



Advance HE Teaching and Learning Conference 2019

Northumbria University, Newcastle

Day one, 2 July 2019

Arts and Humanities

Health and Social Care

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Keynote

Dr Diana Beech, Policy Adviser to the Minister of State for Universities, Science, Research and Innovation, Department for Education Policy

Keynote (60 minutes) Room 001, 10:00-11:00

TBC

Arts and Humanities strand

Parallel Session 1 Arts and Humanities, 11:20 – 12:20

AH1.1: Employability skills for well-rounded global graduates: How to implement an innovative Modern Languages curriculum

Dr Elodie Vialleton, Dr Ursula Stickler, Mrs H el ene Pulker and Ms Xinying Zhang, The Open University

Workshop (60 minutes), Room 213, 11:20-12:20

The School of Languages and Applied Linguistics at the Open University recently radically redesigned its Modern Languages curriculum. The institution as a whole has since also developed a new Employability Framework. This workshop will describe the principles underpinning the design of the new curriculum, demonstrate how it is being implemented, and discuss how the involvement of our Associate Lecturers in defining a 'well-rounded graduate' and reflecting on plurilingualism will contribute to the development of our students' skills.

AH1.2: Teaching excellence and embracing innovative teaching practices engaging and supporting "hard to reach" colleagues

Ms Heather Pennington and Ms Emmajane Milton, Cardiff University

Workshop (60 minutes), Room 214, 11:20-12:20

Achieving excellence in teaching and learning practice requires: a) teaching staff to develop an appetite for engaging in critical reflection on their teaching practices and pedagogies and b) developing support systems to foster engagement and to assist with developing, sharing and embedding innovative practices. This workshop aims to look at the effectiveness of using two tools: 1) Peer review and 2) Educative mentoring to encourage and engage colleagues (especially those who are 'hard to reach') in reviewing and developing their teaching and learning practices in a collegiate and supportive context.

AH1.3: "What the teacher is, is more important than what he teaches," Menninger, K.A: The 55 core behaviours of transformational educators

Mrs Dianne Burns, Professor Judy Williams and Dr Lucie Byrne-Davis, University of Manchester

Workshop (60 minutes), Room 221, 11:20-12:20

This session aims to inspire behaviour change in those who teach. We will highlight findings from our research which identifies the 55 core behaviours of 'transformational educators' and encourage participants to reflect upon ways in which they can adopt such behaviours and support their colleagues to develop them. The objectives of this session are to: outline the concepts of transformational teaching and learning; identify 55 core behaviours of transformational educators; encourage critical discussion of how this information might be used to inform staff development programme; and encourage participants to consider

whether the observation of teaching behaviours could be used to assist in the recognition of teaching excellence.

AH1.4: The use of sensation, authenticity and imagination as a tool for assessment

Mr Kieran Sheehan, Academy of Live and Recorded Arts

Workshop (60 minutes), Room 222, 11:20-12:20

The aim of this workshop is to introduce academics to embodied practices of assessment used within the Academy of Live and Recorded Arts. The workshop encourages cross-disciplinary exploration of the use of physical sensation and its correlation to imaginative response in relationship to assessment processes. Through simple, often static individual work, the participants will explore cross art form embodiment exercises that increase their understanding of the use of sensation in knowing, expressing and assessing arts-based artefacts. Participants will be challenged to engage in sensation-based language and question the validity and legitimatisation of this practice within and beyond the acting conservatoire border into the wider higher educational landscape.

AH1.5a: TBC

Oral presentation (20 minutes), Room 223 A, 11:20-12:20

TBC

AH1.5b: History through practice: The Historiography Module in UK HE History departments, and ways to teach through practice

Dr Elizabeth Goodwin, York St John University

Oral presentation (20 minutes), Room 223 A, 11:20-12:20

This session will explore the place that the historiography module holds with the curricula of UK HE History departments, and explores case studies and ways to teach such modules that increase student engagement. Traditionally, research from the UK and US demonstrates that student feedback on such modules identifies both a lack of understanding of the relevance of these modules, and a general lack of enthusiasm from students within the course. Exploring case studies that focus on fully embedding the relevance of the course to their later studies, this paper will argue that a practical application of historiographical approaches to primary sources as a way to engage with theory alert students to the relevance of the course individually and as part of their wider studies.

AH1.5c: Take a picture of religion: Engaging students at a distance through digital photography

Dr Stefanie Sinclair and Dr John Maiden, The Open University

Oral presentation (20 minutes), Room 223 A, 11:20-12:20

This paper critically considers the pedagogical value of innovative activities that allow students to share and comment on each other's digital photographs, sound recordings and texts on an online platform. It assesses the strengths and limitations of this approach to personalised, multi-sensory learning through digital technologies in HE, with a particular focus on the impact on student engagement with complex concepts in blended and distance learning contexts. It is based on a case study exploring small group activities, both assessed and unassessed, that form part of a Religious Studies course (A227 'Exploring Religion: Places, Practices, Texts and Experiences') at the Open University.

Parallel Session 2 Arts and Humanities, 13:20 – 14:20

AH2.1: Value studies: A cross-institutional approach to a liberal education in theory and practice

Miss Cassie Shaw and Dr Thomas Nørgaard, University of Winchester
Workshop (60 minutes), Room 213, 13:20-14:20

At the heart of the University of Winchester's Institute for Value Studies is the belief that there are certain fundamental questions that have a claim on us all. Such questions are posed through multiple interdisciplinary modules that bring students together from across the institution, where they are invited to discuss important value concepts - such as freedom, justice and love - and the role they play in conversations about politics, morality, art, religion and education. This session will explore the IVS modules, the unique learning experience they provide and the innovative assessment method. This workshop will thereafter transform the room into a Value Studies session, where it will invite delegates to think, discuss and work through exemplar Value Studies module questions.

AH2.2: Research and creative insight

Dr Heather Dyer, Royal Literary Fund
Workshop (60 minutes), Room 214, 13:20-14:20

This workshop is an opportunity to reflect on your own research and explore techniques that can help you and your students generate creative insights. As a consultant fellow with the Royal Literary Fund I lead workshops and writing retreats for students and academics across all disciplines. In this session I will share some of the divergent thinking activities, freewriting techniques, contemplative exercises and working practices that can help academics realise new connections within their research.

AH2.3: Inclusive assessment. Where shall we start?

Dr Ruth Payne, University of Leeds
Workshop (60 minutes), Room 221, 13:20-14:20

This session aims to round up a potentially bewildering array of considerations in assessment design and suggest adoptable approaches that can immediately enhance student experience. The workshop provides an opportunity for delegates to discuss their own approaches to inclusive assessment and offers information about the specific factors that affect inclusive design. A model will be presented that outlines approaches currently being adopted at the University of Leeds. By the end of the discussion, delegates will be able to propose a tailored list of key steps towards inclusive assessment in their own institutions, and to articulate the pedagogical benefits of adopting inclusive assessment practices.

AH2.4: The importance of 'in-between time': Mindful teaching and learning

Ms Dawn Ingleson, London South Bank University
Workshop (60 minutes), Room 222, 13:20-14:20

This session discusses mindfulness outside formal teaching and learning and deliberates how we can bring it usefully into the teaching space. Participants will experience mindfulness focusing on breathing and an awareness of thoughts and feelings as they happen in the moment. This research is exploring the premise that if students understand themselves more, they are more able to engage with their studies, notice signs of stress or anxiety earlier and deal with university life better. The link with being good listeners, in the present,

and inner and outer experiences and being a responsive, 'in the moment' performer is investigated.

AH2.5: A creative approach to developing digital capabilities in the Arts and Humanities

Dr Doug Ingram, Dr Peter Watts and Mr Julian Tenney, University of Nottingham

Workshop (60 minutes), Room 223 A, 13:20-14:20

Digital natives' may not be quite so good with digital tools as we sometimes think they are! We are in the process of finding out. In an innovative collaboration between the Arts Foundation Year and Learning Technologies at the University of Nottingham, we are getting students to use a range of social media and digital tools as a key part of their learning and for their assessment. In this workshop, we will tell you about what we are doing, get you to do some yourselves and discuss how we (and perhaps you) might develop this for the future.

Parallel Session 3 Arts and Humanities, 14:30 – 15:30

AH3.1a: Defining an excellent learning experience for Humanities students in remote parts of the Scottish Highlands

Dr Brian Boag, University of the Highlands and Islands

Oral presentation (20 minutes), Room 213, 14:30-15:30

This session outlines research that has identified the ways in which teaching excellence and an excellent learning experience for students can be and has been achieved in the Humanities Scheme of the University of the Highlands and Islands. A blended learning model has been developed to deliver the curriculum to a dispersed population of students in a distributed network of academic partner colleges. The session recognises where excellence has been achieved and provides examples in three particular subjects.

AH3.1b: Realising the virtual classroom

Dr Murray Earle, University of Edinburgh School of Law

Oral presentation (20 minutes), Room 213, 14:30-15:30

This session reflects on the experience, across two semesters, of conducting Medical Law tutorials, in real time, to a geographically diverse range of online learners at Master's degree level. Feedback was used after each tutorial to enhance the pedagogical outcomes of subsequent tutorials. The session will reflect on the experience, and will assess the lessons learnt from the Semester 1 course, that were used to enhance the Semester 2 experience. It will also reflect on working with student cohorts of different sizes and geographical spread, which requires both technological and chronological adaptations.

AH3.1c: 'If you can't beat them join them': Using social media platforms to engage the millennial learner

Ms Clare Langford, Birmingham City University

Oral presentation (20 minutes), Room 213, 14:30-15:30

This session introduces some of the teaching and learning approaches used on the BA Hons Textile Design programme to engage our digital native students. As lecturers coming from the digital immigrant age, we can often find ourselves somewhat reluctant to acknowledge and embrace the positive experiences that social media and online platforms can offer our students. This talk outlines how online platforms such as YouTube, Instagram and Padlet,

along with the use of mobile phones in the classroom, can create new opportunities for knowledge transfer and peer-to-peer learning.

AH3.2a: Innovative strategies for teaching Acting students with dyslexia: Embodied cognition and visual interpretive mnemonics

Dr Petronilla Whitfield, Arts University Bournemouth

Oral presentation (20 minutes), Room 214, 14:30-15:30

How might actor-trainers meet the needs of students with dyslexia, especially when interacting with Shakespeare's text? How might our methods break away from practices that support the dominant group whilst undermining those whose processes and strengths lie outside of conventional models? Students with dyslexia in actor-training is a common occurrence. Currently, there is little research or discourse regarding the facilitation of dyslexic acting students through adaptation of teaching approaches. This session aims to share some devised strategies of teaching, drawing directly from the dyslexic individuals themselves, with the objective of stimulating a critical, reflective pedagogy, towards emancipation of the abilities of individuals with dyslexia.

AH3.2b: Could the pedagogic strategies advocated for dyslexic learners help address the HE attainment deficits of Black and Minority Ethnic (BME), white working class and international students?

Ms Melanie Gale Davies, University of the Arts London: London College of Fashion

Oral presentation (20 minutes), Room 214, 14:30-15:30

Dyslexia research and pedagogy is a relatively well-funded aspect of inclusive educational research. For this reason, there has developed an extensive body of literature which tests the effectiveness of pedagogic strategies and interventions in relation to the literacy difficulties of dyslexic children and adults. This session will advocate the wider application of this knowledge. The session aims to explore the implications, practicality and potential impact of using strategies which have been proven to help dyslexic learners, more widely in higher education.

AH3.2c: Diversity or decolonising, inclusion or insurgency: Critical voices in Actor training

Mr Daron Oram, Royal Central School of Speech and Drama

Oral presentation (20 minutes), Room 214, 14:30-15:30

This presentation shares a strategy for pedagogic research that has the potential to be applied across a broad range of subjects. The outcomes of a three-year practice-based research project, which explored speech, accents and dialect training for actors, will be discussed. The research identifies colonised practices within existing pedagogy and engages with a model of decolonising action that goes beyond tokenistic or exploitative diversity and inclusion. The resulting curriculum is one that takes a critical/radical approach and encourages students to develop practice and understanding that will enable them to meet and challenge industry norms.

AH3.3a: The reading list as a space of innovation: How traditional pedagogical tools can offer opportunities for new forms of practice

Dr Richard Steadman-Jones, University of Sheffield

Oral presentation (20 minutes), Room 221, 14:30-15:30

Within HE the production of reading lists is a traditional and taken-for-granted practice. However, the reading list has the potential to become a more powerful tool than we often assume. This talk will explain how, after a crisis in my own mental health, I came to see the

reading list as more than an inventory of resources. Through the medium of a commentary on recommended reading, I found a way to speak to students about the cognitive and emotional challenges that arise in studying in HE. This approach is productive in supporting students with different needs: mature learners, students with mental health challenges, overseas students, and students with varying levels of confidence and ability. Thus, the reading list can be a key element in developing an inclusive approach to learning.

AH3.3b: Exploring the opportunities and dilemmas of utilising participatory action research: Working with students as co-creators to embed equality and work towards decolonising the undergraduate Level One History programme

Miss Danielle Chavrimootoo, University of Manchester

Oral presentation (20 minutes), Room 221, 14:30-15:30

Historical and Philosophical Studies undergraduate student cohorts are overwhelmingly white, and have lower proportions of BME students (Royal Historical Society 2018 p8). History at The University of Manchester reflects these broader trends, recruiting low numbers of Black Caribbean and Black African students to the undergraduate programme. The History Department has undertaken a critique of its current curriculum with a view to redesigning a more inclusive accessible Year One Curriculum. This session will present the work in progress action research pilot project exploring academic staff and students' thoughts and feelings of working in partnership in developing a new diverse and inclusive curriculum.

AH3.3c: The student journey: Making it matter

Mr David Dennison, University of Central Lancashire

Oral presentation (20 minutes), Room 221, 14:30-15:30

"Teachers have little control over what students take away from an educational experience". If we agree with this statement by Jacob Neumann, then surely we must "make such a journey matter for students". How can we do this? How can we start to transform curricula that have often been dominated by white, male, western practitioners? This brief session will discuss a critical, self-reflexive analysis of pedagogic practice, with particular reference to promoting inclusion and discussing equality and diversity.

AH3.4a: The Games Fusion Project: Mirroring creative industry practices and pipelines

Dr Karen Shoop, Queen Mary University of London and Dr Chris Lowthorpe, University of the Arts London

Oral presentation (20 minutes), Room 222, 14:30-15:30

The creative digital industries require a fusion of competencies, often beyond the core skills developed in Art and Design Schools and university degrees. As these creative industries are rapidly changing, the educational curriculum must adapt to ensure student employability. Student group projects should not be viewed as a single-skill activity for multiple students, but as an opportunity for students to fuse creative and critical thinking, strategy, design, marketing and communication skills, plus technical competencies such as coding. This talk will outline how the Games Fusion Project can inform curriculum, notably project design, to maximise inclusivity and student professionalism.

AH3.4b: TBC

TBC

Oral presentation (20 minutes), Room 222, 14:30-15:30

TBC

AH3.4c: The Falmouth IoP Hub: A workspace to facilitate blended and immersive teaching and learning

Ms Mandy Lee Jandrell, Falmouth University

Oral presentation (20 minutes), Room 222, 14:30-15:30

In September 2018, The Institute of Photography at Falmouth University launched its new 'Hub' space, a flexible multi-purpose collaborative learning and production space. The IoP Hub was designed as a contemporary real-world creative industries work environment, with flexibility built in, to host a variety of immersive and blended learning activities and foster a sense of community, peer learning and collaboration. This presentation will outline the rationale for the design, its implementation and its current usage across the three courses in the IoP, looking at the kinds of innovative learning activities the IoP Hub has facilitated in its first year of use.

AH3.5a: Doing it for real: Curriculum design in a creative university

Dr Caroline Pullée and Ms Tracy Pritchard, Falmouth University

Oral presentation (20 minutes), Room 223 A, 14:30-15:30

The aim of this presentation is to disseminate the results of the learning and teaching project, Making the Curriculum Clearer, which focused on factors which drive (and suppress) student-centred curriculum design innovation. The session will classify learning and teaching innovation in a creative arts university, with a focus on creativity and design thinking as drivers of innovation and enterprise and evaluate the impact of a 'doing it for real' ethos on multi-disciplinary and inter-disciplinary innovation. The session will also include recommendations which can lead to effective and flexible curriculum design.

AH3.5b: Plastic Fantastic?: The power of the use of plastic in object based-learning in higher education

Dr Kirsten Hardie, Arts University Bournemouth

Oral presentation (20 minutes), Room 223 A, 14:30-15:30

This presentation aims to examine the value of the use of plastic objects in object-based learning (OBL) in higher education. It considers how, for example, a pair of 19th Century horn scissors, a 1930s shellac record and contemporary plastic disposable cutlery, can engage and perplex learners and provide potent tools for learning and teaching. It considers how PGCE students can explore and use plastic objects as a catalyst to develop innovative teaching ideas. The presentation considers how the objects' plastics properties, qualities and associations can intrigue and arrest learners' attention and can promote and provoke important debate and contemplation as students consider, evaluate and re-evaluate attitudes regarding plastic... and learning and teaching.

AH3.5c: Examining design process journals for postgraduate student learning

Miss Julia Maclean, Glasgow School of Art

Oral presentation (20 minutes), Room 223 A, 14:30-15:30

The Design Process Journal course at the Glasgow School of Art enables postgraduate students to develop methods to systematically capture and articulate their individual design process. Drawing upon visualisation and reflection methods, as well as tools for recording

and analysing the design process, students develop greater insight into their design practice and its potential. This presentation examines the impact Design Process Journals have on students' learning focusing on knowledge and skills, and transference to current and ongoing design practice. Utilising a multi-method approach, the study comprised of students enrolled in School of Design programmes. The key findings from the study will be presented and areas for future investigation described.

Poster Presentations Arts and Humanities, 15:30-16:00

AHPOST: Professional writing embedded in the Law curriculum: Employability and much more

Dr Maribel Canto-Lopez, University of Leicester

Poster presentation, Ground Floor Lobby, 15:30-16:00

The requirement of producing employable graduates is well established in HE; more so as 'the UK carves out a new economic role in the world after Brexit' (CBI, 2017). The research presented here will inform on students' perceptions on professional writing activities embedded in Law core modules, over two years. This project also involved collaboration with professional careers services and a well-known law firm, which offered a competitive prize to students. The positive empirical data from students' experience gives encouragement about presenting this activity as a worthwhile initiative for other HE tutors, who may want to design assignments embracing employability skills.

AHPOST: Falmouth Institute of Photography Hub Teaching and Learning Space

Ms Mandy Lee Jandrell, Falmouth University

Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster will visually represent the development and use of The Institute of Photography Hub at Falmouth University. In September 2018, The Institute of Photography at Falmouth University launched its new Hub space, a flexible multi-purpose collaborative learning and production space. The IoP Hub was designed as a contemporary real studio-based work environment, with flexibility built in, to host a variety of immersive and blended learning activities and foster a sense of community, peer learning and collaboration.

AHPOST: Technology-infused teaching: Many flavours for higher education

Ms Agnes Grondin and Mr John Magpayo, Middlesex University

Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster will focus on how emerging technologies (Adobe Connect Breeze and Kaltura) have the potential to provide a safe learning environment to students regardless of their backgrounds, learning styles and abilities, thus promoting an innovative and inclusive curriculum. The session will showcase how these technologies have been used to enhance the student learning experience and encourage delegates to think how they could use them within their own discipline.

AHPOST: Talking TEL: Translating innovative online teaching with academics

Dr Jennifer O'Brien, University of Manchester

Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster critically evaluates the process of working with academics, policy makers, researchers, and practitioners from across the globe to create an entirely online interdisciplinary course about Sustainable Development Goals. By considering how the ideas of that diverse range of stakeholders were translated into technology-enhanced learning (TEL), the poster hopes to add to critical discussion about TEL in pedagogy.

AHPOST: Balancing content, skills and language: An interdisciplinary approach to helping students learn

Ms Alison Leslie and Dr Emma Fraser, University of Leeds

Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster will reflect on an innovative approach by English for Academic Purposes practitioners in collaboration with Sociology specialists at the University of Leeds to support students in their academic development. This combined approach of embedding academic literacy in discipline-specific seminars is underpinned by best practice in sharing understanding of how students construct meaning in the discipline and understand the requirements of the academic community they are transitioning to (Wingate and Tribble, 2012; Hathaway, 2015; Wingate, 2016). Student feedback highlights the challenges of balancing diverse needs, which is central to improving the student experience in HE.

AHPOST: Playing around with a few of your favourite things: Immersive teaching, challenging assessments, retained students and forgotten ancient Egyptian objects

Dr Katharina Zinn, University of Wales Trinity Saint David

Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster introduces the involvement of students in the literal and cultural (re)discovery of ancient Egyptian artefacts as part of a cooperative project between Cyfarthfa Castle Museum, Merthyr Tydfil and UWTSU Lampeter led by the author. These artefacts and the student's primary research form part of module assessments and extracurricular activities (exhibitions, community outreach) that aim to bring these objects back to life. Student participants create academic object biographies and tell stories around these artefacts which both satisfy the audience of the museum as well as other involved communities (local school children as part of their school curriculum and home-schooled children).

AHPOST: Career builder: Addressing the challenges of global employability in higher education

Dr Shirley Jenner, University of Manchester

Poster presentation, Ground Floor Lobby, 15:30-16:00

This session outlines an employability initiative which is addressing challenges faced by when supporting students aspiring to enter global job markets. A better understanding of students previous work experience and future career aspirations informed the design of a Career Builder initiative. The project draws upon pedagogy of experiential, collaborative learning including play-based workshop activities. Activities enable students to exchange insights about past work and job-hunting experience and for mutual benefit. Initial evaluations suggest this knowledge-sharing provides context rich insights into global

employer recruitment and selection processes, boosts confidence, creates spaces for personal reflection and signposts to additional resources.

Parallel Session 4 Arts and Humanities, 16:00 – 17:00

AH4.1a: The global workplace: How international, creative partnerships prepare students for employment in the UK and beyond

Ms Gill Foster, London South Bank University

Oral presentation (20 minutes), Room 213, 16:00-17:00

The challenges facing learners and teachers today are perhaps greater than we have ever known. In order to respond the academy has to become more flexible, more creative, more innovative than ever before. In this presentation I will explore the way in which the development and design of creative, international partnerships can engage students in high-level experiential learning in order to extend their perception of themselves as global citizens and artists. I will explore the way in which two international, creative partnerships at London South Bank University have opened up a world of opportunity where students experience deep learning whilst simultaneously developing socio-cultural and employability outcomes that prepare them for the global workplace.

AH4.1b: Language learners as mediators between cultures: Gaining an invaluable life-skill

Mr Jonas Langner, King's College London

Oral presentation (20 minutes), Room 213, 16:00-17:00

Mediation is one of the language competences set out in the Common European Framework of Reference for Languages (CEFR) but it has been largely neglected in the UK despite its potential to provide students with invaluable employability skills. Mediation differs from translation (widely taught at universities) and refers to the transfer from a text of any type (written or spoken) in one language into another taking into account the differences between the two cultures. This presentation will outline and explore the opportunities this skill offers, paying particular attention to its scope as a tool for authentic assessment.

AH4.1c: Mentorship melding: Piloting a postgraduate mentoring network

Ms Bethan Alexander, London College of Fashion, University of the Arts London

Oral presentation (20 minutes), Room 213, 16:00-17:00

This presentation focuses on a project aimed to pilot a postgraduate mentoring network for students studying MA Fashion Retail Management at London College of Fashion, UAL. The project objectives are threefold: To establish how mentoring fits within the collaborate learning model; to assess the role and benefits of mentoring for postgraduate students by offering both an intra-alumni peer approach – supporting the transition process to M-level study and empowering self-directed learning; and an inter-sector approach – partnering students and industry to support the transition and advancement of employability; and to determine the broader effects of mentorship on all stakeholders in order to propose its wider establishment within college provision.

AH4.2a: Student-centred learning – made public: Challenging hierarchies and breaking boundaries in undergraduate and postgraduate research writing

Dr Clive Palmer, University of Central Lancashire

Oral presentation (20 minutes), Room 214, 16:00-17:00

This presentation scopes a 12-year project of publishing undergraduate and postgraduate research through various student-centred books, including the highly innovative Journal of Qualitative Research in Sports Studies (established 2007). Across some 400 publications, spanning storytelling, poetry, arts and qualitative research in sport, writing partnerships have been established, breaking down status boundaries in HE; of whom might be writing for whom, and for whose benefit in the processes of teaching and learning. Some fascinating back-stories of confidence and academic development will be revealed, as with experience, novice writers become mentors, all in the going currency for universities... research literacy, made public.

AH4.2b: A book to bind us together: Staff–student collaboration on a new model of publication

Ms Avril Gray, Edinburgh Napier University

Oral presentation (20 minutes), Room 214, 16:00-17:00

This presentation provides insights into a ground-breaking initiative in which academics worked with students to produce a new book, entitled “Innovation in Learning and Teaching”. The book has now been published in print and is available on Amazon (an institution first). The initiative put students at the forefront when defining teaching excellence. It provided a publication forum for staff across disciplines at varying stages of their career. Outputs extend beyond the tangible and include increased student retention and satisfaction, improved staff motivation, confidence and promotion. This presentation investigates how the institution can support research and publication by means of an innovative model. Backed by a richness of insight, these are issues relevant to policymakers and academics everywhere.

AH4.2c: TBC

TBC

Oral presentation (20 minutes), Room 214, 16:00-17:00

TBC

AH4.3a: From ego to eco: Transformative learning experiences combining Visual Communication with Psychology

Miss Joanna Rucklidge and Dr Elizabeth Freeman, Sheffield Hallam University

Oral presentation (20 minutes), Room 221, 16:00-17:00

Combining two different fields, Elizabeth Freeman and Joanna Rucklidge conceived of a student project using time in ‘nature’ to explore a relationship between eco-psychology and visual communication. The project involved 15 visual communication students ‘imagining’ nature, ‘experiencing’ nature, and finally ‘interpreting’ nature as a piece of visual communication for an audience. By “making-meaning” from their experiences, students described emerging themes as: employing visual communication practice as a means of benefiting community; greater awareness of lifestyle and resources; an understanding that nature and self-reflection are good for health. The evidence of “perspective transformation” included a shift in psychology, conviction and behaviour.

AH4.3b: Making positive social change: Teaching the Sustainable Development Goals and constructing genuinely interdisciplinary assessment

Dr Jennifer O'Brien, University of Manchester

Oral presentation (20 minutes), Room 221, 16:00-17:00

Education for Sustainable Development (ESD) should be empowering, holistic and transformational. A new course about Sustainable Development Goals brings together interdisciplinary researchers, activists and alumni, aiming to equip students to affect positive social change. Available to all undergraduate students, learning spaces will be constructed by mathematicians, anthropologists, historians, etc. Whereas social scientists are used to pondering 'big questions', traditionally in essay format, scientists solve problems with precision and expect to achieve 100%. Drawing upon focus group research this presentation invites discussion around the challenge of creating a piece of assessment that embraces the transformative pedagogy of ESD.

AH4.3c: Multi-disciplinary/professional simulation: Blue light exercise

Mrs Bridie Jones and Mr Paul Burrows, University of South Wales

Oral presentation (20 minutes), Room 221, 16:00-17:00

This session will outline the issues associated with organising a multi-disciplinary simulation exercise and will highlight the benefits and pitfalls of implementing such an exercise.

AH4.4a: Partnering with students to support the FASS international student community

Dr Carolyn Stott, University of Sydney

Oral presentation (20 minutes), Room 222, 16:00-17:00

Inspired by the recommendations outlined in the 2018 University of Sydney International Taskforce report, by research into the international student community and by feedback received from the Faculty of Arts and Social Sciences international student community, this project responds to the need for international students to feel a sense of belonging and connectedness to the university, as a buffer against the challenges they face which are part of the acculturation process undergone upon arrival: educational, sociocultural, discrimination, practical, language. Relationship building between international and domestic students has been identified as an essential element of a successful international study experience.

AH4.4b: Making induction work for students

Dr Linet Arthur and Dr Shirley Shipman, Oxford Brookes University

Oral presentation (20 minutes), Room 222, 16:00-17:00

This presentation on induction will be based on the analysis of 172 questionnaires and student focus groups about their induction experiences, comparing students who have an intensive induction week led by the subject team, students who have a shorter programme, interacting with second and third years on the same course, and students who have minimal subject input in their induction. A core aim of the student survey was to identify the role played by induction in enabling students to transition successfully into university. It identifies what students expect from induction, what they find useful, and provides recommendations for the future

AH4.4c: TBC

Oral presentation (20 minutes), Room 222, 16:00-17:00

TBC

AH4.5a: Cosy bedfellows? Independent learning and peer interaction online

Dr Richard Marsden, The Open University

Oral presentation (20 minutes), Room 223 A, 16:00-17:00

Independent learning is usually envisaged as something that students do alone. This presentation will challenge that assumption. On 'The Making of Welsh History', an online distance-learning dissertation module at the Open University, the situation is quite the reverse. There, the skills of independent learning are fostered through a variety of high-frequency online activities through which students share and feedback on each other's work, ideas and interpretations. In this way, they become co-teachers of their peers as well as independent researchers in their own right.

AH4.5b: Understanding students' use of feedback: A research project studying undergraduate and postgraduate Architecture cohorts

Dr Charlie Smith, Liverpool John Moores University

Oral presentation (20 minutes), Room 223 A, 16:00-17:00

It has been argued that comments about students' work only become feedback when students use them to make improvements to their work or learning strategies. However, often they do not understand such comments, or struggle to apply them. This presentation discusses the outcomes of a project researching how students comprehend and utilise feedback about their coursework. It explored questions such as which type of feedback do they find most useful, what makes them more likely to act on feedback, and if they revisit feedback. The objective was to learn how students make sense of feedback, and to enhance learning from it.

AH4.5c: Towards a taxonomy of problem-based learning (PBL) delivery and evaluation

Dr Joanna Berry and Ms Fiona Urquhart, Durham University Business School

Oral presentation (20 minutes), Room 223 A, 16:00-17:00

This session aims to demonstrate and evaluate current practices in problem-based learning (PBL) in different environments, to create a framework through which colleagues can apply PBL techniques to their own teaching environments. Evaluation will ultimately lead to recommendations for effective implementation and application of PBL techniques. This session will introduce the topic, its history, advantages and criticisms. Methods of assessment will be covered, as well as how to use PBL in an online environment. Delegates will have the opportunity to engage in shared discussion, as well as to hear about examples of good practice.

Health and Social Care Strand

Parallel Session 1 Health and Social Care, 11:20 – 12:20

HSC1.1: Pathways to the public health workplace

Dr Debbi Marais, University of Warwick

Interactive breakout session (60 minutes), Room 223 B, 11:20-12:20

This world café session aims to discuss the challenges and benefits of virtual placements or service learning within the context of authentic teaching and assessment. Participants will be asked to share their thoughts using a world café methodology. The session will start with an introduction to an innovative module which offers students a competitive placement in an organisation with a health and wellbeing role working on an organisation-directed project. Apart from receiving academic credit, students enhance their employability and receive valuable feedback on their performance in the workplace. The module offers a 'real world' opportunity with the complexities this sometimes attracts as placements may be on-site or working remotely.

HSC1.2: Active patient and carer involvement in interprofessional education: Moving beyond the rhetoric

Dr Melissa Owens and Mrs Helen Cook, University of Bradford

Workshop (60 minutes), Room 224 B, 11:20-12:20

The aim of this session is to increase participants' knowledge and understanding of the value of using patients and service users as a means to enhancing collaborative practice and a partnership approach to care. We will: discuss the meaning of a truly 'active role' in relation to patient and service user engagement in health care education; through discussion, identify the different roles that patients and carers can play within IPE activities; share examples of good practice where patients and carers have positively contributed to IPE activities; and consider how active involvement of patients and carers could be used in future IPE activities.

HSC1.3: Transitions in care: A patient's journey

Dr Janina Iwaszko, University of Worcester

Workshop (60 minutes), Room 224 C, 11:20-12:20

The aims of the session are to demonstrate the findings of the Transitions in Care Project and to demonstrate the use of the interdisciplinary educational tool that was developed out of the project. The session will outline the design and implementation of the research, using simulation and video recall tools. Then participants will have the opportunity to take part and explore the Patient Journey, learning about the differing healthcare professionals' roles and clinical cultures. Each professional in the original study had a student accompanying them, so the educational use of the interdisciplinary video recall tool can also be evaluated.

HSC1.4: The use of an innovative high-fidelity simulated practice approach in interdisciplinary teaching and learning

Mrs Gemma Breitschadel and Mr Ben Wyke, University of Derby

Workshop (60 minutes), Room 226, 11:20-12:20

This workshop explores the application of simulation to interdisciplinary learning through presenting an innovative, 'high-fidelity' experience as provided to students. The workshop is

designed to appeal to educators in health and social care looking to develop interdisciplinary learning and teaching using a blended approach which draws on simulation, both virtual and 'live', to generate group learning tasks, facilitated analysis and reflection. The aim is to both present the overall process and also enable participants to get an experience of the process from the student point of view.

HSC1.5: Translating research into practice: From systematic reviews to 'just-in-time' tools for educators

Janusz Janczukowicz, Medical University of Lodz/AMEE

Workshop (60 minutes), Room 227, 11:20-12:20

This workshop explores how we access and use research findings to inform our day-to-day teaching practice. Two AMEE initiatives will generate a starting point for discussion: the 'Best Evidence Medical Education' (BEME) Collaboration which promotes evidence-informed education, primarily through publication of systematic reviews in health professions education; and askAMEE, a repository of 'just in time' answers to questions about the education of healthcare professionals.

Participants will be encouraged to compare 'evidence' in biomedical and educational sciences, to discuss the quality of available evidence-based resources in higher education and to consider the relationship between the quality of evidence and the strength of the resulting recommendations.

Parallel Session 2 Health and Social Care, 13:20 – 14:20

HSC2.1a: Application of gamified self-directed learning technology in teaching Anatomy

Mr Karthikeyan Muthumayandi, University of Kent

Oral presentation (20 minutes), Room 223 B, 13:20-14:20

Many students find the transition to higher education to be difficult due to the need to move from a more teacher-guided approach in the school to university's autonomous learner approach. There are many challenges in teaching anatomy, like fewer teaching staff, reduced teaching time, delivering as per the new curriculum design and increasingly diverse populations on the rise. These place considerable stress both on students and the lecturers who deliver the anatomy module in the first year of the clinical programme. This session will report on a project to develop gamified technology that will enhance self-directed learning and evaluate the effectiveness of these technologies on student engagement, retention of knowledge and usefulness.

HSC2.1b: TBC

TBC

Oral presentation (20 minutes), Room 223 B, 13:20-14:20

TBC

HSC2.1c: Delivering successful degree apprenticeships

Dr Antony Hill, University of the West of England

Oral presentation (20 minutes), Room 223 B, 13:20-14:20

The opportunity for students to actively develop themselves through degree apprenticeships is gaining a significantly higher profile in the evolving HEI sector due to increased focus on practice-orientated programmes. Highly successful degree apprenticeships can only be achieved through superb course delivery and building effective collaborative relationships with employers. In the session we will explore some of the effective approaches and practical steps taken in the current UWE Healthcare Science degree apprenticeship (which recruits apprentices from NHS Trusts across England). We'll build on these approaches to explore transferable ideas that could be adopted for new degree apprenticeships in the future.

HSC2.2a: Using language planning and a mesh approach to construct a bilingual learning community: Building an architectural dream

Ms Miriam Leigh, Swansea University

Oral presentation (20 minutes), Room 224 B, 13:20-14:20

This session is valuable for those teachers seeking to better support our bilingual students and provide bilingual teaching and learning opportunities. Ideas will be shared about how you can plan a module or whole programme, and employ certain strategies that will help to construct a bilingual learning community, and be inclusive of student bilingual identities. The session details my own learning journey, in constructing a programme's bilingual provision, using a Mesh approach borrowed from Engineering, Physics and Metallurgy and which is also replicated in Wittgenstein's philosophies and Systems theory.

HSC2.2b: A reminiscence café simulation for international students

Mr Andrew Southgate, Canterbury Christ Church University

Oral presentation (20 minutes), Room 224 B, 13:20-14:20

This session will illustrate how a Reminiscence Café simulation was developed and delivered to Japanese Nursing students to provide insight into dementia care and UK culture. It will demonstrate how an inclusive, interprofessional learning environment was provided for students whose ability to communicate in English was limited. This will be achieved by showcasing the variety of interactive work stations used to facilitate learning and teaching. It will discuss how future Reminiscence Café simulations are being developed for future international students. Participants will be able to consider how this creative approach could be used for delivering their own simulation exercises for students.

HSC2.2c: The shift to excellence: Developing an inclusive organisation

Mr Robert Stanley, Kingston University

Oral presentation (20 minutes), Room 224 B, 13:20-14:20

The aim of this presentation is to discuss the programme of change that has been implemented to support students with dyslexia. A framework has been developed upon which to scaffold changing practice within the context of an inclusive curriculum. By the end of the presentation there will have been an opportunity to have considered the programme of policy development, research with students, peer support, facilitated student peer support and practice development across three main themes:

- Effectiveness of management structure;
- Identification of dyslexia;
- Partnership and liaison with learners and external agencies.

HSC2.3a: What are students' perceptions of educational approaches used in teaching of ultrasound-guided injections and their impact on employability?

Dr Sue Innes, University of Essex

Oral presentation (20 minutes), Room 224 C, 13:20-14:20

Teaching of clinical skills required in contemporary healthcare should incorporate elements that are not always acknowledged by educators. Literature exploring teaching and learning in musculoskeletal ultrasound focuses on the mechanics of scanning, similarly publications related to injection therapy tend to emphasise practical considerations such as needle entry rather than the clinical reasoning that underpins the intervention. This research seeks to explore students' perceptions and reactions to varying educational strategies used when teaching ultrasound-guided injections and the impact of these strategies on employability. This session aims to make links between clinical skills teaching and existing pedagogical knowledge to optimise employability.

HSC2.3b: Supporting preparation for practice in Radiotherapy programmes

Mrs Beverley Ball & Mrs Pauline Pilkington, University of Liverpool

Oral presentation (20 minutes), Room 224 C, 13:20-14:20

As part of the pre-registration programmes in Radiotherapy, final year learners have the have input from the University of Liverpool's careers and employability service as well as a series on in-house workshops to help them prepare for all aspects of gaining employment. This presentation will discuss evaluation of the workshops including use of an e-interview with structured feedback, interviews 'speed dating style' and formulation of their personal statement. It will be a joint presentation with lecturer and final year learners giving their perspectives about the processes and how this could be utilised by others to support employability.

HSC2.3c: Tripartite collaboration: Working with employers to help convert employability into employment for Radiotherapy graduates

Mrs Keren Williamson, Cardiff University

Oral presentation (20 minutes), Room 224 C, 13:20-14:20

Evidence suggests that student radiographers do not fully understand the importance of the person specification and its link to the personal statement in job applications. These students also report that they feel ill prepared for interviews, especially where more theoretical questions are included in the format. Based on this, development opportunities and preparation for employment workshops in the School of Healthcare Sciences at Cardiff University have been devised in partnership with clinical staff and managers directly involved with recruitment, thus moving from a bipartite position of reciprocal responsibility between students and the university to a tripartite collaboration for support to address these priorities for graduate employability.

HSC2.4a: Growing and learning together: Developing communities of learning and HE pedagogy for apprenticeships: From curriculum inception to delivery and review

Dr Sue Elmer, Mrs Mary Shannon and Mrs Syra Shakir, Leeds Trinity University

Oral presentation (20 minutes), Room 226, 13:20-14:20

In this presentation and discussion the authors argue that Higher Level Apprenticeships (HLA) require an innovative style of HE pedagogy, reflecting the sector-specific nature of employee learning needs, actively engaging both apprentices and their employers in developing and delivering the curriculum. An apprentice, currently employed in the field is also a learner attending university and experiencing student life. HLA Apprenticeships in Health and Social Care closely align higher education academic learning and theory with professional practice; primarily led by employers. Consistent employer and apprentice consultation is used, shared expertise is recognised and end point assessments reflect real learning outcomes.

HSC2.4b: The development of a role progression handbook for clinical pharmacists in general practice

Mr Nick Butler, Mrs Lesley Grimes and Mr Matthew Shaw, Centre for Pharmacy Postgraduate Education

Oral presentation (20 minutes), Room 226, 13:20-14:20

The Centre for Pharmacy Postgraduate Education (CPPE) developed a Role Progression Handbook for the NHS England Clinical Pharmacists in General Practice education pathway. It was developed to facilitate conversations between practices and their pharmacists about how this new role would develop. This session describes how and why the handbook was developed, and how it has been used by pharmacists on the education pathway.

HSC2.4c: Designing purposeful, relevant assessment to drive personal and practice transformation

Dr Pauline Calleja, Associate Professor Thea van de Mortel, Associate Professor Mary Sidebotham and Professor Jenny Gamble, School of Nursing and Midwifery, Griffith University

Oral presentation (20 minutes), Room 226, 13:20-14:20

Using the principles of social emancipatory transformative learning, this session draws on published and unpublished work to demonstrate how to design assessment that has a clear purposeful link to enhanced employability prospects in healthcare programmes. The increasing focus on graduate outcomes for employability has driven this design principle across multiple programmes within the Health Group to ensure students see the purpose of assessment and how that assessment links to skills needed for employment. The session provides evidence to support a counter argument to the increasing managerialist push to quantify and compartmentalise assessment as an expensive adjunct to learning and teaching.

HSC2.5a: TBC

TBC

HSC2.5b: 'Time to reflect'

Mrs Stevie Walsh, Robert Gordon University

Oral presentation (20 minutes), Room 227, 13:20-14:20

The aim of this session is to share innovative practice in relation to the personal tutor role within Midwifery education where creative reflective activities were introduced to personal tutor groups. It explores how students begin to understand the bigger picture, see the self in context, recognise support from peers and the context of theory for practice.

Autobiographical reflections help student midwives make sense of what has happened, and identify how they can deal with the challenges they face, both in practice and at university.

HSC2.5c: Coaching in Midwifery: A solution or just another buzz word?

Mrs Jodie Preston, Keele University

Oral presentation (20 minutes), Room 227, 13:20-14:20

Mentoring has been identified as requiring a major review following reports from the Willis commission (2012) and Francis Report (2013). In addition, the Nursing and Midwifery Council (NMC) have proposed new standards for education which include the removal of mentorship and the creation of new roles with which to facilitate student clinical education. In response to these changes an Action Research project was conducted which saw student midwives trial a coaching model for six weeks on a clinical placement. This session will outline the project and analysis of the student evaluations which saw a very mixed review of the coaching model.

Parallel Session 3 Health and Social Care, 14:30 – 15:30

HSC3.1a: Action learning in Pre-Registration Nurse Education

Mrs Gemma Stacey-Emile and Ms Alison James, Cardiff University

Ignite presentation (5 minutes), Room 223 B, 14:30-15:30

This presentation outlines a project that aim to introduce Action Learning Sets into a Bachelor of Nursing Undergraduate Nursing programme. In this session we will explore definitions of Action Learning and Critical Action Learning; discuss the need for Action Learning Sets in relation to leadership development; critically review Action Learning Sets in relation to problem solving and learning as an individual and team; and examine how Action Learning Sets can promote creativity, flexibility and success in change strategies.

HSC3.1b: One size does not fit all

Mrs Toni Bewley, Edge Hill University

Ignite presentation (5 minutes), Room 223 B, 14:30-15:30

This ignite presentation aims to depict ways of engaging and retaining students on a blended learning Top Up degree programme. As students access the programme directly from further education colleges and enter the third university in their final year at university it is vital that they are encouraged to form a community of practice, where learning takes place in a variety of ways. The outcome of the different teaching and learning modalities which include social

media, online discussion platforms and virtual classrooms has enabled a seamless transition from FE to HE and retained students on the programme.

HSC3.1c: Teaching teachers through experiential learning: An international learning journey

Ms Emma Sutton and Dr Paul Everden, University of East Anglia

Ignite presentation (5 minutes), Room 223 B, 14:30-15:30

In this session we will provoke reflection upon how best to facilitate the preparation of teachers or those supporting learning in clinical settings. We shall share our use of an experiential methodology to develop the application of learning theory in pedagogic practice. A case study will be presented which illustrates this approach in a project of work undertaken in the United Arab Emirates within an interprofessional learning environment. Our learning journey will be shared which highlights insights gained in enabling educators through the creation of confusion, use of simulation, narrative and critical action learning activities in the classroom.

HSC3.2a: Using a model to develop students' critical thinking skills

Mr Craig Johnston, Brunel University London

Ignite presentation (5 minutes), Room 224 B, 14:30-15:30

This 'Pecha Kucha' style presentation introduces a critical thinking model and a range of activities built around it in order to support the academic writing development of a group of first year Physiotherapy undergraduate students. The presentation explores innovative strategies to engage students to practice moving beyond descriptive writing to produce more analytical and evaluative examples.

HSC3.2b: Collaborative teaching and learning: Speech and Language Therapy students and trainee teachers learning to work together

Ms Aydan Suphi and Ms Alison Pemberton Smith, Birmingham City University

Ignite presentation (5 minutes), Room 224 B, 14:30-15:30

Speech and Language therapists and teachers are required to work closely together to meet the needs of children who have speech and language difficulties. However, students training to work in these roles have traditionally been given limited opportunities to develop their collaborative working skills. An innovative teaching and learning session was created by HE teachers in Speech and Language Therapy and Education. Final year students on the BSc Speech and Language Therapy course and teacher trainees on the PGCE (Primary) course have participated in the session, which has now been running for three years. We will present an outline of the content of the session, what we have learnt and our plans for the future.

HSC3.3a: Overcoming the pseudo-individualised approach to student interactions

Dr Tim Young, University College London

Ignite presentation (5 minutes), Room 224 C, 14:30-15:30

Online communication is used increasingly for students on face-to-face and distance learning courses. Often mass communications to students start with their name then a generic text. In fact this 'pseudo' individualised approach is frequently ignored.

Evidence from our large distance learning course has shown that the response to a 'pseudo' individualised approach was 14%, versus 68% based on a genuinely individualised approach. This approach in course feedback was rated the most valuable part of our course

by most respondents. I will show the difference between these approaches, and how to include a 'piggy-back' method to increase student response rates.

HSC3.3b: Creating a student ambassador system to help improve transition to postgraduate online distance learning programmes

Dr Isla Gemmell, University of Manchester

Ignite presentation (5 minutes), Room 224 C, 14:30-15:30

This session will describe a student ambassadors system that we developed for an online postgraduate distance learning programme at the University of Manchester. The system was designed as an informal method for prospective students to find out more about the student experience on the programme. We recruited seven student ambassadors who were either current students or alumni. This session will describe the background to the project, the processes involved in setting up the online student ambassadors system, how the system is managed, and will report on the outcomes from the first three years of the project.

Poster Presentations Health and Social Care, 15:30-16:00

HSCPOST: Memento Mori: Exploring death and dying through art

Mrs Jane Nicol, University of Birmingham and Mrs Jen Ridding, Barber Institute of Fine Art, Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster will present the findings of an evaluation of an art-based workshop exploring death and dying. The poster will include the following: an underpinning rationale for the workshop, making reference to the use of art in undergraduate nurse education; an explanation of the format of the workshop (including images of some of the selected works); a summary of student evaluation; comments from the group discussion; and plans for next steps and future developments.

HSCPOST: Developing a novel online learning environment, and supportive study days, to replicate clinical practice for Pharmacy professionals

Ms Sally Greensmith, Centre for Pharmacy Postgraduate Education (CPPE)

Poster presentation, Ground Floor Lobby, 15:30-16:00

One of the challenges that pharmacy professionals often face is the pressure of a new environment as a lone practitioner. Care homes are one of these environments and residents often experience polypharmacy linked to multiple health conditions. This can test the clinical knowledge and skills of even the most experienced pharmacy professional. At the Centre for Pharmacy Postgraduate Education (CPPE) we have created an immersive online learning environment. Learners work through challenging cases and expand their clinical knowledge in a safe space. The online learning is supported by face-to-face study days where they work together to consolidate the learning.

HSCPOST: Building resilience in Physiotherapy students

Mrs Kate Grafton, Leeds Beckett University

Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster will discuss the development and implementation of a 12-week resilience programme during the first year of a Physiotherapy course. Strategies utilised during the

programme included mindfulness, meditation, confidence building, anxiety and stress management. Methodologies used to develop, deliver and evaluate the programme included an integrated review, student focus groups and individual student narrative reflections.

HSCPOST: Teaching teachers through experiential learning: An international learning journey

Ms Emma Sutton and Dr Paul Everden, University of East Anglia

Poster presentation, Ground Floor Lobby, 15:30-16:00

Through the presentation of our poster we hope to provoke reflection upon how best to facilitate the preparation of teachers or those supporting learning in clinical settings. We shall share our use of an experiential methodology to develop the application of learning theory in pedagogic practice. A case study will be illustrated which captures this approach in a project of work undertaken in the United Arab Emirates within an interprofessional learning environment. Our learning journey will be shared which highlights insights gained in enabling educators through the creation of confusion, use of simulation, narrative and critical action learning activities in the classroom.

HSCPOST: Evaluation of a pilot peer-assisted learning scheme in the Pharmacy curriculum: "Peer-assisted learning is not only a learning opportunity it's also a life hack!"

Dr Rosemary Lim, University of Reading

Poster presentation, Ground Floor Lobby, 15:30-16:00

This poster will present the findings of an evaluation of a pilot peer-assisted learning (PAL) scheme for Pharmacy undergraduate students that aimed to: provide collaborative learning opportunities for students to enhance their competency at pharmaceutical calculations and dispensing prior to their assessments; and to enhance employability of PAL leaders. Using mixed-methods, the evaluation explored students' and leaders' expectations and experiences of PAL sessions and their motivation and barriers to being involved in PAL. The poster will provide reflections on using PAL to enhance pharmaceutical skills and future recommendations to improve implementation of PAL.

HSCPOST: Interprofessional learning: The road ahead

Mrs Elizabeth Eate and Mrs Tonimarie Benaton, University of Derby

Poster presentation, Ground Floor Lobby, 15:30-16:00

The most commonly accepted definition of interprofessional learning (IPL) is provided by the Centre for the Advancement of Interprofessional Education (CAIPE) (1997) as "occasions when two or more professionals learn with, from and about each other to improve collaboration and the quality of care". This presentation will explore the ideas and principles currently being used in a health and social care setting within a university to explore the potential development of opportunities within other subject areas.

Parallel Session 4 Health and Social Care, 16:00 – 17:00

HSC4.1a: Locally global: Immersive teaching of global health in a local context

Miss Alice Inman and Dr Tara Harrop, University of Plymouth

Oral presentation (20 minutes), Room 223 B, 16:00-17:00

'Understanding health inequalities' is a key outcome for health professionals' education. This session will demonstrate and discuss the background, practicalities and initial outcomes of an innovative immersive 'bus trip' experience along a 'THRIVE Plymouth' public health 'Life expectancy bus route'. This is part of a MSc in Global Health but is relevant to all health professional training at undergraduate or postgraduate level. It demonstrates how the complexity and key issues of global health exist as much within the UK as between countries and how a deep understanding of these 'threshold concepts' can be facilitated by an innovative delivery method.

HSC4.1b: Enhancing learning during the liminal journey of study abroad

Dr Debra Morgan, Northumbria University

Oral presentation (20 minutes), Room 223 B, 16:00-17:00

This presentation will report on a phenomenological research study that investigated student nurse experiences of learning during a study abroad journey. Key findings suggest that this journey is one of liminality, comprising preliminal, liminal and postliminal stages. Each stage is necessary to support personal and professional development, and this includes development toward cultural competence. Learning during each stage comprises students taking responsibility and undertaking active sense-making activities. This learning is also influenced by others. The session will progress to share the emergent recommendations, and reports on current progress in translating these recommendations into innovative, and transferable, teaching and learning practice.

HSC4.1c: TBC

Oral presentation (20 minutes), Room 223 B, 16:00-17:00

TBC

HSC4.2a: Ready for employment: A framework to support new models of practice education in Nursing

Mrs Carole Proud and Dr Jane Smiddy, Northumbria University

Ms Emma Dawes and Ms Marie McKeown, Northumbria Healthcare NHS Foundation Trust

Oral presentation (20 minutes), Room 224 B, 16:00-17:00

This session introduces a collaborative action research study carried out by Northumbria University and Northumbria Healthcare Trust. The project responded to professional concerns regarding current models of mentorship (Willis 2012; NNRU 2012; Crombie 2013) and acted as a pilot for future NMC (2018) standards. The aim of the project was to empower students and practitioners to find solutions to: increase their capacity to support students; and develop models which maximise student experiences and learning in practice – the key to employability. The data collected enabled the research team to co-produce a framework for practice with students and practitioners – the 6 Cs for practice education.

HSC4.2b: Supporting professional development: Introducing the Trainee Nursing Associate role

Ms Susan Patrick, Solent University

Oral presentation (20 minutes), Room 224 B, 16:00-17:00

Solent University was the lead HEI in introducing the new Trainee Nursing Associate role as part of the Wessex Consortium fast followers programme. As we welcome our first cohort graduating as Nursing Associates and joining the NMC register, this session will outline the work-based practice designed to ensure this new role could be supported in the University

and their workplace for our non-traditional learners. We will discuss the challenges of introducing this new role and the importance it has in the local workforce and for our students' ongoing professional development.

HSC4.2c: Can focused career talks using simulation help encourage medical students to consider a career in surgery?

Dr Vikas Acharya and Dr Sanjana Bhalla, St Mary's Hospital
Oral presentation (20 minutes), Room 224 B, 16:00-17:00

In the UK, medical students have limited exposure to a career in ENT. With this underrepresentation in medical schools, several students have never considered a career in ENT. This project aimed to help improve the likelihood of medical students to consider a career in ENT following a focused careers teaching session. The outcomes were based on data analysis from pre and post-session questionnaires.

HSC4.3a: The role of peer educators: A mutually beneficial endeavour?

Miss Ruth Handley, Staffordshire University
Oral presentation (20 minutes), Room 224 C, 16:00-17:00

Peer-educators within degree programmes have a range of mutual benefits for students, academics and wider higher education institutes. Peer-education in health and social care is far from a new idea; mentorship, problem-based learning, and supervision are well-known strategies which effectively utilise peer-groups to enhance learning. However, within professional courses meaningful peer-education remains underdeveloped and strategies to aid academic staff in developing peer-education is lacking. This presentation shares a successful peer-education project developed with student nurses at Staffordshire University. It will identify challenges and benefits to recruitment, retention and transition and provide tips for those considering employing students within teaching and recruitment.

HSC4.3b: Contextualised academic skills induction to aid transition and retention for undergraduate and postgraduate students

Mr Alastair Tomlinson Mr Stuart Scott, Mrs Gayle Davis and Dr Chris Dennis, Cardiff Metropolitan University
Oral presentation (20 minutes), Room 224 C, 16:00-17:00

This session will present an intensive, contextualised academic skills induction week, delivered for undergraduate and postgraduate students in environmental health, occupational health and safety and public health at Cardiff Metropolitan University in September/October 2018. The session will explore the issues that the intervention aimed to address, how the intervention was delivered, and findings from initial student evaluation at the end of the week and focus groups conducted in early 2019. The session aims to highlight the potential of this type of intervention in developing academic skills, improving confidence and supporting the transition into (or back to) academia.

HSC4.3c: Journals clubs as a tool for developing student independence

Mr Craig Wade and Ms Alison Horner, New College Durham
Oral presentation (20 minutes), Room 224 C, 16:00-17:00

After receiving disappointing NSS results regarding community, the programme leader for the FdSc Applied Health and Social Care drew upon her background in Nursing and implemented a journal club. Building upon the experiences of staff and students from this course the school of Health, Care and Public Services aimed to encourage students into the habit of reading via the launch of journal clubs within the other foundation degrees in the

school. Underpinning this aim were the objectives of encouraging and promoting independent research and analytical review of programme-related literature, and promotion and enhancement of the HE community.

HSC4.4a: The messiness of marking and troublesome knowledge: Researcher review of an everyday lecturer practice

Dr Fiona Meddings, University of Bradford

Oral presentation (20 minutes), Room 226, 16:00-17:00

Aim of this session is to present one of the major themes from a research study on marking or grading of written assessment artefacts. By the end of the session participants will have: an increased awareness of issues which can impact upon the validity and reliability of marking student assessment submissions; explored potential responses to the identified issues; and identified one take away to explore in their home institution.

HSC4.4b: A co-creation approach to strategic enhancement of assessment and feedback in Nursing and Midwifery

Ms Suzanne Crozier and Mrs Barbara Davies, Northumbria University

Oral presentation (20 minutes), Room 226, 16:00-17:00

This paper reports upon the use of a co-creation methodology to enhance students' experience of assessment and feedback. The approach uses an adaptation of Experienced Based Co-design (Robert et al, 2015) used to improve healthcare service delivery and informed by the 'students as partners' literature (Healey et al, 2014) whereby staff and students worked together in a number of facilitated workshops. The key findings indicated that students found the experience empowering in that they were treated as peers and their opinions contributed to making the course better. Staff reported that working with students in this way made them consider the way they taught more so than any other form of academic development they had received.

HSC4.4c: Artificial Intelligence in career and technical education: Enhanced simulation in Midwifery

Mrs Deveree Stewart, University of Technology Jamaica

Oral presentation (20 minutes), Room 226, 16:00-17:00

To meet the healthcare demands of the 21st Century, it is essential that Midwifery educators expand on what teaching strategies are already available and use new pedagogical methodologies that are focused on the learner. The aim of this project is to have technology enhanced simulation as an integral part of the Midwifery curriculum. The objectives are to have Midwifery lecturers familiar, confident and competent to use technological tools to prepare Midwifery students, to convey how use of technology can better prepare Midwifery students for practice and to have a standardised method of assessment aided by technology to assess student competence and to engage stakeholders to embrace technology.

HSC4.5a: An innovative multidisciplinary module to help undergraduate students learn about ageing

Dr Luisa Wakeling and Dr Ellen Tullo, Newcastle University

Oral presentation (20 minutes), Room 227, 16:00-17:00

The aim of this session will be to share experience of co-producing a multidisciplinary module - Newcastle University Ageing Generations Education (NUAGE) - offered to undergraduate students (UG) from any academic background. The session will describe how students from more than 30 different degree programmes have benefitted from

multidisciplinary teaching around ageing. NUAGE content ranges widely, considering the importance of ageing to health, technology and the arts. NUAGE draws on the insights and talents of older adults to facilitate an intergenerational exchange that yields multiple learning opportunities.

HSC4.5b: A case study exploring interprofessional learning with Physician Associate and Clinical Psychology trainees

Dr Barbara Mason and Dr Oluyinka Idowu, University of Hertfordshire

Oral presentation (20 minutes), Room 227, 16:00-17:00

This case study presents an in-depth view of our learning from an interprofessional workshop run for Physician Associate and Clinical Psychology trainees. The interprofessional workshop encompassed several layers of learning for the students, and aimed to achieve learning outcomes related to subject content (taking a 'whole patient' biopsychosocial approach to patient care), as well as to the process (working effectively with colleagues from a different profession). In this presentation, the learning from designing, facilitating and evaluating this interprofessional workshop is presented. Themes of 'learning from each other', 'learning about one another' and 'learning from the process' will be discussed.

HSC4.5c: Teaching empathetic practice

Ms Alison Reeves, University of Worcester

Dr Sue Neilson, University of Birmingham

Oral presentation (20 minutes), Room 227, 16:00-17:00

Both nurses and actors need the ability to demonstrate empathy in their practice, yet portraying and 'feeling' empathetic do not always tally. This project aimed to explore the effectiveness of interdisciplinary collaborative working in developing and delivering a novel workshop and inform teaching and learning practices. Pre-registration nursing and drama students from two universities took part in a participatory performance during a workshop exploring communication in palliative and end of life care for children and young people and students' understanding of empathy. This paper presents an overview of the study and discusses the novel approach for interdisciplinary working it employed.