlighted areas where students may require better guidance, the majority of students have found assessments to be moderately or more difficult in HE than FE (53%), their HE timetable to be less structured (63%) and found that they had to be very much more independent in their studies (68%), with most finding the adjustment difficult (51%) compared to FE.

ORAL Presentation - Sense of belonging in under-represented students studying STEM degrees
Tolúwalàse Fayese; King's College London, UK

Sense of belonging research has been widely cited linking to models of student retention, attainment, awarding gaps, academic and social engagement. The purpose of this study is to understand what factors affect belonging in underrepresented students studying STEM subjects. The wider aim is to inform policy and strategy to create more inclusive student experiences in STEM degrees. Most studies have been US based with majority white institutions often leaving out the experiences of women of colour. This study utilised intersectionality and critical race theory as theoretical frameworks to inform data collection and analysis. The pilot study involved surveys sent out to students in the NMES department at King's College London. In the main study, we conducted 12 semi structured interviews across 9 undergraduates or recent graduates in the Physics and Maths departments at KCL. Students were from a range ethic and racial backgrounds The study included 7 participants who identify as women and 2 who identified as men. The interview topic guide explores themes of belonging, self- efficacy, science identity and perception of learning.

Using thematic analysis, specifically iterative categorisation, initial codes indicate that societies and friendships are most influential in creating positive belonging amongst students. Participants reported limited contact with academic staff and often relied on other students for academic support through student led initiatives, such as study groups or through groups chats. Limited engagements with academic staff and department led initiatives were reportedly due to a variety of reasons including contact hours and staff behaviours. Though a few students mentioned positive student-staff interactions often initiated by the student. Participants who self-identified as part of Afro-Caribbean or Black background expressed more than other students the need to find community that reflected their intersecting identities. COVID and lockdown were mentioned to have an adverse effect on academic engagement. Some women in the study indicated and stated feelings of imposter syndrome, though there was a shared sense of the Maths and physics being difficult and sometimes overwhelming. Sense of belonging in participants generally improved as students progressed through their studies, often attributed to finding friends and building confidence in the ability to do the subject.

ORAL Presentation - Measuring Equity in Learning Gain
Rosie Bryce; Manchester Metropolitan University, UK

The difficulty defining measures for Learning Gains (LG) compounds the challenges institutions face when striving for equity among different student groups' educational experience. Reaching a definition of 'equity' in LG can seem out of reach, and potentially caught up in how we define LG in the first place. This talk sets out a theory of equity for LG that is independent of metrics and offers some design fiction to explore how institutions can ensure their LG measures are constructed to be sensitive to different populations.

There are two established models to interpret LG equality: equality in achievement on exit, or equality in learning gain. The first model aims for no gap in learning between different students, however, this could mean that while some groups of students have three years to gain a certain amount of learning, others – in order to close the learning gap – have only several months. We may therefore prefer a model where all students make the same gain in learning, however, this results in the gaps in LG being also maintained at the end of the student journey, which implies a lack of progress towards overall equality.

Recently, additional emphasis has been placed on the non-linear nature of learning. Consequently, institutions are being encouraged to measure LG multiple times throughout the student journey (QAA Membership Quality Compass, 2023). When we measure LG in this way, we should expect to see both gains and losses in the early stages of the student journey (surface learning), and a more stable upward trend towards the end (deep and transferable learning) (Hattie, Fisher, Frey et al., 2017).

This way of measuring opens the door to a more nuanced model of equity in LG over a longer timeseries. By creating imaginary line graphs to represent students' learning over time, we can compare the volatility of learning (smoothness of the line) and learning gain over time (gradient) for different student groups. In this space, equity looks like a reduction in volatility for the disadvantaged group (more consistent learning gain) and a steeper gradient, especially during the latter period of university, resulting in a faster exit velocity. This model moves away from understanding LG as simply the end point minus the starting point, and equity as simply equality achievement or gain, and is applicable to any measure of LG that takes a time-series approach.

ORAL Presentation - Evaluation, Evaluation, Evaluation: reflections on working across institutional boundaries with experts, evaluators, and funders, to assess the impact of a student mentoring programme
Rachel Bowden, Mauricio Rivera, Carina Hoerst, Clare Dawson and Beth Thomas-Hancock; University of Brighton, UK

In 2022 the University of Brighton was successful in the award of funding from the Centre for Transforming Access and Student Outcomes (TASO) to participate in a study designed to support higher education institutions working with an external evaluator to assess the impact of an intervention aimed at improving employment outcomes for under-represented students.

The institutional research focussed on assessing the impact of the University's student mentoring programmes and involved collaboratively developing a theory of change and detailed evaluation plan, to conduct both an impact and process evaluation, using quantitative and qualitative data and analysis.

As the Director for Fair Access and Participation at the Office for Students (the regulator of higher education in England) has made clear (OfS, 2023) expectations on institutions to evaluate, evaluate, evaluate have been strengthened, including requirements around publishing and sharing evaluation outcomes to help build the sector evidence-base.

This presentation will explore the experience, from the institutional project team's perspective, of the evaluation project from start to completion, including consideration of the challenges and opportunities that were encountered along the way, in the spirit of responding to the call for evaluation, evaluation, evaluation.

Office for Students (OfS) (2023) Analysis of consultation responses and decisions: Consultation on a new approach to regulating equality of opportunity in English higher education.

ORAL Presentation - Promoting equity in education for sustainable development through community-based learning and teaching
Anne Preston[1], Rehan Shah[2] and Elena Dimova[2]; [1]University College London, [2]Queen Mary University London and University College London, UK

Education for Sustainable Development (ESD) plays a crucial role in equipping learners with the knowledge, skills, and attitudes necessary to create a sustainable future. However, achieving equitable learning outcomes in ESD remains a persistent challenge. In the context of UK HE, this can be due to lack of inclusive pedagogies, professional development opportunities, curricula integration and external partnership interactions.

ESD emphasizes the importance of understanding the interconnectedness of social, economic, and environmental dimensions of sustainability. Community-based learning and teaching provides a platform for learners to engage directly with their local communities, enabling them to develop a holistic understanding of ESD. Students can gain first-hand knowledge of local challenges, cultural practices, and sustainable solutions, fostering a deeper appreciation of the interconnected nature of sustainability.

This presentation shares the potential of community-based learning and teaching approaches in addressing equity issues in ESD. Drawing upon a comprehensive mapping of course offerings in two collaborating London-based universities, it demonstrates different kinds of community-based and ESD-based learning and teaching approaches which can enhance equitable learning outcomes. This institutional research is used to then discuss effective community-based learning and teaching approaches for ESD, such as the importance of inclusive participation, culturally responsive pedagogies, and partnerships with local communities, stakeholders, and educators.

ORAL Presentation - Designing re-assessment policies to prioritise student reflection
Mark Carver; University of St Andrews, UK

Re-assessment is rarely discussed in the assessment literature but can be a high-stakes event in student engagement and retention. This paper reports on the development and implementation of new re-assessment policies for doctoral-level modules over the last 18 months, an approach we call 'reflection over correction'. Rather than conventional requirements that the original task be repeated or a new task with the same learning outcomes be set, students are instead asked to write a short reflective essay explaining how they will turn feedback from their failed attempt into feedforward.

While the opportunity to repeat or redraft assessments seems an intuitive way to support students by offering additional feedback and slowing the pace (Proud, 2014), it is not without its challenges, such as ensuring parity with the grades from single submissions (Scott, 2012) and ensuring that students put sufficient effort into their first attempt (Covic and Jones, 2008). Re-assessment also emphasises the need for dialogic feedback and additional emotional support if students are to see such events as beneficial for their learning rather than as punishment for poor performance (Carver, 2017; Mitchell et al., 2023). Thus, effective policies should ensure that all staff are committed to facilitating student improvement, shifting the perception of re-assessment from a 'touch up and paint' exercise to a meaningful learning opportunity. The advent of generative AI tools, which facilitate easy but superficial improvements to drafts, underscores the timeliness of revising re-assessment policies and task design guidelines.

As re-assessment is relatively uncommon, findings are based on a small number of students. However, early results are promising in terms of student articulation of longer-term learning aims and attitudes to revising their work. While such outcomes are most clearly linked to doctoral-level values (Trafford and Leshem, 2009), there may be merit in considering a similar approach at other levels of study. Our experience also helps to focus on the role of task design and policy on re-assessment experiences, an area typically overlooked as the re-assessment literature tends to focus on instructor feedback behaviours.

Our experience at St Andrews underscores the need for critical reflection on oft-overlooked re-assessment policies and their implications for assessor judgement at the pass/fail border, the extent to which feedback is dialogic or corrective, and whether a resubmission needs to satisfy all the stated learning outcomes or can focus on other aims. Our findings advocate for re-assessment procedures that prioritise reflective learning over correction, a principle well- suited to the current case of a doctoral programme in an education institute but also potentially applicable in various educational contexts. As the study continues, we consider implications for related policies such as formative assessment, standardisation, external examining, and adherence to constructive alignment guidelines.

Carver, M. (2017). Limitations of Corrective Feedforward: A Call for Resubmission Practices to Become Learning-Oriented. *Journal of Academic Writing, 7*(1): 1–15.

Covic, T., and Jones, M. K. (2008) 'Is the essay resubmission option a formative or a summative assessment and does it matter as long as the grades improve?' *Assessment and Evaluation in Higher Education, 33*(1), 75–85

Mitchell, V., Borgstrom, E., Murphy, S., Campbell, C., Sieminski, S., & Fraser, S. (2023). Exploring the experiences of distance learning students being supported to resubmit a final assignment following a fail result. *Assessment & Evaluation in Higher Education*, 1-13.

Proud, S. (2014) 'Resits in higher education: merely a bar to jump over, or do they give a pedagogical "leg up"?' *Assessment and Evaluation in Higher Education, 40*(5), 681–697.

Scott, E. P. (2012) 'Short-term gain at long-term cost? How resit policy can affect student learning'. *Assessment in Education: Principles, Policy and Practice, 19*(4), 431–449.

Trafford, V., & Leshem, S. (2009). Doctorateness as a threshold concept. *Innovations in Education and Teaching International, 46*(3), 305-316.

ORAL Presentation - Enhancing student engagement and achievement: the role of small stakes summative assessments
Nicholas Freestone and Alina Atif; Kingston University London, UK

It is held as axiomatic that attainment at HE level relates to the amount of effort expended by individual students. Since the seminal work of Chickering and Gamson (1987) "time on task" has been viewed as a key determinant of positive educational outcomes. Berliner (1984) found that there was strong empirical evidence of a relationship between time allocation, student time management and actual student "time on task" on the one hand, and student achievement on the other. Increasingly however, it has been reported that student effort is almost exclusively geared towards meeting the demands of their programmes' assessment system (see for example discussion in WonkHE, May 2023).

Gibbbs and Dunbar-Goddet (2007) have reported that where there were only one or two assignments per course unit, these were all students spent their time on, largely ignoring topics other than those addressed in the assignments, spending little time on any course material that did not have an assignment due that week.

The TESTA project (2012), funded by the HEA, on the other hand, promoted reductions in summative assessment whilst emphasising the role of formative assessment. Many institutions radically altered their assessment diets in response. Has the pendulum swung too far though? Preliminary evidence for the negative impact of reduced summative assessment opportunities has already been presented (Freestone and Saleh, 2018). After instituting TESTA-inspired assessment and learning principles across Kingston University it was found that the cohort of students who entered their first year of the undergraduate MPharm programme at exactly that time, performed poorly in the national GPhC exam five years later (four years of undergraduate studies plus one practice year). This decline in performance was even more striking as for the first time ever Kingston graduates were at the bottom of the GPhC pre-registration exam league table and adrift from other Schools of Pharmacy by 15 percentage points. Given that during this period there had been no major changes in teaching staff, teaching style, resources, accommodation, student numbers, prior student attainment and other external variables the conclusion could be tentatively drawn that reduction in the amount of assessment wrought these negative changes in student achievement.

Here we will present further evidence to show that student outcomes are linked to engagement and that engagement is linked to provision of diverse and innovative assessment opportunities within the curriculum. For example, student engagement with small stakes summative assessments at Level 4 was found to be linked to final degree grade outcomes. final degree grade outcomes.

Berliner, D. C. (1984). The half-full glass: A review of research on teaching. In P. L. Hosford (Ed.), Using what we know about teaching (pp. 51-77), Alexandria, VA: Association for Supervision and Curriculum Development.

Chickering. A.W. and Gamson, Z.F. (1987) Seven principles for good practice in undergraduate education *American Association of Higher Education Bulletin* 39(7) 3-7

Freestone, N. and Saleh, R. (2018) Contesting TESTA Horizons in STEM Higher Education conference, University of Hull.

Gibbs, G. & Dunbar-Goddet, H. (2007) The effects of programme assessment environments on student learning. York: The Higher Education Academy. Available at: http://www.heacademy.ac.uk/assets/York/documents/ourwork/research/ gibbs_0506.pdf

ORAL Presentation - Impact of Covid-19 pandemic-imposed teaching and assessment practices on student performance
Anil Vangala, Sumaikah Khan and Mouhamad Khoder; Kingston University London, UK

Triggered by Covid-19 pandemic, several technological interventions had been rapidly adopted and employed within the teaching and assessments of undergraduate modules on various academic programmes. The key interventions included recorded lectures and sessions delivered remotely using Apps such as Microsoft Teams®. Additionally, Apps including Mentimeter®, Padlet®, LockDown browser® had also been employed for greater module engagement and maintaining assessment conditions, respectively. However, when student performance within MPharmacy and BSc Pharmaceutical Science courses was reviewed within the academic years 2020-21 and 2021-22, such interventions did not seem to enhance student performance (Kingston University data site, 2022). The year 2021-22 was the first post-pandemic year resuming face-to-face teaching after a nearly two-year period of remote learning. The current study investigates the underlying factors that had contributed to an

inadequate student performance following their return to campus. In addition, the study determines if the academic performance had any bearing on students' protected characteristics, including disabilities.

The study involved designing a questionnaire-based, anonymised survey following a student-led focus group session. The questionnaire included 30 questions focussing on various aspects of students' perspectives on learning, current assessment methods and impact of pandemic lockdown. Following the approval of the study by the institutional ethics committee, the questionnaire was electronically disseminated to students on both the selected courses using Microsoft Forms App. The ongoing survey received 165 responses to date, which comprises both qualitative and quantitative data for thematic analysis.

Preliminary results reveal that 47% of students think that there was a gap in their knowledge because of the lockdown and altered learning routine which negatively impacted their academic performance following their return to campus. 54% of students thought that their mental health had been affected which had a negative impact on their academic performance after returning to campus. A similar outcome was noted in another study where pandemic related anxiety and lack of social life was shown to effect student performance (Appleby et al 2022). As opposed to face-to-face exams, students appear to be keen on more open-book style end-of-module examinations (43%), more formative and less summative assessments (11%) and more coursework assessments and less examinations (23%). This trend is already aligned with the current institutional drive to move towards authentic assessments that enable students to tackle 'real world' challenges and develop career-based skills. 58% of students favoured online assessments rather than face-to-face assessments, latter being less stressful and also taking away the need to commute.

This ongoing survey-based research is set to offer further insights on students' perspectives on the current teaching and assessment practices and identify areas that need further attention to improve student performance, and in turn, improve student progression and attainment. This study is being funded by Kingston University under SADRAS project scheme.

Appleby, J. A. et al (2022). Impact of the COVID-19 pandemic on the experience and mental health of university students studying in Canada and the UK: a cross-sectional study. British Medical Journal Open. 12:e050187.

Kingston University data site - Undergraduate - Tableau Server (kingston.ac.uk)

ORAL Presentation - Student parents: challenges facing a 'forgotten' student group

Gemma Shearman, Karen Whiting, Theresa Abu Rosales, Sarah Sharif and Kevin Zuchowski Morrison; Kingston University London, UK

Student parents are defined as students who have significant parental responsibilities and hence provide and care for children under 18. Although exact numbers of student parents in the U.K. are unknown, in 2014/15, it was estimated that around 9 % of English domiciled students studying full time and 36 % of those studying part-time in higher education were student parents (Maher et al, 2018), on par with figures published in 2007/8 (Pugh, 2010). Higher proportions of student parents, compared to those without parental responsibilities, are known to be mature students, of black and minority ethnic (BAME) origin and additionally often experience severe financial deprivation (Moreau and Kerner, 2015).

Despite a recommendation made over a decade ago (Moreau and Kerner, 2012) for HESA to require the capture of information by Higher Education Institutions (HEIs) on student parents, this is still only undertaken in Scotland; hence at an institutional level in England, Wales and Northern Ireland, there is a dearth of information, including progression and retention rates, regarding incoming / current students with dependents, which in turn inhibits any enabling research to be carried out and has resulted in this group of students being effectively invisible, despite a subsection of the group, those who have recently given birth, additionally being a protected group by law. Possibly reflecting this, in recent years, many universities have actually decreased the support provision available to student parents through the closure of on-campus nurseries / creches.

We surveyed 135 undergraduate and postgraduate students at Kingston University, focusing on those self-identifying as student parents (79) but also collating data from students who were not student parents (56) as a comparator. As previous surveys had identified, we found that there were significant demographic differences between the student parent vs. non- student parent cohorts, with the majority of student parents being classed as mature. We also found a substantive difference in the preference of delivery of taught classes, with almost 50% of non-student parents wanting entirely or mainly face-to-face taught sessions, while only 18% of student parents preferred this option. Absences due to childcare were a frequent issue for the majority of student parents surveyed with many student parents also recommending the provision of suitable day-care facilities to support student parents.

Given that that student parents have lower retention and progression statistics (Smith and Wayman, 2009) and the unique demographic profile of student parents, improving support for this group of students may also have a direct impact on awarding gaps such as between young and mature students, between White and Black students etc. It is therefore imperative that universities capture information on this student subset, which will then enable research and data analysis to develop more targeted support.

Maher, J., Rooney, K., Toomse-Smith, M., Kiss, Z., Pollard, E., Williams, M., Hunt, W., Green, M. and Huxley, C. (2018). Student income and expenditure survey 2014 to 2015. English report, March 2018.

Moreau, M.P. and Kerner, C. (2015). Care in academia: An exploration of student parents' experiences. British Journal of Sociology of Education, 36(2):215-233.

Pugh, E. (2010). Student pregnancy and maternity: Implications for higher education institutions. London: Equality Challenge Unit.

Moreau, M.P. and Kerner, C. (2012). Supporting Student Parents in Higher Education: A policy analysis. London: Nuffield Foundation.

Smith, G. and Wayman, S. (2009). Meet the parents: The experiences of students with children in further and higher education. A National Union of Students.

ORAL Presentation - Coping with data discontinuity: how the Guardian University Guide is making use of results from the National Student Survey
Matt Hiely-Rayner; Intelligent Metrix Ltd and Buckinghamshire New University, UK

The mission of the Guardian University Guide is to inform the choices of prospective undergraduates from a background where HE in the UK is not familiar, at the point at which they are creating a long-list of courses in the subject that interests them.

In addition to supplementary guidance, the guide provides rankings of subject providers using nine metrics that correspond to the key stages of the student life-cycle. A key element of this is student reflections on the teaching on their course, the assessment and feedback they received, and their overall satisfaction with the course they took.

In 2023 the National Student Survey has been revised, changing the fundamental nature of the responses that students can give to each question. In compiling the guide, year-to-year stability is desirable, and efforts are made to smooth out volatility in the statistics that feed the rankings. Faced with an entirely new approach to collecting student responses, not to mention a change to several of the questions being asked, this paper explores the options for maintaining a degree of continuity while accepting that new data must be accommodated.

The presentation of this paper will precede publication of the 2024 edition of the University Guide, which is scheduled for 9 September. While news of methodological adjustments – including the discontinuity of NSS results – will be shared, the new rankings will not be revealed.

ORAL Presentation - Addressing challenges of equity in higher education through the role of a student ecosystem platform and peer mentoring programmes
Joel Di Trapani, Ben Hallet, Hannah Gardner; Vygo, UK

This presentation addresses the challenges of equity in higher education and the role of a Student Ecosystem Platform and Peer Mentoring programmes to promote better student experience for a diverse population. In the context of the conference theme, it highlights how research data, including findings from the National Student Survey, underscores the pressing need to address barriers faced by underrepresented students. By showcasing Vygo's success stories from different universities, including academic, social, international, and career-related mentorship programs, we demonstrate that it is possible to foster an equitable, supportive and inclusive student ecosystem. Peer Mentoring and enhancing access to support services bridges equity gaps, leading to increased outcomes, retention rates and a sense of belonging. The presentation advocates for an inclusive higher education landscape where equity isn't just a goal, but a reality, guided by shared knowledge, strategies, and the empowerment of every student.

ORAL Presentation - Addressing the under-attainment of ethnic minority students at postgraduate level: does peer-tutoring help?
Anna Paolillo, Niki Giatras, Shravya Mangalore Harish and Adam Kremis; Kingston University London, UK

The determinants of students' academic achievement have long been debated; however, a comprehensive approach to explain and tackle the significant degree awarding gaps in HE is still scant. This is particularly relevant in the UK, where the increasingly competitive pressure on educational providers requires to identify those factors which contribute to positive learning outcomes and help improving the educational quality across the HE sector (Gębka, 2014).

In this context, peer tutoring has been shown to have a beneficial impact on academic outcomes, promoting retention and success (Dawson et al., 2014) especially for underrepresented minority groups, first-generation students and women (Van Sickle et al., 2020). Peer tutors are students who have already completed the modules in which they teach, providing students with the opportunity to actively learn in a social context, rather than in isolation (Gafney & Varma-Nelson, 2007).

We have known for some time that student retention and pass rates are enhanced by learning communities (Tinto 1997; Tinto et al., 1993) and that peer-tutored students tend to have "higher GPAs, higher retention rates, and more units completed per semester" (Wilson, et al., 2012, p. 149), as compared to their un-tutored colleagues. Developing a better understanding of academic achievement by adopting an eclectic approach, one

that includes both internal (i.e., psychological) and external (i.e., socio-demographic) factors and that investigates the impact of a peer tutoring intervention on the above, might help closing the degree awarding gap, specifically for students belonging to ethnic minorities.

Specifically, the present study wants to understand whether the implementation of a peer tutoring intervention could mitigate the influence of various socio-economic (e.g., ethnicity, household income and parents' education) and psychological factors (e.g., psychological capital, study strategies and locus of control), impacting postgraduate students' academic performance. The research belongs to an ongoing three-wave longitudinal study, incorporating both quantitative and qualitative methodologies.

Participants are two groups of postgraduate students from two MSc at Kingston Business School, one serving as the experimental group (MSc OBP, N = 17) and the other serving as the control group (GHRM MSc, N = 23). A survey was administered to both groups at the beginning of teaching block one to assess the socio-demographic and psychological variables at the baseline level. Data were analysed via SPSS using multivariate statistics and highlighted that the two groups did not differ significantly, except for the Disorganisation in Study Strategies (OBP students being more disorganised).

After the data collection, the experimental group attended a series of regular peer-tutoring sessions delivered by two senior students from the previous year. At the end of the first teaching block, a focus group was conducted with eight OBP students to explore benefits and challenges of the tutoring initiative. Students found that tutors helped significantly in developing better organisation and study skills through specific strategies (e.g., mind maps) and gave suggestions for improvements that have been implemented for the second half of the tutoring initiative (ongoing). The second data collection and peer-tutoring sessions are currently in progress. Further results will be discussed.

Dawson, P., van der Meer, J., Skalicky, J., & Cowley, K. (2014). On the Effectiveness of Supplemental Instruction: A Systematic Review of Supplemental Instruction and Peer- Assisted Study Sessions Literature Between 2001 and 2010. *Review of Educational Research 84*:4, 609-639.

Gębka, B. (2014) Psychological determinants of university students' academic performance: An empirical study, *Journal of Further and Higher Education, 38*:6, 813-837.

Gafney, L. and P. Varma-Nelson (2007). Evaluating Peer-Led Team Learning: A Study of Long-Term Effects on Former Workshop Peer Leaders, *Journal of Chemical Education Research, 84*:3, 535-539.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (Second Edition). Chicago: The University of Chicago Press.

Tinto, V. (1997). Universities as learning organizations. *About Campus, 1*(6): 2-4.

Van Sickle, J., Schuler, K. R., Holcomb, J. P., Carver, S. D., Resnick, A., Quinn, C., et al. (2020). Closing the Achievement Gap for Underrepresented Minority Students in STEM: A Deep Look at a Comprehensive Intervention. *Journal of STEM Education: Innovations and Research, 21*:2, 5–18.

Wilson, Z.S., Holmes, L., deGravelles, K. et al. (2012). Hierarchical Mentoring: A Transformative Strategy for Improving Diversity and Retention in Undergraduate STEM Disciplines. *Journal of Science Education and Technology, 21*: 148–156.

ORAL presentation - "It's Not Just About the Science". The impact of Undergraduate Research Projects and COVID-19 on graduate attributes and employability.
Maria Kyriazi and Vanessa Armstrong; Newcastle University, UK

The increasing demands of the current employability sector and modern economies have challenged this classical role of Higher Educational Institutions, entrusting universities to prepare graduates for the workforce and equip them with attributes necessary for their future employment (Barrie, 2007; Oliver & Jorre de St Jorre, 2018). Graduate attributes (GAs) encompass all the educational outcomes a university aims for its graduates to develop, including their skills, values, capabilities, qualities, and knowledge (Jackson, 2014). Although GA development is a worldwide trend, studies lack transparency among countries. In addition, evidence monitoring how final-year projects foster the development of GAs in undergraduate students is limited.

As a first step towards understanding the development of GAs in undergraduate students, this study aimed to identify the role of final-year projects in student perception towards graduate attributes and future employability. Data was collected from four consecutive student cohorts comprising final year students from the School of Biomedical, Nutritional and Sports Sciences at Newcastle University. Students were asked to complete a survey before and after the completion of their final year Research Project, and the data was analysed and compared across cohorts. Overall, the data supported the idea that students widely expect their projects to enhance their employability and enable them to advance their knowledge of the subject area. Critical thinking, confidence and collaboration are vital skills students expected to develop throughout their projects. Most students responded that their project met their expectations and enhanced their skills dataset. Results also supported that students recognised how GAs are developed through research-based learning and beneficial for employment. Interestingly, the impact of the COVID-19 pandemic affected the 2020 cohort, with responders expressing uncertainty regarding future employability and GAs development through the final year project. This project confirms the importance of final year projects and undergraduate skills development and highlights the impact of the pandemic on this experience.

Barrie, S. C. (2007). A conceptual framework for the teaching and learning of generic graduate attributes. *Studies in Higher Education, 32*(4), 439-458. doi:10.1080/03075070701476100

Jackson, D. (2014). Factors influencing job attainment in recent Bachelor graduates: evidence from Australia. *Higher Education, 68*(1), 135-153. Retrieved from http://www.jstor.org/stable/43648705

Oliver, B., & Jorre de St Jorre, T. (2018). Graduate attributes for 2020 and beyond: recommendations for Australian higher education providers. *Higher Education Research & Development, 37*(4), 821-836. doi:10.1080/07294360.2018.1446415

ORAL Presentation - Small Groups Big Impact: A review of the Peer-Led Team Learning (PLTL) programme at Queen Mary University of London
Lesley Howell, Sally Faulkner, Redwan Shahid and Xue Zhou; Queen Mary University of London, UK

Peer Led Team Learning (PLTL) is an educational tool that has been successfully implemented in the USA for many years now [1, 2]. In 2018, a delegation from Queen Mary University of London (QMUL) visited Florida International University (FIU) to observe PLTL in action. Impressed by the impact PLTL has had on FIU students and, as part of ongoing work exploring approaches to student engagement and belonging at QMUL, we launched subject level pilots of PLTL in 2021/22. The results from the small-scale pilots were very encouraging – in the module where PLTL was assessed and compulsory the module average increased by 6.26% to 67.15%. Furthermore, we saw a statistically significant improvement in the performance of students identifying as Black, Asian or Minority Ethnic (BAME). The average mark increased from 59.77% in 2020/21 to 66.64% in 21/22 after the introduction of PLTL. This has reduced the attainment gap to <2% for this module now.

We are now in the second phase of our PLTL pilot at QMUL. Specifically, we have introduced PLTL at a programme level into three schools (SBBS – Biology, SPCS – Chemistry and SBM). We recruited almost 60 Peer Leaders who were trained to facilitate PLTL in Semester A of 2022/23. We sought to capture the opinions of both Peer Leaders and Undergraduates taking part in PLTL across the three schools through a research survey that was sent out at the start and end of semester. We have also collected the views of Peer Leaders via Padlet discussion boards. We will present the results from our study on the impact that PLTL is having here at QMUL on both student outcomes as well as engagement and sense of belonging.

[1] Gosser, DK.; Roth, V.; Journal of Chemical Education, 1998, 75 (2): 185.

[2] Gosser, DK., Cracolice, M., Kampmeier, J.A., Roth, V., Strozak, V.S., Varma-Nelson, P. Peer-led Team Learning: A Guidebook, 2001, Upper Saddle River, NJ. Prentice Hall

ORAL Presentation - Universal Design for Learning on the ground: A strategy case study
Julia Ouzia; King's College London, UK

It its origin, the Universal Design for Learning framework (UDL) was a proposal to use emerging technologies dynamically to ensure equitable assessment strategies (Rose, 2000). The idea was relatively straightforward: focus on 'what' you want to ensure students have learned rather than 'how' they are able to demonstrate this in a rigid one-size-fits-all assessment format. Ever since Rose's original conceptualisation, the framework has

developed into a much wider mindset of ensuring equity in education; that is, it proposes an evidence-informed approach to promote engagement, representation, action, and expression of all learners, irrespective of their individual needs (CAST, 2018). This aligns with the social model of disability, which argues that those with a physical or neurological difference, or any other type of difference for that matter, are disabled by society rather than their difference (Shakespeare, 2006). As such, any approach to education embracing the UDL in the 21st century, and especially in a para-Covid blended education economy (Kilpatrick et al., 2021), needs to be as dynamic as possible to meet the needs of diverse learning communities. Alongside the undoubtedly strong moral case for implementing the UDL in Higher Education, recent United Kingdom legislation also ensures that individuals' right to accessible education is protected by law (Central Digital and Data Office, 2018). Teaching on the BSc Psychology at King's College London is informed by an Inclusive Education Strategy incorporates UDL principles alongside a commitment to creating a respectful, equitable, and inclusive learning environment more generally. Whilst anecdotal evidence supports the usefulness of this strategy, a systematic evaluation is crucial in order to ensure that it meets the needs of a dynamic learning community. This presentation aims to present the Inclusive Education Strategy as well as the research project which aims to evaluate it and to inform its future development.

ORAL Presentation - Through Student Eyes: Graduate Attributes in the Economics and Finance Curriculum
Kulnicha Meechaiyo, Ian Smith and Gosia Mitka; University of St Andrews, UK

We use self-reported student data on graduate attributes from more than 80 modules across three semesters in the School of Economics & Finance at the University of St Andrews. The data are generated within the end of semester module evaluation questionnaires which ask students to identify the five graduate attributes which they have enhanced the most within each of their modules. Students select from a list of 20 attributes introduced by the University in 2021.

Overall, across the programmes, the results show the most frequently reported attributes are research skills and problem solving, numeracy, technical and specialist academic skills and disciplinary knowledge, organisation and written communication. However, there are variations in this pattern across levels of study and programmes both in terms of the mix of attributes and the dispersion of student responses. In particular, our results show significant differences in the attribute profile for specific modules. These departures can be accounted for chiefly in terms of (i) syllabus content (ii) learning tools (iii) forms of assessment and (iv) pedagogy.

This categorisation is used to explain the selection of otherwise rarely chosen attributes such as diversity awareness, social responsibility, digital literacy, creativity, effective team contribution, oral communication and confidence. We provide case studies to illuminate these instances.

Finally, we explore why resilience features prominently in some modules and the extent to which this is correlated with persevering after a grade setback. We also investigate those modules which experienced significant teaching and assessment innovations across two years and the impact on student reports of their graduate attributes.

ORAL Presentation - You cannot force someone to learn: successful programme transformation through co-creation, employment-led learning and inclusive leadership
Stephen Mason; Kingston University London, UK

This presentation will explore how the role of the course/programme leader can instigate "positive change" (Forsythe & Powell, 2022) to improve student satisfaction and close awarding gaps. Robinson's (2022) proposition that "you cannot force a person to learn" will be explored in through curriculum developments that took place through the revalidation of the BA(Hons) Dance course at Kingston University to enhance student engagement and readiness for graduation (Bale, 2022) that was in decline. Decolonising the curriculum (Carmichael-Murphy & Ggbagbo, 2022), understanding of undergraduate students' experiences (Gabi & Gomes, 2022), alongside, co-creation of curriculum and artistry of teaching (King, 2022) will be discussed as key principles to the design and delivery of the revalidated course to successful transform student outcomes and satisfaction. This was supported by project-based learning (Fry et al., 2015) and multiple-partner consultation and delivery (Altena & Theobald, 2022) of employability-focussed learning.

This presentation will discuss data captured through internal and external quality assurance mechanisms that was analysed as part of the ongoing annual monitoring and enhancement that identified a significant increase in

students' engagement with their learning, autonomy and independence (King, 2022), and significant closure of the awarding gap between black and white students. The impact of this work has improved the recruitment of BME students increasing by 5% since 2020. The value added for Black students has improved by 50% since 2020-2021 academic year and the degree awarding gap has closed to 0% from 41.7% resulting in 100% of Black students achieving a good degree significantly above the sector average. Analysis of the NSS results evidence that overall student satisfaction has increased by 33.5% to 93.8% in 2022 from 2019. This is 11.9% above the sector benchmark for BA(Hons) Dance programmes. In addition, the revalidated course has also resulted in an increase of good degrees awarded by 11.5% since 2021 from 84.8% to 96.3%.

The presentation will conclude with a summary of actions that have been developed in response to student feedback and analysis of data to further enhance the student experience providing opportunities for further autonomy and flexibility in learning.

Altena, S., & Theobald, K. (2022) 'Leading successful programme transformation' in Lawrence, J., Morón-Garcia, S. & Senior, R. (eds) *Supporting Course and Programme*

Leaders in Higher Education: Practical Wisdom for Leaders, Educational Developers and Programme Leaders. London: Routledge. pp188-190

Bale, R. (2022) 'Developing adaptive expertise: What can we learn from improvisation and the performing arts?' in King, H. (ed) *Developing Expertise for Teaching in Higher Education: Practical Ideas for Professional Learning and Development.* London: Routledge. pp203-217

Carmichael-Murphy, P., & Ggbagbo, E. (2022) 'Curriculum Design' in Verma, A. (ed) *Anti- racism in Higher Education: An Action Guide for Change.* Bristol: Bristol University Press. pp 126-141

Fry, H., Ketteridge, S., & Marshall, S. (2015) *A Handbook for Teaching and Learning in Higher Education (4th edition),* Abingdon: Routledge.

Gabi, J., & Gomes, S. (2022) 'Undergraduate student experiences' in Verma, A. (ed) *Anti- racism in Higher Education: An Action Guide for Change.* Bristol: Bristol University Press. pp 53-66

King, H. (2022) The characteristics of expertise for teaching in higher education' in King, H. (ed) *Developing Expertise for Teaching in Higher Education: Practical Ideas for Professional Learning and Development.* London: Routledge. pp15-28

Robinson, K., & Robinson, K. (2022) *Imagine If .... creating a future for us all.* USA: Penguin Books.

ORAL Presentation - Student characteristics contributing to the degree awarding gap in Pre-Registration Nursing

Ooms, Ann[1], Butt, Egle[2] and Heaton-Shrestha, Celayne[1]; [1]Kingston University London, [2]BPP University, London, UK

Degree award gaps, defined as the difference in 'good degrees' (i.e. First Class or Upper Second Class degrees) awarded to undergraduate students with diverse characteristics have presented for more than a decade across a wide range of subject areas and national contexts (Al-Sudani, 2019; Cramer, 2021; MacKenzie & Armstrong, 2020).

Nursing education in the UK is no exception. One study, focusing on the ethnicity gap (i.e. the difference in good degrees awarded to students of white and BAME ethnicity), found that it was as high as 30% in some universities (Godbold & Braithwaite 2021). The reasons for this striking gap, and the existence of gaps between students with other characteristics (e.g., HE generation, gender, entry qualification) are not well understood in nursing education, as research on the awarding gap in nursing has been limited. Indeed, to date, only one study has been published (Nightingale et al., 2022).

In order to identify which factors significantly contribute to the degree awarding gap in a London-based School of Nursing, a project was undertaken to identify potential correlations between the average marks as well as degree classification of the students and key characteristics (e.g., gender, age on entry, ethnicity, first generation to HE, disability, household income, and index of multiple deprivation).

The data-set described UK-domiciled students on full-time first degree courses in this School of Nursing. The student population comprised first, second and final year Nursing students studying between 2016/17 and 2020/1 (n=4,024). Factors significantly impacting student average marks in Nursing were explored through a linear regression model. The impact on degree outcomes for final year Nursing students was explored through a logistic regression model.

Several factors significantly predicted student average marks and were also identified as contributing to the awarding gap, of which entry qualifications and ethnicity were amongst the most prominent. Detailed results will be presented and discussed during the presentation. Recommendations in light of these results, as well as plans for further research, will also be presented.

Al-Sudani, Sahar, and Ramaswamy Palaniappan. "Predicting Students' Final Degree

Classification Using an Extended Profile." Education and information technologies 24.4 (2019): 2357–2369. Web.

Cramer, Louise. "Alternative Strategies for Closing the Award Gap Between White and Minority Ethnic Students." eLife 10 (2021): n. pag. Web.

Godbold R & Brathwaite B (2021). Minding the gap. Improving the Black Asian and minority ethnic student awarding gap in pre-registration adult nursing programmes by decolonizing the curriculum. Nurse Education Today 98. Web.

Nightingale J et al (2022) Multiple stakeholder perspectives of factors influencing differential outcomes for ethnic minority students on health and social care placements: a qualitative exploration. BMC Medical Education 22(1).

ORAL Presentation - VAGO: construction of a value-added metric that spans enrolment to graduate outcomes

[1]Matt Hiely-Rayner and [2]Rachel Bowden; [1]Intelligent Metrix Ltd and Buckinghamshire New University, [2]University of Brighton, UK

Value added scores are commonly used as an educational metric and, for almost 20 years, have been a key feature of the Guardian university guide.

Traditionally, these metrics have sought to approximate learning gain by measuring the distance travelled between entry qualifications and final degree classifications, but this has come with challenges: accusations that

such metrics promote grade inflation and the suggestion that classifications do not represent similar standards of learning at different HE providers.

Many providers have a vocational mission and prize the transformational effect that an HE qualification can have above all other measures of success. Through successful completion of courses, students from disadvantaged backgrounds can access professions that would otherwise be closed to them. A measure that acknowledges the different starting points of students and assesses the extent to which they exceed their latent probabilities of accessing a graduate-level profession would be close to the heart of such a provider's mission, but can this be done?

Having acquired sector data for the 4 years for which the Graduate Outcomes Survey, this session will explore the challenges in constructing a fair metric that represents the transformative effect that a degree course can have. Provisional findings will show the disparities between demographic groups and consider the rationale for accounting for subject mix.

ORAL Presentation - A 10-year study of equity of completion, non-progression and award attainment of law and accounting students in an Irish HEI
Fintan Bracken and Maeve Doyle; South East Technological University, Kilkenny Road Campus, Ireland

Between 2000 and 2021, the share of 25-34 year olds with a tertiary education across OECD countries increased by 21 percentage points, however in Ireland it increased by 33 percentage points to 63% (OECD, 2022). As a country with an increasing number of people accessing third level education, it is important to understand student success in a more nuanced way by considering issues in relation to retention, completion and degree attainment amongst different cohorts of students. In 2021 the Irish Higher Education Authority (HEA) reported on the completion rates of students in 2008/09, 2009/10 and 2010/11 (HEA, 2021). It found those who received under 400 points in the Leaving Certificate (the Irish secondary level terminal examinations) were more likely to be non-completers than those who achieved higher points. The report also noted that non- completion rates were higher in the technology higher education sector compared to universities, and that male students from institutes of technology / technological universities had higher non-completion rates compared to females in the same institutions. In 2014 the National Forum for the Enhancement of Teaching and Learning in Higher Education reported qualitative findings on non-completion in Ireland. They identified five broad themes for non- completion: course (e.g. course difficulty, interest); personal issues (e.g. motivation, self- efficacy); finance; health and medical issues; and family issues.

This first part of this study aims to examine and compare the completion rates, non- progression and award designation by gender in both law and accounting students based in the Department of Humanities on the Carlow campus of Ireland's newest university, South East Technological University, over a 10-year period from 2012/2013 to 2021/2022. The study will test the reliability of the HEA's national analysis regarding retention against a local data set. Student success, in terms of completion rates, progression and degree awarded, will be examined in relation to gender differences, Leaving Certificate points, the basis of entry to the programmes (e.g. some students progress to year two following completion of higher certificates in law or accounting rather than entering directly into year one on the basis of Leaving Certificate points), secondary school type, and other factors to identify any discernible patterns across the 10-year period. The study is in line with the action plan from the Bronze Athena SWAN award of the Department of Humanities, specifically the action which pertains to examining degree attainment patterns.

The second part of this study will investigate if there are differences between students that completed their studies before the COVID-19 pandemic and those that had some or all of their studies disrupted by restrictions implemented as a result of COVID-19. The possible impact of remote learning during the pandemic and its effect on student success will be examined.

This talk will describe the results of the current study and is most closely linked to the Data and Metrics conference theme. However, the results of the study will also have implications for several of the other conference themes including widening access, closing awarding gaps, and policy and strategy.

OECD (2022). *Education at a glance 2022: Ireland*, Paris: Organisation for Economic Co-operation and Development, available: https://gpseducation.oecd.org/Content/EAGCountryNotes/EAG2022_Ireland.pdf [accessed 28 Apr 2023].

Higher Education Authority (2021) *An analysis of completion in Irish higher education: 2008/09 - 2010/11 entrants*, available: https://hea.ie/statistics/data-for-download-and- visualisations/students/completion/completion-data-release-march2021/ [accessed 28 Apr 2023].

ORAL Presentation - Highs and lows of relationship building in decolonising the curriculum and university

Musharrat Ahmed-Landeryou, Juliette Dias, Emily Kemp, Jennifer Burton, Megha Kashyap, Katie Fordyce, Djamila Hamdaoui, Harry Bliss, and Lucy Wade; London South Bank University, UK

Tuck and Yang (2012) state that decolonisation is not 'metaphorisation', it is not abstract, nor does it have synonyms. To move forward you must educate yourself and familiarise yourself with the terms. Decolonisation is theory, decoloniality is praxis, that is developing conditions for decolonising, and decolonising is actions to disrupt coloniality in contemporary higher education. Coloniality is the component features of colonialism, for example the values, principles, episteme, and power structures upheld racism as normative by western societies and serving to justify perpetuating western centrism to maintain the power difference and racism, hence continuing the racial hierarchies and disparities.

However, the decolonising approach starts with relationship building through encouraging curiosity and uncomfortable discussions, and from this action planning. These actions will contribute to embedding sustainable transformative culture change for authentic belonging and antiracist practice. This helps to develop an open and safe environment encouraging debate, challenge and positive risk taking. The end outcome is an environment of trust and solidarity in the decolonising approach to change making.

Cabrera and Cabrera (2015) identify that change must start with relationships between people and ideas, and from this people can start to visualise a path to a different way of being and doing. It's culture change. This presentation discusses the highs and lows of multiple and generative ways of relationship building that London South Bank University has taken to approach decolonising the curriculum and university. The path of starting this change included dialogue, education, challenge, and action planning from the interactions. The work of relationship building needed inclusion of multiple perspectives and multiprofessional collaborations across boundaries in the university. The presenters will include students, academics, and the decolonising research fellow for the university.

Cabrera, D., Cabrera, L. (2015). Systems thinking made simple. Odyssean Press: New York, USA

Tuck, E., Yang (2012). Decolonization is not a metaphor. Decolonization: Indigeneity, Education & Society. 1(1): 1-40.

ORAL Presentation - Student views on Actions to Decolonising the Science Curriculum

Neil Williams, Audrey Hanson-Aherne and Athena Benjamin; Kingston University London, UK

Calls for decolonisation of the curriculum have been prominent in the UK over the last decade, in many cases because of the UK's role as a coloniser. One challenge is that the decolonisation of the curriculum is a contested term and means different things to different people. Liyanage (2020) has defined decolonisation as "a fundamental re-evaluation of the existing forms of teaching, learning and pastoral support in Higher Education". It has been suggested that the arts and humanities disciplines have the most work to do regarding decolonisation, but all subjects have opportunities to reconsider teaching matter. There is increasing recognition that the science, technology, engineering and mathematics (STEM) curricula need to be decolonised as well.

The aim of this research was to investigate Kingston University students understanding and views of decolonising the science curriculum, based on a survey completed in November 2019 (n=142) (Williams and Benjamin, 2022) and a follow up survey after the Murder of George Floyd. The main questions were which actions to decolonise the science curriculum were the most supported by students and what differences in opinions were there between white and black students. The actions to decolonise the curriculum investigated in this survey were based on Swartz's theses for decolonising the curriculum (Swartz, 2018), which align with Lyanage's definition and include consideration of the following:

• the geographical origin of knowledge;
• what is excluded and silenced in the curriculum;
• who does the teaching;
• the biographies and histories of who teaches and who is being taught; • the 'hidden curriculum';
• what is taught e.g., local and indigenous knowledge;
• how teaching is conducted: e.g., pedagogies;
• southern knowledge should be seen as having global relevance.

The initial survey indicated that many students had a limited understanding of decolonising the curriculum. However, there was a reasonable level of support for suggested actions to decolonise the curriculum. Statistical analysis (Mann-Whitney) of Likert responses indicated Black African/Caribbean students were more supportive of actions focused on what is taught and how it is taught than white students. Awareness and calls for action on decolonisation grew after the murder of George Floyd. Students were surveyed again to investigate whether opinions on decolonisation of the curriculum had changed. In this presentation a comparison of survey results before and after the murder of George Floyd will be given. The results highlight a considerable increase in support for a range of actions to decolonise the science curriculum.

Hussain, M. (2015) 'Why is my curriculum white?' National Union of Students.
Liyanage, M. (2020) 'Miseducation: decolonising curricula, culture and pedagogy in UK universities.'

Swartz, S. (2018) Decolonising the curriculum: what we can learn from global South theories and experiences. (Institute of Education, University College, London)

Williams, N.A. and Benjamin, A. (2022) An investigation of students' views on decolonising the science curriculum. Compass: Journal of Learning and Teaching, 15(1).

ORAL Presentation - Developing an inclusive curriculum, a module to Faculty journey
Josephine Van-Ess; University of Sussex, UK

Higher education institutions have until recently been seen as reserved for a selected few and some groups have been excluded from accessing higher education by the structures and cultures within institutions Stentiford & Koustsouris (2022). However recent events have challenged HEIs to reconsider their approaches to address the inequalities they contribute to through this process. Research (Begum & Saini, 2018) demonstrates that there are huge societal benefits when HEIs undertake steps to address these inequalities and one of the ways through which HEIs have tried to do this is through an inclusive curriculum.

The QAA (2023) defines an inclusive curriculum as one that provides equal opportunities for all students to succeed regardless of their background, characteristics, or current circumstances. However, trying to cater for the dynamic student profile can prove challenging for HEIs due to the breadth of what it means to be truly inclusive (Chaussée et al, 2022). For example, the QAA 2023 Framework identifies five core areas where activities can be carried out by HEIs to encourage inclusivity:

• Structures and Processes
• Curriculum Design and Delivery
• Assessment and Feedback
• Community and Belonging
• Pathways to Success

Considering the above, at University of Sussex, staff are encouraged to contextualise what inclusivity means. Consequently, I undertook a small-scale project on the module I teach to postgraduate students with a focus on curriculum design, delivery, assessment, and feedback.

The project involved encouraging students to share their perspectives and experiences on leadership theories taught on the modules. Another approach was including readings from different parts of the world that allows opportunities for different narratives and enable students to see themselves reflected in the curriculum and move away from "dead White men approach" Begum & Saini (2019: 198). Regarding assessment and feedback, the assessment was redesigned to allow students opportunities to demonstrate their learning in ways they deemed fit. Exemplars were also made available to act as a guide for students and particularly for those who were unfamiliar with UKHE assessment standards.

A comparative quantitative data analysis of results for the Business School was undertaken using secondary data from the University wide module evaluation. The findings showed that the initiatives were positively received by students. With a response rate of 60% for the module, the module scored an average of 4.5 out of 5 with 5 being the highest. Additionally qualitative data provided by students demonstrated how the initiatives helped their learning and created a sense of community. Overall engagement on the module was significantly higher compared to previous years.

Based on the success of this approach, a School wide initiative is underway to develop a framework of how inclusivity can be evidenced across modules and courses. In addition, the development of a bank of assessed

work is underway. This bank would give students access to real examples of assessed work and feedback to help them improve their academic writing, a richer understanding of assessment types and allow for opportunities for the University's inclusive curriculum strategy.

ORAL Presentation - A mixed-methods and participatory bottom-up design to enable students as partners and co-creators in their education
Eleni Hadjigeorgiou, Sharron Kuznesof, Alison Shaw, Charlotte Boulton and Mark Geoghegan; Newcastle University, UK

Aim: Peer-Networks-for-Engineers project was designed to systematically explore the barriers and facilitators for inclusion within Newcastle School of Engineering and identify, implement, and evaluate peer-networks to improve inclusion.

Methodology: Through **1.** A realist systematic review we identified promoting and hindering practices aimed at increasing feelings of inclusion and sense of belonging via peer-networks in engineering followed up by **2a.** A Student-Poll where Newcastle engineering students prioritised desired peer-networks. At the same time, **2b.** A digital autoethnography, using Indeemo platform, was carried out to explore Newcastle University context-specific experiences of underrepresentation and exclusion. At the final stage of research **3.** Students and researchers gathered in a World Café setting to co-design 3 peer-networks for engineers at Newcastle University informed by the previous research steps. Funding and support will be provided for the implementation of the peer-networks interventions, led by Engineering undergraduate students. The knowledge produced by the project will be embedded into the structures of School of Engineering teaching and support, in an effort to maintain transformational and enduring outcomes of the project.

Findings: 1. Thirty-three promoting and nineteen hindering mechanisms were identified over 11 types of peer network interventions; 2a. Desired peer networks as voted by eighty-two engineering students were: Student society for underrepresented engineering students, Makerspace, Induction activities; 2b. Twenty six underrepresent minority engineering students participated in digital auto- ethnography. Students' narratives triangulated and enriched findings from systematic review; 3. Twenty underrepresented students formulated a theory of change for an inclusive and best practices peer network version they selected to take a leadership role in.

ORAL Presentation - Assessment and feedback experiences of minority ethnic students: findings from two institutional projects
Elena Zaitseva; Liverpool John Moores University, UK

The Bridge the Gap project took place over the 2021/22 academic year and included research into LJMU students' experience of assessment and feedback. Results revealed that student perspectives on assessment and feedback practices, as well as how they seek help and interact with peers and academics, differed between ethnic groups. The arbitrary nature of assessment and grades, and perceived bias in marking was articulated by many BAME respondents. The research also uncovered that for monitory ethnic students, low marks and limited, unhelpful feedback diminish self-confidence and create doubt in their competencies.

Findings from the project were supported by analysis of comments left by students in module evaluation questionnaire. The dataset incorporating over 60000 comments, with over 20000 comments provided by BAME students, was analysed using text -mining. The presentation will explore characteristics of the BAME student voice (by specific demographic group), and how student feedback on their teaching, learning and assessment experience was articulated (e.g. most prominent themes and their sentiment background). The discussion will be focused on how to make assessment and feedback responsive to the needs and expectations of our culturally and ethnically diverse student population.

ORAL Presentation - Influence of diverse 3D anatomy models on students' belonging and satisfaction in health sciences
Elizabeth Lander and Natasha Barrett; University of Reading, UK

A sense of belonging is an important human social need and in the context of all education, a positive relationship between sense of belonging and motivation, achievement and retention has been established, with

this relationship being particularly important to improve outcomes for BAME students (Wong *et al*, 2021). Previous research (Meehan & Howells, 2018) has shown that by improving student belonging staff and institutions enhance student wellbeing and educational outcomes, particularly in the crucial transition to HE. Other research has also shown an increase in belonging via department teaching activities that increase feelings of being accepted or included (Knekta *et al.* 2020).

The University of Reading has recently (2020) launched three health sciences degrees (UG Physician Associate, Pharmacology and Medical Science), to be taught alongside several established programmes such as Biomedical Science. Students studying these programmes study one or both of two Anatomy and Physiology 1 & 2 modules at level 4 & 5. These varied programmes bring together students of a range of different demographics (particularly age, gender and ethnicity), whilst also studying content that discusses variation in anatomy and physiology. Within these modules, 3D-anatomy models of skin (light, dark and ageing) were embedded within lecture and practical sessions. These 3D-models aimed to provide visual and tactile learning and activities to improve student belonging and satisfaction.

To determine the success of the approach of embedding 3D anatomy models in teaching, the study utilised surveys (of students) to investigate quantitative measures of belonging, satisfaction, confidence and knowledge and awareness of diversity to determine if 3D anatomy models improve these measures (and for which demographics). To measure any change and impact in these aspects, the study also utilised surveys before and after sessions with the 3D anatomy models in both the level 4 & 5 modules.

The session will cover the analysis of both surveys, giving insight into if 3D anatomy models can improve sense of belonging, satisfaction, confidence, and knowledge, and how we can potentially utilise this methodology to improve these factors for further cohorts to improve teaching and learning, thereby ultimately aiming to reduce attainment and awarding gaps.

Knekta, E., Chatzikyriakidou, D. & McCartney, M. (2020): Evaluation of a questionnaire measuring university students' sense of belonging to and involvement in a biology department. CBE – Life Science Education. 19:ar27, 1-14

Meehan, C. & Howells, K. (2018): In search of the feeling of 'belonging' in higher education: undergraduate transition into higher education. Journal of Further and Higher Education. DOI: 10.1080/0309877X.2018.1490702

Wong, B., El Morally, R. & Copsey-Blake, M. (2021): 'Fair and square': what do students think about the ethnicity degree awarding gap? Journal of Further and Higher Education. 45:8, 1147-1161.

ORAL Presentation - Nursing is not the only route. Exploring the alternative offer
Jane C Hadley; University of Wolverhampton, UK

In 1997 the Dearing Report highlighted how universities were the domain of the upper and middle classes and the opportunity of higher education needed to be expanded to include all groups of the population. These groups included women, ethnic groups, carer leavers, first in family, disabled and mature people. This ideology was supported by the government who in 2003, tasked universities to widen access to those groups previous underrepresented (DfE, 2003). This drive to support the uptake in higher education was reinforced in 2009 when the Minster for Health announced from 2013 all nurses would have to complete a degree (Bowcott, 2009) as research suggested there would be lower mortality rates, better patient outcomes and less medical errors.

This led to a large increase of applications to nursing, however due to professional body entry requirements, many who previously would have been accepted for a diploma in nursing were no longer able to secure a place on a degree course. Many of the applicants were classed as widening participation and given the university's slogan was University of Opportunity, they developed a scheme to offer unsuccessful nursing applicants an alternative degree programme: Health Studies.

Using semi-structured interviews, six widening participation students who accepted their alternative offer were interviewed to create an awareness and understanding of why they accepted their alternative offer based on self-efficacy (Bandura, 1993) and the Big Five Personality Traits (Costa and McCrae, 1992). The research also wanted to know what students career aspirations were now, they were on a different trajectory. The programme lead was also interviewed to assess if the students faced any issues during their studies.

The interviews were thematically analysed resulting in three themes, Factors that influenced Students, Feelings and Support Mechanisms to answer four research questions.

1: What were the influences and impact of accepting an alternative offer for both the student and the Institute that degree sits in?

2: What were the perceptions and feelings of the students before they started their alternative offer degree regarding their career aspiration and expectations of the degree they were offered.

3: How has undertaking an alternative degree influenced the career aspirations of those students?

4: What additional support or guidance is needed by alternative offer students, if any, to complete their studies?

This empirical study discusses how creating an alternative offer can widen participation and create an inclusive student experience which in turn will increase employability and graduate outcomes for those who take the alternative route.

Bandura, A. (1993) Perceived Self-Efficacy in Cognitive Development and Functioning. Educational Psychologist. 28(2), pp.117-148.

Bowcott, O., (2009) All new nurses to have degrees from 2013. Available at: https://www.theguardian.com/society/2009/nov/12/nurses-nursing-qualifications-degrees- nmc-rcn (Accessed 1st June 2023).

Costa, P. T., & McCrae, R. R. (1992). The five-factor model of personality and its relevance to personality disorders. Journal of Personality Disorders, 6(4), 343–359.

Dearing, R. (1997) The Dearing Report (1997) Available at: http://www.educationengland.org.uk/documents/dearing1997/dearing1997.html. (Accessed 1st June 2023)

Department for Education and Skills (2003) Widening participation in higher education. Available at: http://webarchive.nationalarchives.gov.uk/20100210152511/http://www.dcsf.gov.uk/hegatewa y/uploads/Widening%20Participation%20in%20Higher%20Education%208%20April.pdf (Accessed 1st June 2023).

ORAL Presentation - Addressing equity in the assessment of practice research: lessons from the arts
Bill Balaskas and Katia Chornik; Kingston University London, UK

Practice research has been firmly established in various academic disciplines for several decades. Yet, the assessment of this type of research is often seen as a challenge by both universities and public bodies that fund Higher Education institutions. This perception becomes more pressing in certain disciplinary areas, with the arts being one of the most characteristic cases due to their inherent formal heterogeneity, perceived subjectivity, and the "non-utilitarian" character of many of their outputs. In this paper, we map critical challenges in submitting practice research outputs to assessment exercises, drawing on data, metrics and assessors' commentaries from the last two Research Excellence Framework assessments (2014, 2021), as well as our own experiences of preparing REF submissions, with a focus on art and design. In particular, we discuss six dilemmas around practice research submissions, including the selection, format, narration, translation, and categorisation of research outputs, and argue that these conundrums reveal broader questions around inequalities within and across disciplines, and the politics of knowledge production in today's academia. We pose that above and beyond the particularities of exercises like the REF, one key lesson from research assessments in arts and design is the need to be more faithful to how practice research is conducted and disseminated. Doing so would be beneficial to both the self-perception of researchers and the public perception of HEIs. Finally, our paper suggests ways in which HEI policies and strategies can contribute to improving equity in the submission of practice research to future assessment exercises.

ORAL Presentation - Reading groups as an intervention to enhance academic literacy in nursing students
Andrea Cockett and Michelle Carter; Kingston University London, UK

The ability of students to communicate their ideas is a fundamental element of success in higher education (Baker et al 2019) and students demonstrate this most often through written/text-based communication. Reading and writing are both integral to the development of this academic domain for students (West 2018) providing them with opportunities to develop and demonstrate their disciplinary knowledge. It also provides students with an understanding of how ideas and concepts are represented within their discipline so allowing them the opportunity to develop their own disciplinary identity (Nugent et al 2019). Supporting students to develop the necessary academic literacy within their discipline often focuses on the skill of writing and can sometimes take a reductionist approach with an emphasis placed on spelling, grammar, and punctuation rather than providing support for knowledge acquisition and creativity (Baker at al 2019). A shift in focus to support activities that forefront reading and writing as being interrelated and complementary skills can help students to develop both their academic literacy and their disciplinary identity (St Clair-Thompson et al 2018).

There is some evidence to suggest that academic literacy skill acquisition is more challenging for students from a 'non-traditional' background who have entered higher education through a widening participation route (Baker at al 2018, Cotton et al 2017). Targeted interventions that provide well defined activities for some student groups can be used successfully to support these students (Cotton et al 2017, Harackiewicz et al 2018). These challenges could contribute to an awarding gap for them. The reasons for awarding gaps are complex and multifactorial and include structural, cultural, organisational, and attitudinal components (Stevens, 2012). The content and organisation of curricula can also contribute (Zimdars et al. 2015).

This project used reading groups to support the development of students' academic literacy through a targeted intervention that scaffolded their learning in this domain with reading identified and supported as a primary skill.

The aim of the reading groups was to:

- Develop students critical reading capabilities.
- Expose students to different forms of academic writing.
- Develop students' oracy skills.

The groups were undertaken as part of a module for all first-year undergraduate nursing students at Kingston University. The intervention was evaluated using survey data and focus groups of both staff and students who participated. Evaluation of the intervention suggests that a targeted critical reading activity can enhance:

Critical reading skills
Subject knowledge
Academic Literacy

The project was co-produced with students.

Baker, S. Bangeni, B. Burke, R. Hunma, A. (2019) The invisibility of academic reading as a social practice and its implications for equity in higher education: a scoping study. Higher Education Research and Development 38(1) 142-156

Cotton, DRE. Nash, T. Kneale, P. (2017) Supporting the retention of non-traditional students in Higher Education using a resilience framework. European Educational Research Journal. 16(1) 62-79

Harackiewicz, JM. Prinski, SJ. (2018) Improving Student Outcomes in Higher Education: The Science of Targeted Intervention. Annual Review of Psychology. 69 409-435.

Nugent, A., Lodge, J., Carroll, A., Bagraith, R., MancMahon, S., Matthews, K., & Sah, P. L. (2019). Higher Education Learning Framework: An evidence informed model for university learning. Brisbane: The University of Queensland.

St Clair-Thompson, H. Graham, A. Marsham, S. (2018) Exploring the Reading Practices of Undergraduate Students. Education Inquiry. 9(3) 284-298

West, J. (2018) Raising the Quality of Discussion by Scaffolding Students' Reading. International Journal of Teaching and Learning in Higher Education 30(1) 146-160

ORAL Presentation - Promoting Multilingualism to enhance equity in Higher Education
Dylan Williams; Queen Mary University of London, UK

This talk will argue that if universities are serious about internationalisation they must confront the hegemony of English- medium instruction. English-medium instruction (EMI) courses can lay the foundation for an oppressive pedagogy because there is an assumption that all students within these classrooms share the same level of English proficiency, which may not be the case for international students located in English-first-language countries. To promote social justice and create more equity in such learning environments, this talk will outline practical measures future policy makers should take be more inclusive of students' multilingualism. One key way to do so in EMI settings is by making students aware that "translanguaging" is a credible learning tool for them to use. Translanguaging refers to a bilingual or multilingual's use of their full "linguistic repertoire" to bring about a learning outcome. Examples could include drafting written work in their first language initially, because this can make for deeper and more nuanced work, before translating to English later, or reading relevant books in their first language. Essentially, translanguaging can encompass any activity that empowers students to choose which language they use. By making students aware that translanguaging is an inclusive part of the learning process, they will recognise that their first language has a "space" in this dynamic, which helps promote greater equality and inclusivity. There may also be an assumption by international students studying at universities in English-first- language countries that they are required to conduct their research in the English language. This assumption may be made because they are taught in English by a monolingual instructor, and the student therefore assumes that the examiners of their work may also be monolingual. This talk will further argue that in order for universities to become multilingual, spaces need to be provided for students to conduct research multilingually and they must be made aware of this possibility. Expecting students to conduct research in English will lead to indigenous languages being further marginalised and to bodies of knowledge connected to these languages being overlooked. To overcome these likelihoods, students should be encouraged to access content knowledge from sources published in their original languages, which may well not be English. By using and citing content from these sources, students may feel more included because their bilingual identities are being given more recognition. Promoting social justice in Higher Education is not only a case of recognising multilingualism as a legitimate policy; it is also about allowing students the opportunity to question the status quo. In other words, students need to be given opportunities to critique the social structures that are often taken for granted and this talk will conclude by offering suggestions for how this can done.

ORAL Presentation - Inclusive or selective internationalization? Gender and diversity aspects of internationalization policy at Swedish universities
Charlotte Silander; Linnaeus University, Sweden

Academic labor markets have become increasingly global (Enders & Musselin, 2008), pushing universities to develop internationalization policies. Striving for excellence through internationalization and recruitment of

international researchers is strongly emphasized in European education policy, and today, higher education institutions have established internationalization policies and international recruitment policies to attract international talent from abroad.

As international mobility is becoming a required element in academic recruitment (Khattab & Fenton, 2016), internationalization policy can define who is eligible and is therefore becoming increasingly important for research careers. Although international research cooperation and mobility today are regarded as essential in universities' pursuit of excellence and for the development of individuals' academic careers, we know little about how policy relates to aspects of gender and diversity. In the same way as excellence is often assumed to be gender-neutral and unaffected by context, research on internationalization has often been normative and uncritical, where internationalization is viewed as something natural and always desired. This often-assumed neutrality stands in contrast to the vast amount of research showing that for some groups, mobility opportunities are highly restricted (Morley et al., 2018). Women are less likely than men to participate in international collaboration and mobility, and gendered caregiving responsibilities have been identified as barriers to women's mobility. Although diversity has become an argument for internationalization, there are reasons to question the implicit assumption that increased internationalization will lead to increased diversity. In many cases, foreign researchers are recruited from countries that are closely politically and culturally related to us. This indicating that that neocolonial relations continue to influence research policy.

This study investigate how is internationalization of research conceptualized by Swedish universities and how is policy of internationalization related to gender and diversity? Inspired by feminist policy analyses aimed at understanding policy as embedded in culture, power, and norms, policy documents from 17 full-scale, publicly funded Swedish universities are analysed from a postcolonial approach in order to study who is eligible for mobility and which part of the world is in focus in policy, from a diversity approach to understand how the term diversity is used (Ahmed, 2012) and from a gender approach to investigate whether policy takes into consideration that caregiving responsibilities (Ackers, 2008).

Ackers, L. (2008). Internationalisation, mobility and metrics: A new form of indirect discrimination? Minerva, 46(I), 411–435.

Ahmed, S. (2012). On being included. Duke University Press Marshall.

Enders, J., & Musselin, C., (2008). Back to the future? The academic profession in the 21st century. In OECD (Ed.), Higher Education to 2030—Volume 1: Demography (pp. 125–150).

Khattab, N., & Fenton, S. (2016). Globalisation of researcher mobility within the UK higher education: Explaining the presence of overseas academics in the UK academia. Globalisation, Societies and Education, 14(4), 528–542.

Morley, L., Alexiadou, N., Garaz, S., González-Monteagudo, J., & Taba, M. (2018). Internationalisation and migrant academics: The hidden narratives of mobility. Higher Education, 76(3), 537–554.

ORAL Presentation - Enhancing Student Awareness of the UN Sustainable Goals with an EDI Lens
Baljit Thatti, Tania Dias Almeida Fonseca and Hilda Mulrooney; Kingston University London, UK

Higher Education institutions are faced with a co-responsibility to ensure a sustainable and Net Zero Carbon industry and economy transition. Governments around the globe are challenged to meet decarbonizing targets for more sustainable futures, which require structural changes in how our industry and economy work. Education for sustainable development means including key sustainability-related issues in teaching and learning for learners to make decisions in favour of sustainability. Higher Education Institutes (HEIs) are called upon to prepare students for this transition as they will be the leading players as professionals in different areas, decision-makers, and citizens. Therefore, HEIs has a number of different roles: to secure new knowledge creation and technological development, ensure the education of professionals capable of applying and reproducing that knowledge and using that technology, and at the same time, to safeguard that expertise to evolve, bringing new perspectives and enabling new solutions to arise.

The United Nations Sustainable Development Goals (UN SDGs) are a working agenda at the international level to ensure a sustainable world for future generations. In this context, the five pillars of this framework - people, prosperity, peace, partnership, and the planet – enable HEIs to establish priorities and devise ways to embed them into their teaching practices, research, and knowledge exchange, responding to the expectation that knowledge creation will tackle societal challenges, prepare future professionals and ensure continuous

knowledge development. Thus, the SDGs are an urgent call for action by all countries to work in a global partnership to improve health and education, reduce inequalities, increase economic growth, all within the scope of tackling climate change.

However, if you were to ask a room full of researchers/students from various disciplines what sustainability means to them, we would get a very wide range of answers – from a solo environmental perspective to a social and economic take on the concept. Recognizing the richness of having different approaches and definitions of sustainability, we must recognize that the 17 goals explicitly state that there are links between sustainability, inequality, and social justice. Thus, in our workshop, we will invite participants to explore the UN SDGs from an equity standpoint and, in relation to their disciplines, to map how we can implement these explicitly within our teaching.

In this presentation, we invite participants to engage with Education for Sustainable Development frameworks by presenting examples focusing on three central learning objective themes: cognitive, social-emotional, and behavioural themes (Sipos et al., 2008; Cotton & Winter, 2010). This collaborative learning space will include an opportunity to plan short-, medium- and long-term actions that the audience will walk away with.

Finally, as the societal challenges that we face demand cross, trans, and interdisciplinary contributions, we aim to initiate a network of academics on EDI in sustainability that are open to exploring how cross, trans and interdisciplinary teaching is pivotal in tackling these global challenges, as discipline-based teaching may not explicitly explore equity when addressing possible solutions (Engels et al, 2023)

ORAL Presentation - Improving financial sustainability in UK Higher Education by applying a data-driven niche market strategy
Kate Ayres; Durham University, UK

This paper will set out the case for Higher Education Institutions (HEIs) in England operating using a niche market strategy using organisational ecology theories. It will demonstrate how the socio-demographic data of an HEI's undergraduate applicants can be used to design courses and on-course support to improve student outcomes, satisfaction and ratings. This information will also enable an HEI to create a more focused internal financial allocation model which could improve financial efficiency, therefore improving long-term financial sustainability.

Bourdieu's theory of Habitus states that people feel comfortable with other people of a similar social background where they find harmony in their social tastes and therefore form stronger affinities with each other (Bourdieu 1977 p.82). Forming connections with like- minded people aids student thriving at university (Schreiner 2010 pp.4–5). However, by the time a student arrives at university their values and tastes are deeply engrained. Family culture is highly influential in this and leads to the formation of social networks, underlying which is an un-written social code within which children grow, develop and interact (Bourdieu 1977 p.81).

While there are generic factors enabling students to thrive, every individual has differing needs and values and therefore requires different support. However, social groups are defined by those needs being more homogenous (McPherson 2004 p.270) and research has shown that there are historic patterns of student migration at undergraduate level between hometowns and specific HEIs (Gamsu & Donnelly 2021). These persistent patterns of student migration form cultural ties and create a socially dominant culture at specific HEIs. While for the socially dominant group, this feeling of a known culture is attractive, for the non-socially dominant groups it leads to isolation. This sense of social exclusion is linked to higher levels of stress and lower levels of academic self-efficacy (Satici, 2020 pp.72).

By analysing an HEI's social niche, an HEI could therefore tailor their product to their audience's needs, reviewing the gaps between their audience's background and their needs and offering courses and on-course support which fill these gaps. These relevant offerings will improve student satisfaction, ratings and therefore demand. As set out by organisational Ecology Theory, this niche approach will stabilise income without an organisation having to expand and become a generalist organisation, therefore providing long-term financial sustainability.

It is proposed that the audience's background is analysed using the Blau Space, a multi-dimensional social co-ordinating system as the first step in this process. This paper will present early findings for the analysis of the Blau Space of Durham University for the period 2008-2021 inclusive.

Bourdieu, P. (1977) Outline of a Theory of Practice. 1st edition. [Online]. Cambridge University Press. Available at: doi:10.1017/CBO9780511812507 (Accessed: 8 April 2023).

Gamsu, S. and Donnelly, M. (2021) Social Network Analysis Methods and the Geography of Education: Regional Divides and Elite Circuits in the School to University Transition in the UK. Tijdschrift voor Economische en Sociale Geografie. [Online] 112 (4), 370–386. Available at: doi:10.1111/tesg.12413.

McPherson, M. (2004) A Blau space primer: prolegomenon to an ecology of affiliation. Industrial and Corporate Change. [Online] 13 (1), 263–280. Available at: doi:10.1093/icc/13.1.263.

Satici, B. (2020). Social exclusion and adolescent wellbeing: Stress, school satisfaction, and academic self-efficacy as multiple mediators. The Educational and Developmental Psychologist, 37(1), 67–74. https://doi.org/10.1017/edp.2020.7

Schreiner, L.A. (2010) The "Thriving Quotient": A New Vision for Student Success. About Campus: Enriching the Student Learning Experience. [Online] 15 (2), 2–10. Available at: doi:10.1002/abc.20016.

Mini-WORKSHOP - The identification of student carers and the burden of their caring responsibilities on academic engagement and student life
Darren Johnson, Ahmed Elbediwy James Jewel, Lydia Bellaouane, Chyrell Ottley, Gemma Shearman, Karen Whiting; Kingston University London, UK

Student carers have significant responsibilities in addition to their studies that potentially have adverse effects on academic achievements and overall student experience. It is unclear how many students at Kingston University or nationally have significant caring responsibilities and what impact this has on their studies and wellbeing. This study aimed to identify the population of student carers within biosciences and reveal common issues they face such as motivation and quality of student experience by issuing a self-reporting online questionnaire to levels 4-7. A total of 33 students who identify as student carers completed the questionnaire, with 76% reporting that caring responsibilities have affected their course performance and 64% revealing that they have struggled to meet assessment deadlines due to caring responsibilities. Almost 50% of respondents revealed that they have considered leaving their course and 73% declaring that their mental health has been negatively impacted. All students who completed the survey indicated that due to their caring roles, there was no opportunity to engage with university life outside of studies, which must surely impact on course identity and overall sense of belonging and general wellbeing. This suggests a clear need to review the current support systems in place.

As an institution, we have a proud historical focus on inclusivity and diversity, and addressing some of these issues ensures we adhere to this across this diverse student populations. As such our workshop will aim to focus on identifying how to create a safe, confidential interface where student carers can be identified in what is often a hidden student population. Subsequently, the question posed is: How can we then ensure that there is a suitable support provision for these students both within the university and local community, and what format best meets student carer needs? We would also like to use this opportunity to also expand on this study further by establishing cross Faculty and Institutional collaboration.

POSTER PRESENTATIONS

Thursday 7ᵗʰ September 2023 17.30-18.30, Town House, Level 5

POSTER Presentation - Globalisation of Higher Education Curriculum for Higher Impact on Graduate Jobs
Habiba Akter; Queen Mary University of London, UK

With time there has been a fair amount of work in understanding the impact of globalising the higher education curriculum. Despite the continuous increase in the number of students going for tertiary education, there is still a gap between the expectations of graduates and that of employers. Although the number of educated workforces is higher in the United Kingdom, there is still a question if the graduates who graduate from UK universities as international students are valued equally. Moreover, the mention of the expected grades makes things even more complicated when applicants simply try to input their grades.

Undoubtedly, the ongoing work in order to globalise the Higher Education curriculum has positively impacted the graduate outcome. Some universities have initiated the step of introducing the long-term, impact of the modules taught on the course the students enrol for. We cannot deny the fact that still, we cannot guarantee "equity" when we judge the graduate outcomes in the job market. A high percentage of students do not feel included when they enter the job market and the curriculum in some cases works as a barrier, especially when the target role is higher than a graduate trainee. The idea of globalising the curriculum has got a lot of attention as a possible solution in this case.

Besides promoting equality, diversity and inclusion, globalising higher education can help improve the inequality in graduate outcomes. It is not very uncommon for a lot of graduates to feel that the promises made about high career prospects while enrolling students are not often met. Most importantly it can also promote the opportunity of global migration and mobility of the graduates. In other words, the graduate outcomes can be "internationally fit", which is a great achievement in the long run.

POSTER presentation - What is decolonising the curriculum? A critical reflection exploring misunderstandings and a way forward
Musharrat Ahmed-Landeryou; London South Bank University, UK

In their seminal paper, Tuck and Yang (2012) state that decolonisation is not 'metaphorisation', it is not abstract, nor does it have synonyms. Decolonising the curriculum is misunderstood in many ways, for example, as being akin to inclusive curriculum which it is not, although it includes the concept of inclusion. Another example of misunderstanding is that decolonising the curriculum is placed under equality, diversity and inclusion (EDI) strategies, although not related to EDI, the latter being a more modern convention whereas the former has historical, political, and human rights roots and may work in parallel to support EDI. These inaccuracies confuse the understanding, debates, and applications regarding decolonising the curriculum. Moosavi (2020) warns that decolonising is in danger of being a transient fad, a bandwagon to jump on momentarily, instead of being a meaningful and impactful approach to abate coloniality in the curriculum for the benefit of all students.

Decolonising the curriculum is about episteme, knowledges, and pedagogies, and asks questions to critically explore how coloniality is replayed in the curriculum to then gather actions on how this can be abated. Questions such as, what episteme is being centred and excluded, who is delivering the curriculum and who is not represented, why and how are policies, processes and culture/s enabling coloniality in the curriculum. The curriculum transformation is moved forward by collaborating with Black and Minoritised students who are currently discriminated and disadvantaged by the curriculum. However, to be authentic in embarking on decolonising the curriculum, it starts with educating yourself on what it is and what it is not, and more importantly being critically reflexive as to how you have contributed to the status quo of coloniality in the curriculum, to then unlearn how to deliver a just curriculum.

This presentation critically explores the misunderstandings regarding decolonising the curriculum and how that detracts from the necessity for radical reviewing, reimagining, and reconstructing to abate the status quo of coloniality in the curriculum. To then move on to how to develop authentic application of decolonising by using an evidence-informed decolonising the curriculum wheel framework, for deep interrogation of the curriculum and for developing collaborative actions for change.

Moosavi, L. (2020). The decolonial bandwagon and the dangers of intellectual decolonisation. International Review of Sociology—Revue Internationale De Sociologie. 30(2): 332–354.

Tuck, E., Yang (2012). Decolonization is not a metaphor. Decolonization: Indigeneity, Education & Society. 1(1): 1-40.

POSTER presentation - Inclusivity Amongst Pharmacy Staff and Students
Dipa Kamdar, Raniah Alquraishi and Reem Kayyali; Kingston University London, UK

Background: Inclusion within an organisation gives members a sense of belonging. There is a known attainment gap where students from ethnic minorities, especially black communities, receive a lower proportion of 'good' (1st or 2:1) degrees compared to their white counterparts. Implementing an inclusive curriculum framework (McDuff *et al.*, 2020) and learning environment without discrimination enables students to reach their full potential and close the award gap. With a diverse cohort of students and staff in the pharmacy department and an increasingly diverse population, pharmacy students must become holistic, inclusive practitioners. Wong, El Morally and Copsey-Blake (2021) recommends exposure to diverse teachers improves the content and breadth of the curriculum but also enhances students' self-identities and potential. By creating an inclusive environment, staff can progress in their careers and empower students.

Aim: To explore experiences and perspectives of inclusivity amongst pharmacy department staff and students.

Method: Following ethical approval, an online or paper questionnaire comprising 45 mixed-style questions was distributed to 3rd and 4th year MPharm students and pharmacy staff at Kingston University. Semi-structured interviews were conducted using a validated interview guide with subsequent thematic analysis.

Results: Data collection concludes in May. Currently, there are 70 student and 20 staff responses. The top three student ethnicities were black African (19.7%), Arab (18%) and Other Asian (18%) in comparison to staff ethnic groups which were white (50%), Arab (16.7%) and South Asian (16.6%). 78% students had experienced discrimination. Students felt the main causes of discrimination were religion (28.6%), race (24.3%) and disability (17.1%) and the main source was from staff (60.8%). Overwhelmingly, 82.6% students did not know where to seek support. Staff recognise that protected characteristics that need more inclusivity interventions are ethnicity (35.7%) and disability (28.5%). Thematic analysis showed inclusivity could be improved in the curriculum by having staff/speaker representation, inclusive patient scenarios and mixing student groups in classes.

Discussion and Conclusion: Although there is ethnic minority representation in staff, this is disproportional to the student body with a lack of black staff representation, a statistic common across the UK with only 2.3% black ethnicity academic staff (HESA, 2022). While there are steps to implementing an inclusive curriculum, consequently, this may not have the depth required to change student progression and awarding gaps. Creating an inclusive environment necessitates discrimination against intolerance, which majority of students experienced. Provision is needed for more accessible and culturally responsive resources such as reporting mechanisms for discrimination. Compulsory training in addition to policies, infrastructure and curriculum changes must be institutionally implemented.

Higher Education Statistics Agency (2022). Higher education staff statistics: UK, 2020/21. Available from: https://www.hesa.ac.uk/news/01-02-2022/sb261-higher-education-staff- statistics (Accessed: 22 Feb 2023).

McDuff N., Hughes A., Tatam J., Morrow E., and Ross F. (2020). Improving equality of opportunity in higher education through the adoption of an inclusive curriculum framework. Widening Participation and Lifelong Learning. 22(2):83–121.

Wong B., El Morally R., and Copsey-Blake M. (2021). 'Fair and square': What do students think about the ethnicity degree awarding gap? Journal of Further and Higher Education. 45(8):1147–61.

POSTER presentation - MiST Study
Zoe Clark, Jayne Price and Louise Barrett; Kingston University London, UK

Nursing education has recently undergone extensive review and modernisation (NMC, 2022). An enhanced commitment has been outlined, to provide student nurses with fundamental skills and knowledge to ensure the collaborative, safe delivery of evidenced based care to the public. Standards of proficiency for registered nurses (2018) state the vital importance the 21st Century nurse has on providing, leading and co-ordinating care, through empowerment and supportive person-centred decision making. Therefore, it is crucial that educators are

both innovative and adaptive to contemporary student learning needs. Further, the importance of learning within the interdisciplinary and interprofessional context has been highlighted (NMC, 2019).

The use of the arts in education provides unique, contemporary scope to address a multitude of fundamental clinical skills in nursing and allows students the space to gain an enhanced level of self- reflection. Exploration of student's imagination, confidence, team working skills and ability to identify risks have been highlighted as positive contributors to self-discovery through the use of theatre (Ganesh, 2015), allowing students' able to see both visual representations of evolving scenarios but experience this in a physical notion. McKinnon (2018) argues all teaching and learning domains can be met through the use of theatre.

A qualitative study from Bewer et al (2022) emphasizes the importance of reflective practice in nursing, through the use of theatre arts, suggesting this approach provided students with a positive experience enhancing their change management ability in clinical practice. Such a belief has been further expanded through action research by Clark et al (2019) with ratified benefits of using musical theatre as an educational activity, to link knowledge acquisition with delivering safeguarding teaching to final year student children's nurses. Such findings raised the question as to whether the same positive impact also applied collaboratively, with a multitude of professional disciplines? To further extend the knowledge to date, it is imperative research is completed using interdisciplinary fields, to establish the impactful learning experience of the arts in interdisciplinary safeguarding education.

Interdisciplinary working necessitates a different way of operating, with healthcare organisations collaborating rather than operating independently. As a result of this, health and social care staff have increasingly worked together in mixed teams, while putting individuals at the centre of decision making for their specific care (NHS Long Term Plan, 2019). The Health and Social Care Act of 2012 (Sections 13N and 14Z1) highlighted that the NHS has a duty to endorse and protect interdisciplinary care where it will advance the quality of services available to individuals, while diminishing.

Safeguarding of children relies on multidisciplinary teams to make decisions in the best interests of children and young people, the lessons learned from child death reviews which are statutory in the event of a child continually find that communication between professionals is insufficient to protect children and young people (Jahans-Bayton and Grealish, 2021). Thus, strengthening the case for professions working together from as early on their careers as possible.

POSTER presentation - Promoting diversity, equity, and inclusion in universities: International comparative perspectives from Australia and Japan
Tomoko Torii; Ritsumeikan University, Japan

Against the backdrop of the expansion of higher education and initiatives related to the "Sustainable Development Goals," universities are faced with the challenge of taking appropriate measures to ensure that everyone can study in a safe and comfortable environment. In the United States, the role of institutional research (IR) in promoting diversity, equity, and inclusion (DEI), and analyses with an awareness of the true individual identity behind the data, has been discussed (McKinley and Dunnagan, 2021).

Takayama et al. (2017) state that advancing diversity and inclusiveness in universities requires efforts at various levels, from individual faculty members to the university as a whole, and that complexity must be managed to bridge the gap between these levels. Focussing on how individual institutions leverage the dynamic relationship between university-wide leadership initiatives (macro), interactions and initiatives within departments and faculties (meso), and individual faculty and activist initiatives (micro) to effect change, the report significantly presents a three-tiered framework tailored to a university's multi- layered nature.

Few studies have examined from an international perspective how DEI goals should be formulated for universities, the specific approaches, and indicators for measuring outcomes. This study aims to compare approaches to promoting DEI at the Australian National University (ANU) and Japan's Ritsumeikan University (RU). ANU is active in promoting education, research, and business in the Pacific Rim, and operates a joint bachelor program with RU. Through case studies, this research compares the characteristics of ANU's and RU's DEI approaches using the three-tiered framework. The case studies are based on information and data collected through interviews with academic leadership, and analyses of the university's policies, strategic and corporate plans, and other DEI documents.

In its strategic plan, ANU has identified the support of the indigenous as a DEI target. Each college is developing courses in line with the new curriculum framework incorporating an indigenous perspective. Rather than focusing solely on supporting specific equity groups, this holistic approach involves meso and micro levels to ensure that

all students, faculty, and staff learn and deeply understand indigenous perspectives through curriculum revision on a larger scale. RU has formulated policies focused on gender balance and implemented support for young female researchers and nurturing the next generation, especially in the sciences. Although RU has been commended by the external evaluation committee for its macro-level diversity implementation, systematic promotion of DEI including meso and micro aspects remains a challenge. Regarding IR capacity, an intersectional approach focused on the attributes of individuals from diverse backgrounds is necessary.

McKinley, K., and Dunnagan, S. (2021). The role of institutional research in advancing diversity, equity, and inclusion efforts. New Directions for Institutional Research, 71–91.

Takayama, K., Kaplan, M., and Cook-Sather, A. (2017). Advancing diversity and inclusion through strategic multilevel leadership. Liberal Education, 103(3-4), 22–29.

POSTER presentation - Evaluating the impact of an inclusivity workshop on pharmacy students' perceptions and knowledge of health inequalities
Dipa Kamdar, Leanne May and Joshua Wells; Kingston University London, UK

Background: Health inequalities are unfair and avoidable systematic differences in people's health between different population groups (The King's Fund, 2022). Inclusion is a key component to person-centred care. diverse cohort at university and an increasingly diverse patient population with different needs, healthcare students must be able to recognise and address health inequalities when reflecting on the implications of global health and to shape a sustainable future (United Nations, 2023). A diverse curriculum is a crucial element of an inclusive educational framework.

Aim: To evaluate the impact of an inclusivity workshop on pharmacy students' perceptions and knowledge of health inequalities.

Method: The workshop consisted of three case studies covering concepts of health inequalities and intersectionality within themes of LGBTQ+ health, disability, and ethnicity in maternal health. Learning outcomes included recognising and addressing health inequalities, and exploring how inclusion is a key component of person-centred care. Small group discussions (SGDs) were facilitated by three tutors who had lived experience of each case study they delivered. As part of a service evaluation, paper surveys pre- and post-workshop were distributed to participating 3rd year pharmacy students. Surveys included Likert-scale questions evaluating perceived knowledge of each health inequality theme, as well as open-ended questions for overall qualitative feedback on the workshop. Pre- and post-workshop mean scores for Likert-scale items were compared to assess changes in perceived knowledge ($p<0.05$).

Results: In total, 105 survey responses were received (response rate = 98%, n=105/107). The workshop evaluation showed positive feedback and significant ($p<0.05$) improvements in perceived knowledge across all case study themes and the overall topic of health inequalities. Qualitative feedback indicated students enjoyed the eye opening, lived experience that was the workshop foundation and the safe space for open discussion. Many students responded that having tutors with lived experienced enriched the sessions to provide new perspectives for this workshop. Suggested improvements included an anonymous Q&A session and implementation of smaller groups for more interaction time with staff.

Discussion and Conclusion: With the use of small group teaching, students felt empowered to ask questions and apply content to real life situations in a safe controlled learning atmosphere, similar to benefits highlighted by Steinert (2004). Students gained self-awareness, could empathise, participate in peer discussion and reflect upon their learning. A curriculum that embeds diverse staff experience within teaching practice is truly inclusive. Furthermore, there may be direct benefits to students. Specifically, those who can see themselves represented authentically by staff delivering educational sessions have demonstrated better learning and performance in educational settings (Gershenson, Hansen and Lindsay, 2021).

Gershenson, S., Hansen, M., and Lindsay, C. (2021). Teacher Diversity and Student Success: Why Racial Representation Matters in the Classroom. Boston: Harvard Education Press, pp. 206.

Steinert, Y. (2004). Student perceptions of effective small group teaching. Medical Education. 38(3), pp. 286-293. Available at: https://doi.org/10.1046/j.1365-2923.2004.01772.x (Accessed: 09 January 2021).

The King's Fund (2022). What are health inequalities? Available at:
https://www.kingsfund.org.uk/publications/what-are-health-inequalities (Accessed: 22 March 2023).

United Nations (2023). *Sustainable Development Goals*. Available at: https://www.undp.org/sustainable-development-goals/good-health?gclid=EAIaIQobChMIn9zGy4WR_gIVSLTtCh0odQBlEAAYAiAAEgJO6PD_BwE

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