Festival of Learning & Teaching 2022 - Abstracts booklet #StMarysFLT22

Session	Presenter(s)	Abstract
Keynote	Ratha Perumal, Senior Lecturer University of East London Ratha is Senior Lecturer in the School of Education & Communities, University of East London, where she teaches on the BA Education Studies, PGCE with EAL and MA Education programmes. Her doctoral study, which examines factors contributing to the formation of the degree-awarding gap affecting racially minoritised students in HE, is funded by the ESRC and supervised at the School of Education, Communication & Society, King's College London. Ratha's contributions to race-equity work at UEL and KCL include: - Co-Chair, Race Equality Group, School of Education, Communication & Society, KCL - Member, King's Academy Advisory Board, KCL - Graduate Teaching Fellow, BA Social Sciences, KCL - Contributions to the work of the Office for Institutional Equity, UEL In addition to her ongoing scholarly work on the BME degree-awarding gap, Ratha also researches effective pedagogies for multilingual (EAL) learners. Ratha is multilingual and communicates in English as an Additional Language.	**The BME Degree-Awarding Gap: Operationalising research into impactful practice** Research continues to identify 'gaps', or differential outcomes in the university outcomes of Black and Minority Ethnic (BME) students, in comparison to their White peers. We see those differences in their degree outcomes, graduate employment patterns and remuneration, as well as the take-up of postgraduate study opportunities. Those disparities are prevalent and have a long-term impact on the lives and career trajectories of our BME graduates. In light of the growing number of BME applicants for university places, the attainment gap problem is likely to become more acute over time. Whilst readily acknowledged as a pressing social justice issue, the degree-awarding gap is also a resource problem - as a society, we are deprived of the full range of talent and ingenuity from a significant constituent of the population. Recently, however, more concerted efforts have been made to meaningfully engage with the concern. There is now a large - and growing - body of academic literature that explores the phenomenon, and offers possible resolutions, with accompanying funding. Notwithstanding all this, the BME degree awarding gap continues to persist across the sector. In this keynote, I share insights on some key aspects of the BME degree-awarding gap - including the way(s) it is conceptualised by universities - that might contribute to the intractability of the problem. In so doing, I question whether the research findings are being operationalised in ways that effectively attend to the concern. Lastly, I offer a series of considerations that could facilitate productive engagement with the phenomenon - so universities can go on to address the concern with greater confidence and better prospects for success
A1	Melina Healy, Learning Development Lecturer Michael Hobson, Course Lead, Sport for Social Change Faculty of Sport, Applied Health & Performance Science St Mary's University	**Inclusive behaviours vs Inclusive practice** The purpose of this workshop session is to examine the relationship between inclusive practice and inclusive behaviour. The session will look at the impact that the teacher's behaviour and beliefs borne from their experiences can have on the inclusive practice in the classroom and student achievement.

		Aim: To promote collective thought and reflection to develop an anti-racist environment in the classroom through reflective practice An interactive workshop session, examining the application of the inclusive classroom and its relationship to inclusive behaviour. What is inclusive practice? What is inclusive behaviour? What does that look like in your classroom? What is the impact of inclusive behaviour on the classroom environment? Is it the 2 sides of the same coin?
A2	Dr Zin Derfoufi, Lecturer, Criminology & Sociology Neena Samota, Course Lead, Criminology & Sociology Dr Diem-Tu Tran, Lecturer, Criminology & Sociology Institute of Business, Law & Society St Mary's University	**Diversifying the curriculum** As calls to diversify - or 'decolonise' - the curriculum gain pace across higher education, we discuss our approach towards delivering an inclusive syllabus that can appeal to students from a range of backgrounds. Diversifying the curriculum is essential if higher education is to appeal to diverse student bodies and enable learners to realise their full potential. 'Decolonising the curriculum' represents one such approach, but it is deeply misunderstood. We present our holistic approach towards delivering a modern syllabus that is inclusive of the experiences of people of non-European heritage and their key contributions to the social sciences, while still respecting the 'core' texts that are well represented in western education. This approach encourages students to recognise the subjectivities of their own experiences and, in embracing the multiple ways of knowing about society, be part of an exciting and vibrant movement that can democratise debate and give everyone a better chance of realising their potential, as well as understand their value in society. This approach also requires changes to forms of learning and assessments which we discuss in this session.
A3	Professor Ross Wadey Dr Jade Salim, Head of Department Dr Emily Martin, Senior Lecturer Faculty of Sport, Applied Health & Performance Science St Mary's University	**From one way to multiple ways of knowing: making research methods more inclusive** For some time now, the teaching of research methods has been largely underpinned by a positivist foundation within the Faculty of Sport, Allied Health and Performance Sciences at St Mary's University. Consequently, quantitative research has dominated the curricula and students have largely been taught how to formulate rules beyond time and space to control and predict (e.g., experimental designs) and how to quantify lived experiences in numerical format (e.g., questionnaires, surveys). While it is critical that students learn about positivist research philosophy, this has inhibited more inclusive scholarship, and research methods remains 'vanilla'. In 2021-2022, Ross Wadey, Jade Salim, and Emily Martin set to re-write the curriculum and thereby enable students to learn multiple and diverse research philosophies (e.g., interpretivism, critical realism), methods of data collection (e.g., story completion, visual methods) and analysis (e.g., thematic analysis, interpretive phenomenological analysis), as well as encouraging various forms of representation (e.g., poems, narrative videos). Staff and student feedback will be drawn upon to reflect upon this change in the curriculum and consider the barriers and facilitators in doing so. To conclude, this presentation does not recommend abandoning teaching positivist research philosophy; quite the contrary, this presentation encourages a shift to a more inclusive scholarship and thereby celebrates multiple ways of knowing.

A4	Dr Sophie Lindsay, Senior Lecturer, Business Management Institute of Business, Law & Society St Mary's University	**The middle years slump** First-year university student attrition has been widely explored. However, there is a gap in our understanding when it comes to later years. Why do students who successfully navigate the hurdles of transition into university become at risk of exclusion in the middle years of study because of poor academic progress? This qualitative project develops a student-centred understanding of the problem of attrition through academic failure. It investigates the reasons given by students wishing to avoid involuntary exclusion from their course. Specifically, we address why middle-year students say they fail when they wish to succeed by examining self-reports. We find six main self-reported themes in three categories. The problems faced by mid-degree undergraduates are broader and more complex than those encountered in the first year. Our findings contrast with previous work on first-year attrition, which found that negative expectations of their own ability to succeed were a major factor in students' decisions to drop out, although our study is constructed differently in that we analyse people wishing to continue their studies. The overarching major issues in the themes we identified were financial, family/personal issues and health problems. In particular, mental health issues were remarkably apparent. This has significant implications for future student support. We find that there are commonly multiple reasons underlying each student's at-risk status and provide suggestions for managers of programs that help students succeed.
A5	Claire Mulvenna, Course Lead, MSc Professional Development Faculty of Sport, Applied Health & Performance Science St Mary's University	**Using H5P activities to make online learning more engaging** This talk discusses the use of H5P activities on the MSc in Professional Development - Sports Coaching / Performance Analysis and Rugby Performance at St Mary's University. These courses are delivered HyFlex and include the release of weekly Moodle books. H5P content is used to engage students in the content and as a tool to check for learning. This talk will bring to life the opportunities and challenges of using H5P content for staff and students. In presenting some of the challenges that are present in using H5P, the talk will discuss the realities of technology enhanced learning and reflect on the need for education to ensure lecturers are equipped with the skills to use H5P activities effectively. By reflecting on the use of H5P content, we hope to a) encourage other individuals to use H5P as a tool to support their teaching and learning and b) provide a number of best practice guidelines for using H5P content on Moodle.
A6	Emma Akinlusi, Quality Standards Manager Centre for Teaching Excellence & Student Success St Mary's University	**Atomic Habits: Harnessing effective frameworks that systematise student learning** In life, whether as a student or member of staff, we need to tackle large goals which can have significant and weighty outcomes. In the context of higher education, this will often materialise in the form of academic assessments that contribute to a students' final degree classification, and therefore an understanding of effective modalities for student learning is a priority for those engaged in university communities. Atomic Habits by James Clear has become a seminal text in the productivity space, and key tenets of this book can prove insightful, for recommending to students how to systematise and break down academic projects. This includes techniques for demystifying approaches to flexible and broad assessment briefs, so that assessment exercises can become a series of incremental tasks that are easily achievable at an individual level. At the heart of the Atomic Habits proposition, is the focus on building effective systems that which entail clear and actionable steps, including starting small, habit stacking, making success easy, making failure harder, habit tracking and finding your habit people. This lightning talk

		aims to function as an introduction to the concept of systematising goals, with the objective to provide ideas for integrating into inclusive and enriching student learning environments.
A7	Mandhir Gill, Head of Quality and Academic Partnerships Centre for Teaching Excellence & Student Success St Mary's University	**New regulatory regime (for Quality) and its impact on WP** Historically, it has been part of Universities' DNA to promote widening participation in higher education. The sector has been recruiting students from disadvantaged backgrounds, many of them with lower or minimum thresholds or contextualised entries and has used the diversity of their cohort as a justification for lower or poorer outcomes. It would be interesting to understand how the new regulatory regime plays on the widening participation agenda and how HEIs will wave off the attainment gap between rich and underprivileged. The controversial aspect is that if your cohort is made up of students predominantly from disadvantaged backgrounds, it might be likely by nature of their background that these students might not complete the course or have lower degree outcomes or are unlikely to move away from their home area for graduate training or internships schemes to enter the graduate job market. The proposed numerical thresholds would identify low performance via continuation, completion and progression. The data management systems will spot low-quality areas. The providers will then start cutting those low performing courses as opposed to locking horns with the regulator, and if that happens across the sector, the widening participation agenda disappears, and subsequently, the whole subject area becomes extinct. The balance between levelling up and maintaining quality is a hard one.
A8	Dr Alex Sinclair, Senior Lecturer Institute of Education St Mary's University	**Using a social justice approach to primary science teacher education** Due to social inequalities within science education and the world beyond, women, working-class people and certain minority ethnic groups typically are not well-represented in STEM (Science, Technology, Engineering and Mathematics) subjects or professions. While evidence suggests that the majority of young people find learning science interesting they often see it as abstract and disconnected from their everyday lives. This session will introduce the concept of Science Capital (which is predicated on Bourdieu's Cultural Capital) to provide reasons for this and explain why some see science as something for them or not. Examples will initially be taken from work with starting primary teachers studying on Initial Teacher Education courses who come from a variety of disparate backgrounds but who all ultimately have to teach science. The Science Capital Teaching Approach (SCTA) will be outlined and how it has been used to help the starting teachers develop children's Science Capital in schools, alongside how this has unintentionally affected the students on these courses. There will be an opportunity to assess your own Science Capital and the discussion will be broadened for participants to consider how these ideas may apply to their disciplines and not just the teaching of science.
A9	Oliver Blenkinsop, Lecturer, Sport Rehabilitation Kelly Kaulback, Lecturer, Sport Rehabilitation Dr Katrine Kryger, Lecturer, Sport Rehabilitation Faculty of Sport, Applied Health & Performance Science St Mary's University	**Implicit bias: reflections and experiences from the classroom** Have you unconsciously inflated or deflated a person or certain group of people on the basis of their race or sex? You would probably like your answer to be "no", but the unfortunate reality is that negative evaluations of people based on irrelevant characteristics exist in our learning environments and curricula. This is implicit bias, often silent and subconscious, but always significant. This session aims to increase awareness and understanding of implicit bias, question and confront implicit bias in the learning environment and curricula, and provide future recommendations based on relatable reflections from the classroom.

B1	Dr Mark Price Senior Lecturer Institute of Education St Mary's University	**Developing trust: post-colonial partnerships and working transculturally** I have worked for over eight years with an African education institution (referred to as AEI), developing postgraduate programmes, working alongside AEI colleagues, co-teaching and co-supervising local AEI practitioner research students. In this session I aim to explore issues of trust and power, developed between myself as a White, UK male academic and Black/Brown* AEI staff and students; where colonial deference and structural power inequality continues to underplay so many 'taken for granted' curricula and working practices. Over the past two years, I have sought opportunities to examine such issues with colleagues at AEI, both staff and students, and this session will draw on two research projects/papers arising from this. These processes have highlighted the importance of a continued commitment to question assumptions, acknowledge deep seated cultural manifestations and representations of colonial inequality and oppression, and willingness to take risks, based on transparency and openness to vulnerability. This session will provide discussion points for sharing and developing understanding of transcultural vulnerability, trust and power. Note: both Black and Brown have both been used at different times by AEI colleagues when referring to their ethnicity.
B2	Gillian Bradley Higher Education Achievement Co-ordinator NCG	**The importance of story – reframing vulnerability in Higher Education** Please join us for a discussion that focus on the vulnerability of students as they are exposed to the academic rigours of higher education. We will discuss how at NCG we are using coaching techniques and philosophy to explore self-narrative and the impact this has on student progress and achievement. We will discuss how we develop the reflexive skills of our students, so they take ownership of their own story and use it to reframe their personal vulnerabilities as strength (Mavin and Gandy, 2016). This session related to the festival themes in terms of creating an inclusive learning environment. To maximise student potential and safeguard achievement we encourage students to actively reflect on areas of academic insecurity. 68% of students that accessed supplemental support in 20-21 cited low academic confidence as a limiting factor. We will discuss how our Learning Enhancement Team use coaching and mentoring theory and practice to reframe vulnerability as strength and promote experiential learning (Mavin and Gandy, 2016). We find this is more prevalent in students from a widening participation background. As an FE into HE institution, we are also aware that a significant number of our students have had previously negative educational experiences and reflexivity is key to a sense of belonging. Experiential learning enables 'knowing in action' and normalises trial and error learning. It also encourages active experimentation and facilitates ownership of one's own studentship. This enables the psychological safety necessary to rigorously challenge our own practices, be able to take responsibility for errors and contribute to an inclusive learning environment (Cunliffe, 2002:46).
B3	Maeve Murray, Lecturer, Physical Education and Sports Coaching Sara Daniels, Lecturer, Physical Education, Sport and Youth Development Nina Khawaja, Associate Lecturer	**Beyond the classroom: fostering health and wellbeing through meaningful experiences** A distinct focus on Health and Wellbeing was undertaken by Physical Education and Sports Coaching Programmes this academic year. Facilitated with the aim of developing students' problem- based enquiry skills in relation to challenges facing health and wellbeing for children and young people. It was created in recognition of all health aspects, including mental health and wellbeing emerging as issues within society and, indeed, St Mary's University. Exploring these issues within the safety of St Mary's University would benefit students studying the course and

	Faculty of Sport, Applied Health & Performance Science St Mary's University	develop and best prepare highly skilled future educators. We had a duty of care to explore this fully and provide opportunities for meaningful and inclusive teaching and learning as these themes were explored. Reflective of the diverse student enrolment, our aim was to foster inclusion and belonging in our classrooms. Specifically identifying positive strategies for student support and retention as engaging with a model in best practice. Content explored: • the influence key stakeholders have on developing policy to foster health and wellbeing of children and young people, • building understanding of how health and wellbeing can be integrated within physical education curriculum design, project- based initiatives and pedagogical practice • building a foundation of research skills and knowledge of research methods and interpretation of findings to understand the health of children and young people.
B4	Dr Dan Cleather, Course Lead MSc, Strength & Conditioning Faculty of Sport, Applied Health & Performance Science St Mary's University	**Teaching to transgress: critical thinking and epistemic justice** As educators we encourage our students to be critical thinkers. However, this is a qualified form of critical thinking that must take place within the narrow boundaries defined by the discipline's particular paradigm. In particular, academia privileges the scholarly tradition that emerged from the Scientific Revolution and the Age of Enlightenment to the inclusion of more diverse ways of knowing. This session will follow the lead set by bell hooks by arguing that teaching should be transgressive. Social justice and scientific progress depend on our students questioning everything and having the courage to defend radical positions. This session will seek to explore the colonisation of traditional methods of research and academic enquiry. I will ask participants to reflect on the unspoken 'rules' of academic disciplines, and how they constrain diverse approaches to the production of new knowledge. This session thus aligns to the Festival theme as it is principally about diversifying knowledge production and bringing new ways of knowing into the academy.
B5	Finola Utton, Lead, Primary English Kerry Assemakis, Senior Lecturer, Primary Education Karen Fox, Lecturer, Primary Education Jo Head, Lecturer, Primary Education Alison Willmott, Lecturer, Primary Education Institute of Education St Mary's University	**Teachers as writers. A shift in writing identity: teachers' reflections on how their sense of self informs practice** This project aimed to provide an opportunity for primary school teachers to reflect on themselves as writers and engage in inclusive writing activities. The intention was this would lead to a 'shift' in their writing identity and enable them to make positive changes to their practice in the teaching of writing. The importance of celebrating diverse teacher-writer identities (Smith & Wrigley 2018) and the power of individual voices (Driessens & Parr 2020) was explored, using writing to give space to diverse cultural experiences and languages, enabling all writers to feel 'seen' (Kreuger 2015). Therapeutic writing tasks which support mental health and wellbeing (Bolton 1999), developing an inclusive community of writers (Martin, Tarnanen & Tynjala 2018), and approaches to sculpting the craft of writing (Young & Ferguson 2021) were also explored and practiced by participants. Rich data has been accrued through communal talk, and participants' reflective journals. These suggest a positive shift in writer identities informing practice, the fostering of communities of writers, and a wide variety of inclusive writing opportunities being utilised to support writers in developing their craft. The facilitated session will include an outline of the research project supported with current research and evidence. There will be opportunities for participants to experience some of the inclusive writing practices used in the project.
B6	Dr Jessica Hancock, Head of Learning & Teaching	**Compassion, creativity and inclusive learning and teaching**

	Learning & Teaching Development Winchester University	In Higher Education, compassion is about noticing distress (of both students and staff) and taking action to alleviate this (Gibbs, 2018). Compassionate approaches to learning and teaching can therefore be a vital way in which we can ensure that Higher Education becomes more inclusive, and that both staff and students do not just feel included but also like they belong (Pathak, 2021). This session will explore the importance of compassionate approaches to inclusive learning and teaching, and how creative pedagogies can create spaces for compassion in the classroom. The session will first outline the nascent compassionate turn in Higher Education (Waddington, 2016; Hancock, 2019), and what this means for both students and staff. The session will then use a creative approach to open up discussions around the connections between compassionate and creative pedagogies, and how these can be beneficial for inclusive learning and teaching. Participants will explore potential applications of a creative, compassionate approach to inclusive learning and teaching to their own practice in teaching or supporting learning.
B7	Dr Kim Salmons, Head of Department Dr Jacob Phillips, Director, Institute of Theology Dr Mark Donnelly, Associate Professor, History Dr Russell Schechter, Course Lead, Creative Writing Dr Stewart McCain, Subject Lead, History Institute of Theology and Liberal Arts St Mary's University	**Can we have inclusivity without the Humanities?** St John Henry Newman's The Idea of a University outlines a view of the liberal arts which focused on developing certain intellectual capabilities which can contribute fruitfully to our contemporary concern with inclusivity. This is rooted in the connection between the liberal arts and what he calls 'liberality of mind': being able to engage with history, literature, texts, and art in a way which isn't undermined by prejudice and intolerance. He worked his views out against the background of widespread anti-Catholic hostility, following from the restoration of the Catholic hierarchy in England and Wales in 1850 (which also led to the founding of St Mary's). Moreover, Newman delivered his lectures in Dublin at a time when the hostility Catholics faced was inextricable from anti-Irish sentiments in the popular press – and indeed he frequently refers to how 'liberality of mind' seems to be lacking among the English intelligentsia when it comes to Ireland and/or Catholicism. Newman's philosophy of higher education is thus intrinsically inclusive. As a man of letters his compassion and empathy are articulated through his writings and lectures. As such, he argues that the liberal arts and humanities are central to the identity of a University, because they are subjects in which knowledge is celebrated for its own sake and fosters the proper dispositions by which people can understands contexts different to their own.
C1	Lisa Panford Senior Lecturer, PGCE Modern Foreign Languages Institute of Education St Mary's University	**Wrestling, embracing and unpacking the language of race** Language plays a central role in shaping our ideas and thinking around the notion of 'race', our racialised identities and the actions we take to counteract the racially discriminatory practices found in our institutions. In this brief session I will share some of my own personal experiences with race and language to illustrate ways that my ethno-racial identities have been styled, performed and constructed through language over time. While the scope of this session does not lend itself to definitive conclusions about the complex and ever-changing landscape of race and language, I hope that the discussion and questions raised might contribute to a broader debate about how engaging with the interaction between language, race and power might inform advancements in this area.
C2	Dr Amy Strachan Senior Lecturer, Primary Science Institute of Education	**Promoting global citizenship through a global learning pedagogical approach** Global learning, a form of critical pedagogy, is a pedagogical approach that puts learning in a global context, fostering critical and creative thinking, self-awareness and open-mindedness towards difference, understanding of

	St Mary's University	global issues and action and optimism for a better world, (Bourn, 2016). Whilst my research has explored this from a primary education perspective, I believe that within higher education, we are in a unique position to develop critical thinkers who create new knowledge, enabling students to become aware of their, and others, oppressions, as well as opening space for them to make connections between personal experiences and wider societal forces. I therefore offer simple examples (Open Spaces for Enquiry and Discussion, Philosophy for Children and critical thinking) that align with a global learning pedagogical approach, supporting students as global citizens who can approach, embrace and attempt to resolve the global challenges from a broad and inclusive perspective.
C3	Sophie Wilson Senior Lecturer, PGCE Geography Institute of Education St Mary's University	**Sustainability education: our collective responsibility to teach like the planet matters!** The aim of this lightning talk is to explore the importance of sustainability education and ask delegates to start thinking about what contribution their own subject discipline could make in preparing students to be more aware of the importance of working together to help ensure we strive for a more sustainable world. This session will draw on research done on Sustainability Education by Scoffham and Rawlinson (2022), to explore what is meant by sustainability as a hybrid concept and its complexity in relation to the notion of planetary boundaries. Often regarded as a mindset, sustainability is an evolving concept with multiple interpretations with links to social welfare, global equity, and economic wellbeing, all important to understanding the need for us all to live within our planetary means. Links will be made with the issues debated at COP26, and the importance to designing a curriculum which embeds sustainability as an underlying principle, to help prepare students for a better future.
C4	Shabana Marshall Senior Lecturer Institute of Education St Mary's University	**Employing critical race pedagogy as a vehicle for inclusive practice** The current political climate denies the existence of institutional racism within British society (as seen in the Report of the Commission on Racial and Ethnic Disparities, HMG, 2021), whilst warning against employing Critical Race Theory as a framework for understanding racism and inequality within educational settings. However, as educational practitioners, we face ongoing concerns raised by a number of recent reports, regarding the harmful impact of racist systems that serve to marginalise and disadvantage students of colour. Therefore, this session seeks to explore the ways in which, as educators, we might navigate these socio-political tensions, employing Critical Race Pedagogy as a vehicle for addressing racism and social injustice through our own teaching practices. Drawing upon the experience of a senior lecturer on the MA Education programme, the session will outline the evolving strategies employed to develop the racial literacy of MA students, whilst serving to inform the course tutor's own development as a reflective practitioner.
C5	Paul Stapley, Interim TEL Manager Marta Asensio, Learning Technologist Duncan Bowles, AV Manager Dr Rachel Chan, Senior Lecturer, Clinical Specialist Physiotherapist, School of Sport, Applied Health & Performance Science St Mary's University	**Delivering Hyflex: practical and pedagogical considerations** Hyflex Learning and Teaching offers a new mode of delivery for universities following the Covid-19 Pandemic. As a live learning environment, it embraces new ways of working and learning that can support staff and students to engage with a fully inclusive curricula. Hyflex Learning and Teaching offers a new mode of delivery for universities following the Covid-19 Pandemic. As a live learning environment, it embraces new ways of working and learning that can support staff and students to engage with a fully inclusive curricula. This session will explore lessons learnt and best practice shared from St Mary's support staff in establishing the trial of Hyflex learning and teaching. Learn

		what technology St Mary's University has utilised, as well as key practical and pedagogical considerations that must be borne in mind on this journey into this promising new learning environment
C6	Tally Kandola, Head of Organisational Development and Co-Chair of the Race Equality Charter Sam Goober, Head of Equality & Inclusion Projects Neena Samota, Programme Lead for Law, Criminology & Sociology Lisa Panford, Course Lead PGCE Modern Languages Shabana Marshall, Senior Lecturer Melina Healy, Learning Development Lecturer Obi Oputa, Careers Consultant St Mary's University	**Let's talk about race (in the classroom)** Join members of the Race Equality Charter (REC) Self-Assessment Team (SAT) for a facilitated conversation about race in the classroom. All are welcome and encouraged to attend regardless of their background or experience talking about race. The session will be geared towards helping teaching staff to explore and better understand ways to talk about race in the classroom as well as drawing upon lived experiences to understand how preconceived ideas might affect interactions with students. The session will also facilitate self-reflection and encourage further learning/discussions as to how staff can consider race and support students from Black, Asian, and Minority Ethnic backgrounds when leading discussions and interacting in the classroom.
C7	Dr Adrian J. Wallbank Lecturer in Educational Development Oxford Centre for Academic Enhancement and Development Oxford Brookes	**Inclusive Integration: the opportunities, challenges and successes of embedding inclusive academic skills and literacies development into an interdisciplinary, 'integrated' foundation year programme** Foundation Years (FY) have proliferated within UK Higher Education in recent years (HESA), and their benefits and successes have been well documented (e.g. the enhancement of opportunities for underrepresented students, second-chance education, skills and confidence enhancement, and a pipeline into STEM [PPN, 2021]). One of the key challenges is the question of how to embed academic skills / literacies development within a meaningful, 'integrated', inclusive, interdisciplinary context effectively (Wingate, 2011, 2015, 2019, and Richards & Pilcher, 2020) whilst utilising expertise from both academic departments and learning development / skills teams, and thus navigating disparate disciplinary agendas, communities of practice and strategic priorities. This paper reports on how this complex terrain was navigated at Royal Holloway, University of London, to successfully embed academic skills (using Universal Design for Learning pedagogy) into an academically authentic, inclusive, interdisciplinary 'Global Perspectives and Academic Practice' unit that facilitated student integration into academic departments. Whilst I report on how the programme led to higher than sector average attainment, retention and progression (the EE described it as a 'TEF Gold offering'), the presentation critically analyses the challenges of embedding and aligning such provision within the communities of practice of a research-intensive institution. Throughout, I suggest ways forward at both practical and strategic levels to ensure the immense potential of integrated, pedagogically inclusive academic literacies development within FYs can be realised whilst facilitating a discussion on best practice and how Foundation Year pedagogical innovation might inform level 4/ 5 teaching and inclusive curriculum development.
C8	Danielle Chavrimootoo, Senior Lecturer Nebiyah Dyer Learning & Teaching Enhancement Kingston University	**Attempting to embed culturally responsive mental health and well-being into the undergraduate curriculum** This facilitated workshop will explore attempts to embed culturally responsive mental-health and well-being strategies into the Level 4 undergraduate curriculum. We are aware that racism has a direct impact on the mental state of university students from Black, Asian, and Minority Ethnic (B.A.M.E.) backgrounds. Students often internalise the idea that they do not belong or deserve to be in Higher Education, which in turn can trigger mental

		health issues such as anxiety or paranoia (Wong, Elmorally, Copsey-Blake, Highwood and Singarayer, 2021; Lynam, Lafarge, Milani, and Worrell, 2021, p.18-19; Dortch and Patel, 2017). This is particularly troubling since B.A.M.E. students enter university with racial and intergenerational trauma that universities neither recognise the existence and impact of, nor teach their students how to manage. Even when they do receive support, it is often not culturally responsive. That is, universities fail to acknowledge the impact that race, culture, and racism have on the mental states of their students. Further to this, universities favour Eurocentric mental health perceptions and interventions over cultural congruent alternatives. This illustrates a clear need for universities to adopt an institutional approach to embedding culturally responsive mental health and well-being literacies into the curriculum.