

Day 1											
Registration: Refreshments available											
Opening plenary											
Room 001											
Welcome address: Dr Celia Brigg Associate Director, Conferences and Events, Advance HE											
Keynote: Shakira Martin, Head of Student Engagement (former NUS president), Rose Bruford College											
Transition period											
Parallel session 1											
Room 221 (Hybrid) D1.1.1a - Oral presentation		Room 222 (Hybrid) D1.1.2a - Oral presentation		Room 223a (Hybrid) D1.1.3a - Oral presentation		Room 223b (Hybrid) D1.1.4a - Oral presentation		Room 220a D1.1.5a - Oral presentation		Room 007 D1.1.6a - Oral presentation	
Student voice, student values: Stories of what matters to undergraduates		Using neuroscience case scenarios to assess clinical concepts in an online environment		The Southern Cross Model: A better way to learn		Using a virtual community to facilitate interprofessional education		Teacher and student expectations and confidence in oracy skills: Supporting transition from a Foundation Year provision		Skills for success? Supporting transition into higher education for students from diverse backgrounds	
Ellie Hill, University of Worcester		Dr Romeo Batacan and Dr Senia Saitou, Central Queensland University, Australia		Professor Fiona Naumann, Professor Erica Wilson and Professor Thomas Roche, Southern Cross University, Australia		Professor Kirsten Jack and Aislin Goddard, Manchester Metropolitan University		Dr Lewis Baker, University of Surrey		Dr Ellie Davison, Jayne Hopkins, Tom Hobson and Rebecca Sanderson, University of Lincoln	
D1.1.1b - Oral presentation		D1.1.2b - Oral presentation		D1.1.3b - Oral presentation		D1.1.4b - Oral presentation		D1.1.5b - Oral presentation		D1.1.6b - Oral presentation	
D1.1.7a - Oral presentation		D1.1.8a - Oral presentation		D1.1.9a - Oral presentation		D1.1.10a - Oral presentation		D1.1.11a - Oral presentation		D1.1.12a - Oral presentation	
Advance HE Fellowship Team drop-in/information session		Investigating how to enhance the idea generation process for academic project by students		CANCELLED SESSION		CANCELLED SESSION		CANCELLED SESSION		CANCELLED SESSION	
Professor Angela Christidis, University of Exeter		Vikki Barnes-Brown, Amanda Deaves, Chris Edge and Helen Oton, University of Liverpool		Dr Luke Nguyen-Hoan and Dr Carl Greenup, University of Canberra, Australia		Dr Gabriella Caglieri and Mark Clark, University of Sussex and Dr Denise Hawkes, Anglia Ruskin University		Dr Teresa Thomas and Dr Clare Ray, University of Birmingham		Dr Hélène Pulker, The Open University	
D1.1.1c - Oral presentation		D1.1.2c - Oral presentation		D1.1.3c - Oral presentation		D1.1.4c - Oral presentation		D1.1.5c - Oral presentation		D1.1.6c - Oral presentation	
Embedding the teaching of writing in disciplines: Helping students transition into university		Enhancing student success by using an active blended learning model to teach integrated Anatomy and Clinical Skills modules		Engagement through assessment: Designing and using incremental assessment for student success		Development of simulated online learning resources capturing practical experience for Civil Engineering students		Enhancing student success: The transition from FE to HE		Postgraduate transitions then, now and in the future: How Covid-19 has affected teaching and learning	
Dr Monica Fernandes, Brunel University London		Sue Annetts, Stephen Dando and Richard Ruding-Smith, Cardiff University		Dr Kyra Macleod and Dr Maria Bryan, Manchester Metropolitan University		Dr Joanna Poon, Derek Spalton and Matt Whomsey, University of Derby		Dr Sarah Broadberry, Nottingham Trent University		Dr Brian Ross, University of Sussex	
D1.1.7c - Oral presentation		D1.1.8c - Oral presentation		D1.1.9c - Oral presentation		D1.1.10c - Oral presentation		D1.1.11c - Oral presentation		D1.1.12c - Oral presentation	
Design and development of game-based learning for virtual engineering laboratories: Two case studies		Interactive seminar teaching: A case study of allowing active participation across modes of delivery		Omar Einaggar, University of Liverpool and Dr Rossina Arhali, University of Sheffield		Kirsty Love-Brown, University of Buckingham					
Break											
Parallel session 2											
Room 221 D1.2.1 - Workshop		Room 222 D1.2.2 - Workshop		Room 223a D1.2.3 - Workshop		Room 223b D1.2.4 - Workshop		Room 220a D1.2.5 - Workshop		Room 007 D1.2.6 - Workshop	
Blending Boundaries: A transdisciplinary approach to enhancing employability for the future		Exploring student sense of belonging and experience of authentic self at the University of Leeds		In search of belonging: An institutional response to student transitions post-COVID-19 lockdowns		QUIET ROOM		QUIET ROOM		Designing inclusion and flexibility into curricula shaped by students and staff views of success	
Laura Brammar, The Careers Group, University of London		Dr Salma Alarefi, Dr Nadine Caygill and Dr Kendi Gantari, University of Leeds		Dr Catherine Carroll-Meehan, Dr Harriet Dunbar-Morris, Simon Brookes, Lucy Sharp and Dr Denise Meyer, University of Portsmouth						Dr Stella Howden, Dr Linda Martindale and Dr Susie Schofield, University of Dundee	
D1.2.7a - Workshop		D1.2.8a - Workshop		D1.2.9a - Workshop		D1.2.10a - Workshop		D1.2.11a - Workshop		D1.2.12a - Workshop	
Interrogating inclusive learning and 'success' and what it means for diverse types of learners		Developing blended communities that empower learners' transition: A case of a large management school		Think small: Creating a Design Thinking culture for student engagement		Open open are universities to Open Educational Resources?		Anna Wos and Dr Casey Cross, Lancaster University		Dr Bo Kelestyn, Professor Rebecca Freeman and Emily Risini Reid, University of Warwick and Dr Dave Thomas, Advance HE	
D1.2.7b - Workshop		D1.2.8b - Workshop		D1.2.9b - Workshop		D1.2.10b - Workshop		D1.2.11b - Workshop		D1.2.12b - Workshop	
Daneelle Thibodeau and Dr Janet De Wilde, Queen Mary, University of London		Daneelle Thibodeau and Dr Janet De Wilde, Queen Mary, University of London		Daneelle Thibodeau and Dr Janet De Wilde, Queen Mary, University of London							
Lunch											
Parallel session 3											
Room 221 (Hybrid) D1.3.1a - Oral presentation		Room 222 (Hybrid) D1.3.2a - Oral presentation		Room 223a (Hybrid) D1.3.3a - Oral presentation		Room 223b (Hybrid) D1.3.4a - Oral presentation		Room 220a D1.3.5a - Oral presentation		Room 007 D1.3.6 - Themed session	
A reflective approach to teaching practicum debriefing (RATPD)		Bringing hybrid, collaborative and flexible delivery to life		Priming the curriculum with aligned assessments		Pharmacology for Physician Associate programmes: A collaborative, flexible, and responsive approach to curriculum design		Using learning analytics to understand the impact of the pandemic on student engagement and attainment		What makes students want to attend practicals?	
Dr Mark Minott, University of East Anglia		Michael Delyna and Dr Kyle Dyer, King's College London		Theresa Federici, Cardiff University		Brogan Guest and Chanchen Chandrakanthan, St George's University of London		Professor Philip Young, University of Warwick		Professor Stephen Beek, University of Sheffield	
D1.3.1b - Oral presentation		D1.3.2b - Oral presentation		D1.3.3b - Oral presentation		D1.3.4b - Oral presentation		D1.3.5b - Oral presentation		D1.3.6b - Oral presentation	
QUIET ROOM		QUIET ROOM		QUIET ROOM		QUIET ROOM		QUIET ROOM		QUIET ROOM	
How the introduction of flexible modes of learning impacted student engagement: The case of a distance MA education programme		Exploring hybrid delivery models: The post-pandemic Tangent experience		Developing self-regulated learners using a unique reflective summative assessment		How do we design a first-year Science course for student engagement and success?		Combining the student voice and data analytics to understand the impact of curriculum innovation and change		Interactive virtual online practical laboratories using mLab	
Dr MarCamen Gil Ortega and Dr Reka Raitaine Jätkölä, University of Bath		Dr Maeve O'Day, Tangent, Trinity's Ideas Workshop, Trinity College Dublin		Dr Lovleen Kushwah and Dr Geethanali Selvaratham, University of Glasgow		Dr Nhung Nguyen, Dr Rebecca Jarvis, Professor Hannah Buckley and Dr Kat Botard, Auckland University of Technology, New Zealand		David Woolf, Joel Mills and Dr Claire Stocks, BPP University		Dr Jack Mullett, Liverpool John Moores University	
D1.3.7a - Oral presentation		D1.3.8a - Oral presentation		D1.3.9a - Oral presentation		D1.3.10a - Oral presentation		D1.3.11a - Oral presentation		D1.3.12a - Oral presentation	
Hybrid flexible delivery model		Exploring the Student Success Framework series: Taking the next step in enhancing student success		Stuart Norton and Dr Kay Hack, Advance HE							
D1.3.7b - Oral presentation		D1.3.8b - Oral presentation		D1.3.9b - Oral presentation		D1.3.10b - Oral presentation		D1.3.11b - Oral presentation		D1.3.12b - Oral presentation	
Benita Thomas, Comelú Cazacu, Charlotte Lam and Julie Henry, St George's University of London											
Transition period											
Parallel session 4											
Room 221 (Hybrid) D1.4.1a - Oral presentation		Room 222 (Hybrid) D1.4.2a - Oral presentation		Room 223a (Hybrid) D1.4.3a - Oral presentation		Room 223b (Hybrid) D1.4.4a - Oral presentation		Room 220a D1.4.5a - Oral presentation		Room 007 D1.4.6a - Oral presentation	
Learning to learn online: Metaphors as a prequel to successful engagement with live online learning		A trauma-informed approach to creating empowering education		Using collaborative spaces to promote student engagement through a sense of belonging and One Community		Intentional Learning: An engagement-led approach to the heraldic adoption of blended, flexible learning		Student resilience in HE: A Strathclyde toolkit to support resilience development		On the [transitions] track: Supporting students during transition stages	
Dr Pat Mahon-Daly and Dr Nick Wilde, UCFB.COM		Dr Emma Davies and Dr Kathryn Woods, Goldsmiths, University of London		Dr Katie Strudwick and Dave Pritchard, University of Lincoln		Karen Barton and Sarah Flynn, University of Hertfordshire		Professor Debbie Willson, University of Strathclyde		Dr Daniel Masie, Lynne Loveday, Dr Liam Waldron, Kirsten Irvine and Kirsty Campbell, Robert Gordon University	
D1.4.1b - Oral presentation		D1.4.2b - Oral presentation		D1.4.3b - Oral presentation		D1.4.4b - Oral presentation		D1.4.5b - Oral presentation		D1.4.6b - Oral presentation	
The changing experiences of supervisory relationships during COVID-19: Developing a framework for a hybrid model		Student view of success within hybrid learning		Using video feedback for online quizzes on both a postgraduate distance learning and onsite Psychology course		Mixed-mode education and evolving flexible provision mid and post pandemic		Dr Susan Smith and Professor Claire Smith, University of Sussex		Dr Lorraine Ayad, Brunel University London	
D1.4.7a - Oral presentation		D1.4.8a - Oral presentation		D1.4.9a - Oral presentation		D1.4.10a - Oral presentation		D1.4.11a - Oral presentation		D1.4.12a - Oral presentation	
Enhancing student success in the Cyprus Institute: Challenges and opportunities for inclusive research-led education		Bringing the metaverse to higher education: Engaging university students in virtual reality environments		Staff perspectives on inclusivity in an internationalised university in the UK		Hybrid Lite: Keeping the cohort together		Dr Maria Zammi, Dr Eleanor Willard and Sara Thomas, Leeds Beckett University		Daneelle Thibodeau and Dr Janet De Wilde, Queen Mary, University of London	
D1.4.7b - Oral presentation		D1.4.8b - Oral presentation		D1.4.9b - Oral presentation		D1.4.10b - Oral presentation		D1.4.11b - Oral presentation		D1.4.12b - Oral presentation	
Transition from university to employment: The importance of developing graduate identities		Enhancing student success in the Cyprus Institute: Challenges and opportunities for inclusive research-led education		Staff perspectives on inclusivity in an internationalised university in the UK		Hybrid Lite: Keeping the cohort together		Dr Ramon Masie, Lynne Loveday, Dr Liam Waldron, Kirsten Irvine and Kirsty Campbell, Robert Gordon University		Professor Timothee Rehen, Dr Elythia Nikita and Dr Chrysanthou Leontiou, The Cyprus Institute, University of Edinburgh	
D1.4.7c - Oral presentation		D1.4.8c - Oral presentation		D1.4.9c - Oral presentation		D1.4.10c - Oral presentation		D1.4.11c - Oral presentation		D1.4.12c - Oral presentation	
Embedding the active learning framework to effectively support learning and teaching at Wrexham Glyndwr University		Cultivating lifelong learners: A pedagogical innovation via action research		UCL Economics Walk: A public engagement project		Blend the infrastructure to your will: Ensuring that hybrid delivery is both "true" and attainable by all staff		Embedding student resilience into the curriculum		Transition from university to employment: The importance of developing graduate identities	
Dr Sue Harder, Dr Neil Pickles, Colin Heron, Dr Caroline Hughes and Nicola Owen, Wrexham Glyndwr University		Dr Qian Wang and Dr Jiyao Xun, X'an Jiaotong, Liverpool University, and Dr Haiho Gu, Soothow University		Dr Ramin Nasehi, University of London		Dr Chris Moore, UWE Bristol		Dr Kaisha George and Dr Sally Quinn, University of York		Paul Ormsdon and Dr Eleanor Atkins, Staffordshire University	
D1.4.2c - Oral presentation		D1.4.3c - Oral presentation		D1.4.4c - Oral presentation		D1.4.5c - Oral presentation		D1.4.6c - Oral presentation		D1.4.7c - Oral presentation	
Flexible mode of final year project supervision, assessment and management in a UK-China TNE context		Two ends of a spectrum: Some cautionary tales from Ed2 Level 1 distance learning students about flexible modes of delivery		No 1 in 'Team Feedback': A study of staff and student engagement with VLE feedback strategies		Effective ways to develop staff digital competencies - a synoptic view of academic development		Dr Erinna Ghu and Zoe Parker Moon, Lisa Gold and Polly Palmieri, Manchester Metropolitan University		Dr Jane Neal-Smith, Dr Bob Towseley and Dr Gill Bishop, University of York	
D1.4.2d - Oral presentation		D1.4.3d - Oral presentation		D1.4.4d - Oral presentation		D1.4.5d - Oral presentation		D1.4.6d - Oral presentation		D1.4.7d - Oral presentation	
Dr Margaret Kadri, James Porter and Dr Tosima Khatun, King's College London		Dr Disha Rajapakse and Dr Nadi Alimen, Birmingham City University		Dr Kyra Macleod, Manchester Metropolitan University		Dr Alison Voice, Dr Nic Lubroose and Professor Helen Heath, University of Leeds		Dr Ling Ma, Queen Mary, University of London		James Ray, Isobel Shelton and Jeremy Wilcock, The Open University	
D1.4.2e - Oral presentation		D1.4.3e - Oral presentation		D1.4.4e - Oral presentation		D1.4.5e - Oral presentation		D1.4.6e - Oral presentation		D1.4.7e - Oral presentation	
Dr Sean Goodman and Dr Terry Gleave, University of Liverpool		Dr Luis Pereira, Imperial College London, Dr Xue Zhou, Queen Mary University, London and Brinder Ragnal, Coventry University									
Transition period											
Panel discussion											
Room 001											
Enhancing student success during transition stages											
Chair: Helen Webster, Senior Adviser, Advance HE											
Dr Michelle Morgan, HE Specialist Consultant											
Michelle Craig, SolutionPath											
Rajumar Chinnakayala, Northumbria University Students' Union											
Shervin Sabeghi, Imperial College, London											
Networking BBQ, exhibitions and drinks reception											
15:10 - 15:25											
15:25 - 16:25											
16:25 - 16:30											
16:30 - 17:15											
19:00 - 21:00											

