

<b>Time</b>	<b>Description</b>	
09.00 – 09.30	<b>Registration</b> <span style="float: right;"><i>6<sup>th</sup> Floor Rolle</i></span>	
09.30 – 11.00	<b>Welcome and Conference Keynote</b> <span style="float: right;"><i>Rolle 605</i></span> <b>Developing and Embedding Inclusive Assessment</b> Professor Pauline Kneale, Pro-Vice Chancellor Teaching and Learning and Director of PedRIO and Jane Collings, Educational Development, Plymouth University	
11.00 – 11.30	<b>Tea/coffee and poster session</b> <span style="float: right;"><i>6<sup>th</sup> Floor Rolle</i></span>	
11.30 – 13.00	<b>Session A</b> <span style="float: right;"><i>Rolle 202</i></span> (Chair Adam Fisher)  <b>The Architecture of Inclusive Assessment: Power, Risk and Participation</b> Ann Winter and Alison Iredale  <b>From Outcomes to Outputs: Shifting the Culture of Assessment in the 21st Century Learning Environment</b> Gordon Heggie and Neil McPherson  <b>A Team-based Approach to Thinking and Learning with Year 1 Sports Coaching Students. Traffic Light Team Led Assessment</b> Alison Murray  <b>Applying Inclusive Assessment Design Principles to Physiotherapy</b> Paddy Turner and Dave Lomas	<b>Session B – Workshop</b> <span style="float: right;"><i>Rolle 605</i></span> (Chair Jane Collings)  <b>Inclusive International Assessment: Assessment Practices and Cultures Vary Widely Across Nations</b> Sally Brown
13.00 – 13.45	<b>Lunch and poster session</b> <span style="float: right;"><i>6<sup>th</sup> Floor Rolle</i></span>	

<p>13.45 – 14.45</p>	<p><b>Session C</b> (Chair Jane Collings)</p> <p><b>Inclusive Dissertation Assessment in Art and Design</b> Ray Batchelor</p> <p><b>Problems of Assessment in Media Arts Education</b> Allister Gall</p> <p><b>From Employability to Inclusivity</b> Errietta Bissa</p>	<p><b>Session D</b> (Chair Lynne Wyness)</p> <p><b>Resources for inclusive assessment</b> Pollyanna Magne</p> <p><b>Making Assessment Methods Inclusive for Higher Education Learners with Disabilities and/or Difficulties</b> Elise Young</p> <p><b>The challenge of assessing reflection: The Open University's Access Programme</b> John Butcher, Stefanie Sinclair and Anactoria Clarke</p>	<p><b>Session E - Workshop</b> (Chair Sharon Gedye)</p> <p><b>The Patchwork Text Process as a Tool for Thinking Critically about Assessment Practices in the Marketised University</b> Stella Jones-Devitt</p>
<p>14.50 - 15.50</p>	<p><b>Session F</b> (Chair Rebecca Turner)</p> <p><b>Is Inclusive Assessment a Different Paradigm to Authentic Assessment or Learner Centric Practice?</b> Gareth Neighbour</p> <p><b>The Need for Time, Iteration and Confidence Building to Improve Inclusivity in the Development of Writing Skills: Can we Embed Peer Review in the Wider Curriculum?</b> Kimberley Bennett and Sebastian Stevens</p> <p><b>Preparing International Students for the Diversity of UK Assessments: The Use of Subject-specific, Non-credit Bearing Bridging Modules within a UK-China Articulation Agreement</b> Katie Szkornik, Alix Cage, Ian Oliver, Zoe Robinson, Ian Stimpson, Keziah Stott, Sami Ullah, and Richard Waller</p>	<p><b>Session G - Workshop</b> (Chair Polly Magne)</p> <p><b>Peer Feedback and Assessment: Students as Partners in Designing Inclusive Assessment and Feedback</b> Gina Pauli and Marcia Worrell</p>	
<p>15.50 – 16.30</p>	<p><b>Final Plenary Session</b> <b>Professor Pauline Kneale</b>, Pro-Vice Chancellor Teaching and Learning and Director of PedRIO , <b>Jane Collings</b>, Educational Development, Plymouth University, Dr Erica Morris, Consultant in Academic Practice, The Higher Education Academy, and <b>Professor Sally Brown</b>, Visiting Plymouth University Professor</p>		

## Poster Session

- A) **Measuring the Success of Formative Assessment** - Sophie Willis and Darren Walls
- B) **Understanding and Improving Students' Experience of Assessment: Exploring the Affordances of Inclusive Assessment Design** - John Knight, Rebecca Rochon, Simon Lee-Price
- C) **Making Assessment Inclusive** - Louise O'Boyle
- D) **What do I need to do to be better? An Investigation into the Application of Feedback for the Purpose of Improvement** - Faye Power
- E) **Inclusive Practice in Clinical Competencies** - Judith Caboche and Robert Johnson
- F) **Can Inclusive Assessment be Balanced with Professional Standards?** - Marnie Smith
- G) **Inclusive Feedback Empowering Learners** - Edgar Mihas
- H) **Working in Partnership with Experts by Experience** - Angie Boyle
- I) **Accessible Inclusivity: Provision of a Website Resource on Inclusivity to Assist Staff in Supporting Students** – Emily Danvers and Jennie Winter
- J) **Developing the PALS Model as a Tool to Support Direct Entry Student Transition from Partner Colleges to Plymouth University** – Rachel Shaw
- K) **Untapped Knowledge: Learning from Student Enablers to Develop Inclusive Practice Guidelines** - Priska Schoenborn and Wendy Miller