

## National Teaching Fellowship Scheme 2018 Claim

<b>Name:</b>	Andrea Cameron
<b>Institution:</b>	Abertay University
<b>Criterion 1: Individual excellence</b>	
Evidence of enhancing and transforming student outcomes and/or the teaching profession commensurate with the individual's context and the opportunities afforded by it.	
<p>The hallmark of my 28 year teaching career has been delivering professionally relevant teaching which enables students to perform in real world settings. I seek to evolve my practice, innovating where relevant and continue to do this in a managerial/Head of School role so that I can lead by example and with credibility, resulting in my appointment as Intellectual Lead for Teaching and Learning at Abertay. While I have had a long history of innovation and sharing best practice institutionally it is only in more recent years that my sphere of influence has extended to the national and beyond. The impact at a local level is noted in this statement of support for my successful PFHEA application:</p> <p style="text-align: center;"><i>'Andrea's hands-on approach allowed her the credibility to influence sceptical, and sometimes resistant, colleagues to adjust their teaching practices to incorporate more active enquiry'</i> (RL, former Head of School).</p> <p>I am now a regular contributor at the annual Society for Research in Higher Education (SRHE) conference (also now an elected SRHE Governor), the annual QAA Scotland conference, HEA Symposia (and associated publications) as well as presenting at the International Higher Education Teaching and Learning conference. I am the Education Lead for the Council of Deans for Health (Scotland) and have a key role in working with the other national leads in influencing nurse education. The synopsis below is intended to give an outline of one area, employability, where I chart how my interventions have transformed student outcomes.</p> <p><u>Recording Achievement</u></p> <p>I am, and remain, a registered nurse and my experiences of developing nurse curricula has very much influenced the employability initiatives that I have led. The advent of Project 2000, resulted in a good deal of scepticism from practitioners, specifically regarding the skill capabilities of the new nurse graduate. Consequently, I compiled a Clinical Assessment Record (CAR) using Roper's Activities of Daily Living model enabling three levels of skill competency to be documented: Observed, Practiced, Competent. In 1998 I changed roles and became a Lecturer in Health and Exercise Physiology just as HE was being tasked with integrating employability initiatives into their curricula. I adapted the Nursing CAR to a Laboratory Skills Record (LSR) enabling sports graduates to evidence their skill competencies. These were my first forays into recording achievement for students to articulate experience and capabilities.</p> <p>Almost a decade ago, I introduced students to the e-portfolio, Pebblepad, for documentation and reflection on placement activities. I recognised the growth of LinkedIn as a professional networking/recruitment platform and this led to me creating a 'LinkedIn' webfolio assessment within Pebblepad. I have subsequently presented on this at a number of national education development events and the work also led to me being awarded runner-up prizes for the Best</p>	

Paper and the Torup Award for Most Innovative Use of Technology-Enhanced Learning at the European Network of Information Services (EUNIS) conference in 2015. This work has been adopted in other institutions and influenced Abertay nursing and counselling staff to adopt Pebblepad to support placement activity. Nurse colleagues, with my guidance, have developed and are using a Digital Ongoing Achievement Record (DigiOAR), (the first in Scotland to use an electronic placement log) ahead of national strategies to embed a Practice Assessment Document (PAD) into nursing curricula.

### Clients in the Classroom

Increasing students' employee capabilities through 'real world experiences' was a driver for the 'Clients in the Classroom' initiative I started in 2005 – which had students as co-creators and partners in the curriculum. I recruited staff within the University to participate in a diet and weight loss programme that was run by 4<sup>th</sup> year Food, Nutrition and Health students who determined, through client consultation, the weekly content of the programme that they were supported to deliver. I have presented to internal and external audiences on the value of this type of activity from the clients' and the students' perspective leading to adoption by other colleagues. Recent Service Level Agreements that I progressed with Dundee's two premier league football youth academies, our neighbouring rugby clubs and the local independent school's high performance programme have enabled me to extend the 'clients in the classroom' work to other colleagues and student groups, resulting in timetabled classes being scheduled to run alongside academy training/testing sessions. This concept influenced the successful business case I presented to the university executive in February for dedicated on-site sports facilities. (Abertay University was founded in 1888, and while business cases have been presented since the 1950s the university has no sport facilities).

### Placement, Employability and Impact

I was tasked with embedding placement at every stage of study for a new suite of sport programmes in 2006. Abertay's mission statement references being 'rooted in the community'. The networks that I have been able to build across the city have facilitated the 400+ students annually enrolled on these courses gaining valuable experience which many credit with preparing them for future employment.

*'Placement module I feel benefited myself the most, due to continuing my studies within education, my undergraduate degree facilitated vital experience I required to gain a place on competitive course.'* (EP, PE teacher, SES graduate 2015)

*'Placement module gave valuable experience and created links/ contacts'* (RD, Sports Co-ordinator, Sports Coaching, 2016).

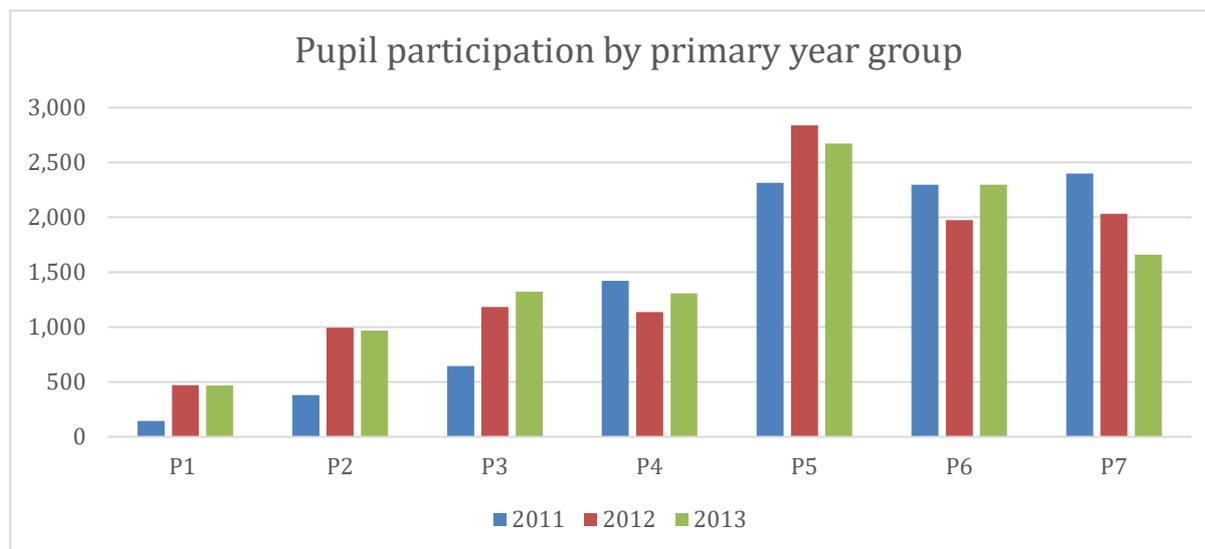
*'My first job was with cricket scotland in schools ..... My experience meant that I could go straight into this role and get going without any issues at all as had experience of all this already through placements.'* (BB, Sports Coaching, 2011).

This work has also had significant impact on the local community. In 2013, Abertay sport students delivered 10,696 activity sessions to primary pupils in Dundee (Figure 1) and resulted in my former line manager stating:-

*'The partnership model of practice that she has implemented is held in high regard and is recognized as a model of good practice by Active Schools in Scotland'.*

(RL, former Head of School).

My Active School colleagues and I have been invited to present to other university sport providers as well as to Active School staff in other regions of Scotland in relation to our partnership.



*Figure1. Active Schools Dundee primary school (P1-7) activity sessions delivered by sport students from 2011-13*

This work has also positively impacted on our sport graduates. My recently published study tracking the career trajectories of those who graduated in the period 2000-2015 noted the learning gain for those from widening participation (WP) backgrounds (outcomes also shared at the Scottish Parliament and Westminster and in the university's silver TEF submission). The sport programmes have a diverse student population (a third are female, 0.9% ethnic minorities, 11% have a declared disability, a third enter with advance standing from FE college, 16% come from the most deprived postcode areas, c.40% are the first in family to attend HE). Data analysis revealed that for WP students who graduated from 2010 onward (after I had embedded employability interventions in the curriculum), there were no longer any differentiated degree or graduate outcomes. Students attributed their employment outcomes to the volume of placement and associated learning activities (see quotes above). In 2017, I was the winner of the Student-Led Teaching Award for Enhancing Student Opportunities (the runner up on four previous occasions). The supporting student narrative included:

*'Andrea is the university's biggest asset to sport students. She is constantly providing us with opportunities to further our practical skills and make contacts in the sport industry. Without Andrea I wouldn't have my current coaching job or most of the sports contacts I have made in my four years of university.'*

My work-related initiatives have been the subject of several external presentations, resulted in an invite to write a book chapter and present at a national Education Strategy Forum, and have been captured in academic papers.

Selected supporting publications

Cameron, A. (2018). The role of inclusive employability-focussed assessment in learning gain. In *Westminster Forum Transcripts*, London: Westminster Higher Education Forum (Curriculum design and student success - learning gain measurement and priorities for embedding employability and inclusivity 27th February 2018)

[http://www.westminsterforumprojects.co.uk/transcript/Curriculum\\_Design\\_Feb18.pdf](http://www.westminsterforumprojects.co.uk/transcript/Curriculum_Design_Feb18.pdf)

Cameron, A., Wharton, Y. & Scally, J. B. (2018). An investigation into the comparative learning gain and 'value added' for students from widening participation and non-widening participation groups: a case study from sports degrees. *Higher Education Pedagogies*, 3(1): 40-59 available online at

<http://www.tandfonline.com/doi/full/10.1080/23752696.2018.1435297>

Scally, J.B. & Cameron A. (2017).The student journey - postgraduate skill development when appraising graduate destination data. *JPAAP*, 5(2), 93-99

<http://jpaap.napier.ac.uk/index.php/JPAAP/article/view/277/pdf>

Cameron, A., Wharton, Y. & Scally, J. B. (2017). *Tracking career destinations of sports graduates 2000-2015 – a longitudinal exploration of destinations and preparedness for the workplace*. QAA Scotland International Conference, Glasgow, June 2017 (Conference proceedings <http://www.enhancementthemes.ac.uk/pages/docdetail/docs/paper/4-4-2-sports-graduates-a-15-year-exploration-of-workplace-destination-preparedness> )

Cameron, A., Cobley, J. & Maxwell, C. (2015). Learning to Link-in – teaching undergraduate sport students how to professionally network via social media using a Pebblepad platform. *European Journal of Higher Education IT 2015-3*

[http://www.eunis.org/download/2015/papers/EUNIS2015\\_submission\\_30.pdf](http://www.eunis.org/download/2015/papers/EUNIS2015_submission_30.pdf)

Cameron, A. (2011). Any volunteers? - an employability case study' chapter in Kemp, P. & Atfield, R.(eds). *Enhancing Graduate Impact in Business, Management, Hospitality, Leisure, Sport and Tourism*. Oxford, Threshold Press

Word Count (Max 1,500 words):

1490 words

## **Criterion 2: Raising the profile of excellence**

Evidence of supporting colleagues and influencing support for student learning and/or the teaching profession; demonstrating impact and engagement beyond the nominee's immediate academic or professional role.

In my roles as Head of School, Intellectual Lead for Teaching and Learning, and a PFHEA I am a key player in disseminating information to the wider university (including the Executive), formulating policy and practice (eg. Assessment and Feedback, Attendance Guidance, Academic Tutoring), and championing enhancement of the student experience.

### Transforming the curriculum

I was one of the main contributors to our recent curriculum review (being tasked with reviewing and researching modular credit systems) and also the reformation of our graduate attributes (working with the student body to identify what encapsulates the Abertay experience). I surveyed over 350 of our 3<sup>rd</sup> and 4<sup>th</sup> year students and the word cloud produced as a result of analysing this data (Figure 2) was subsequently used in overseas marketing materials to illustrate the student perspective of the Abertay experience. As part of the Graduate Attribute project steering group I worked with colleagues to distil this output into a new model (Figure 3). In the ensuing reformation of our curricula, and as Chair of the School's Academic Committee, I worked to ensure that the experiences embedded in our revised programmes enabled our students to develop these attributes. I continue to influence and support colleagues in integrating such activities into the curriculum and also feel that I lead by example. I remain active in the classroom and continue to lead a placement module which is core to our sports students' programmes but is also available as an option to non-sport students. The module provides the students with experience of delivering after school activity programmes to primary pupils in Dundee (work for which I was honoured with an Outstanding Contribution award). (In 2013, this work resulted in 10,696 activity sessions being delivered by Abertay sport students – more than half of which were to pupils enrolled in schools with higher levels of deprivation. Work which informed the successful Dundee Academy of Sport 'widening access through sport' project).

The use of Pebblepad as an e-portfolio is core to the sport placement module and to the students articulating their learning and experiences for a future employer. Therefore the module very much embraces the personal and professional development, as well as the active citizenship domains within the Abertay attributes. It is this work and the networks that it has fostered for students that has positively contributed to the employability and learning gain for the Abertay sport graduates (see section 1). I was one of the early adopters of Pebblepad within the university (and have presented this work at EUNIS, CRA and Scottish TEL user group events) and I have supported other staff groups using the tool as a means of recording and reflecting placement and project activity.

### Academic Tutoring

I have led a number of initiatives in relation to Student Support, specifically regarding the role of the academic within this (Academic Tutoring). This was based on a system that I introduced in the School but was revised and updated subsequent to centralisation of support services and the establishment of a one-stop Support Enquiry Zone (SEZ). The Academic Tutoring model is presented to new staff and students as part of their induction and is visually formatted as a flow diagram. The accompanying guidance is designed to integrate with the work of SEZ and the wider student services and has helped to clarify roles and

responsibilities. The model featured as a QAA Transitions case study and it is hoped that a more systematic approach to student support has been a contributory factor in an improved student retention rate in 2016-17.

### Accelerated Degrees

In 2014 I was appointed the Project Executive for a suite of Accelerated Degree programmes that the university are currently piloting. I liaise with programme teams, recruitment and marketing, the University Executive, support services and with students in terms of evaluating the stakeholder experience. The topicality of accelerated degrees has led to me conducting a webinar for the HEA, as well as writing a case study for their Flexible Learning case study series. I have been the invited speaker at a Universities UK event, resulting in a subsequent feature for the QAA 'Viewpoint' series and the appointment as an external panel member for London Metropolitan's accelerated degrees approval event. My work in this domain reflects on learning from the staff and student experience of accelerated degree provision with the focus being on continued enhancement.

### Enhancing the Student Experience

I have undertaken project work that has aligned with each of the QAA Scotland Enhancement Themes and have disseminated these findings to internal and external audiences. I feel very proud that not only have I been in receipt of internal funds to execute enhancement-focused teaching, learning and assessment projects (ATLEF) , but that higher proportions of funding are allocated to the School because of the volume of bids that colleagues submit, thereby advancing our student experience improvement agenda. Most recently these bids have focussed on transition, and the output of colleagues' funded ATLEF projects has enhanced the experience of our evening access students progressing to undergraduate study (a project on which I was co-investigator), our students who articulate from college (now a dedicated named tutor and improved retention rates for these students), our students undertaking nursing placements (reduced differentiated performance for those with disabilities), and our students' transition into employment. The survey that I used in the transition to employment study with sports graduates has subsequently been adopted by my nursing and counselling colleagues. The reconnection with the latter group as a result of the survey enabled staff to deliver a recent highly successful (and inaugural) international conference on pluralistic counselling. The output from their survey is also enabling them to develop relevant professional development study days for this group of alumni. In my PFHEA application, one of my supporters noted:

*'Her desire to see wider engagement with pedagogic research and the promotion of best practice has resulted in a higher proportion of internal enhancement funds being awarded to the School. Under her leadership, more colleagues are now presenting on learning and teaching activities at national conferences - evidencing the strategic priority that she has placed on raising the profile and reputation of learning and teaching at Abertay University'.*

(RL, former

Head of School)

## Mentoring

I am a mentor for colleagues undertaking our CPD route to HEA fellowship and for our postgraduate certificate in higher education teaching (a regular contributor to this programme and part of the steering group developing the new postgraduate certificate in academic practice). I have a long history of mentoring new colleagues and it was heart-warming to receive the following statement from a former staff member on my appointment to Head of School:-

*'Greetings from Washington, D.C. - I wanted to send my congratulations on your role as Head of School! How exciting and well-deserved!! It's been a bit since my brief time teaching in SES at Abertay-Dundee (2008-2010) but I still very much appreciate the kindness and mentoring you showed me in my time as a Teaching Fellow (among other administrative and lecturing duties).*

*Best, MF'*

Another former colleague (who had previously also been one of my students) on leaving also stated:

*'I just wanted to say thanks for being there at work whenever I need but also for the countless hours you must have out in when I was a student' (RA).*

I was recently appointed as an SRHE Governor, and one of my nominees noted:

*'Andrea has developed her work to innovate and lead on HE employability themes across discipline specific areas of research and promote student transitions into workplace. She actively disseminates her work to inform changes in practice in the HE sector across Scotland and the UK.'*



Figure 2. Word-cloud derived from survey of 3<sup>rd</sup> and 4<sup>th</sup> year students' sense of Graduate Attributes



Abertay Attributes

use from 2015/6 session

Figure 3. Revised Abertay Graduate Attributes for

#### Selected Supporting Academic Output

Cameron, A. (2018). Accelerated degrees – more intense, more pressured – where is the evidence? In *Westminster Forum Transcripts*, London: Westminster Higher Education Forum (Accelerated degrees and credit transfer - putting the Higher Education and Research Act into practice 22<sup>nd</sup> January, 2018)

[http://www.westminsterforumprojects.co.uk/transcript/Accelerated\\_Degrees\\_Jan18.pdf](http://www.westminsterforumprojects.co.uk/transcript/Accelerated_Degrees_Jan18.pdf)

Cameron, A. (2017). Accelerated degree programmes. In Higher Education Academy (2017) *HEA Flexible Learning Practice Guide*. York, HEA, p14.

<http://eprints.hud.ac.uk/id/eprint/31354/1/HEA%20FL%20Practice%20Guide.pdf>

Cameron, A., Annetts, J. & Work, H. (2017). *Attainment and transition experiences of students progressing from an evening access programme to undergraduate study*.

<https://www.srhe.ac.uk/conference2017/abstracts/0096.pdf>

Lowe, I., Cameron, A. & McGregor, S. (2015). *Breaking Barriers – Using sport as a context for cross-curricular education in neighbourhoods with higher levels of deprivation and lower levels of educational attainment*. Workshop at Social Mobility and Widening Access to Higher Education in Scotland: Policy, Practice and Research conference, Glasgow, May 2015

Annetts, J., Work, H., Cameron, A., Miller, A., Stirling, M. & Niitamo, V. (2016).

*Understanding the student journey for students exiting a widening access programme onto undergraduate degree programmes*. Poster presentation at QAA Scotland Enhancement 'Transitions' conference, Edinburgh, June 2016

<http://www.enhancementthemes.ac.uk/docs/documents/end-of-themes-report-june-2017---abertay-university.pdf?sfvrsn=0>

<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3214#.Whg5N0pl-Uk>

Word Count (Max 1,500 words):

1483 words

**Criterion 3: Developing excellence**

Evidence of the nominee's commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.

Evolving practice

My professional background in nursing and in sports coaching is such that reflective practice has been core to my own academic progression. My work on employability has evolved from the Clinical Assessment Record ((1995), to a Laboratory Skills record (2000), to Clients in the Classroom (2005) and embedding placement at every stage of study for our sports students (2007). In relation to the latter, I work closely with one of my key placement providers (Active Schools) to evolve the content of the modules in which this placement is embedded. This is based on student, teacher and pupil feedback as well as ensuring the students are best prepared to deliver physical literacy content to very young pupils. Reflective practice is a staple of weekly tutorial sessions and adoption of the e-portfolio Pebblepad enables the students to evidence their learning. The assessments have evolved (cognisant of the diversity of our student population) and when LinkedIn was gaining credence as a recruitment tool I created an assessment that required students to create material for prospective employers on a digital platform, thereby showcasing their digital literacy. The other unit of assessment evolved from a written case study assessment to an oral presentation of a critical learning event, to a Pecha Kucha-style presentation and is now an interview dually conducted with the placement providers. I have been an advocate of more diverse assessment methods, publishing and presenting on this, but also challenging colleagues to change practice. I attribute the non-differentiated attainment that we now see for our students with declared disabilities to this change in practice.

In preparing the annual report in 2013 I identified that our students with a declared disability were significantly less likely to progress, were significantly more likely to be re-enrolled or be made incomplete, or to achieve a C grade or lower (most marked at the Honours' stage). Our nursing students with a declared disability had significantly lower grade profiles on placement (see Figure 4).

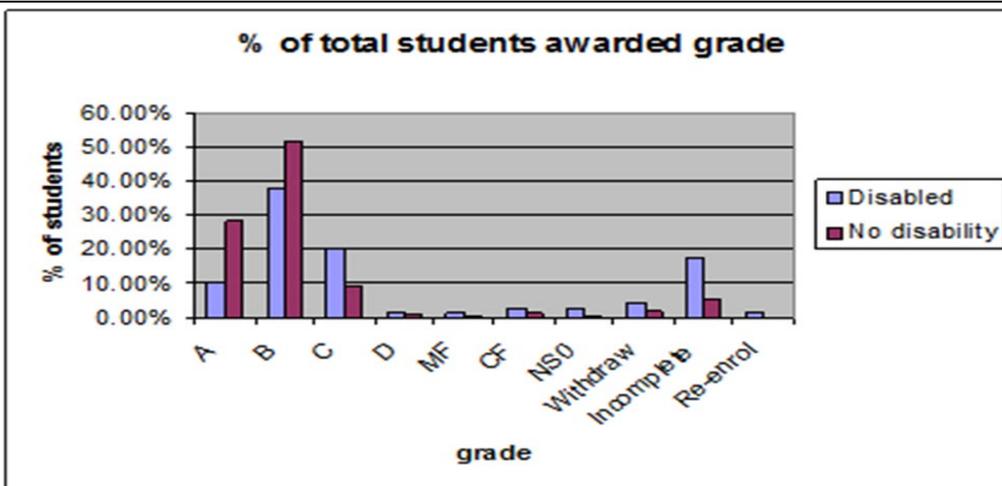


Figure 4. 2012-13 nurse placement grade distribution comparing disabled with non-disabled students

Consequently, I actioned a series of interventions to address this attainment gap. External facilitators from the HEA subject centre’s delivered workshops on inclusive assessment. Staff were encouraged and supported to introduce a broader palette of assessments, and assessment matrices were produced for each programme as part of annual review. Additionally, a colleague and I were awarded funding to lead a project on reasonable adjustment on clinical placement. The output of this has influenced the training of clinical mentors, enhanced student disability service support plans to include practice-based adjustments, and students are now encouraged to disclose their disability at the start of placement through an introductory personal statement on their DigiOAR. Change has been progressive but review of data for the 2016-17 annual report revealed non-differentiated attainment outcomes in all of the School’s discipline areas bar one. The attainment gap has closed for our nurses on placement (Figure 5) and I firmly believe that the project influenced this change. This work will be presented at the Deans of Health and Social Care HEA-forum at the beginning of May.

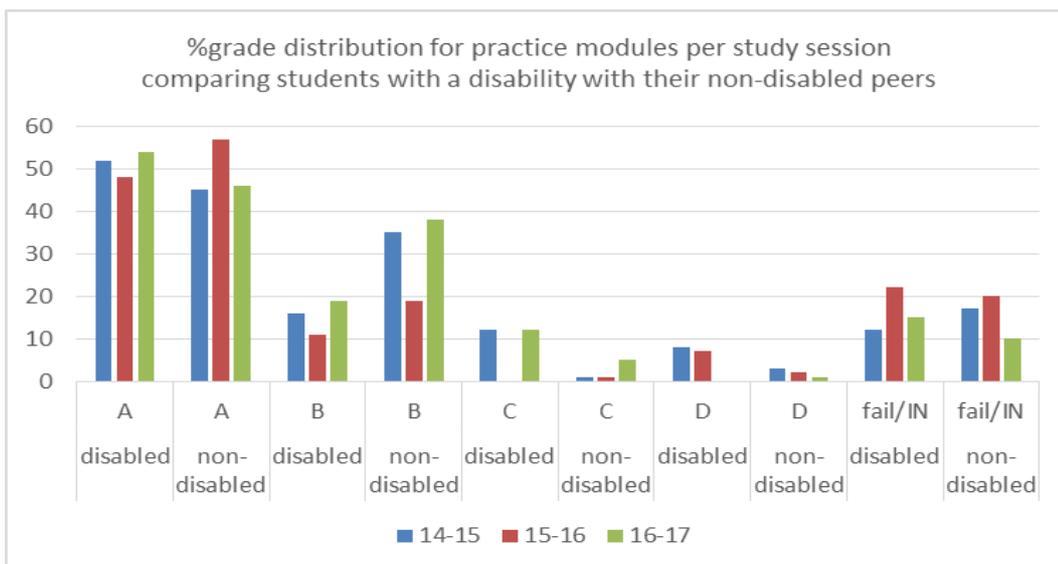


Figure 5. 2014-17 nurse placement grade distribution comparing disabled with non-disabled students

### Diversity competence

My employability work has also influenced extracurricular activities. Subsequent to some disciplinary cases regarding the use of non-inclusive language on social media by members of our Sport community, I was awarded funding to work with our student association and sports office on a project entitled 'Embracing Diversity'. Students' attitudes and beliefs were surveyed before and after some awareness raising activity. A well-publicised launch event connecting our sport teams with inclusive community initiatives involved members of local and national sport organisations as well as the Scottish Minister for the Commonwealth Games and Sport. This led to the following feedback from some of the partners:

*'I cannot compliment you enough on the evening and the project as the whole and we would be delighted to work more closely with you on this (and other) initiative(s).'*  
(RG, DUFC Communications Co-ordinator)

*'It is important that we as sport professionals set an example for the culture we want to see in wider society.'*  
(SD, Show Racism the Red Card Ambassador, Scottish Football)

The project was a runner-up for a sparqs student partnership award in 2015 and its' legacy is it now informs training for our sports team captains, as well as sport placement modules (preparation for work with diverse communities and digital footprints in the context of future employment). The work has also been embedded in a university elective module where, through the medium of assessed debates, the students consider alternative viewpoints within the equality and diversity landscape. Two separate case studies within HEA publications also feature the output from these activities.

My inclusion work extended to leading a HEA Strategic Enhancement Partnership project on embedding race equality in the curriculum (also the subject of a HEA case study) (work commended in 2017 when the university became the only Scottish institution to gain the ECU Race Equality Charter Mark).

### Extending employability opportunities

I have been an influencing voice in the university's employability strategy and am conscious that not all students have programme placement activity. Therefore I regularly signpost community volunteering opportunities to the wider student population. This was acknowledged when I received my Student-Led Teaching Award last year:

*'Andrea is always forwarding information, job adverts & volunteering opportunities to students to ensure they never miss an opportunity to learn, develop and progress. This has lead to Andrea effectively opening doors for myself and numerous other students that have lead to fantastic voluntary opportunities and paid employment, and I'm extremely grateful for all the help, emails, and advice she has given me and my fellow students throughout my 4 years at Abertay.'* (KR, Year 4 Sociology)

An announcement on the university intranet detailing the news of the award winners prompted a colleague to send the following e-mail:

*'Well done Andrea! I know how hard you have worked for student opportunity for your whole career at Abertay. Of course as our HoS you also work to help all our SHS students and staff and share your good practice. Thanks from everyone for your efforts. S'*

The projects that I have led, the evolution of my own teaching practice (embedding employability in the curriculum, innovating in assessment, advancing the inclusive curriculum), the policies that I have led or instigated, and the work that I have disseminated, I think are all testament to my commitment to professional development as well as my desire to influence others. I regularly present at both internal and external events but in tandem, have the opportunity to learn from my co-presenters and update colleagues of initiatives in other higher education institutions.

#### Selected Supporting Academic Output

Cameron, A; MacAndrew, S. Wharton, Y. & Kerin, T. (under review). Dare to be different: innovating in assessment, a case study from the social sciences. *Higher Education Pedagogies*

Cameron, A. (2018). The role of inclusive employability-focussed assessment in learning gain'– *Westminster Forum Transcripts*, London: Westminster Higher Education Forum (Curriculum design and student success - learning gain measurement and priorities for embedding employability and inclusivity) 27th February 2018

[http://www.westminsterforumprojects.co.uk/transcript/Curriculum\\_Design\\_Feb18.pdf](http://www.westminsterforumprojects.co.uk/transcript/Curriculum_Design_Feb18.pdf)

Cameron, A (2017). Enhancing student engagement through assessment – A case study exploring the use of group debates in an undergraduate elective module. In *HEA Transforming Assessment in Higher Education – A case study series*, York: HEA pp.80-84

[www.heacademy.ac.uk/knowledge-hub/transforming-assessment-higher-education](http://www.heacademy.ac.uk/knowledge-hub/transforming-assessment-higher-education)

Cameron, A. (2017). The role of assessment in engaging students and developing employability skills. In *Westminster Forum Transcripts*, London: Westminster Higher Education Forum (Graduates and the labour market - improving employability, addressing skills gaps and latest recruitment practices 30th March 2017

[http://www.westminsterforumprojects.co.uk/forums/publications/Graduate\\_Labour\\_Market\\_Mar17.pdf](http://www.westminsterforumprojects.co.uk/forums/publications/Graduate_Labour_Market_Mar17.pdf)

Cameron, A. (2018). Embedding Race Equality and Internationalising the Curriculum. In *HEA Embedding Equality in the Curriculum Strategic Enhancement Programme Case Studies* (Publication in May, 2018)

Cameron, A., Annetts, J. & Work, H. (2017). *Attainment and transition experiences of students progressing from an evening access programme to undergraduate study.*

<https://www.srhe.ac.uk/conference2017/abstracts/0096.pdf>

Cameron, A. & Abertay Student Association. (2016). Embracing diversity – watch your language: understanding student sports teams' awareness of protected characteristics and the concepts of inclusivity. In ECU/HEA (2016) *Papers from Equality Challenge Unit and Higher Education Academy joint conferences*, London, ECU <http://www.ecu.ac.uk/wp-content/uploads/2016/03/Equality-and-diversity-in-learning-and-teaching-Full-report.pdf> p113-124

**Presentations:**

Cameron, A. & Nicholson, J. (2018). *Embedding Race Equality in the Curriculum: An institutional case study*. Holyrood BAME event, Edinburgh, February 2018 (and ECU Scotland event April 2018)

Cameron, A. & Mack, P. (2015). *Embracing diversity: How can we contribute to non-curricula activities to help our students develop diversity competence?* HEA/ECU Conference, Edinburgh, April 2015

Adams, S., Ion, R., McLean, S., Ozden, K; Cameron, A. & Wood, L. (2014). *Experience of student nurses on placement and survey of nurse mentors understanding of students with dyslexia: a mixed methods study*. ENTER conference, Aberdeen, October 2014

Cameron, A. & Squire, S. (2014). *Engaging Students in Co-Creating Curricula that Embed Equality and Diversity*. HEA Conference, Perth, October 2014

Cameron, A. & Squire, S. (2014). *Embracing Diversity – Watch your language*. HEA/ECU Conference, Glasgow, April, 2014

<b>Word Count (Max 1,500 words):</b>	1493 words
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**References**

As above

<b>Final Word Count:</b>	4466 words
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<b>Signature*:</b> (*electronic signatures are accepted)	
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<b>Date:</b>	23/4/18
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