

Key

Plenary Sessions
Research Informed Teaching and Learning
Teaching and Learning as Innovation
Social Justice in Teaching and Learning
Fringe and other events

# University of Manchester, Institute of T&L Conference Wednesday 8<sup>th</sup> July 2026

## Schedule Summary

Exhibitors arrive at 9.00

**All Day:** The Drum - Exhibition stalls & Posters – Prayer room; **2.217** – Quiet room; **2.219**

	Room 1 2.218	Room 2 2.220	Room 3 3.204	Room 4 4.205	Room 5 4.206	Room 6 4.204	Room 7 4.214
9.15 - 9.45	University Place, The Drum: Registration and Coffee Move to University Place Theatre B from 9.45 for prompt start at 10.00						
10.00 - 10.20	University Place Theatre B: <b>Opening remarks – Professor Jenn Hallam</b>						
10.20-10.30	10 minutes to move to first session						
10.30 – 11.30	<b>D1.1.1. Standard Papers: VR and Gamification for Employability and Learning</b>  <b>1. Innovating Employability Learning through VR</b> - Pietro Paolo Frigenti, Sumin Kim; <b>2. Eating, drinking &amp; swallowing clinical competencies and virtual reality simulation</b> - Hawra'a Abid, Jack Delaney & Rachel Purcell; <b>3. Gamified Formative Assessment to Enhance Inclusion and Feedback</b>	<b>D1.1.2. Standard Papers: Working with Partners (PEL) and Communities</b>  <b>1. Innovations in Patient and Public Involvement (PPI) in Education</b> - Yvonne Awenat; <b>2. Teaching the Circular Economy Through Community-Embedded Learning</b> - Lindsay Pressdee, Jo Conlon & Amy Benstead; <b>3.</b>	<b>D1.1.3. Standard Papers: Transition, Induction and Equity</b>  <b>1. Co-creating inclusive transition pathways for widening participation applicants in Biosciences</b> - Maria Canal, Lisa Swanton, Grace Gibbons, Emily James, Bethan Stones; <b>2. Co-creating Academic Induction – Integrated E Learning Tools Support Assessment</b>	<b>D1.1.4. Lightning Talks: Playful, experiential and gamified learning</b>  <b>1. Gamification to cultivate tolerance of uncertainty</b> – Ryan Peers; <b>2. Beyond the single group mark</b> - Sara Jackson and Jo Williams; <b>3. The Playful Playlist: Enhancing engagement in nursing students via playful learning</b> – David Collett; <b>4. Creating posters as a way of improving engagement in first undergrad seminars</b> - Richard Procter; <b>5. Experiential Learning</b>	<b>D1.1.5. Standard Papers: The Research-Teaching Nexus</b>  <b>1. research-led teaching::teaching-led research</b> – Christina Masters; <b>2. Research-Informed Curriculum Mapping: Bridging Transferable Skills Theory and Assessment</b> - Zhiteng Feng; <b>3. Interdisciplinary research and teaching in international business courses</b> – Xia Han Practice - Zhiteng Feng	<b>D1.1.6. Wicked Problem Set: Academic Advising - All Change?</b> Annette Nordhausen Scholes	<b>D1.1.7. Wicked Problem Set: From fear to fairness: Co-creating inclusive fitness to practise cultures</b> Pat Cartney and Polly Turner

	<b>Literacy in Enquiry-Based Learning</b> - Rinal Sahputra	<b>Co-Created Learning Through Lived Experience and Partner Engagement</b> - Sarah Knighton, Harsha Parmar, Sadia Ibrahim, Eisha Mughal, Aseel Said, Amna Syed	<b>Literacy and Deliver Fair, Feedback Rich, and Scalable Groupwork</b> - Nicholas Barnes;	<b>Beyond the Classroom</b> - Derek Eldridge and Lujia Feng;			
<b>11.30 – 11.50</b>	University Place, The Drum: <b>Morning Coffee</b>						
<b>11.50 – 12.50</b>	<b>D1.2.1. Standard Papers: Students as research partners</b>  <b>1. Combatting the 'Turnitin Abyss' through a student led virtual conference</b> - Aadya Gupta, Zoe Phillis, Alexandra Nickel, Jen O'Brien; <b>2. Becoming Ready</b> - Harsha Parmar, Masuma Sajedah, Kennedy Osaseri Junior, Stephanie Okoro, Hermela Weldegerges and Sarah Knighton; <b>3. Embedding Social Justice in Fashion Education</b> - Lisa	<b>D1.2.2. Standard Papers: Assessment and Feedback Transparency and Literacy</b>  <b>1. Building Assessment Literacy in Higher Education using Peer Marking</b> – Hannah Wilkinson; <b>2. Beyond the Unit</b> - Rachel Ashworth, Ruth Ingram and Elizabeth Lewis; <b>3. Enhancing Feedback Literacy to</b>	<b>D1.2.3. Standard Papers: Building Belonging</b>  <b>1. Co-Creating Belonging</b> - Reimi Sivalingam, Sarah Hatherill, Aurelie Le normand, Barbara Waters, Nooch Kuasirikun, Scott Midson, Hamza Badenjiki & Ruitong Wang; <b>2. Building Belonging Together</b> - Oluwatoyin Dosumu; Oluwaseun Olabode; <b>3. Enhancing Student Belonging and Mattering: Key Role of Academic</b>	<b>D1.2.4. Standard Papers: Reflection, Coaching and Assessment Guidance</b>  <b>1. Using spoken word poetry to transform reflective practice</b> - Emmanuel Oladipo, Esther Boyede; <b>2. Worked Examples as Coaching</b> – James Brooks; <b>3 From teaching resource to blueprint: extending 'Discipline Definers' for primary education to university assessment and assignment guidance for students</b> - Rebecca Phillips, Andrew Rhodes, Liz Birchinall	<b>D1.2.5. Posters</b>  1. Harry Potter; 2. Tom Rodgers, Marija Shukulovska, Zahira Chaudhry Wajid; 3. Afiq Husaini Bin Rozali, Muhammad Zulkiflee, Wennie Subramonian; 4. Patricia Munoz-Escalona, Christina Picken, Daniel Engstrom, Alison Harvey; 5. Olivia Shaw, Keira Higgens; 6. Molly Smithies, Stephanie Greenwood-Davies; 7. Clare Clarke, Kelly Fletcher, Justin Ward, Imran Sahgal; 8. Thea Sloanes, Maria Zia, Cody Burgess,	<b>D1.2.6. Wicked Problem Set: Finding the Fun in Learning: Using object-based learning to build an engaging and accessible classroom</b> Laura Thompson	<b>D1.2.7. Wicked Problem Set: Supporting GTAs as Future Academics: An Action Learning Set on Expectations, Workload and Fair Practice</b> Alison Zimmer Anowyesha Dash Hien Dao Jieyichi Zhao Alkiviadis Fioratos Ernestina Zhu Eve Suharwardy Samia Marium Tessa Harris

	Taylor, Aurelie le Normand, Lia George	<b>Improve Student Engagement with Feedback</b> - Samantha Durrant, Jenny Freed	<b>Advisor's Attitude &amp; Flexibility</b> - Amir Rahbarimanesh		Steph Greenwood-Davies; 9. Samantha Durrant, Jenny Freed, Megan Allen; 10. Samantha Durrant, Pollyanna Ward;		
<b>12.50 – 2.00</b>	University Place, The Market: <b>Lunch</b>						
<b>2.00 – 3.00</b>	<b>D1.3.1. Standard Papers: Visibility, Inclusion and Equity</b>  <b>1. Non-visibility of LGBTQ+ UK University Classrooms</b> – Stephen Doyle; <b>2. Constructing the Inclusive Classroom: Narratives of Disabled and Neurodivergent Students</b> - Gaëlle Flower; Yan Yin Alicia Lee; Esme Valley; Shan Xi; <b>3. Improving Support Pathways for University Students</b> - Amber Ruigrok and team	<b>D1.3.2. Standard Papers: What do students want and get from their degree? Researching student experiences</b>  <b>1. Educate MCR: From Student Insight and Data to Impact in Teaching and Learning</b> - Safia Khan and Sophie Bayliss; <b>2. Educational Gains for all – Understanding, supporting, and measuring the broader value of higher education</b> - Jen McBride, Kelly-Ann Mallon, and the UoM Educational Gains Group; <b>3. From feedback to co-creation: Faculty Forum case study</b> - Ausrine Naujalyte, Darlene Fernandes	<b>D1.3.3. Standard Papers: International students, belonging and social justice</b>  <b>1. Canvas, Epistemic Justice, and Social Justice in Internationalised Higher Education</b> - Stephen Wheeler; <b>2. Communities of Belonging in UK Academia: Why the Hostile Environment Matters</b> - Moises Vieira, Marcelle Trote Martins; <b>3. Belonging, Voice and Agency: Co-Designing Mentoring with International Students</b> - Lei Zeng, Wennie Subramonian, Lalrinzuali Fanai	<b>D1.3.4. Lightning Talks: Communication and Clarity in Teaching and Learning</b>  <b>1. Educating Generation Z: How can we bridge the generational gap to better inform our teaching practices?</b> - Anjali Vaidyanathan, Genevieve Shimwell, Chelsea Kouassi; <b>2. A framework for front loading academic advising support for international masters level students</b> - Heather Cockayne and Lise Hopwood; <b>3. A Collaborative Lab Report Toolkit for</b>	<b>D1.3.5. Wicked Problem Set: Educators, assessment and academic integrity</b> Elika Aminian, James Brooks, Jilian Yeow, Skye Zhao	<b>D1.3.6. Wicked Problem Set: Engaging in meaningful scholarship</b> Rachel Ashworth, Alison Fisher, Wai Yeung, Hannah Taylor, Ruth Johnson, Doron Cohen, Annie Pye	<b>D1.3.7. Fringe Session: Meet the University's T&amp;L Communities of Practice, Networks and ITL Fellowship Projects</b>  <b>Networks and Communities of Practice</b> <ul style="list-style-type: none"> <li>• Playful Learning CoP</li> <li>• Belonging Network</li> <li>• Evaluation Advocates</li> <li>• Teaching and Scholarship network</li> </ul> <b>ITL Fellowship Projects</b> <ul style="list-style-type: none"> <li>• AI in T&amp;L contributor group</li> </ul>

				<p><b>a Large Programme</b> - Rachel Ashworth, Ruth Johnson, Rebecca White, Rebecca Champion, Doron Cohen; <b>4.</b></p> <p><b>Empowering postgraduate healthcare student learning using a multidisciplinary and multimodal teaching and learning approach to healthcare bioethics</b> - Stephine Whiteside, Søren Holm; <b>5.</b></p> <p><b>Pharmacy Voices: A Student–Staff Partnership to Build Belonging</b> - Sarah Knighton; Poppy Bradshaw-Annand; Susan Cochran</p>			<ul style="list-style-type: none"> <li>• Service Learning network</li> <li>• Teaching and Research nexus contributor group</li> <li>• Curriculum Interventions contributor group</li> </ul>
<b>3.00 – 3.30</b>	University Place, The Drum: <b>Afternoon Coffee</b>						
<b>3.30 – 4.30</b>	University Place Theatre B: <b>Research-informed teaching and learning - Professor Helen Walkington (Oxford Brookes University) and Panel</b>						
<b>4.30 – 6.30</b>	Christies Bistro: <b>Drinks Reception</b>						

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University of Manchester, Institute of T&L Conference Thursday 9<sup>th</sup> July 2026

## Schedule Summary

All Day: The Drum - Exhibition stalls &amp; Posters – Prayer room; 2.217 – Quiet room; 2.219

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9.00 - 9.30	University Place, The Drum: Registration and Coffee						
9.30 - 10.20	University Place Theatre B: <i>Social justice in teaching and learning</i> - Dr Hardeep Basra (De Montfort University) and panel						
10.20 - 10.30	Time to move to sessions						
10.30 – 11.30	<p>D2.1.1. Standard Papers: Research informed AI in T&amp;L</p> <p><i>1. A Research Informed Generative AI Framework to Provide Context in Project Management Teaching</i> - Paul Baguley, Ian Stewart, Louis Edmondson, Auzair Khan, Ziruo Tao, Linxi Xu; <i>2. Evaluating Generative AI potential and integrating it in Engineering Education</i> - Antonis Theodorou,</p>	<p>D2.1.2. Standard Papers: Human centred learning and the student voice</p> <p><i>1. Humanising the Classroom: Co-Creating Teaching and Learning Through Student Partnerships</i> - Claire Forbes, Justina Nikolayeva; <i>2. Student Voice in Designing Inclusive First-Year Group Work</i> - Barbara Waters, Aurelie Le Normand, Fiona Velez-Colby, Lei Zeng; <i>3. 'Joining a community'</i> -</p>	<p>D2.1.3. Standard Papers: Applications of Universal Design for Learning and reflective Practice</p> <p><i>1. Re-Designing Seminar Practice: Enhancing Student Engagement Through Active, Technology Supported Pedagogies</i> - Rashid Maqbool, Saleha Ashfaq; <i>2. Ensuring equitable and inclusive education in the Teach Economics course at The UoM</i> - Robert</p>	<p>D2.1.4. Lightning Talks: Innovation in Assessment</p> <p><i>1. Redesigning Postgraduate Education for Flexibility, Inclusion and Sustainability</i> - Grazyna Grace Lipowska-Bhalla, Jamie Honeychurch, Suzanne Johnson, Alan McWilliam, Elham Santana, Keith Brennan; <i>2. Mapping Transferable Skills in MSc Curriculum Design</i> - Zhiteng Feng, Tatiana Martinez, Sally Gee, Na Zuo; <i>3.</i></p>	<p>D2.1.5. Wicked Problem Set: What does belonging mean to you? A Reframing Workshop</p> <p>Elora Baishnab, Heather Cockayne, Adam Danquah, Sadia Habib, Katie Newton, Manny Oladipo, Alisha Rahman, Christopher Sutton</p>	<p>D2.1.6. Wicked Problem Set: Bringing student led innovation in teaching and learning practice: scaling models of partnership within HE contexts</p> <p>Samhita Mukherjee, Fariha Agha</p>	<p>2.1.7. Wicked Problem Set: Beyond performance: Zines, accessibility and reimagining engagement</p> <p>Rachel Heyes</p>

	Tayyib Majumder, Shaun Walmsley, and Salman Shahid; <b>3. A Cross-Institutional AI-Driven Framework for Safe, Automated, Scalable and Student-Centred Assessment</b> - Homa Molavi and Kamal Qazi	<b>Using a Viva Voce as an assessment on a PGT unit</b> - Sheena Kalayil	Hindle and Tamara Montrose; <b>3. Coaching with Q-Methodology: Developments of independent reflective learning in medical students</b> - Mandi Banks Gatenby, Frances Hooley, Isobel Braidman	<b>Reviewing University of Manchester MPharm Year 4 Hospital Placement Assessments</b> - David Beaumont; <b>4. Rethinking Assessment of Laboratory Practicals</b> - Karima Kahlat; <b>5. Scaling Assessment Innovation</b> - Claire Goulsbra, Craig Thomas, Pete Ryan, Ross Jones			
<b>11.30 – 11.50</b>	University Place, The Drum: <b>Morning Coffee</b>						
<b>11.50 – 12.50</b>	<b>D2.2.1. Standard Papers: Researching Assessment and Feedback Literacy</b>  <b>1. Improving Assessment Clarity: The Impact of Standardised Assessment Guidance and Feedback Structures on Students</b> - Claire	<b>D2.2.2. Standard Papers: Innovation and inclusion in blended learning</b>  <b>1. Blended Learning That Works: Inclusion, Student Partnership and Performance</b> – Salman Shahid; <b>2. If It Feels Real, It Matters: Co-Creating A Digital Simulation Game</b>	<b>D2.2.3. Standard Papers: Wellbeing, Inclusion and belonging</b>  <b>1. Understanding Student Menstrual Health Literacy</b> - Amber Ruigrok, Ambreen Choudhury, Freya Grint, Grace Potter, Rachel Walsh, Debbie Smith; <b>2. A qualitative study</b>	<b>D2.2.4. Lightning Talks: Using (and not abusing) AI in Assessment and Beyond</b>  <b>1. The use of AI Tutors in Science and Engineering</b> - Daniel Engstrøm, Christina Picken, Patricia Munoz, Alison Harvey; <b>2. The L-AI article coursework</b> - Alison Harvey, Katie Moore, Dirk	<b>D2.2.5. Wicked Problem Set: Making Advising Work for All: Exploring Boundaries and Inclusion for Neurodivergent Students</b> Janine Dixon Neil Morrison	<b>D2.2.6. Wicked Problem Set: Talking with strangers</b> Verity Langlands, Rachel Starkey, Helen Chilton, Esnath Magola-Makina, Claire Burns, Rachel Lindley, Emmanuel Oladipo and Belen Lopez-Perez, Saneya Majotra, Annette	<b>D2.2.7. Fringe Session: Meet the AVPs</b>  <b>Meet the University's new TLS Associate Vice-Presidents and help shape the priorities for 2026–27.</b> Prof Sarah Dyer (Teaching Excellence & Innovation), Prof Rebecca Hodgson (Curriculum &

	Goulsbra, Craig Thomas, Pete Ryan, Ross Jones; <b>2. Feedback Purpose: A Strengths-Informed Approach to Feedback Provision in the Arts and Humanities</b> – David Firth; <b>3. Formative feedback and its short-term and long-term implications</b> - Xia Han, Ashna Singhal, Jintao Liu, Jiaqi Wang	- Rachel Studd, Rachel Parker-Strak, Phil Boulton, Sharon Gardner, Georgina Hopkinson; <b>3. Engaging Learners through Uncertainty: Holding Space for Interdisciplinarity, Novelty and Open-endedness in Digital Learning</b> – Bean Sharp;	<b>exploring how language, data use and support shape the experiences of widening participation students</b> - Adam Cooke & Rachael Howe; <b>3. Belonging in Biological Sciences</b> - Maria Canal and Adella Tobing	Engelberg; <b>3. Teaching Programming in the AI Era</b> - Lijing Lin; <b>4. Designing AI-Resistant Assessment</b> - Jennifer Rose; <b>5. Co-Creating a Digital Sustainability Education Platform</b> – Lisa Taylor.		Okeke Onyeama, Justin Ward	Quality) and Prof Rob Appleby (Student Success) will host an informal fringe session with poster snapshots of current priorities. Bring your questions, ideas, and issues – from assessment and curriculum change, to teaching innovation and student success.
<b>12.50 – 1.40</b>	University Place, The Market: <b>Lunch</b>						
<b>1.40 – 2.40</b>	<b>D2.3.1. Standard Papers: Reflection, Empathy and Mediation in T&amp;L</b>  <b>1. Patient Narratives and Creative approaches to Reflective Practice</b> - Emmanuel Oladipo, Karolina Szarzanowicz; <b>2. From Content to</b>	<b>D2.3.2. Standard Papers: Partner Enabled Learning in Practice</b>  <b>1. Partner-enabled learning with local and global software engineers from Manchester to the world</b> - Duncan Hull, Suzanne Embury, Tom Carroll, Christopher Page	<b>D2.3.3. Standard Papers: Equity and inclusion in large group and lab teaching</b>  <b>1. Assessment Under Pressure: How Cohort Growth Shaped Pedagogical Innovation</b> - O.J. Bakker, O. Allegre, D. Clery, A. Kennaugh and C. Imediogwu; <b>2.</b>	<b>D2.3.4. Lightning Talks: Research Informed and Innovative Teaching</b>  <b>1. Research informed teaching of cognitive psychology</b> – Karen Lander; <b>2. Educational Gains through Group Engagement</b> -	<b>D2.3.5. Wicked Problem Set: Building A Community of Practice for Neurodivergent Teaching and Learning Scholarship</b> Janine Dixon and Amber Ruigrok	<b>D2.3.6. Wicked Problem Set: From Learning Outcomes to Competence: What Should Graduates Be Able to Do and How Can We Map This Using Skill Portfolios?</b> Tayyib Majumder, Nadia Choy, Iman M. Afif, William Blair, Arham Adil,	<b>D2.3.7. Wicked Problem Set - Embedding AI in the Curriculum: Are We Developing Skills or Following the Hype?</b> Tatiana Martinez, Zhiteng Feng, Sally Gee, Na Zuo

	<p><b>Connection: Empathy in Healthcare Education</b> - Esnath Magola and Jasmin Kuliev; <b>3. Mediation in Action: Building Bridges Across Disciplines</b> - Susana Lorenzo-Zamorano</p>	<p>and Ben Possible; <b>2. The Connections Café: A service learning model for inclusive communication and community</b> - Molly Smithies, Caroline Sutton, Steph Greenwood-Davies; <b>3. University Living Lab: Addressing social and environmental challenges through existing assessment</b> - Jennifer O'Brien, Aadya Gupta, Benya Irlam</p>	<p><b>Two (or Three) in the Room: Scaling Co-Teaching to Improve Equity and Outcomes</b> - Rachel Parker-Strak, Aurelie Le Normand, Rachel Studd; <b>3. Equity in Lab-based programmes: The Commuter Student Experience</b> - Varsha Reddy, Emily Cooksey</p>	<p>Rachel Purcell &amp; Samantha Durrant; <b>3. Authentic Approaches to Skills Development</b> – Donna Lloyd; <b>4. Mixing Agency into Practical Teaching</b> - Christina Picken, Ciaran Lahive, Lee Fielding, Daniel Engstrom, Patricia Munoz, Alison Harvey; <b>5. Co-Creating Inclusive Biomedical Tutorials with Students</b> - Sabrina Santoleri</p>		<p>Ruoxi Wang, Dr. Salman Shahid,</p>	
<b>2.40 – 3.00</b>	<b>University Place, The Drum: Afternoon Coffee</b>						
<b>3.00 – 4.00</b>	<p><b>D2.4.1. Standard Papers: Students as Partners in Research, Innovation and Employability</b></p> <p><b>1. Students-as-Partners in Translating Pedagogical Research into Peer-Support Practice in</b></p>	<p><b>D2.4.2. Standard Papers: Innovation through strong staff-student partnerships and GTA training</b></p> <p><b>1. Designing interdisciplinary learning outside the curriculum: creating student-led opportunities</b></p>	<p><b>D2.4.3. Standard Papers: Blended, Flexible and Lifelong Learning</b></p> <p><b>1. Moving the Titanic: 10 Months to Train a Faculty on Canvas</b> – Kate Hilton; <b>2. The Future Ready University: New Markets, New</b></p>	<p><b>D2.4.4. Lightning Talks: Accessibility and Inclusion in Assessment, the Digital and Beyond</b></p> <p><b>1. Representation Matters</b> - Laura Shobiye, Hannah Cobb, Gabrielle Finn, Raluca-Elena Valcescu,</p>	<p><b>D2.4.5. Standard Papers: Authentic assessment with large cohorts</b></p> <p><b>1. Developing an authentic coursework assessment for first-year Actuarial Science and Mathematics students</b> - Holly Barker, Rose</p>	<p><b>D2.4.6. Wicked Problem Set: Animating the Soul of Learning</b> Mark Johnson, Siobhan Cartwright</p>	<p><b>D2.4.7. Fringe Session: UMSU Decolonising the Curriculum – led by Sohini Biswas</b></p>

	<p><b>Undergraduate Mathematics</b> - Sonia Balan, Holly Barker, Louise Walker; <b>2. Pitch it, Pitch in: Student-led Teaching and Learning Innovation</b> - Freya Weetch, Krystyna, Drewenska, Louisa Shirley, Karen Lander. <b>3. Employer Projects as Cooperative Learning: Advancing Inclusion and Career Readiness in Psychology</b> - Belen Lopez-Perez, Emma Brewin-Caddy and Billi Charrington-Golland</p>	<p>- Ausrine Naujalyte, Kavvinah Murali; <b>2. Off the Record: A Student-Led Innovation in Staff–Student Engagement</b> - Nidha Sidhick and Krystyna Drewenska; <b>3. Experiential marking and feedback development for Graduate Teaching Assistants</b> - Emily Cooksey and Oli Taylor</p>	<p><b>Models, New Mindsets</b> – A. Davies, T. Humphreys, A. Abel; <b>3. Repurposing Curriculum for Lifelong Learning: A Micro-Credential Initiative</b> - Korry Robert and Amélie Mons.</p>	<p>Alayna Kondamundi, Carl Kulimushi, William Odumosu; <b>2. How Inclusive Is Your Assessment Support?</b> Zaynab Khan, Polly Turner and Sandra Flynn; <b>3. Building Institutional Confidence for Digital Accessibility in Higher Education</b> - Grazyna Grace Lipowska-Bhalla, Karen Lander, Pam Birtill, Neda Haj-Hosseini, Lisa Hatfield; <b>4. Establishing the Inclusive Technology Working Group</b> - Dr Helen Chilton, Samantha Johnson, Kai Prince; <b>5. Student–staff partnerships for inclusive and equitable physiology access and engagement</b> - Michelle Keown</p>	<p>Wagstaffe; <b>2. Scaling Authentic Learning: Evaluating a Large-Cohort Poster Showcase in Undergraduate Computer Science</b> - Stewart Blakeway, Uli Sattler; <b>3. Using Authentic Assessment to Improve Inclusivity in Large Management Cohorts</b> - Elika Aminian, Louise Walker</p>		
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<b>4.00 - 4.10</b>	Time to move to Plenary						
<b>4.10 – 4.50</b>	University Place Theatre B: <i>Teaching and learning as innovation</i> Professor Jenn Hallam and Professor John Holden (University of Manchester)						
<b>4.50 – 5.00</b>	Closing Remarks: TBC						