

## Advance HE Teaching and Learning Conference 2020

7 July 2020

### On-demand sessions

#### Arts and Humanities strand

**Authentic summer project opportunities:** Chris Cox, Brunel University London.

With a lack of placement opportunities in the area of Games Design (and Arts more broadly) we set up a three-month summer project where Level 4 and 5 students can work together for a company using university facilities to produce a piece of published work. The project has given more than 150 students across six years the opportunity to work in their chosen fields and have real published work to show for it, something invaluable when applying for a job. This session will discuss the progress and outcomes of this work and how it could be applied elsewhere.

**Craft Lab or 'You cannot fail this module':** Freya Billington, University of the West of England.

Undergraduate study should be about experimentation, yet because of the fear of failure sometimes instilled in them at secondary school, the student body avoid taking risks, focusing on box-ticking to achieve high marks. Enter CRAFT LAB: YOU CANNOT FAIL THIS MODULE the challenge to push oneself beyond what one thinks they are capable of. Evaluation is not based on a final piece of work but on self-assessment, what they have learnt and their ability to articulate it. Hey Presto! Prosthetics, Oil Painting, Knitting, Welding, Coding, Stand-up Comedy, increased resourcefulness, adaptability, personal responsibility and a reduced fear of failure.

**Creative curriculum design and teaching practice to support employability:** Professor Reena Tiwari, Professor Kerry Pedigo and Associate Professor Kantha Dayaram, Curtin University

This session will outline intervention techniques used within a teaching unit/project to strengthen participating students' social engagement values – particularly values around Collaboration and Common Purpose. Built Environment studio assignment provided exposure to real-world situations and a range of WIL pedagogies were introduced that included studio assignments and case studies encompassing problem based learning and reflection, and discussion groups. We introduced students to different intervention techniques for undertaking a participatory methodology while working with teams and in discussion groups. This paper presents the analysis and findings of pre-class and post-class surveys conducted to assess development level of particular skills.

**Creative use of student-generated content to enrich learning:** Dr Shuang Wang, The University of Hong Kong.

This session will use the approaches and practices adopted by Dr Aihe Wang, Honorary Associate Professor from the School of Chinese at Hong Kong University, to illustrate how a student-generated knowledge project was integrated into coursework and assessment to empower students to grow into active seekers and even producers of knowledge during the implementation process.

**Critically reflective creative learning: A dialogue on teaching and planning Photography online in a higher education context:** Catarina Fontoura and Mandy Jandrell, Falmouth University.

This presentation focuses on the online delivery of creative practice courses and on how the unique nature of discursive learning online can facilitate the development of critically reflective, creative learning. Using personal experience, student voice and literature, the authors will reflect upon how to facilitate a 'sticky' curriculum online (Orr and Shreeve, 2017) and develop important transferable skills needed for the future workplace. The presentation will reflect upon the value of authentic learning experiences and points to the transformative value students and teachers can find in distance learning and teaching reflecting upon creative practices used to encourage resident-style behaviour in

a higher education context (White and Le Cornu, 2011), where students access learning platforms to be present to each other in a shared and communal learning journey.

**Developing the scope of Applied Language Studies: Impact, employability, and stakeholder engagement:** Dr Robert Lawson, Birmingham City University.

This presentation discusses the development, implementation and delivery of a new module in the English undergraduate degree programme at Birmingham City University. In this module, students work with university partners to investigate an issue related to language use and offer interventions based on their findings from a joint linguistics research project. The presentation shows how students can lead on collaborative knowledge creation through partnerships with the university community and how linguistics can align to student concerns such as employability and professional development.

**Education for Sustainable Development: Empowering change through online learning and the SDGs:** Dr Jennifer O'Brien, The University of Manchester.

Education for Sustainable Development (ESD) should be empowering, holistic and transformational. Utilising ESD, a new online course which uses the United Nation's Sustainable Development Goals to critically unpack sustainability, brings together over 80 voices from policy, practice and the academy. It aims to equip students from across the University of Manchester to affect positive social change. Available to all undergraduate students, learning spaces will be constructed by mathematicians, anthropologists, historians, etc. creating interdisciplinary spaces of learning and, potentially, of problem solving. This informal discussion will critically share the journey of a huge pedagogic experiment that foregrounds interdisciplinary sustainability learning.

**'Outdoor Image': Creating impact through Arts-based learning in the outdoors:** Dr Clive Palmer, University of Central Lancashire.

The aim of this session is to show how creativity was nurtured in unexpected areas of the curriculum to maximum effect in engagement and final grades. The objectives are: 1. To explain the pedagogical process - intellectual ideas - artistic forms to polished product, and 2. To reveal some of the students' artistic learning products - art works and written chapters; and 3. To disseminate through publication as learning resources for the future (recycling learning).

**Pedagogies of risk and strangeness in the Faculty of Arts and Humanities:** Kathleen Abiker, Canterbury Christ Church University.

This session will outline three case studies where curriculum content and methods have been shaped creatively to support retention and success in Foundation Year and Level 4 contexts with an emphasis on discussion around risk and ambiguity as positioned by Barnett in *The Ecological University* who proposes that encouraging risk supports retention and student resilience. There will be an opportunity to discuss strategies to embed risk further into the curriculum.

**Staging the Apocalypse: Contemporary writing and critical pedagogy in the teaching of the Humanities:** Dr Antonella Castelvvedere, University of Suffolk.

This presentation will discuss the uses of contemporary writing and critical pedagogy in the interrogation of neoliberal language in the teaching of the Humanities. It will provide an insight into the design of an undergraduate module 'After the Apocalypse: Writing the Contemporary', demonstrating how to encourage students to critically decode fictional scenarios of apocalyptic imagination in order to think critically about the world around them. The session will outline the project run with colleagues to design learning materials and activities that aim to respond to the 'crisis' of the Humanities which is subtly informed by the need to negotiate with neoliberal agendas.

**The co-design of an E-learning resource to support the student pre-arrival experience:**

Dr Kathryn Woods, Goldsmiths University and Dr Damien Homer, University of Warwick.

This presentation will examine the co-design of online learning resources with current students for the aim of enhancing the experiences of pre-arrival students, especially students from widening participation backgrounds. It will achieve this by introducing the Arts Faculty Student Pre-Arrival Project that was run at the University of Warwick in 2019. It will discuss the context for the development of the e-resource, the project's findings about the pre-arrival student experience, and what students want to know before coming to university. It will also discuss the experience of co-designing online pre-arrival learning materials in Moodle with students.

**The Curiosity Initiative (Curious Thursdays):** Laura Walker and Sarah James, Arts University Bournemouth.

This session aims to share and discuss proposed benefits of creative practices for students from a range of disciplines, not necessarily just those undertaking arts programmes. The session will explore curriculum enhancement through making and its association to student well-being. The programme (Curious Thursdays) employs simple, exploratory making techniques to ignite student curiosity and risk-taking. The sessions are not taught and establish 'not knowing' as a starting point. Equivalency between coordinators and participants facilitates discovery and discussion about making, process and thinking. This led to a number of unexpected outcomes relating to inclusivity and social interaction.

**The power to action change together:** Rose Gridneff, Katharina Koall, Mireille Fauchon and Natalie Ashman Hirst, Ravensbourne University London.

How can we reshape power? This session enables us as Art & Design educators to start practising what we preach. We can only teach our students about equality, diversity, inclusivity, and widening participation by setting the example with our own staff power structures. The session will encourage participants to explore their experience of gender through a series of reflective exercises, rooted in design practice. By collecting and investigating the experiences of academics, we are developing critical action research methods that address inequalities and are designed to filter down to the student experience, addressing attainment levels and the subsequent representation in our industries.

**Waste and Makers: Problem-based learning to address sustainability:** Julia Keyte, Bath Spa University.

This session reflects on a project employing problem based learning to engage students with sustainability. The design community concerned is based in a traditional Art school, grounded in hands-on material exploration and individual autonomy. This talk will explore how these skills and values were applied to a 'wicked' problem experienced in the local community, how students and staff managed creative risk, and how when positioned as 'experts', students became active learners, and developed self-knowledge.

## Health and Social Care Strand

**An investigation into the use of VR and an interactive 3D patient home environment to facilitate interdisciplinary learning and to enhance the student experience:** Kate Bazin, Michael Detyna, Professor Rick Ledema and Rita Shah, King's College London.

There is a rising need for healthcare professionals to be employed in primary and community care contexts (NHS, 2019). King's College London health students were invited to take part in a pilot Inter-Professional Education opportunity involving remote team-based assessment of a patient's home environment seen using Virtual Reality and 3D content. The student groups were required to view the patient's home environment via VR/3D on the King's VLE then discuss and reflect on the patient case remotely in real-time using their own choice of media. This project builds on recently published healthcare educational research. Taubert et. al (2018) used VR for undergraduate palliative and oncology medical teaching and student feedback was positive following their experience. Dyer et. al (2019) found that VR could be effective in teaching empathy to medical and other health professions students.

**Applying positive Psychology research to promote wellbeing and positivity in higher education project Grow+: Developing your strengths to the next level:** Dr Antonia Ypsilanti and Professor Ann Macaskill, Sheffield Hallam University.

In this presentation, we will discuss the theoretical premises of project Grow+ and demonstrate some of the interventions delivered to undergraduate students at Sheffield Hallam University to improve their wellbeing. More specifically, we will present a series of curriculum embedded psycho-educational programmes that utilise character strengths to promote student wellbeing. We will also present initiatives that enhance coping skills (such as self-compassion) and help students flourish in higher education. The outcomes of these interventions and their potential impact to student wellbeing will be discussed and evaluated.

**Being the clinical detective: Solving Neuroscience cases:** Dr Sonia Saluja, Central Queensland University Australia.

Neuroscience is often considered one of the 'hard' sciences. It is content heavy, requires memorisation of vast amounts of information and conceptualisation of content applied to complex neurological disorders. This was the case in a second-year unit which consisted of online and on-campus students. The aim was to create a platform where students would be invested in their own learning. Neurological clinical case scenarios were designed as an assessment tool. The challenge was using clinical cases as an assessment instead of a teaching tool to students of five diverse health profession disciplines who had no prior clinical case-based learning.

**Challenges in teaching and assessing professionalism: Measuring positive traits of professional development:** Penny Mosley, University of Lincoln.

While professionalism is experienced and understood by a "professional", how can a student become proficient in this fundamental concept whilst undertaking training and development? This session discusses the development of a student professional portfolio to encourage positive behavioural traits across a fully integrated four year undergraduate Masters programme. The introduction of this student and professional centred initiative has had a profound impact across the School and single-handedly improved student engagement and collaboration, which is now being shared across the whole institution.

**Developing optometry students for advanced clinical practice:** Dr Laura Sweeney, Glasgow Caledonian University.

Changes in eye health care in Scotland have created greater autonomy and greater clinical responsibility for optometrists working in Scotland. Changes in the undergraduate optometry programme are designed to increase student engagement and facilitate the development of clinical decision-making skills. These skills are vital so that optometry graduates are able to effectively manage the diverse range of eye health problems they will encounter in modern clinical practice. One of the key pedagogical approaches to encourage the development of these skills is the use of buzz groups in large group sessions throughout the programme.

### **Embedding wellbeing in the curriculum as an essential professional skill:**

Dr Nicola Ward, De Montfort University.

The aim of this session is to outline an innovative approach to embedding wellbeing within a professional skills module of an undergraduate healthcare programme. After viewing the session delegates will: gain an insight into the benefits of collaboration between academics and student support services in developing and delivering tailored workshops; understand the benefits of embedding wellbeing within the curriculum as an essential professional skill; gain an insight into the potential impact on student wellbeing and performance; and reflect on the importance of knowing the specific needs of their student cohort.

### **Enhancing student experience through provision of internal funding for summer work placements for undergraduate students in Medical Sciences:**

Dr Miguel Dasilva and Dr Vrinda Nayak, University of Exeter.

The development of creative and critical thinking, alongside employability skills are among the main objectives of HE. However, it is difficult for early stage undergraduate students and those with caring responsibilities to find extracurricular activities that allow them to gain this type of experience. To address this gap, we have developed a summer work placement programme that mimics the selection process usually found for job applications, including the submission of cover letter and CV, and facing an interview panel. Selected students undertook a four/five weeks' research placement within an in-house research group and wrote a report summarising their achievements.

### **Peer mentoring to support student mental health and wellbeing: An extra-curricular activity to promote inclusivity through the sharing of a film:** Professor Helen Payne, University of Hertfordshire.

This presentation will examine how peer mentoring may support student mental health/wellbeing as part of a whole-university approach. The session will include a film of student stories of peer mentoring and will provide student input on their experience of the project. The objectives of the session are: to illuminate some reasons for the increase in student mental health concerns; to support colleagues to consider peer mentoring as an extracurricular method of supporting student mental health needs to, for example, support learning and teaching, increase wellbeing, retention, productivity, provide for inclusion and enhance student experience; to offer guidance on setting up peer mentoring at your own institutions; and to begin a discussion around this topic.

### **Physiology for all: Widening access to higher education with a Massive Open Online Course:**

Dr Rebecca Randles, University of Liverpool and Dr Peter Alston, BPP University.

Massive Open Online Courses (MOOCs) emerged as an instrument with the potential to enhance and widen access to higher education. With this discussion, there has been a growing trend of creating MOOCs which are aimed at those who have not yet entered university and whom often feel underprepared. An introductory Physiology MOOC was developed, aimed at 16-19-year-old students which has been iterated three times since 2017. Reflections on the adopted development and delivery in addition to the student engagement and demographics on the course will be explored.

### **Pride or Prejudice? The role of ethnicity and culture in the mental health and professional development of medical students and doctors:** Diana Bass, University of Exeter.

Research has shown that medical students are more vulnerable to mental illness and psychological distress than other students, as well as confirming the statement by the UK General Medical Council (2017) that "it is now clear that ethnicity is a factor in doctors' attainment from secondary school onward." The focus of this research project, arising from 20 years of experience in this area of mental health, is to explore some of the factors related to students' individual family background, as well as their culture and ethnicity, that may have an impact on their mental health and wellbeing. It also considers dynamics of exclusion from pathways of influence, and support that can reinforce the effects of trauma, including intergenerational trauma.

### **Reducing some elements of flexibility to improve retention, progression and sustainability: A case study with an online Masters:** Dr Susie Schofield, University of Dundee.

In 2015 the HEA stated that flexible learning is concerned with empowering students in how, what, when and where they learn: the pace, place and mode of delivery. Such empowerment fits with a student-centred approach, and is greatly enhanced by online delivery. But what does it mean to key measures of programme success, namely transition, student success, progression and sustainability?

I share a case study from a relatively large online postgraduate programme which shifted from non-cohort to cohort in 2016. I evidence how this apparent reduction in flexibility has resulted in increasing these key measures, and share our recommendations.

### **Student mental health and wellbeing: A structured approach to teaching students self-care:**

Louise Mckendrick and Karen Brogan, Glasgow Caledonian University.

The aim of this session is to share our experience of developing and implementing a structured approach to enhance students' mental wellbeing and self-care. During this session we will provide an overview of the initiative we launched within Level One of our undergraduate programme. We will present the outcomes of the initial pilot study and identify areas for future development.

**Students' and teachers' wellbeing and mental health needs: Lessons for the future:** Professor Janusz Janczukowicz, Medical University of Lodz and The Association for Medical Education in Europe (AMEE).

While the pandemic resulted in multiple disruptions in the process of education, at the same time it significantly increased the pace of development of distance teaching, learning and assessment, involving in this sudden change, both international organisations, schools and practically every individual teacher and student. Being suddenly pushed out of their comfort zone to adapt to the new, virtual educational environment in many cases caused significant stress and discomfort. Together with social isolation, the other complex, pandemic-related factors additionally enhanced burnout and severely affected the wellbeing of the higher education community of practice. Consequently, the students' and teachers' mental health support systems need to rapidly adapt to the new reality. During this session, I will discuss how lessons learned from the current situation may help us to identify and effectively respond to students' and teachers' mental health needs in the "new-normal" context of education.

**The evaluation of a workshop to enhance the knowledge and confidence of Children's Nursing students when caring for children and young people who are experiencing mental health issues:** Mary Brady, Kingston University

This presentation will report on a study conducted with final year Children's Nursing students to evaluate the potential of a workshop facilitated by service users to enhance knowledge and confidence in working with children and young people with mental health issues. Qualitative and quantitative data prior to and after the workshop revealed the students' palpable fear and anxiety prior to the workshop and clearly identified a growth in their knowledge and confidence following their workshop attendance. In addition, the data highlighted that the students had gained the knowledge and confidence to be proactive in further developing their ability to care for this client group.

**Students teaching students:** Vera Logan and Louise Giles, Swansea University.

The concept of senior students teaching junior students is not new and has been utilised in many disciplines. In the context of professional education, the graduates are often expected to encompass supervision/mentoring/teaching as part of their job role. Utilising peer teaching can help prepare students for this aspect of their role. The aim of this session is to inspire HE educators to use peer teaching. We will inform colleagues of the evidence behind the concept and outline our pilot project, Students teaching students. We discuss the pros and cons of this approach, as well as the logistics involved.

**The Playful Academic: The next move after the EduPLAYtion project:** Joseph Francis and Dr Maarten Koeners, University of Exeter.

Surfacing at the forefront of pedagogy critique is a continuing criticism of didactic and oppressive teaching methods within performativity-based educational structures. In this presentation, we argue that this growing discussion lies in parallel to the emergence of playful teaching approaches within higher education. The aims of this session are: to explore the above by describing an ongoing intervention, born out of an innovative Education Incubator programme; and to discover the utilisation of playful educational strategies within higher education. We plan to discuss the combined experience of the teacher and the student in engaging with playful practices through analysis of the EduPLAYtion project and argue that play is inherently physiological and crucial to developing a higher education system that breeds a practice of freedom and joy.

**The Playful Academic: Using playfulness to enhance your academic practice:** Dr Maarten

Koeners and Joe Francis, University of Exeter.

HE is becoming increasingly pressurised for performance and output. We argue that HE should foster a constructive, co-designed contribution to the development of resilience and wellbeing among staff and learners through play. Integrating play and playfulness can advance our knowledge processing while simultaneously acting as an adjunct to counteract mental ill health. To promote and foster creativity, leadership, personal development and resilience this session aims to educate attendees on the benefits of using a play philosophy within HE, enabling them to reconnect with their playful selves and apply playfulness within their academic and teaching practice.

**The use of a student response system in a first semester, first-year medical school lecture: Is it worth the risk?:** Dr Rebecca Gould, Keele University.

Increased access to technology can bridge the gap between student and teacher. In contrast to traditional lectures, students have increased opportunities for active participation in their learning, through the use of student response systems (SRSs). Mentimeter was used in a first-year School of Medicine lecture to gauge student knowledge and engagement with 'core concept' material during the transitional period. This preliminary study triangulates the student, lecturer and faculty opinion on the technology and explores the positives and pitfalls of SRS in the lecture theatre. Technology has its place in learning but should be utilised appropriately, not overused for innovation's sake.

**The use of student-staff partnerships to explore diversity, inclusion and empowerment: An HE case study:** Dr Lauren Buck, Katherine Meade and Rita Dapaah, The University of Sheffield.

This presentation will focus on ongoing work undertaken by the Student-Staff Committee in the Department of Biomedical Science (The University of Sheffield). Staff and students established productive and collaborative working groups to: (1) explore current and future diversity challenges/opportunities across all year groups within the department and beyond, and (2) consider how students could have a greater input into curriculum review and change. The outputs of the two working groups, their challenges and successes will be presented by staff and student representatives.

## Sector Priorities Strand

**A national culture of plagiarism: Lessons learned from an Erasmus+ project in Georgia:** Peter Flew, University of Roehampton.

Georgian academic practice has been dogged by 'a widespread attitude which stems from the Soviet era and entails obedience to authority figures and reproduction of 'correct' texts or accepted interpretation' (Bakradze et al., 2016). An Erasmus+ team of 12 Georgian higher education institutions and a number of European partners, including the University of Roehampton, have worked together for the last two years to replace this culture of institutionalised emulation and plagiarism with one of academic integrity and honesty. This session will explore the success of this project in Georgia and the impact within the European universities themselves.

**Active learning in action: Breaking down the barriers to inclusive education:** Dr Louise Robson, University of Sheffield.

Within HE, traditional lectures are a common teaching method used to deliver content. However, they are not effective in helping students learn how to apply knowledge and understanding, which requires opportunities for interaction within the classroom. Work at the University of Sheffield aims to expand the use of interactive and active learning approaches. This session will explore how this is being approached and identify the challenges and benefits of moving to a more inclusive curriculum. Student evidence and learning analytics data will be presented from a pilot study, highlighting the value that students place on active learning.

**All STEAMed up: Let's take the pressure out of assessment:** Julia Reeve, De Montfort University.

This session will explore some of the challenges that can occur within a lab-based assessment environment. It is inspired by a current research project involving the embedding of 'Creative and Contemplative pedagogy' to support student learning and wellbeing across all four DMU Faculties. Initial findings indicate that this visual, tactile approach enhances confidence and the ability to think reflectively and creatively: e.g. following a Lego Serious Play workshop 95% of one first year cohort stated that the experience had helped them to reflect.

**ARU's Active Curriculum: Fostering diversity, inclusion and transformation through active collaborative learning:** Simon Pratt-Adams, Emma Coonan, Marta Vianya-Estopa, Nicky Milner and Deborah McMillan, Anglia Ruskin University

This unique session will introduce ARU's Active Curriculum Framework - an ambitious, whole-institutional initiative embodying ARU's commitments to diverse and inclusive teaching, authentic assessment, and transformative learning practices. In a series of linked presentations, it will discuss how the principles of equity, diversity and inclusion are being embedded in a range of disciplines at curriculum level across the institution.

This session will offer an overview of the values and principles underpinning the Active Curriculum, followed by three linked interactive presentations outlining how active collaborative learning is being woven into classes and curricula across the disciplines. It will conclude with a panel discussion.

**Breaking down barriers with the Sticky Campus Roadshow: An extra-curricular approach to promoting equality, diversity and inclusion:** Gavin Knight, University of Portsmouth.

Designed to promote active collaborative learning using a mobile, digital classroom, the Sticky Campus Roadshow (SCR) is a unique, innovative concept. Here, we explore our experience of designing and hosting such a roadshow at the University of Portsmouth. An exciting and dynamic programme evolved. For staff, experimentation with technology-enhanced learning without standard institutional boundaries was paramount, whilst networking opportunities and innovative approaches to learning design came to the fore. For students, the SCR became a skills factory limited only by the imagination of staff, with employability, inclusion and diversity, collaboration and accessibility promoted throughout the SCR to great effect.

**Bridging the divide: The impact of audience response platform Mentimeter on the shared student and staff learning experience:** Professor Emma Mayhew and Amanda Millmore, University of Reading.

One way to encourage more participatory learning in lectures and seminars is through the adoption of a new generation of online audience response systems. This interactive session presents the findings

of a project exploring the impact of one of these systems, Mentimeter, on student satisfaction, engagement, voice and learning within small and large group settings across multiple disciplines. It also explores staff experiences and reflections on the key practical and pedagogical thinking needed to optimise this tool.

**Can you write an essay in eight hours? A hybrid approach to ‘authenticating’ assessment:** Dr Nicholas Worsfold, Brunel University London.

Authentic assessment is desirable but challenging. We present a hybrid approach to ‘authenticating’ assessment, where different components were introduced throughout the curriculum of an undergraduate programme to help students develop the skills and confidence needed to tackle professionally relevant tasks. By separating the authenticity of the product from that of the process, hybrid forms emerged such as the assessment process replicating a working day in a professional environment, but with a familiar product – an essay. Focus groups revealed that while students found authenticated assessments challenging, they valued them and recognised changes to the way they approached other assessments on the programme.

**Creating a blended learning staff development module: Modelling creative curriculum design in response to key drivers:** Dr Katy Savage and Sean Morrissey, University of Strathclyde.

‘Teaching, Learning and Assessment within the Disciplines’ is a core, 20-credit module, that sits within Strathclyde’s staff development route to PGCert and taught pathway to fellowships of the HEA. This session will describe the process of redesigning the class in a blended online/face-to-face format, while exploring the rationale behind many of the choices that were made in the design and subsequently refined in light of experience. It will focus on key areas of learning and present the main findings from module evaluation data on participant retention and satisfaction.

**Creating positive tutor-student relationships for student success: What do students value in a tutor?:** Janet Turley, Dr Lynette Maguire, Ann Robertson and Suzanne Breeze, Bricklyn Priebe and Michele Gilchrist, University of the Sunshine Coast.

This session will analyse end-of-course feedback comments to explore students’ perceptions of the characteristics of a ‘good’ tutor in a multi-disciplinary first-year transition-to-university course. Teacher-student relationships (TSR) are known to be a key factor in student success, but only a small amount of TSR literature focuses on tutors, whose contribution is often under-valued in the sector. A thematic analysis of more than 1000 comments from feedback surveys over a two-year period indicates that students perceive ‘good’ tutors to be engaging, helpful, knowledgeable and supportive, and supports the importance of positive tutor TSR in improving students’ learning experiences, motivation, wellbeing and retention.

**Curriculum analytics and sustainability:** Dr Lucia Rapanotti, The Open University

Student success and curriculum development are intimately related. Yet, their relation remains under explored, so that emerging problems are often treated with strategies and initiatives developed in isolation and even diverging. The Curriculum Analytics and Sustainability initiative at The Open University takes a systemic view to paint a data-rich picture of problem ‘tangling’ and systemic effects of interventions to increase awareness at all levels and inform greater strategy coherence. In this session, we will explore the problem, the approach and its assumptions for wider validity and applicability within the sector, with a view to inform cross-institutional collaboration.

**Decolonising DMU: Towards the anti-racist classroom:** Professor Richard Hall, Kaushika Patel and Chris Hall, De Montfort University.

De Montfort University (DMU) engaged in an OfS-funded project looking at methods and tools for closing the BAME attainment gap and over 2 years reduced it by 4.7%. Reflecting DMU’s approach to delivering the Race Equality Charter principals, its project evaluation also identified structural, cultural and personal factors contributing to the attainment gap including: place and space of study; the role of teaching and support staff; historical practice; and relations of power. One outcome was a deeper critique of how to build an institution within which BAME students and staff can see their identities and histories reflected, in order to succeed. This session will explore the relationship between curriculum design and delivery and the anti-racist classroom at DMU. Participants will hear why institutions must move beyond projects for closing the BAME attainment gap and the core tenets of the Race Equality Charter to focus upon decolonising the classroom; understand the subject-specific, curriculum design and delivery challenges and opportunities of implementing a developmental, institutional strategy for decolonising the classroom; and learn from DMU’s strategic approach, in particular practices that may

be transferable to their own institutions.

**Developing a learning and assessment philosophy to underpin creativity in curriculum design:**

Dr Ruth Massie, Cranfield University.

The proposed new university in Milton Keynes (MK:U) is due to open in 2023, as such, significant work is underway to design the educational approach; the big question is where do you start with such a vast blank page? The first stage is to develop the Learning and Assessment Philosophy that will underpin all educational decisions. This session will explore the process of thinking about the core philosophical basis of a university's educational approach in a turbulent and unpredictable world.

**Developing an evidence-based framework for consensus moderation practices in higher education:** Jaci Mason, Curtin University.

Moderation is an important aspect of quality assurance to ensure marking is fair and consistent. Consensus moderation is one model whereby collaboration and discussion takes place between markers in order to reach agreement on mark allocation. This session will provide an overview of three studies focusing on consensus moderation. A framework for consensus moderation will be presented with recommendations for practice at sector, organisational, school, unit and individual marker levels.

**Developing graduate employability for all: Live briefs as an inclusive work-integrated learning approach:** Dr Marina Boz, Adrian Scruton, Andrew Middleton, Beatriz Acevedo, Cyndy Hawkins, Joanne Outteridge and Liam Kite, Anglia Ruskin University.

It is well-established that work placements can contribute to improved graduate outcomes, however, current evidence suggests that there is still unequal access to both work placements and graduate employment affecting disadvantaged students in the UK (Sutton Trust, 2019). This ongoing project shows how one university is implementing an innovative work-integrated learning approach throughout its undergraduate curriculum aimed at providing every student with the opportunity to engage with professional practice in their subject area as an essential part of their course. The presentation will share insights from this institution-wide pedagogic approach and preliminary findings on its design and implementation process.

### **Developing online programmes: Five critical ingredients of developing successful projects:**

Anne Hanlon-Bucher, University of Strathclyde

Universities are increasingly working on the development of high quality online education programmes. But this can pose a challenge. Academic teams need support in understanding, designing and delivering online teaching and learning. These projects require multi-skilled teams where development work can be scheduled over a period of up to 12 months. Everything competes with the conflicting priorities of research and face-to-face teaching. This session explains our approach to online Degree Programme developments and outlines the proven techniques and processes that we use to achieve successful outcomes.

### **Developing the UK's first esports degree: Challenging public perceptions to develop business esports professionals:** Angela Lawrence, Rachel Gowers and Dr Bobbie Fletcher, Staffordshire University.

In 2018 Staffordshire University launched the world's first esports degree, born out of the spectacular growth of the esports industry, as outlined in the Ukie whitepaper "Growing the UK as an esports hub". Media interest in the degree was intense, supportive and critical in equal measures. Cynics challenged the value of a degree in esports, the most common criticism being "£27,000 to play computer games for three years, what are they going to do at the end of it?" Challenge the media frenzy that surrounds esports in HE and discover how curriculum design supports graduate employability prospects.

### **Diversifying assessments and developing skills literacy: A tool from Oxford Brookes University:** Andrea Macrae and Shirley Shipman, Oxford Brookes University

This talk presents a project which is designed to: 1. support the strategic diversification of assessment formats used across the Faculty of Humanities and Social Sciences at Oxford Brookes University; 2. support staff and students in identifying and articulating the skills developed through each assessment formats. The Oxford Brookes University Humanities and Social Sciences Assessment and Skills project is a web-based tool which presents a catalogue of assessment types used across the faculty, searchable by assessment category and by skill type, with additional selected sample supportive learning materials. This talk demonstrates the tool, the staff engagement strategy, and future plans.

### **Effective and engaging webinars:** Trevor Russell, The London Institute of Banking and Finance.

Have you recently attended a webinar? Did it hold your attention throughout? If not, why not? The webinar has grown in popularity across educational institutions enabling students to participate at a time and place to suit their own busy schedules. However, the preparation and presentation of webinars which maximise student involvement and motivation takes time and thought. This session considers the key themes which underpin effective and engaging webinars.

### **"Elevating" confidence: Getting students to read collaboratively outside of the seminar room:** Dr Wendy Garnham, University of Sussex.

A common observation in higher education settings is that students often fail to complete assigned reading. In this session, we will present a possible solution to this difficulty by sharing our experience of using a new tool, Talis Elevate, to empower students to take ownership of their assigned reading, to develop a community of practice and to extend their understanding of a topic area. Far from being reluctant readers, we will show how students have embraced the reading and stretched not only their own but also their tutors' understanding.

### **Embedding mental wellbeing: An institutional approach:** Zoë Allman, De Montfort University.

To embed mental wellbeing in the curriculum, an institution must ensure and enhance mental wellbeing for staff as well as students. An institution-wide project has emerged from the idea of one academic, to develop a project that is devised from and responds to the needs of students and staff from across all areas of the institution, ensuring that outputs, outcomes and benefits have the greatest impact for everyone. This presentation outlines project activity, steps and processes to ensure mental wellbeing is enhanced for all.

### **Ending the 'second-year blues': A systematic review of interventions to improve the second-**

**year experience (SYE) at university:** Janet Turley, University of the Sunshine Coast.

Attrition is a critical issue for universities to address. Analysis of data in Australia and the US suggests that rates of attrition after first-year account for approximately half of all student dropouts and yet the 'second-year' experience has received little attention from policy-makers and academics in higher education. A systematic review was conducted to find innovative strategies and interventions that successfully impact second-year student retention, completion and satisfaction worldwide. The findings suggest that curricula are an important mechanism to enhance student emotional intelligence, increase social capital, provide early performance feedback and motivate students to engage with the second-year experience.

**Enhancing assessment and feedback strategies through TESTA at the University of Portsmouth: A case study:** Dr Panagiota Sidiropoulou and Amy Barlow, University of Portsmouth.

This session will present the case study of Transforming the Experience of Students through Assessment (TESTA) project at the University of Portsmouth; a project aiming at improving the quality of student learning and programme-level assessment across the university. The need to and ways that a) enable greater consistency between modules, and across programmes, b) help staff (and students) shift perspectives from figures/percentages and student experience surveys to enhancement strategies; and from individualistic modular design to coherent team design; and c) enhancing a curriculum Design and Pedagogy which rebalances formative and summative assessment and ensures sequencing and progression of assessment across the programme, will also be explored.

**Enhancing student experience and enriching academic practice through Community Engaged Learning (UCL):** Marie Xypaki, University College London.

Community Engaged Learning Service (CELS) is a unique cross-disciplinary service at UCL that helps to enable mutually beneficial collaborations into teaching which enhance student experience, enrich academic practice and create a positive social impact. Students are given the space to be creative, they develop transferable skills by working with real-life partners and they harness their theoretical knowledge by applying it to authentic settings (Pribenow, 2005; Huo, 2010). This makes them more employable and they get the opportunity to network with external partners before they even graduate. CELS is also about introducing creativity to teaching by taking it outside the classroom.

**Enhancing the student experience through effective personal tutoring:** Kathryn Hoyle, Joanne Scott and Tina Harvey, University of Cumbria

In this session we will be introducing an evaluation of an e-portfolio workbook designed to provide structure, parity and consistency to personal tutoring systems for first year undergraduate students. This will form a natural progression through the academic cycle at an academic and pastoral level. The aim of this is to support staff in engaging students in the personal tutoring process and enhance student satisfaction and retention. The session aims to share the findings of our pilot study and discuss how this could be effective at an institutional level.

**Facilitating EDI conversation with a little help from Tez Ilyas:** Mary Kitchener, Oxford Brookes University.

This session aims to demonstrate the power of conversations to foster the conditions for students to explore equality, diversity and inclusion. Using a comedy sketch by comedian, Tez Ilyas, this technique, that can be easily applied and adapted to other teaching practices, offers a structure for meaningful conversation to develop. This technique opens space to respectfully create new perspectives and reformulating viewpoints in an open and supportive setting. Based on the work of Matthew Lipman as well as a dollop of John Dewey's educational theory, this session will help you help your students to think carefully, listen well and challenge the mind.

**From excellence in employability and transversal skills to collaborative excellence in teaching:** Professor Bob Gilmour, Glasgow Caledonian University.

“Silo-thinking” often restricts the opportunities for students to experience education outwith their own subject area. This award-winning industry-informed initiative brings together students and staff from over six disciplines (including Engineering, Business and Marketing) and 14 nationalities to work together in renewable energy activities to develop employability skills and at the same time learn about the significance of sustainable development. The presenter will outline some of the key “transformational learning activities” that led to us being awarded a Collaborative Award for Teaching Excellence in 2019.

**Generation Z in higher education:** Dr Sarah Naylor, University of Derby.

Generation Z are hitting universities. This generation are the only generation to be raised with technology, accustomed to interacting in a digital world (Chicca and Shellenbarger, 2018). They want practical, relevant information; learning that is individualised (Seemiller and Grace, 2016). They want fast delivery of content, kinaesthetic, experiential learning (Rothman, 2014). This session presents an evaluation of the learning preferences of Generation Z students on one university course and

discusses strategies which can be used to engage them in their course.

### **How are teaching staff in higher education actually using technology?:**

Sarah Knight and Ruth Drysdale, Jisc.

As universities are investing into their digital environment, how do we know that this is resulting in staff and students using the technology effectively? Understanding how students and staff use technology is essential to inform an effective student experience. Since 2016, Jisc has been running the digital experience insights surveys to support organisations to gather actionable data on their staff and students' experiences of technology. This presentation reports on the research findings from 2019 teaching staff survey in which 61 UK universities and colleges and 6,534 teaching staff participated. Participants will be able to discern whether these results align with what they are experiencing in their own organisation and be offered ideas on how the sector can address the identified challenges.

### **How can we utilise coaching skills to benefit both our students' and our staff wellbeing?** Sarah Wolfenden, Brunel University London.

One in four students are suffering from mental health problems. 64% of PhD candidates are feeling lonely at work. Academic staff feeling overworked is nothing new and they are now seemingly expected to work in an unkind and toxic environment. In this session, we will consider how we can build on what is already in place to integrate and utilise coaching skills to benefit both students' and staff wellbeing, improve retention and attainment, and develop a different approach to feedback.

### **Humans with Stems:** Dr Liz Bradbury and Bek Genery, Anglia Ruskin University.

The impoverished and hackneyed state of many of the conversations between the Humanities and the Natural Sciences does justice to the deep-rooted commitment and intellectual creativity of neither 'culture'. The increasing magnitude of the destruction created by global warming challenges all forms of creative thinking and action. Too many of the only people who can properly put this right are being schooled away from interdisciplinary knowledge as we speak. In this time of global crisis, universities must make good their claim to be centres of cultural and intellectual vitality by investing in new degrees of creativity in their teaching of the next generation. This session will provide collaborative and creative ways for participants to recognise how they can contribute to shaping the radically interdisciplinary collaboration now needed.

### **Impact Canvas: Anticipating the levels of impact of postgraduate students' projects:** Dr Catarina Leis, University of West London.

Students increasingly see the need to add value to their academic achievements in order to gain an advantage in the job market. Hence, by requiring students to find solutions for a real-world problem, a tool that provides them with guidance towards meaningful and impact-led projects may well be a way to help them build their agency and authority in a specific wicked problem of their concern and/or of concern to many. An impact canvas aiming at anticipating (and speculating on) the outcomes of students' final projects and the impact these will have will be tested in this session.

### **Implementing institution-wide curriculum reform in partnership with students:** Dr Harriet Dunbar-Morris and Rama Hilouneh, University of Portsmouth.

This joint presentation by the University and Students' Union focuses on enabling organisational change for the benefit of the student experience. The session presents the approach taken to co-create the curriculum at Portsmouth. In 2017/18 an extensive change exercise was undertaken: revising the University's curriculum, working in partnership with its students, to ensure they are set for success in their future careers and acquire the 'Hallmarks of the Portsmouth Graduate' (a set of graduate attributes) during their HE experience. The new curriculum, which has been taught since September 2019, is the culmination of co-construction activities which began in 2014.

### **Improving student satisfaction with two questions:** Grant Timms, University of Northampton.

The objectives of this session are to demonstrate that by using an easy to administer two-question survey, it is possible to gather significant insight from a student group. This can show how satisfied they are with their current undergraduate degree programme. From the data it is possible to capture one quantitative dimension, which can be measured and quantified, allowing different programmes to be compared. Coupled with one qualitative dimension which provides actionable insight to drive positive interventions for the benefit of the student experience which can positively impact the

National Student Survey.

**"Induction is a process": Outcomes from a Learning Summit where academics and cross-university staff and students co-created the induction process to support first year transition:**

Carmen Miles, Arden University.

'Induction is a process' has become the new mantra at Arden, and the 'way we do things around here'. Arden University has developed blended learning provision over five UK campuses and one in Berlin, in addition to the extensive online learning provision delivered globally. This session will share how we used a Learning Summit to design an induction for all of our learners, across all disciplines that was a positive experience, and the initiatives that we co-created with staff and students to provide learners with access to 'a toolkit for success' in their first year.

**Infographics as a tool to engage and enhance students' understanding of key entrepreneurship and small business growth: Infographics, visual learners, entrepreneurship concepts:** Dr Jacqueline Brodie, Edinburgh Napier University.

Infographics can be effective educational tools, thanks to their engaging ability to break complex information into easy to understand constituents. Most people retain 10% of what they hear and 20% of what they read, but remember 80% of what they see. Approximately 65% of people are visual learners; adding image-based components to teaching materials helps support inclusivity in the classroom (CopyPress, 2018). This session presents findings and outputs of an Edinburgh Napier University Business School project to utilise infographics to support the entrepreneurial curriculum and aid understanding of key features of entrepreneurship and SME growth in Scotland for entrepreneurship students.

**Integrated Programmatic Assessment: A novel and nurturing approach to foundation level Nursing Education:** Claire Tarrant and Rachel Stead, University of Surrey.

The new Foundation Year programme for Nursing at the University of Surrey is designed around a novel Integrated Programmatic Assessment (IPA) approach. Our holistic programme of personal, professional and academic learning development, characterised by multiple formative assessment and feedback opportunities, embedded Yoga and charity sector placement opportunities, aims to develop confidence, self-regulatory behaviours and independence in our learners, enabling successful transition onto their undergraduate nursing programmes. This session provides a broad overview of our programme and discussion of key underpinning themes, as well as the benefits and challenges of an IPA approach.

**Leadership roles in developing online and blended learning in higher education:** Dr Noreen Siddiqui, Dr Josephine Adekola and Dr Alexis Barlow, Glasgow Caledonian University.

Senior management (SM) play a significant role in the widespread staff adoption of technological innovation in a high quality online and blended learning environment. Senior management develop the institutional strategy by setting the agenda for action, determine the nature and pace of change and create enabling conditions and support for successful implementation of technological innovations (McNaught & Lam, 2010; King & Boyatt, 2014). The role of programme leaders is not clearly defined. There is a paucity of empirical research looking into the different leadership roles that can impact on staff adoption of technological innovation in developing online and blended learning programmes. This research aims to address this gap.

**Learner agreements: Pedagogy and practice for blended/online learning:**

Dr Sean Morrissey, Katy Savage and Emma Compton-Daw, University of Strathclyde.

Across the HE sector, many of us are grappling with the challenge of delivering excellent student experiences and outcomes through blended/online curricula. While technology can be used to deliver flexible learning experiences, in terms of time, space and place, it can have a disruptive influence on the expectations of both teachers and students. In this session, the team from Strathclyde's Organisational and Staff Development Unit will reflect on the experience of introducing module-level learner agreements, across a number of taught Postgraduate modules, and the impact on participant retention and engagement.

**Making evidence work in a committee run like a research group:** Dr Harriet Dunbar-Morris, University of Portsmouth.

This session will present a means for implementing data-driven and research-informed practical applications to benefit the student experience in an institutional setting. It will provide an opportunity to hear about, and then experience, a novel approach in operating a committee (of staff and students) as a research group.

**Mindfulness for Architecture students: Cultivating wellbeing and creativity:** Dr Nicole Porter, University of Nottingham.

This session will focus on the findings from a Royal Institute of British Architects (RIBA) funded study evaluating the efficacy of mindfulness training for Architecture students, a discipline known for high workloads and stress. Mindfulness, defined as 'paying attention to what's happening in the present moment in the mind, body and external environment, with an attitude of curiosity and kindness', is an approach to everyday activities and a formalised set of meditation-based practices that is proven to improve student wellbeing in various disciplines; this research shows it offers specific benefits for Architecture students, including stress reduction, self-compassion, time management and creativity.

**On-campus, online: The design and implementation of an inclusive blended-learning module to maximise student engagement, wellbeing and academic success:** Dr Alison Truelove, Stephen Hickman and Professor Lisa Harris, University of Exeter.

This session outlines a year-long project to design and run a new optional module offered to all undergraduate students across three campuses, taught mainly online but with initial and end-of-module plenary face-to-face sessions. Designed with students, and built around the principle of continuous collaborative co-creation, we'll reflect on lessons learnt through the module development process and delivery, including challenges around integrating a new pedagogic model into existing university systems and managing student expectations. We'll also discuss the assessment format, designed to be partly contingent on weekly participation to encourage meaningful online collaboration, and requiring reflection on the value of online, peer-to-peer learning.

**Preparing students to shape the future through co-creation and multi-stakeholder engagement in local sustainable development actions:** Dr Diana Pritchard and Dr Helen Connolly, University of Bedfordshire.

The global megatrends and disruptions which are rapidly shaping our collective futures in the 21st Century, require new forms of learning that prepare graduates to function effectively in work and communities, and to transform future scenarios. This session, facilitated by core members of the Sustainability Forum, provides an overview of their innovative inter-disciplinary model. This which involves multiple stakeholders and co-created local actions framed by the UN Sustainability Development Goals which create numerous learning opportunities that effectively engage students with the complexity of real-life contexts. Through group activities participants will explore the adaptability of this model to their own institutional contexts.

**Progress by Numbers: The impact of a new assessment analytics dashboard on the student assessment experience:** Professor Emma Mayhew, University of Reading.

Encouraging students to self-reflect on their progress and providing sufficiently granular performance data to colleagues involved in student support is increasingly important for retention and attainment. This session will provide a live demonstration of the University of Reading's new Student Progress Dashboard which displays how much summative assessment students have completed, what their progress looks like in a series of graphics and how this attainment compares to goals students can (optionally) set. The session will draw on extensive student survey data to explore the impact of presenting progress data in this way and, in particular, changes to student assessment behaviours.

**Promoting student mental wellbeing in vocational degrees: An innovative mental health awareness peer workshop:** Dr Christina Sietou, University of Nottingham and Dr Anne Felton, Nottingham Trent University.

Mental health is recognised as a key challenge for higher education (Universities UK, 2015). Common factors across the student population may influence poor mental health, however some specific challenges may be unique to students studying on vocational degrees. Universities are tasked with providing a joined-up and holistic response to this challenge which includes the student voice (Student Minds, 2015). This project presents the collaboration between the School of Health Sciences

and School of Biosciences, to co-produce an innovative Mental Health Awareness Peer Workshop to empower students to promote their own and others' wellbeing.

**Putting industry into teaching practice: Designing teaching, learning and assessment to enhance graduate outcomes:** Jeffrey Naqvi, RMIT University.

Industry & Practice is a capstone undergraduate module which encourages students to view career management proactively. More than generate professional sustenance, but also to connect to individual values, and working preferences. Students study career management, learn about various sectors and their drivers, understand the importance of self-awareness in navigating a career, adopt personal branding techniques to craft their market proposition, and interact with industry experts who share their perspectives on forging a career. Its creative design underpins its suitability to multiple disciplines. This session will situate the five-year case study in the context of the Australian higher education and industry environment, and demonstrate the lasting results for graduates.

**Real-world learning: Curriculum design for developing attributes for employability and life-long learning:** Dr Dawn Morley, Bournemouth University and Dr Golam Jamil, University of Bristol.

In 2019, collaborative research was conducted with book authors from eight universities for a forthcoming edited collection 'Applied pedagogies for HE. Real world learning and innovation across the curriculum.' Their expertise in 'real world learning' argues for a 'recalibration' of higher education to one that promotes student attributes for employability and lifelong learning. Advice on change for curriculum design and pedagogy are explored around the three emerging research themes of fidelity, individuality and mutuality.

**SLICCs: A flexible and scalable reflective assessment course framework for any experiential learning:** Dr Gavin McCabe, University of Edinburgh.

At the University of Edinburgh, we have introduced a new course framework to actively support the personal and professional development of our students, tied to our Graduate Attributes. These Student-Led, Individually-Created Courses (SLICCs) offer academic credit for a flexible range of opportunities, across all levels of study from undergraduate and postgraduate, whether student-created or staff-guided, whether solo, or in disciplinary or cross-disciplinary groups. SLICCs are being used increasingly across our institution to offer students autonomy while undertaking experiential and reflective learning. Join this session to gain insight into this flexible, portfolio-based, experiential learning and assessment framework.

**Student anxiety and Statistics: Delivery to non-specialists - developing a framework for successful interventions:** Dr Andy Clegg, University of Portsmouth.

For many students Statistics is perhaps the most 'anxiety-provoking, difficult or critical subject within their courses of study' (Baharun & Porter, 2009). The aim of this session is to present results from a longitudinal study (2010-2017), examining student attitudes towards Statistics and causes of perceived anxiety, that reaffirm the importance of self-efficacy (Perepiczka et al., 2011) and that confusion between Maths and Statistics, influences levels of anxiety. The session will detail a development framework to guide creative interventions for statistical learning, designed to reduce anxiety, and give non-specialist students the confidence to engage confidently with quantitative methodologies.

**Student Hub Live: Interactive online workshops delivering transferable study skills:** Karen Foley and Dr Isabella Henman, The Open University.

The Open Universities Student Hub Live is a live, interactive platform that facilitates academic community. One format involves non-modular skills-based online workshops that encourage students to develop key study skills that will support their learning. Developed to be highly interactive and engaging for students, these workshops support peer-to-peer engagement, participatory learning as well as emphasising the importance of developing transferable study skills. This session explains the format of these workshops and explains how interaction and engagement are encouraged. It will be discussed how this facilitates community and belonging for distance learning students and the impact that it has.

**Student retention and success: What if the answer isn't 'academic skills alone'? How Arden University improved retention by 28% through delivering multi-channel coaching-style**

**conversations:** Victoria Stakelum, Arden University and Nathan Ghann, The Educate Group.

Adult learners returning to higher education often face various social and practical challenges that make the return to HE particularly daunting for them, even more so if they have complex and intersecting widening participation factors. This can present multiple hurdles – for campus-based learners to be physically present in the classroom and often, psychologically present, able and receptive to engage in their learning. Arden University piloted and has now rolled out a coaching programme that improved student retention by 10% (pilot) to 28% (roll out) amongst its participants. This session will explain the ‘what’, ‘why’ and ‘how’ we did it.

**Tackling academic writing before transition into university:** Katie Grant, Royal Literary Fund.

The RLF Bridge is a series of writing development workshops initially designed for final year school pupils, and now also offered to all those transitioning into university who worry about the challenges presented by academic writing. Fully funded by the RLF, the RLF Bridge takes participants through writing essentials so that no potential student, when thinking about academic writing, should feel panicked and adrift. RLF Bridges have run in Scottish schools, on university access courses, in colleges and in widening participation summer schools. In 2019, in collaboration with the British Library we expanded into London, and further extensions are planned.

**Ten minutes to change your life: Speed dating for employability:** Dr Barbara Henderson, Open College of the Arts.

This session spells out how we built a "speed dating" employability session into the journalism curriculum at Leeds Beckett University to help raise work aspirations among a lower socio-economic student demographic and enrich the value of the student experience.

**The flipped university: Exploring the student experience on a blended learning undergraduate coaching programme:** Rob Griffiths, University of South Wales

In partnership with the English Football League Trust, USW has designed a unique educational pathway to prepare graduates to work in football coaching and development, termed the Flipped University. Launched in 2014, our Foundation Degree in Community Football Coaching and Development is delivered via blended learning, combining traditional face-to-face teaching with online delivery, with students spending most of their time learning on the job within the community trust departments at their professional football club. With more than 400 students now enrolled, this session will outline their experiences to date and highlight both the benefits and limitations of the approach.

**The pursuit of fairness as a means of addressing artefactual grade inflation:** Dr Chris Royle, Nottingham Trent University.

This presentation will take a look at the work that was undertaken at Nottingham Trent University in making adjustments to its degree algorithm. The adjustments resulted in the award of fewer first class degrees in 2019 and have been seen as a potentially effective, values-based approach to tackling artefactual grade inflation.

**The role of restorative places in increasing student mental wellbeing:** Dr Andrew Davis, University of Strathclyde.

Improving student mental wellbeing is a sector priority. With counselling services at capacity, more innovative interventions must be considered. This session champions restorative environments as a way for students to recharge physically, socially, mentally, and emotionally. Specifically, it explores how students form relationships with restorative places with an emphasis on place mechanisms including attachment, dependence, climate, identity, and social bonding. Exploratory findings from phase one of a sequential, mixed-method research project are presented. Findings give insights into the causes of stress; restorative place preferences; and the importance of place dependence in the restorative place relationship. The session will include advice on industry best practice.

**The use of game-based learning platforms to enhance the student experience: Equality, diversity and inclusion for all:** Ellen Spender and Lesley Davies, Swansea University

In 30 years, technology has advanced at an exponential rate, from a time when students and lecturers were mainly reliant on text books and passive attendance at lectures to gain knowledge. Today, can we view passive attendance at classes in the same way? The aim of this session is to explore the use

of technology in curriculum design to enhance equality, diversity and inclusion for all. We will share our experience and good practice with colleagues so that delegates may implement the findings/initiatives in their own practice. It is a real-life study aimed to individualise students.

**The value of scholarship: Creating sustainable academic careers:** Dr Sarah Broadberry, Nottingham Trent University

Much controversy exists in the literature regarding the definition of scholarship, but what are the implications of ensuring equal parity of esteem for scholarship as for research? With the introduction of 'career pathways' to NTU in 2018, will we see the development of more sustainable careers for those focused on scholarship? Will this benefit those, particularly women, who may have traditionally chosen to leave the academic profession due to lack of career opportunities, unless research focused? Valuing scholarship may thus support the pursuit, recognition and reward of excellent teaching, resulting in sustainable academic careers and ultimately an improved student learning experience.

**Translating' the NSS: Using thematic analysis of student free text to enhance assessment and feedback strategies:** Dr Deborah Rafalin, City, University of London.

In the light of the TEF, understanding and responding to NSS results is an imperative that all HE academic departments are expected to engage with, yet it can be difficult to 'translate' quantitative scores into meaningful learning development plans, particularly in terms of assessment and feedback strategy. Through sharing her experiences of working across City, University of London, the facilitator will suggest how Thematic Analysis (Braun and Clarke, 1998) can be employed to analyse NSS free text so that emergent themes can facilitate development of assessment and feedback strategies focused on student experience and progression. Delegates will have the opportunity to work with anonymised NSS free text, employ this thematic analysis method and develop suggestions of how emergent theme/s might indicate areas for change within an assessment and feedback development plan.

**'Will you miss me when I am gone?' Learning from and workshopping student 'I poems':** Ester Ragonese, Liverpool John Moores University.

The aim of this session is to explore and test the findings of a mixed-method qualitative research study asking 'what makes students stay?' at Liverpool John Moores University. Through a silent conversation we will share themes of the study, areas of best practice and narrative outcomes to the research questions; 'if you left, do you think the university would miss you?' and 'how do you think the university values you?' By participating in open discussion and digital interaction, participants will be challenged to focus on the positive narratives of retention and belonging to create a collaborative, practitioner-led 'I poem' in response to poems generated by students.

## Social Sciences Strand

**Bridging the gap between leadership and success for under-represented students:** Stacey Mottershaw, University of Leeds.

With the increasing importance placed on widening participation to higher education, universities are coming under mounting pressure to increase the number of students from backgrounds that are typically under-represented in the sector. This session will explore the role of faculty leadership, and the way in which this can be used to effectively support universities and faculties in realising their strategic goals in relation to widening participation across the whole student journey. We will cover access, retention, achievement and progression of under-represented students, including practical ways that faculty leadership can help to facilitate progress in these areas.

**Capstone Programmes: A case study of selected UK/EU HEIs Business Schools:** Dr Oyegoke Bukoye, University of Bath and Dr Michael Oyelere, Coventry University.

This project was funded by BAM Grants Scheme 2017–18. The project aims to assess the impact of Capstone in developing critical thinking skills amongst Masters' students. The study was framed theoretically using Bloom's Taxonomy and focused on the six levels. Empirical data was collected in four European Business Schools. The study revealed that Capstone is a useful academic practice for developing students' critical thinking skills. It identifies the role played by live project, experiential and professional practice in developing critical employability skills. It also addresses the gaps in PTES especially postgraduate student experiences across different HEIs.

**Crafting a creative teaching and learning approach for promoting active student engagement:** Dr Flevy Lasrado, University of Wollongong in Dubai.

The aim of this presentation is to present an award winning three-phase teaching pedagogy that helps in increasing students' engagement and improving their employability. We will present creative ideas through a three-phase framework to engage learners in more authentic learning, assessments, and simulations, making them emerge as competent work-ready candidates. Based on constructivist theory (CT), we designed a model to guide educators to develop a creative teaching and learning approach for their individual subjects.

**Facilitating international students' transition to UK Masters' degree study: Using Induction Project as a case study:** Dr Ally Lu and Xin Zhao, The University of Sheffield and Paula Villegas, English Language Teaching Centre.

This session aims to share an empirical case study on international students' transition to UK higher education at postgraduate taught level. International students count towards 35.8% of the total student number at postgraduate level in 2017/2018, their engagement and performance has a great impact on all students in a multicultural classroom. However, there is a lack of study on how to plan and design effective induction support to facilitate their transition to a new learning environment. This presentation will discuss the advantages and impact of a department-co-ordinated mandatory induction module as well as suggestions for future practice.

**Flexibility in module assessment: Individualised assignments and student career interests:** Dr Dmitry Chernobrov, University of Sheffield.

This presentation will explore the advantages and complexities of flexible module assessment, where students devise their own assignments or choose between flexible pathways in which they are going to be assessed. Based on a successful example of an MA-level module on Media and International Crises that consistently comes at the top of student evaluations, this talk will offer suggestions for how students' individual career aspirations can be built into assessment and teaching.

**Flipped small group classes and peer marking: Incentives, student participation and performance in a quasi-experimental approach:** Dr Rabeya Khatoon, University of Bristol.

In this presentation, we propose a new way of flipping quantitative small group classes by active reading and peer marking using a virtual learning environment. Our aim is to engage students in the learning material by attempting a problem and engaging in peer marking based on some given solution guidelines before they are exposed to another similar problem to solve during the small group classes. We design a quasi-experiment with the view to evaluate the effect of peer marking and

analyse our findings from two UK universities based on both quantitative and qualitative analysis.

**From essay to evaluative conversation: Unlocking the power of viva voce assessment for undergraduates:** Dr Fabio Arico, University of East Anglia.

This presentation discusses the evaluation of an innovative oral assessment design based on viva voce conversations. The assessment aims to develop students' critical skills and debating skills in an undergraduate module in History of Economic Thought module. The whole assessment structure of the module consists of: (i) a group video-presentation, (ii) a critical essay, and (iii) an evaluative conversation. Students receive feed-forward on their essay and are expected to act upon it in preparation for their viva. The evidence gathered demonstrates that students embrace the challenge, take ownership of the task, and benefit from the scaffolds provided to them.

**Interactive video and multiple choice question 'flipped classroom' sessions for research methods in Psychology:** Vrede-Shevonna Timmins and Claire Meade, University of East London.

This session will introduce undergraduate lecturers to a novel teaching format aimed at closing attainment gaps and making difficult subjects less daunting for students. This format encompasses short 'micro-teach' videos on basic concepts within a given topic, interspersed with multiple choice questions to test learning (followed by in-class discussions on areas of weakness highlighted by MCQ answers). In subject-area groups, delegates will be able to plan their own 'flipped classroom' sessions, sharing ideas with each other and offering practical suggestions between groups. The oral and poster presentations will give delegates an overview of how this teaching format could work.

**International experience and graduate employability: International employer and student perspectives:** Dr Xin Zhao and Dr Andrew Cox, University of Sheffield.

According to HESA (2019), international students account for one-fifth of the total student population in the UK, among whom, 23.2% were Chinese students. Research suggests UK higher education institutions (HEIs) have largely been UK-centric when it comes to providing career support to international students (Huang and Turner, 2018; Goodwin and Mbah 2019). This results in a mismatch between the skills promoted by HEIs in the UK and skills in demand on overseas job markets. This project aims to examine the perspectives of Chinese students, Chinese employers, and teachers in the UK on international student employability. The paper aims to address issues concerning international student employability based on empirical data and to provide recommendations for career services and academic departments on how to better support international student employability development.

**International students' perceptions of the unfair means process and support:** Dr Xin Zhao and Dr Laura Sbaffi, University of Sheffield.

Research suggests that international students may not be familiar with the western concept of Academic Integrity. With an increasing number of unfair mean cases, universities in the UK have since placed emphasis on teaching and support to help international students to avoid plagiarism. This project aims to investigate international students' perceptions and understanding of the unfair means definitions, processes and consequences to inform the development of an improved student support strategy.

**Making Commercial Law students think commercially: And how this aids employability:** Andrea Todd, University of Chester.

At every turn, budding lawyers are reminded of the absolute necessity to 'be commercially aware', to 'be commercial', to 'think commercially'. Can an undergraduate Commercial Law module simultaneously enable students to achieve a depth of knowledge in commercial law and equip them with skills and knowledge for the 'commercial' workplace? We believe so. Hear a Commercial Law student and their module leader discuss how studying Commercial Law via a client case study simulation has enabled students to grasp fundamental concepts of Commercial Law whilst also giving them the skills and contextual exposure to facilitate an understanding of the client's sector, business model, relationships, strategy and priorities.

**Measuring effective feedback and self-evaluation in a peer learning environment:** Dr Nasir Aminu and Dr Mohammed Hamdan, Cardiff Metropolitan University.

We use group work to measure the effectiveness of students' feedback on their assessment. Over two academic sessions, we applied a group learning model to investigate if students can self-evaluate

accurately in a peer-learning environment. We posit that students perceive self-assessment in group work as a tool that represents fairness. By focusing on learning in a peer-assisted learning environment, the study conducted two differentiated observations on the effectiveness and validity of peer assessment practice. On empirical findings, there was no significant difference between the peer- and staff-moderated marks in both cases that supports the validity of peer assessment practice. We also found that peer learning improves students' quality of assessment as they reflect on their work.

**Measuring students' emotional responses to assessment feedback:** Dr Tiina Eilola, University of Leeds.

Receiving feedback is a key part of students' learning experience. However, students' emotional responses to the feedback may interfere with their ability to engage and reflect on the feedback. To date, few studies have investigated this question. Therefore, the aim of our research was to investigate what kinds of emotional responses students report in anticipation of and after receiving feedback. The students' reports were then used to develop a psychometric questionnaire. The results suggested that five dimensions are important when examining students' emotional responses to feedback. In this session the findings from the study will be discussed.

**Patchwork assessment for student employability:** Chris Emsley, University of South Wales.

This session shares ongoing research that has looked to incorporate a patchwork assessment processes, which includes a larger than usual number and variety of assessment types. This "close to practice" research is exploring the benefits of the assessment approach to the development of knowledge and the students' perception of skills development and confidence towards future employability. The study aims to explore:

- What elements of the assessment process were most valued by students and why.
- What elements promoted deeper learning and skill development, as evidenced by the quality of the output.
- Barriers and recommendations for implementation of the assessment approach for others.

The aim of the session will be to outline the above and generate critical thought in the 'audience' in an attempt to find support for any suggested implications to assessment and module design.

**Principles of interactive teaching in university: Student engagement and inclusion:** Matthew Coldrey, Hartpury University.

This session will enable staff to design appropriate questioning strategies to stimulate learning, and develop understanding of how to use questioning techniques that include and engage all students, whilst providing a basic understanding of some of the pseudoscience and learning myths that can influence teaching and learning in a negative way.

**Ripping up the rule book: Embracing fundamental change in legal education and embedding student employability:** Damian Smith and Mark Keith, BPP University Law School.

The legal education landscape is in a state of flux following a rewriting of the rules on qualification by one of the UK's legal regulators. At the same time, employers demand graduates with increasing work-based skills and attributes that go well beyond mere legal knowledge. BPP University Law School has seized this opportunity to fundamentally rewrite its suite of law courses, designing co-ordinated programmes that - at their core - enhance students' employability. Ripping up the rule book, though, has not been without its challenges. In this session, we reflect on the difficulties faced and how we have sought to overcome them.

**Sharing co-creativity and interdisciplinary learning within a multimedia student magazine:** Dr Lauren Schrock, Chris Evans and Kim Watts, University of Warwick.

Students and teachers on an interdisciplinary module co-created a multimedia magazine designed to promote diverse student engagement in a memorable, dynamic way. The magazine is organised in weekly segments with learning objectives, interactive activities, and knowledge resources including expert interviews and videos. Students were encouraged to share their creative work in 'student spotlights' throughout the magazine, such as photos of the outcomes of group work, and showcase their creative assessments. The magazine is an artefact of blended learning celebrating students'

weekly progress in its on-going creation within an interdisciplinary module on serious game design.

**Soft skill development for student employability:** Chris Emsley, University of South Wales.

The aim of this session is to outline research that has been conducted in order to identify the most effective pedagogical methods for developing soft skills in students and whether student developments are in-line with industry requirements.

**The effectiveness of serious game play in teaching and learning:** Dr Sara Hasani and Dr Carrie Rutherford, London South Bank University.

The serious game can be used as a tool for educational enhancement by targeting all types of learners. This puts the students at the centre and the tutor becomes a facilitator. This method of teaching/learning/assessment can overcome the limitations facing in the classroom dealing with dyslexic, shy students or students with English as a second language. The peer feedback element is embedded in the fabric of this method and encourages a transformative experience. This is an example of a design with a serious game play in the centre of the activities.

**The impact of social media takeovers on student employability:** Tracy Powell, University of Derby

The aim of this session is to explore the impact of using social media as an assessment to build student employability. The objectives of the session are: to establish the practicalities of students working with organisations and being solely responsible for an organisation's social media; to demonstrate how social media content can be assessed; to discuss the initial research findings of the resulting impact of the module activity on organisations, students and the University. Attendees will be able to use a similar process incorporating social media and organisation participation in their own disciplines.

**Using facilitated group decision software to enhance procedural justice and hear the student voice: An exploratory study with ethnic minority background students:** Parmjit Kaur, De Montfort University.

This study examines the use of a novel methodology, Causal mapping aided by a facilitated group decision software, in generating outputs from focus group workshops convened with BAME students. This method of investigation for conducting the focus group workshops used a dual facilitation process that allows a more authentic student "Voice" to be heard. This work seeks to explain why this process of investigation surfaces more authentic qualitative data by aligning the process of investigation with the principles found in organisational justice literature. Using Procedural Justice as the theoretical lens to assess the process of investigation serves to illustrate how the commitment and engagement of the students in the focus group workshops was improved.

**Virtual learning environments: Student engagement, perceptions and performance:** Dr Eugene Michaels and Melanie Powell, University of Derby.

We aim to extend current knowledge on the impact of VLEs on student achievement in two ways, by using data on two year-through modules across two cohorts of students, and using both actual and intended measures of use against actual performance. We will present and discuss the findings of our study of students' learning analytics, from a Blackboard-based VLE supporting traditional face-to-face teaching at the University of Derby. The study also addresses the literature gap between measures of student perceptions of VLE use and their actual student use, and how this links to engagement with VLEs and performance. We will discuss the implications of our results in terms of student engagement for developing technology-based assessment and feedback strategy designed to enhance performance.

**Why are academics not succeeding at developing student employability skills?:** Dr Cloda Jenkins, University College London.

Encouraging higher education institutions to prepare students for the labour market, and life after university, is a core focus of education policy in most countries. Economics education often comes under attack, particularly since the 2008 financial crisis, for not preparing graduates well for employment. However, little evidence is provided on what is being done, or not being done, in economics degrees to develop skills. In this paper we critically analyse what academics are doing in UK economics degrees to develop employability skills and explore, using survey evidence from UK economics departments and employers, why an employability gap remains.

## STEM Strand

### **A case study into the effectiveness of personalised tuition for final year distance students:**

Dr Cathryn Peoples, The Open University.

Increased support, or personal tutoring, is considered by some to be the ideal teaching and learning scenario. However, it is pertinent to understand if this is really what students want. In response to high drop-out for a final year module at The Open University in a previous year, an investigation, running July 2019 to September 2020, was launched to identify if a different approach to support, which includes tutor and peer interaction using modern software tools and a personalised development plan, could improve this situation. Findings from the mid-way point of the project will be presented in this session.

**A digital feedback tool to enhance student learning:** Dr Aziza Mahomed and Carl Anthony, University of Birmingham.

The aim of the session is to present a digital feedback tool which assists academics to efficiently provide effective feedback; and to present the effectiveness of feedback workshops to improve the feedback experience while equipping students with metacognitive skills to facilitate Self-Regulated Learning. The main objectives of the session are: to demonstrate a working server-based version of the digital feedback tool and how to create feedback templates and to show how student feedback workshops, using the tool as a scaffold, can improve student perception of feedback. The workshop framework and the key outcomes of an exemplar workshop will be reported.

**Authentic assessment of group work: Issues, models and tools:** Dr Suraj Ajit, University of Northampton.

Group work is an important part of most courses in higher education. Assessment of group work has always been challenging. Problems include inconsistent marking processes and potentially unfair scoring/grading methods. Peer assessment is commonly used but one of the challenges is: "How can marks from a tutor and students within a group be combined in a fair way to produce a single score for each student?" The scoring models used by many popular tools have shortcomings. We report on the experience of implementing a new model and tool for assessing group work at the University of Northampton.

**Can virtual laboratory software enhance 'wet-lab' teaching:** Danielle Evans and Ian Bailey, University of Surrey

Pre-practical exercises have been shown to support laboratory skill development in undergraduate science. As pedagogy evolves for the digital age, the exploration of virtual learning software is a natural step to facilitate student self-efficacy and student satisfaction. At the University of Surrey, virtual laboratory software was incorporated into the first year Biochemistry modules as repeatable, flexible, formative tasks. This intervention was evaluated using a mixed-methods approach involving: software use, student self-efficacy, and academic achievement across the teaching year 2018/19. In this session, we will discuss the impact of this software on the students and staff.

**Career Booster Programme: Bradford University's competitive response to graduate employability:** Dr Kamran Mahroof, University of Bradford.

As competition in the graduate job market continues to rise, universities are coming under increasing pressure to innovate, redesign curriculum and create an environment which breeds graduates who are versatile, talented and job-ready with the right skills to meet evolving employer needs. Accordingly, this session aims to highlight how the University of Bradford, School of Management are equipping students for a post-university life, through their innovative and highly impactful Career Booster Programme, designed to help boost students' skills and employability in competitive times. This session will cover the development of this programme, including feedback from industry and students.

**Creative student-led laboratory practicals for a smoother transition to scientific research:**

Dr Sophie Rutschmann, Imperial College London.

Laboratory practicals are often taught in a procedural way that does not represent the real research experience. Protocols are only one step of the scientific method and are not enough for students to learn how to define a research hypothesis, design experimental plans, adjust protocols, analyse data, critically appraise, and troubleshoot. In this session, I will present the principles, structure and

outcomes of our creative student-led practical module in STEM Postgraduate taught programmes. I will explain how it provides a bespoke opportunity for our students to experience the scientific method, and highlight how it supports their transition into scientific research.

**Developing technical thinking through writing: A scalable large-scale intervention:** Dr Tijana Timotijevic, Dr Ana Cabral, Dr Antonios Kaniadakis, Dr Usman Naeem and Dr Akram Alomainy, Queen Mary, University of London.

We aim to present the Technical Thinking and Writing Pathway project (TTWP), a trans-modular, cross-programme initiative developed through the three years of undergraduate study in the School of Electronic Engineering and Computer Science (EECS). This session will present the aims and steps of the pathway and its structured approach to thinking and writing development for academic and employment purposes. The project has been piloted in the last two academic years and we intend to use this opportunity to present and discuss our data in terms of evaluation, lessons learned and recommendations.

**Educating the Netflix generation: Evaluating the impact of teaching videos across a Science and Engineering Faculty:** Dr Fiona Saunders, Sandor Gellen, Colin McAllister-Gibson, Dr Lisa Simmons and Jack Stannard, Manchester Metropolitan University.

Since 2017, academics in the Faculty of Science and Engineering at Manchester Metropolitan University have created more than 2,000 videos and screencasts to support the retention and progression of 6,000 undergraduate students in the Faculty. These short videos provide coursework briefings, past exam paper solutions and short explanations of core concepts. As in earlier studies (Saunders and Hutt, 2014; Carmichael et al., 2017) student feedback on the videos has been consistently positive since the initiative began. In this session, we will discuss the impact of teaching videos on students' academic performance, evidence for which has up to now been largely anecdotal.

**Enhancement of scholarship and interdisciplinarity through research partnership with students:** Dr Tiffany Chiu and Dr Magda Charalambous, Imperial College London.

As educators and researchers, we have observed a strong need to empower our students to develop transferable and employability skills to tackle global challenges. This session demonstrates a creative research curriculum design and teaching practice to enhance scholarship and interdisciplinary skills through a research partnership with Imperial College students. We will discuss how we actively engage students to experience qualitative educational research, aiming to develop their communication, research and critical skills for future employment and establish a sense of professional identity. Challenges and benefits of the curriculum will be highlighted as we conclude with some pedagogical implications.

**Enhancing employability through mobility: Creative assessment tools:** Dr Gita Sedghi, University of Liverpool.

To support our undergraduate students to become creative and culturally rich graduates in a connected world, we are fostering cross-cultural internships to increase the proportion of mobile students. The selection criteria, which is different to that used for usual study abroad placements, provide students with more inclusive opportunities. Creative assessment tools are used during and after the internship to assess students' learning from the research undertaken as well as their soft skills development. Our evaluations showed that students developed their employability skills including critical thinking, independent working and communication with people from a different cultural background, in addition to learning new research skills.

**How to innovate in formative assessment when the summative assessment is paper-based: Conclusions from the Heriot-Watt Online project:** Mari-Cruz Garcia Vallejo, Heriot-Watt University.

This session will focus on how to improve student participation in online courses when the coursework is formative and does count for the final mark. The session will share the new assessment methods and pedagogical approaches introduced by the Heriot Watt Online Project to improve student engagement in online STEM postgraduate programmes where the final summative assignment is still paper-based. The session will cover aspects such as: How to design innovative coursework that can help students to prepare the final exam and how to build an online community of learners through coursework to improve student retention. This session is aimed at programme directors and course leaders who deliver online and blended learning programmes in STEM subjects where the

assessment strategy is based on summative assessment.

**Instilling self-efficacy in Engineering work-based learners in HE through tailored learning support strategies:** Dr Panos Doss, Dr Nicola Allett, Dr Gareth Woods, Dr Goudarz Poursharif and Dr Gillian Knight, Aston University.

National measures for widening participation in HE, such as the Degree Apprenticeship Levy, have led to significant demographic changes of learning background diversity in Work-based Learning (WBL) student cohorts. As a result, there is an increasing student requirement in higher education institutions for additional learning support. This presentation will outline how we have addressed these challenges by formulating and instituting a unique, WBL student-specific learning support strategy in collaboration with the Learning Development Centre at Aston University, and how integrating this support into our WBL programmes has led to marked increases in both student engagement and grade attainment, as well as an increase in stakeholder satisfaction.

**Learner-generated video assignment as an innovative assessment for teaching Pharmacology in large classes:** Dr Kok Choi Kong, Queen Mary, University of London.

Pharmacology has for a long time borne the academic stigma of being one of the driest and most boring subjects. Teaching the subject within the Queen Mary University of London (QMUL)-Nanchang University (NCU) Biomedical Sciences-Clinical Biomedicine Joint Programme possesses an additional challenge of large student cohorts (~250) with different educational and cultural backgrounds. In order to stimulate students' interests and enhance their engagement in the subject, an innovative learner-generated video assignment is designed as an alternative form of assessment. The aims and objectives of this session are to explain the design of this assessment and discuss the students' feedback and evaluation of the assignment.

**QR codes and digital technologies: A creative combination to augment practical learning:** Lisa Taylor, The University of Manchester.

This project has been developed to innovate ways to make students engage better with their own learning for subjects involving practical elements. The three key outcomes for a successful practical class are that students acquire a technical understanding, students can communicate their results, and students are able to apply conceptual understanding to their work. This session aims to share how utilising QR codes as a teaching resource improves student knowledge, experience, feedback, attainment and employability. Linking students' practical skills to relevant industrial situations helps reduce the amount of time demonstrators spend on explaining basic material, leaving them available to discuss higher level conceptual material with the students.

**Reshaping the HE programme: Equipping learners for life:** Dr Nigel Russell-Sewell, The University of Sheffield.

This session aims to introduce a framework for programme design to support curriculum teams as they consider the journey learners take on their way to a future beyond their studies. By the end of the session attendees will have considered: (a) the relationship between graduate attributes, programmes of study, and employment; (b) a framework for programme design that incorporates skills development beyond the formal teaching in the classroom; (c) examples in practice from Science and Social Science disciplines.

**Stepping up to Masters: World Challenges and Innovation Summer School:**

Dr Helal Ahmed, Imperial College London.

The World Challenges and Innovation Summer School is a two-week multidisciplinary programme designed for undergraduate students in the second or third year of their studies. The aim of the programme is to explore some of the current United Nations Sustainable Development Goals in the areas of climate action, good health and innovation. The programme provides students with knowledge and challenges in robotics, climate change, global health, cybersecurity and data science. Using the acquired knowledge, students propose an innovative business solution to tackle one of the global challenges. The workshops and social activities also support students with their personal and professional development.

**Student engagement and Geographic Information Systems (GIS): A reflection on creative approaches to teaching and learning to support Geography graduate employability:** Isabel Williams, Durham University.

Quantitative methods in Geography benefit from the cross-section between Sciences, Social

Sciences and Humanities. Geographical knowledge provides opportunities to acquire information, obtain skills and, with the rise of geospatial careers, develop technical competencies. Drawing upon teaching experience, the project investigates factors that influence students' engagement with digital geographies. It explores how technology is received alongside its potential to enhance student learning through creative approaches, contributing towards graduate employability. The findings suggest that engagement is influenced by student, content and teaching-related forces, and more than a link between achievement and involvement. Students need a creative curriculum to facilitate learning, communicate knowledge and transferable skills, whilst upholding the employability factor associated to Geography degrees.

#### **TEAMMATES: A solution to student group assessment dissatisfaction?:**

Dr Amy Patten, Aston University.

Group work is a vital transferable skill which is beneficial for students beyond their academic studies. However, for a variety of reasons, it is a bone of contention as an assessment form for many students. As such establishing methods to improve this situation is crucial. The aim of this study was to implement TEAMMATES Peer-Assessment system to enhance the student group assessment and feedback experience within the Aston University Foundation Programmes. Within this session I will share the results of this study, the experiences of myself and my students, and ultimately provide a method that can be used to enhance group assessment.

#### **The role of large informal online workshops to engage and enthuse interdisciplinary Mental Health students:**

Isabella Henman and Dr Janette Wallace, The Open University.

This presentation will showcase our recent experiences with large, informal, online module wide workshops in a second level STEM module. These workshops have been highly interactive and deliver content and skills relevant to the current mental health module but do not deliver module content specifically. Students report feeling more engaged with their peers, tutors and the module overall as a result of attendance. We believe that, with a clear remit that is effectively communicated to students and tutors involved, this style of session can be a valuable addition within tutorial provision.

#### **The use of diagnostic testing and student mentors as an intervention strategy to increase year one Computer Science engagement and progression in a diverse student cohort:**

Dr Gareth Woods, Dr Gillian Knight and Nick Powell, Aston University.

As universities embrace widening participation, we are starting to observe sector-wide attainment gaps. With student progression within Engineering and Technology one of the lowest in HE, it would appear our current curricular is not always effective for attainment in a diverse student body. To enhance progression within our Computer Science programmes, we implemented an inclusive intervention whereby, upon entry to university, we used diagnostic testing to identify students with potential academic attrition issues and then provided tailored support sessions to help increase successful study. In this presentation, we detail the development and delivery of this intervention and comment on its success.

#### **The use of problem-based learning in forensic investigation to improve student engagement and success:**

Mary Makinde, Canterbury Christ Church University.

With the increased demand on improving student engagement and attainment in higher education it is crucial that we are finding new and innovative pedagogical methods to encourage participation from learners and create an inclusive learning environment that promotes deep learning. Incorporating problem based learning activities and assessments as a crime scene reconstruction, laboratory exercises and collaboration with law enforcement agencies into Forensic Investigation programmes such provides the opportunity for students to be placed at the centre, inspiring them to take ownership of their learning. Through this approach, students remained engaged, developed positive relationships with peers, achieved and developed valuable employability skills.

#### **Use of digital badges in higher education:**

Monna Rizvi and Susannah Donkor, Middlesex University.

The use of digital badges is becoming more commonplace in education as institutions look for ways to further engage and motivate learners, particularly in today's competitive climate aimed at improving student retention rates. The goal of this session is to demonstrate ways in which digital badges are utilised to develop skills at one institution to highlight their ease of adaptability and to perhaps get

people thinking about how they might use digital badges in their own contexts.

**Using government policy documents (POSTnotes) to inform and improve technical communication for Engineering undergraduates:** Dr Nelia Jurado and Dr Thomas Peach, University College London.

A novel technical communication exercise on climate repair was created for Engineering undergraduates that drew on best practice from government policy documents (POSTnotes). This expanded on a previous group task of researching and writing a magazine article on IC engines. Students were briefed by a researcher with first-hand experience of government office and produced high-quality documents with staged feedback. The documents formed briefing packs in a role-play debate involving researchers, politicians and the media. The exercise improved technical communication grades; POSTnotes are a gold-standard technical writing resource; and student feedback reported enthusiastic engagement and increased awareness of Engineering's impact on society.

**Using Peer Assessment of Groupwork (PAG) to teach and assess collaborative competencies:** Dr Louise Rickard, Imperial College London.

Employers require graduates to be skilled in team working; collaborative competencies are highlighted as essential for sustainability education; and creating contemporary curricula means providing students with inclusive and engaging learning experiences. All these mean moving away from traditional written exams, including instead more group work, but historically there has been an estimated 10-15% free-riding associated with group-work, and we need a way to start to teach and assess the process and skills of group-working separately from the project output. This is what prompted the thinking behind the Peer Assessment of Groupwork project. This presentation focuses on the pedagogical choices made, the results and lesson learned, and the student voice.

**When East meets West in hackathons:** Dr Matthew Tang, Queen Mary, University of London.

For the past five years, QMUL organised Engineering-themed Hackathons to bring Beijing and London students together. The students, who have very different cultural backgrounds, had worked together and learned from each other from the competition over the course of just one week. We witnessed their gain in both technical know-how as well as team work experiences, which are imperative to their employability. This presentation aims to share the design of our Hackathons and the lessons learned from them, so as to inspire more Hackathons in the future.

**Widening participation: Closing attainment gaps through a holistic, student-led Science Foundation Year:** Dr Ellie Davison, Jayne Hopkins and Tom Hobson, University of Lincoln.

The 2019 CATE-winning Science Foundation Year (SFY) at the University of Lincoln provides an alternative route for students into higher education for those who do not meet the standard entry requirements, have taken a break from education or have non-traditional qualifications. Students who have progressed from SFY into Year 1 of their chosen degree programmes are currently out-performing direct-entry students across the College of Science, with the attainment of BAME and mature students and those with non A-level entry qualifications closing or even reversing well-known attainment gaps. Approaches and strategies integral to this success will be discussed during this presentation.