

Day 3														
Registration: Refreshments available														
Opening plenary														
Room 001														
Welcome address: Alison Johns, Chief Executive, Advance HE														
Keynote: Molly Purcell, Student Experience Manager (Voice), University of Northampton														
Transition period														
Parallel session 1														
Room 221 (Hybrid) D3.1.1a - Oral presentation		Room 222 (Hybrid) D3.1.2a - Oral presentation		Room 223a (Hybrid) D3.1.3a - Oral presentation		Room 223b (Hybrid) D3.1.4a - Oral presentation		Room 220a D3.1.5a - Oral presentation		Room 007 D3.1.6a - Oral presentation	Room 008 D3.1.7a - Oral presentation	Room 330b D3.1.8a - Oral presentation	Room 021 D3.1.9a - Oral presentation	Room 018 D3.1.10a - Oral presentation
Keeping the best, adapting the rest: Adaptive curriculum design for project-based Work Integrated Learning		Career-focused international pathways students: Preparing for a successful future		Creating a reevaluation framework for diversity, environmental sustainability, new technology, and employability in the Music Business curriculum		The domains of academic practice		Using role play to develop the entrepreneurial knowledge, skills and mindset of postgraduate research students		Embedding employability in the curriculum: A novel approach	A scalable approach: Using technology to develop commercial awareness and digital interview skills for Life Sciences students	TBC	Closing the skills gap through co-creation of assessments	Citizen students in lockdown: Employability enhancement opportunities presented by the online environment
Professor Leanne Piggott and Dr Theresa Wroblewski-Sesto, University of New South Wales, Australia		Dr Victoria Wilson-Crane, Dr Diane Dale and Emma Ronney, Kaplan International Pathways		Julia Haferkorn and Dr Sam Murray, Middlesex University		Dr Fahda Khalid, Bahrain Polytechnic		Dr Ruth Weir and Dr Hannah Williams, University College London		Dr Anith Chondragani, University of Bristol	Dr Gemma Watteer and Jennifer Delaney, University of Liverpool	TBC	Dr Joanne Gough and Dr Alan Goddard, Aston University	Andrew Todd, University of Chester
D3.1.1b - Oral presentation		D3.1.2b - Oral presentation		D3.1.3b - Oral presentation		D3.1.4b - Oral presentation		D3.1.5b - Oral presentation		D3.1.6b - Oral presentation	D3.1.7b - Oral presentation	D3.1.8b - Oral presentation	D3.1.9b - Oral presentation	D3.1.10b - Oral presentation
Reimagining the MSc project: Development, evaluation and implementation of an innovative summer project		Fostering work readiness in a post-COVID world: A new framework for embedded career education		Enhancing students' employability skills using business games and authentic assessments		You've got to accentuate the positive		Developing the entrepreneurial mind-set of Doctoral researchers: Lessons from entrepreneurship education approaches at UCL and the University of Manchester		"It's not you it's me": How careership strategies and supporting services in HE can only go so far in aiding learning and empowering students to maximise employability opportunities in preparation for graduate careers	Examining the impact of the COVID-19 pandemic on student employment: An employer's perspective	Current affairs as a fulcrum for student engagement and success: Equine Flu 'Incident Room' case study	CompuLit at work: Collaboration, employability, and Social Justice in Humanities programmes	Delivering responsible entrepreneurship and innovation education
Dr Amberly Bridgen and Dr Hanna Kristina Isotola, University of Bristol		Dr Lauren Harman, Associate Professor Sharon La Fontaine and Catherine Caballero, Deakin University, Australia		Usha Misra, London South Bank University		Sally Crighton, The Open University in Scotland		Dr Hannah Williams, University College London and Dr Fatemeh Salehi, University of Manchester		Dr Lynsey Melhuish, Solent University	Dr Sarah Walker, University of Strathclyde	Dr Arne Stevenson, Harper Adams University	Dr Kasia Mika, Queen Mary, University London	Dr Alfonso Avila-Merino, University of East Anglia
D3.1.1c - Oral presentation		D3.1.2c - Oral presentation		D3.1.3c - Oral presentation		D3.1.4c - Oral presentation		D3.1.5c - Oral presentation		D3.1.6c - Oral presentation	D3.1.7c - Oral presentation	D3.1.8c - Oral presentation	D3.1.9c - Oral presentation	D3.1.10c - Oral presentation
The use of informal and extracurricular Hackathons to promote and enhance student employability skills		RMUL: Humanities skills and employability programme Refresh: Mapping a skills vocabulary and embedding employability experiences to equalise and enable successful graduate outcomes		Values-led authentic learning in a Business School: Student-led social impact venture fund and community impact projects		Connecting the pages: Aligning online course development with academic professional development for student success in online learning		Debate as a tool for developing and assessing MSc student communication skills: Enhancing the construction, delivery and counting of arguments in an Engineering Ethics context		How do students perceive the value of employability skills embedded in the curriculum?	Hypothesis: Project management is a path to employability	Transdisciplinary spaces: Curiosity, creativity and collaboration in curriculum design	How the novel use of technology in experiential learning and industry collaboration can be used to enhance student employability and enterprise	Embedding employability skills into a core module
Dr Shelini Surendran, Dr Nathaniel Bingham, Nick Edwards and Nayan Kesavan, University of Surrey		Dr Vicky Greenaway and Louise Ogle, Royal Holloway, University of London		Dr Joanne Zhang and Dr Patrick McGuirk, Queen Mary, University of London		Dr Annika Herb and Dr Clare Lloyd, University of Newcastle and Dr Michael Kinsler, University of Reading		Dr Isobel Mackay and Dr Thomas Miller, University College London		Dr Mark Field and Dr Emmanuel Godin, University of Portsmouth	Peter Berg, Kingston University	Dr Deborah Padfield, Professor Annie Bartlett and Ananya Sood, St George's, University of London and Professor Jo Waring, Birkbeck, University of London and Matthew Bates, University of Glasgow and Maxwell Press	David Egan, Dr Natalie Haynes and Dr Alisha Ali, Sheffield Hallam University	Sharon Sinclair-Graham and Amanda Milmore, University of Reading
Refreshments														
Parallel session 2														
Room 221 D3.2.1 - Workshop		Room 222 D3.2.2 - Workshop		Room 223a D3.2.3 - Workshop		Room 223b D3.2.4 - Workshop		Room 220a D3.2.5 - Workshop		Room 007 D3.2.6 - Workshop	Room 008 D3.2.7 - Workshop	Room 330b D3.2.8 - Workshop	Room 021 D3.2.9 - Workshop	Room 018 D3.2.10 - Workshop
Career Stage Framework: Meeting students where they are in their employability journey		Enterprise Exchange: Analysing the levels of enterprise and entrepreneurship activity embedded in Faculty of Arts and Creative Industries (FACI) programmes at the University of Sunderland		Bridging the gap through Enterprise Education: The Enterprise in the Life Sciences Challenge (ELSC) as a case study for enhancing student employability and success		Post-pandemic team working: Emergent effective practices and future challenges in developing learner team-working competencies for the hybrid face-to-face/virtual workplace		The Class of... initiative: Approaches for supporting the transition of finalists from student to graduate		Promoting deaf students agency in assessment	Fostering a #career4all open community to disrupt the future of educational practice	Scaffolding critical reflection for employability and professional growth	Using co-creation to examine student experience	Breaking the institutional barriers between educators and students through the Community of Philosophical Inquiry as a vehicle for inclusive dialogue in HE
Laura Brammar and Liz Wilkinson, The Careers Group, University of London		Dr Adelle Hulmeier and Hayley Jenkins, University of Sunderland		Lib Golding, Jennifer Delaney and Dr Gemma Watteer, University of Liverpool		Dr Tom Prickett, Northumbria University and Dr Wendy Ivins and Helen Phillips, Cardiff University		Chris Webb and Louise Harrison, Sheffield Hallam University		Dr Michael Waring and Dr Jackie Salter, University of Leeds	Dr Emma Gilgley, University of Central Lancashire, Neil Withall, University of Salford, Dr Christa Nenarati, Manchester Metropolitan University and Rachelle O'Brien, Durham University	Professor Stefanie Reisser, Essex Business School and Dr Elizabeth Armitage-Chan, Royal Veterinary College	Professor Catherine O'Connor, Professor Fiona Shelton and Dr Alison Tom Leeds Trinity University	Dr Katarzyna Fleming, Sheffield Hallam University and Dr Antonios Xenidis, Leeds Beckett University
Lunch														
Parallel session 3														
Room 221 (Hybrid) D3.3.1a - Oral presentation		Room 222 (Hybrid) D3.3.2a - Oral presentation		Room 223a (Hybrid) D3.3.3a - Oral presentation		Room 223b (Hybrid) D3.3.4a - Oral presentation		Room 220a D3.3.5a - Oral presentation		Room 007 D3.3.6a - Themed session	Room 008 D3.3.7a - Oral presentation	Room 330b D3.3.8a - Oral presentation	Room 021 D3.3.9a - Quiet room	Room 018 D3.3.10a - Oral presentation
Placing values at the centre of employability for creative industries students		A new type of academic integrity module for undergraduate students		Micro-CPD: Responding to the development needs of the HE workforce in a time of disruption		The importance of personal biography and distributed leadership in establishing effective community of practice: Insights from a large-scale online programme change project		Collaboration between academic staff and employability specialists: A practical approach to enhancing student success		AI: Threat or Menace?	Understanding the impact of an online accredited HEA Fellowship scheme on students' experiences	Critical thinking skills: Challenges faced by international students in Finance degrees	Technically teaching? The evolving contribution of technicians and technical staff to student teaching and learning within UK higher education	
Jeffrey Nagel, RMIT University, Australia		Dr Thomas Lancaster, Imperial College London		Dr Sean Morrison and Dr Kathleen Savage, University of Strathclyde		Dr Gary Brown, Dr Matthew Toole and Dr Lisa Day, University of Liverpool		Dr Dawn Reilly and Katherine Leopold, University of Greenwich		Charles Knight, Advance HE	Dr Carina Broux, The Open University	Dr Kalloum Jaffer, University of Edinburgh	Dr Francis Wieg, University of Nottingham and Midlands Innovation	
D3.3.1b - Oral presentation		D3.3.2b - Oral presentation		D3.3.3b - Oral presentation		D3.3.4b - Oral presentation		D3.3.5b - Oral presentation		D3.3.6b - Oral presentation	D3.3.7b - Oral presentation	D3.3.8b - Oral presentation	D3.3.10a - Oral presentation	
Building a university peer mediation service		Test classrooms: Creating space for pedagogy		The Education Focused Program at UNSW: Workforce development as community building		When education providers collaborate for the benefit of students and employers		Learning and teaching innovation through digital transformation: A case study with a Vietnamese University		"It feels like you've joined the university club": Examining the impact of Fellowship recognition for professional and specialist support staff	Learning how to facilitate effective classroom discussion: Using a Community of Philosophical Inquiry (CoPI) pedagogy	Quiet room	Principal Fellowship and the impact on organisational leadership	
CANCELLED		Dr Jane Bryan, University of Warwick		Dr Megan De Ste Croix, Nottingham Trent University		Collins Fritschner, Professor Louise Lutz-Mann, Dr Janis Watrop and Professor Leanne Piggott, University of New South Wales, Australia		Jo Dixon, Paul Newcombe and Ian Pease, University of Birmingham, Marnie Neesham-Taylor, Croydon College and Jane Manns, Croydon Health Services NHS Trust		Dr Robert Meyers, Cardiff Metropolitan University	Dr Chris Ribchester, University of Derby	Dr Fuly Demisiz, Sheffield Hallam University	Dr Ian Davis, University of Southern Queensland, Australia	
Transition period														
Ignite session Room 001														
Poster session Exhibition Area														
Ignite and soapbox session														
D3.IQ1 - Inspiring good practice through meaningful peer-to-peer learning, Anthony Hill, UWE Bristol														
D3.IQ2 - PROY: SHIP - UNITE: Trusts Initiative, University of Gloucestershire														
D3.IQ3 - The Maths Bridging Initiative: An institutional transition support programme, Andrew McDowell and Dr David Cutting, Queen's University Belfast														
D3.IQ4 - Entry into and through university: What is required to engage and support all students? Felton, University of Westminster														
D3.IQ5 - What is a tutor? An exploration of 'learning event theory' on student experience, Jane Doran, The Open University														
D3.P1 - Transdisciplinary spaces: Curiosity, creativity and collaboration in curriculum design, Deborah Padfield, Professor Annie Bartlett and Ananya Sood, St George's, University of London and Professor Jo Waring, Birkbeck, University of London and Matthew Bates, University of Glasgow and Maxwell Press														
D3.P12 - Responding to the ongoing challenges imposed by the COVID-19 pandemic: the case of the largest transnational higher education (TNE) provider in Europe, Moutamadopoulos, Dr Chrysoula Mangala, Dr Evangelos Koutsakos and George Stefanou, Metropolitan University, Greece														
D3.P13 - Diversifying the faculty through the use of external speakers to improve graduate outcomes in BAME students studying Psychology, Faculty Members, Sofia Barbosa Bouzas and Stephanie Baines, Brunel University London														
D3.P14 - Discover, Develop, Do: A learning design approach to support international student success in HE, Jennifer Puhkunen and Bettie Bowring, Kaplan International Pathways														
D3.P15 - The future of Law: Bridging the employment gap through contextualised curriculum design, The future of law: Bridging the employment gap through contextualised curriculum design, Dr Lauren Tazaykowi and Samira Dar, Aston University														
Refreshments														
Parallel session 4														
Room 221 (Hybrid) D3.4.1a - Oral presentation		Room 222 (Hybrid) D3.4.2a - Oral presentation		Room 223a D3.4.3a - Oral presentation		Room 223b (Hybrid) D3.4.4a - Oral presentation		Room 220a D3.4.5a - Workshop		Room 007 D3.4.6a - Workshop	Room 008 D3.4.7a - Workshop	Room 330b D3.4.8a - Workshop	Room 021 D3.4.9a - Workshop	Room 018 D3.4.10a - Workshop
Keeping well, teaching well: Supporting wellbeing of learning and teaching staff		Turning 360-degrees to meet student success		CHARMS		From the bottom up: A whole organisational approach to mental health awareness		*P*Cert 2.0: A design thinking workshop		Improvisation skills for teaching: Innovative approaches for positive student engagement	Developing academic careers in teaching or scholarship: Mentoring and managing	An exploration of community of practice and staff wellbeing	Identifying good practice in the Scholarship of Teaching and Learning within the HE workforce	Using an escape room to engage students with an evidence-based practice learning module
Dr Katy Savage and Dr Sean Morrissey, University of Strathclyde		Dr Fairah Hayat Salman and Professor Dr Wasim Qazi, IQRA University, Pakistan		Zoe Youmans, Suffolkshire University		Dr Wendy Wigley and Kunal Chan Mehta, London School of Science and Technology								
D3.4.1b - Oral presentation		D3.4.2b - Oral presentation		D3.4.3b - Oral presentation		D3.4.4b - Oral presentation		D3.4.5b - Oral presentation		D3.4.6b - Oral presentation	D3.4.7b - Oral presentation	D3.4.8b - Oral presentation	D3.4.9b - Oral presentation	D3.4.10b - Oral presentation
Work, Relax and Play (WRAP) scheme at Staffordshire University: Improving student engagement through student wellbeing and increasing graduate capital		Given the right environment, opportunities and support, all students have the potential to succeed		Rethinking experiential learning for the hybrid workforce: Enhancing the digital resilience of students and teachers for 21st century employment competencies		Identity, vulnerability and psychological safety								
Amee Pinnington and Emma Geis, Staffordshire University		Nicole Tavares, The University of Hong Kong		Dr Leela Copnar, Royal Holloway, University of London, Dr Elizabeth Valente-Reed, Dr Jennifer Fletcher, University of Sydney, Australia		Gillian Bradley, Tony Phillips and Nicky Turnbull, Newcastle College University Centre								
D3.4.1c - Oral presentation		D3.4.2c - Oral presentation		D3.4.3c - Oral presentation		D3.4.4c - Oral presentation								
Enhancing student engagement: The impact of motivation on online study behaviours		Frameworks of employability and innovative teaching-learning portfolios of choice		Adapting the Human Library concept to facilitate peer dialogue on innovative teaching practice										
Dr Cathy Schofield and Dr Alison Gieby, The Open University		Dr Sophia Kazapi, Pallas University and Professor Konstantinos Synopoulos, Zayed University		Dr Jane Bryan and Dr Kerry Dobbins, University of Warwick										
Transition period														
Panel discussion														
Room 001														
It isn't my responsibility: What does employability, enterprise and entrepreneurship education even add to the education experience?														
Chair - Stuart Norton, Senior Adviser, Knowledge, Innovation & Delivery														
Dr Maria Romero-Gonzalez, Reader in Science and Engineering Education, Queen Mary University of London														
Dr Michelle Phillips, Deputy Head of Undergraduate Programmes, Royal Northern College of Music														
Professor Gurpreet Jagpal, PVC Business & Entrepreneurship, University of Suffolk														