

30 January - Day 2

09:00 - 09:45	Registration and Refreshments - Revive						09:00 - 09:45	
09:45 - 10:45	Opening Plenary						09:45 - 10:45	
	Rise and Shine							
	Welcome address: Dr Kay Hack, Principal Adviser, Advance HE Keynote: The opportunity and challenge of embedding Education for Sustainable Development in HE Professor James Longhurst, University of the West of England							
10:45 - 10:50	Transition						10:45 - 10:50	
10:50 - 11:50	Parallel Session 5						10:50 - 11:50	
	Proposition 1	Proposition 2	Proposition 4	Proposition 4	Proposition 5	Proposition 2		Proposition 4
	Build	Work	Win	Buzz	Dare	Shine		Evolve
	Session 5.1 - Workshop	Session 5.2 - Interactive Session	Session 5.3a - Oral Presentation	Session 5.4 - Workshop	Session 5.5 - Workshop	Session 5.6 - Interactive Session		Session 5.7 - Interactive Session
Escaping stale teaching practice	Embedding sustainability in the Computer Science curriculum	Reflection in higher education Miss Belle Batkin, The New Model in Technology and Engineering	Thinking about what is gained: Encouraging self-reflection, skills and attribute acquisition in students	The 'APPLE' form as a vehicle for the identification, development and articulation of student skills and attributes	Notions of sustainability in interior design studios: The study of the Senior Design Studio at the University of Bahrain	Degree Apprenticeships: Learners and aspirations	Professor James Davenport, University of Bath, Dr Darren Dancey, Manchester Metropolitan University, Dr Alina Patelli and Mr Gareth James, Aston University, Professor Alastair Irons, Sunderland University and Professor Sally Smith, Napier University	
Ms Chloe Agg, University of Warwick	Dr Martin Chorley, Cardiff University	Session 5.3b - Oral Presentation Putting Halpern into practice: A 4-step model for teaching critical thinking and reflection Miss Anna Maria Jones and Dr Sophie Rutschmann, Imperial College London	Dr Hilda Mulrooney and Dr Alison Kelly, Kingston University	Dr Emma Taylor, University of Exeter	Dr Reem Sultan and Dr Tamadher Al Fahal, University of Bahrain			
11:50 - 12:05	Refreshment Break - Revive						11:50 - 12:05	
12:05 - 13:05	Parallel Session 6						12:05 - 13:05	
	Proposition 1	Proposition 2	Proposition 4	Proposition 4	Proposition 5	Proposition 2		Proposition 4
	Build	Work	Win	Buzz	Dare	Shine		Evolve
	Session 6.1a - Oral Presentation	Session 6.2a - Oral Presentation	Session 6.3a - Oral Presentation	Session 6.4a - Oral Presentation	Session 6.5a - Oral Presentation	Session 6.6 - Workshop		Session 6.7a - Oral Presentation
Environmental decontamination after CBRN events: Novel competences for healthcare professionals?	Nutrition, curriculum and the SDGs: A match made in heaven	Balancing the Quartiles: Enabling individual learners in large Computing cohorts	Escape Campus: An amalgamation of Escape Room and Treasure Hunt concepts to enhance teamwork	The value of student-led projects towards facilitating independent learning in Engineering education	Storytelling gamified experience to engage HE students with SDGs in varying decision-making contexts	Helping students learn how to learn in HE	Dr Harriet Jones, University of East Anglia	
Dr Antonio Peña-Fernández, De Montfort University	Dr Hilda Mulrooney, Kingston University	Dr Andrew McDowell, Dr John Bustard, Dr David Cutting and Mrs Angela Allen, Queen's University Belfast	Dr Emmajane Mantle, University of South Wales	Dr Marsha Maraj, Imperial College London	Dr Soumyadeb Chowdhury, Dr Paul Devadoss and Dr Sian Joel Edgar, Aston Business School	Session 6.7b - Oral Presentation		
Session 6.1b - Oral Presentation	Session 6.2b - Oral Presentation	Session 6.3b - Oral Presentation	Session 6.4b - Oral Presentation	Session 6.5b - Oral Presentation		Dr Soumyadeb Chowdhury, Dr Paul Devadoss and Dr Sian Joel Edgar, Aston Business School	Benchmarking and developing the resilience of 'Z' generation Healthcare students	
Improving computational skills of personalised Medicine students through positive pedagogy	STEM topics provide students with information, synthesis skills and values to influence their behaviour in a progressive manner applicable to their life-long learning	Bespoke digital resources to enhance learning of practical skills	Flexible learning through a CATE winner?	Providing skills through an online Mathematics and Statistics learning community	Dr Stuart Mackay, University of Liverpool			
Dr Priyank Shukla, Ulster University	Dr Haruko Okamoto, University of Sussex	Dr Rosemary Clyne, Queen Mary University of London	Professor Bob Gilmour, Glasgow Caledonian University	Dr Rachel Hilliam, The Open University				
13:05 - 14:05	Lunch - Revive						13:05 - 14:05	
14:05 - 15:05	Session 7 - Ignite Session						14:05 - 15:05	
	Rise and Shine							
	7.1a - Not all leaders, not all learning outcomes. Dr Martin Chorley, Cardiff University 7.1b - Investigative skills: An inclusive approach to undergraduate dissertation research projects. Dr Rosemary Clyne, Queen Mary University of London 7.1c - Piloting the concept of work-based learning at the University of Eswatini: A case study of the Faculty of Science and Engineering. Dr Patience Dlamini, University of Eswatini and Dr Christopher Smith, Glasgow Caledonian University 7.1d - Balancing the Quartiles: Enabling individual learners in large Computing cohorts. Dr Andrew McDowell, Dr John Bustard, Dr David Cutting and Mrs Angela Allen, Queen's University Belfast 7.2a - The alumni project: Year 1 biologists interview recent graduates. Dr Thomas Nuhse, The University of Manchester 7.2b - The Global Change Challenge. Dr Angela Priestman and Dr Richard Halfpenny, Staffordshire University 7.2c - Graduate ABC to success: Student expectations in the School of Applied Sciences (SEApS). Dr Dawn Story, University of South Wales 7.2d - Learning Saphriogistics: Teaching students the knowledge and abilities for jobs that don't yet exist. Dr Jens Sutter, University of Strathclyde							
15:05 - 15:30	Refreshment Break - Revive						15:05 - 15:30	
	Poster Session B							
	Grow							
15:30 - 16:30	B1 - Supporting student transition into higher education and widening participation. Dr Khalid Khan, University of Central Lancashire B2 - The alumni project: Year 1 biologists interview recent graduates. Dr Thomas Nuhse, The University of Manchester B3 - STEM topics provide students with information, synthesis skills and values to influence their behaviour in a progressive manner applicable to their life-long learning. Dr Haruko Okamoto, University of Sussex B4 - Active learning techniques promote knowledge gain in Developmental Biology. Dr Sharon Parkinson, Queen's University Belfast B5 - A comparison of students' views and attainment on an entrepreneurship unit for scientists and engineers. Dr Robert Phillips, The University of Manchester B6 - Authentic resilience learning through critical reflection. Dr Latha Ramakrishna, Imperial College London B7 - The 'APPLE' form as a vehicle for the identification, development and articulation of student skills and attributes. Dr Emma Taylor, University of Exeter B8 - Becoming the biologist of the future. Dr Sarah Williams, Mr Paul Orsmond and Dr Richard Halfpenny, Staffordshire University B10 - Industry-linked projects and research-informed-and-enriched curriculum for sustainable student employability metrics. Dr Sunday Ekpo, Manchester Metropolitan University B11 - Transferable skills for future global leaders. Dr Rosemary Clyne, Queen Mary University of London						15:30 - 16:30	
	Parallel Session 8							
	Proposition 1	Proposition 2	Proposition 4	Proposition 3	Proposition 5	Proposition 2		Proposition 4
Build	Work	Win	Buzz	Dare	Shine	Evolve		
Session 8.2a - Oral Presentation	Session 8.3a - Oral Presentation	Session 8.4a - Oral Presentation	Session 8.5a - Oral Presentation	Session 8.6a - Oral Presentation	Session 8.7a - Oral Presentation			
NETWORKING SPACE	Overt or covert: Getting sustainability into the curriculum	Skills progression in practical science within the Life Sciences: Do students recognise the skills they have developed as employability skills?	Transferable skills for future global leaders	Case-based learning in Anatomy and Physiology for pre-medical students: An opportunity for team work, leadership and stealthy reflective practice	The Grand Challenge: Engineering the next generation of engineers for a more sustainable world	Determinants of pupils' engagement with STEM disciplines in secondary education	Dr Alessandro Siani, University of Portsmouth	
	Dr Katherine Haxton, Keele University	Dr Janet Haresnape, The Open University	Dr Rosemary Clyne, Queen Mary University of London	Dr Lewis Fall, University of South Wales	Dr Maria Valero, Ms Sandra Haywood, Dr Helen Liang and Dr Sally Clift, University of Bath			
Session 8.2b - Oral Presentation	Session 8.3b - Oral Presentation	Session 8.4b - Oral Presentation	Session 8.5b - Oral Presentation	Session 8.6b - Oral Presentation	Session 8.7b - Oral Presentation			
Exploring the impact of climate change using virtual field trips	BEST: Badging Employability in Science & Technology	Multidisciplinary perspectives of sustainable development	Student-centred learning and teaching (Queen's University Belfast Student-Staff Partnership Project)	Technology-based numeracy training for everyone: A partnership between the University of Derby and Vretta	Are critical thinking and reflection required to learn Clinical Biochemistry?	Dr Antonio Peña-Fernández, De Montfort University		
Dr Joseph Berry, University of Birmingham	Dr David Butler, Nottingham Trent University	Professor Debbie Willison, University of Strathclyde	Dr Maryam Malekigorji and Dr Caoimhe Clerkin, Queen's University Belfast	Dr Ovidiu Bagdasar, University of Derby and Professor Graham Orpwood, Vretta UK				
16:30 - 16:45	Closing Plenary - Rise and Shine						16:30 - 16:45	