AdvanceHE

Teaching and Learning Conference 2022: Teaching in the spotlight: Where next for enhancing student success?
Session abstracts
5-7 July 2022
Day Three: 7 July 2022

Parallel Session 1, 10:35-11:35

D3.1.1a, Oral presentation – remote, 10:35-11:35
Keeping the best, adapting the rest: Adaptive curriculum design for project-based Work Integrated Learning
Professor Leanne Piggott and Dr Theresa Winchester-Seeto, University of New South Wales, Australia

This session will provide an overview of a research project undertaken by two work-integrated learning (WIL) academics who teach interdisciplinary project-based WIL. With the onset of COVID-19, the presenters transitioned their face-to-face WIL course to a virtual mode of delivery, which provided the opportunity to develop an adaptive curriculum design for project-based WIL for a range of delivery modes including: face-to-face, virtual, four-week intensive, and ten-week single courses. This presentation will set out the methodology undertaken, the development of a set of principles of good practice, and how these were utilised to evaluate essential curriculum elements.

D3.1.1b, Oral presentation, 10:35-11:35
Reimagining the MSc project: Development, evaluation and implementation of an innovative summer project
Dr Amberly Brigden and Dr Hanna Kristiina Isotalus, University of Bristol

Industry employers value teamwork, interdisciplinarity and real-world skills. The traditional MSc research dissertation has limited relevance to these skills. For our Digital Health MSc, we designed an innovative summer project. In multi-disciplinary groups, students undertake an accelerated process of health technology development, evaluation, and implementation. This project was designed in consultation with industry stakeholders. We undertook a mixed-methods evaluation of this project (pre-post quantitative student surveys, plus qualitative focus groups with students, academics, and industry stakeholders). We will describe the summer project, present our research, and encourage attendees to reflect on how the model might adapt to their programmes.

D3.1.1c, Oral presentation - remote, 10:35-11:35
The use of informal and extracurricular Hackathons to promote and enhance student employability skills
Dr Shelini Surendran, Dr Nathaniel Bingham, Nick Edwards and Nayiri Keshishi, University of Surrey

Hackathons are an innovation competition, where interdisciplinary teams work and compete to solve a problem or solution. The University of Surrey Sustainability Hackathon involved students being presented with problem statements relating to sustainability and forming interdisciplinary teams, before two days of ideation and pitch formulation with the support of mentors. Teams worked on preparing their sustainable solution over the following weeks

before pitching to a panel of judges online for a prize. The purpose of this talk is to discuss the effectiveness of using Hackathons within universities to enhance employability skills.

D3.1.2a, Oral presentation, 10:35-11:35
Career-focused international pathways students: Preparing for a successful future
Dr Victoria Wilson-Crane, Dr Diane Dale and Emma Ronney, Kaplan International Pathways

Emerging from the global pandemic, employability has never been so important in the minds of our students and their families. Enterprise attributes are also set to assume enhanced importance. Well-developed employability and entrepreneurial skills boost student self-confidence and potential for success. This session aims to outline the range of employability initiatives and enterprise opportunities available to Kaplan International Pathways students. Delegates will gain an insight into the employability and enterprise needs and interests of pathways students and how we are addressing them with supportive, portable opportunities which engage students from pre-application through to transition stage and beyond.

D3.1.2b, Oral presentation - remote, 10:35-11:35
Fostering work readiness in a post-COVID world: A new framework for embedded career education
Dr Lauren Hansen, Associate Professor Sharon La Fontaine and Catherine Caballero, Deakin University, Australia

This presentation outlines the design, implementation and preliminary outcomes of a new career development framework, the "Stepping Stones" Framework for a course-wide, contextualised, embedded and scaffolded career education program. The Framework, designed in 2020, addresses the contemporary challenges students face in securing meaningful, inclusive and sustainable employment. The session will highlight outcomes from the first year of implementation, including the use of the Work Readiness Scale for individual skill development, student assessment, and to measure intervention efficacy. In addition, the presenters will share valuable tips and tools for embedding, assessing and evaluating career education within student education.

D3.1.2c, Oral presentation, 10:35-11:35
RHUL Humanities skills and employability programme 'Refresh': Mapping a skills vocabulary and embedding employability experiences to equalise and enable successful graduate outcomes
Dr Vicky Greenaway and Louise Ogle, Royal Holloway, University of London

This presentation reports on the outcomes of the first year of a three-year initiative to attach a vocabulary of skills to our degrees, and to embed employability experiences throughout our taught curricula. The initiative is a collaboration between the School of Humanities and the College Careers Service. The project reflects our shared belief in the ability of programme-level design to act as a vehicle for social justice by enabling and equalising access to good graduate outcomes for all students, and to demonstrate the continued 'value' and particular application of Humanities subject learning for the future of work.

D3.1.3a, Oral presentation, 10:35-11:35
Creating a revalidation framework for diversity, environmental sustainability, new technology, and employability in the Music Business curriculum
Julia Haferkorn and Dr Sam Murray, Middlesex University

In 2020, as part of the revalidation process, the Music Business and Arts Management team

at Middlesex University were charged with revitalising their BA programme, to respond to the needs of students, the university and industry. There was a core recognition that the revalidation needed to be unpinned by additional voluntary criteria that would examine four core factors impacting curriculum design: diversity, environmental sustainability, new technology and employability. To help outline an approach to such criteria, a framework was devised. With topics that are highly relevant for the music and arts sector now embedded in the curriculum through the framework, the revalidated programme facilitates student success, by ultimately enhancing student employability.

D3.1.3b, Oral presentation - remote, 10:35-11:35
Enhancing students' employability skills using business games and authentic assessments
Usha Mistry, London South Bank University

Enhancing employability is key to Accounting and Finance degrees, and there are many methods universities have tried to embed this into the curriculum. Placements are an ideal way of gaining employability skills, but not all students are guaranteed to secure one. This study explored how game-based learning in a competitive environment provided an alternative approach to developing some of the key employability skills. Working in teams, students evaluated the performance of the organisation and considered the best alternative solutions. Findings revealed students enjoyed the game. The study identified the top four skills perceived to be highly used by students.

D3.1.3c, Oral presentation, 10:35-11:35
Values-led authentic learning in a Business School: Student-led social impact venture fund and community impact projects
Dr Joanne Zhang and Dr Patrick McGurk, Queen Mary, University of London

Traditional pedagogies rooted in the conventional linear models of teaching have been considered inadequate in meeting the challenges of the 21st century. We develop the theme of values-led authentic learning, and point to the significant contribution that Business Schools may make in this area of higher education (HE). Drawing upon a case study of Queen Mary's SKETCH project ('Student Knowledge Exchange Through Community Hubs', we highlight the importance of alignment with Business School strategic values when driving initiatives to enhance student enterprise and employability.

D3.1.4a, Oral presentation - remote, 10:35-11:35
The domains of academic practice
Dr Fahdia Khalid, Bahrain Polytechnic

This study investigates Knowledge Exchange (KE) and Professional Development (PD) as part of an HE academics' role. The broader purpose is to evaluate the value of University Industry KE (UIKE) and PD functions, from academics' perspective and to investigate how these can facilitate in coping with emerging expectations from stakeholders. Incorporating literature from Management and Teacher Training, the study proposes a more holistic approach to PD by advocating for a proactive, dynamic, and work-integrated PD. The study investigates PD for and through UIKE activities, which is a novel perspective contributing to the two increasingly important fields of HE studies.

D3.1.4b, Oral presentation, 10:35-11:35

You've got to accentuate the positive

Sally Crighton, The Open University in Scotland

This session will provide a whirlwind introduction to Appreciative Inquiry (Ai) - a way to support change that is generative, seeking to build on strengths by identifying the best of what already happens, so that more of it can happen. Drawing on stories from one community of part-time distance learning university teachers - and Goal 3 of the United Nations Sustainable Development Goals - we will explore the significance to professional practice of development opportunities designed to facilitate connections between people and to foster a collegiate academic community. Participants are guaranteed to leave with ideas for their own practice.

D3.1.4c, Oral presentation - remote, 10:35-11:35

Connecting the pages: Aligning online course development with academic professional development for student success in online learning

Dr Annika Herb and Dr Clare Lloyd, University of Newcastle and Dr Michael Kilmister, University of Reading

Reflecting on the experience of designing and implementing a fully online degree at scale intended for a global student body, the authors propose that online course design is an important but under-considered form of educational development practice that enhances student success. Through the collaborative practice, professional and academic staff developed skills in digital pedagogy knowledge, digital literacy, presentation skills, learning management systems and platform-specific course facilitation, embedding accessibility, and writing for online delivery. Embedding professional development in online course design imparted a holistic understanding of learning, contributing to student success in online learning.

D3.1.5a, Oral presentation, 10:35-11:35

Using role play to develop the entrepreneurial knowledge, skills and mindset of postgraduate research students

Dr Ruth Weir and Dr Hannah Williams, University College London

There's a mismatch in the career ambitions of doctoral students and the reality of their employment outcomes. Here we share our learnings from developing the SPERO programme, an entrepreneurial training course for doctoral students. We'll reveal how we tailored our content to complement the career expectations of doctoral students, through an immersive role-play journey. We'll discuss our misstep in developing an asynchronous version of the first workshop and the learnings we took from this. We'll share the iterative process we went through, the focus group feedback we received and how we ended up with our current content and delivery model.

D3.1.5b, Oral presentation, 10:35-11:35

Developing the entrepreneurial mind-set of Doctoral researchers: Lessons from entrepreneurship education approaches at UCL and the University of Manchester

Dr Hannah Williams, University College London and Dr Fatemeh Salehi, University of Manchester

While a career in academic research remains the goal of most UK PhD students, only a small fraction of doctoral graduates will secure permanent academic posts. Developing an entrepreneurial mind-set enables students to build their transferrable skills, recognise the

social and commercial potential of their research ideas, and see new possibilities for their futures. This session compares insights into designing and delivering entrepreneurship education for doctoral students from our experience at UCL and the University of Manchester. We share the processes we've been through in increasing access, and the feedback we've received from student surveys, interviews and focus groups.

D3.1.5c, Oral presentation, 10:35-11:35
Debate as a tool for developing and assessing MSc student communication skills: Enhancing the construction, delivery and countering of arguments in an Engineering Ethics context
Dr Isobel Mackay and Dr Thomas Miller, University College London

In Engineering, the construction of informed, persuasive and convincing arguments is at the very core of everyday practice. This is a vital skill for leaders to develop. In the Department of Chemical Engineering at University College London (UCL) we have pioneered the use of oral debate as a dynamic and engaging mechanism to develop and assess this skill in our MSc students. Here we discuss the need for this approach, its implementation and the significant positive impact that it had on our students, both in terms of their summative assessments and personal development, throughout their time at UCL and beyond.

D3.1.6a, Oral presentation, 10:35-11:35
Embedding employability in the curriculum: A novel approach
Dr Anthi Chondrogianni, University of Bristol

Several studies find that university graduates are not prepared for the world of employment. Students show lack of engagement with employability services until the end of their studies, when finding a job becomes crucial. To address this issue, we trialled a novel approach to the personal tutoring system for undergraduate studies. We collected and analysed survey data on students' approach and engagement with employability activities both before and after the intervention. Our findings suggest that early engagement can affect students' career decisions, improve their confidence and understanding of how the skills acquired during their studies can enhance their future careers.

D3.1.6b, Oral presentation, 10:35-11:35
"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
Dr Lynsey Melhuish, Solent University

"It's not you it's me" refers to a comment a student made during interview as part of doctoral research surrounding employer engagement and careership in HE. The student, by their own admission recognised they had not engaged with numerous employability resources, workshops and related strategies provided despite knowing how hard the HE employability team were working to support them. It was almost an apology but demonstrates how even with 'insight', students won't necessarily engage with the very tools that are there to help them succeed. So, if they know it's there and can see the benefit, what's stopping them?

D3.1.6c, Oral presentation, 10:35-11:35
How do students perceive the value of employability skills embedded in the curriculum?
Dr Mark Field and Dr Emmanuel Godin, University of Portsmouth

This oral presentation aims to explore student perceptions of employability when embedded

in the curriculum. The Level 5 module "Politics and Policy in Action" has been designed as a continuously assessed simulation exercise in which small teams of students work with external partners to develop a political campaign or lobbying strategy to effectively influence policy. The presentation evaluates how students, in this module, perceive, understand and value employability skills, and identifies strategies to facilitate this process. Overall, the project seeks to improve levels of student engagement with their own professional development, and respond to HE institutional priorities about graduate outcomes.

D3.1.7a, Oral presentation, 10:35-11:35
A scalable approach: Using technology to develop commercial awareness and digital interview skills for Life Sciences students
Dr Gemma Wattret and Jennifer Delaney, University of Liverpool

This talk will showcase how embedding digital interview technology and employer voices onto the curriculum at scale can develop students' confidence in their own commercial awareness skills and digital fluency. We re-imagined our approach to developing employability by aligning an existing careers event to the curriculum and used digital interview technology to develop commercial awareness and enhance employability skills for ~430 students. This model could be used across any discipline to help departments achieve institutional targets around creating an employer-connected curriculum and develop the key employability skills needed to adapt to an ever-changing graduate labour market.

D3.1.7b, Oral presentation, 10:35-11:35
Examining the impact of the COVID-19 pandemic on student employability: An employer's perspective
Dr Sarah Walker, University of Strathclyde

This talk will reflect on a unique study involving employers in the Chemical Sciences sector and their perceptions as to the effect of the pandemic on students' employment prospects. The presentation will explore how a shift to an online blended learning experience and changes to practical laboratory session delivery have affected various (not solely discipline-specific) student employability skills and how employer expectations of students' skills have changed given the effects of the pandemic.

D3.1.7c, Oral presentation, 10:35-11:35
Hypothesis: Project management is a path to employability
Peter Berg, Kingston University

This presentation will describe an Engineering School-wide, team-based, Level 5 Project Management module that is designed to develop key employability skills. It includes an externally-run online Assessment Day, Prince2 Foundation certification and creating a Feasibility Report. Teams have to present progress regularly, use MS Teams to collaborate and perform peer assessment on their colleagues. Support sessions are given to scaffold the learning and introduce dialogic learning skills. A pilot is running for students to further develop their projects at Level 6 with a view to offering an additional year for MEng students. Is the hypothesis proved?

D3.1.8a, Oral presentation, 10:35-11:35
TBC
TBC
TBC

D3.1.8b, Oral presentation, 10:35-11:35
Current affairs as a fulcrum for student engagement and success: Equine Flu 'Incident Room' case study.
Dr Anne Stevenson, Harper Adams University
Equine Flu reached News at 10 just as the Equine Health module was to start. Tearing up the planned programme and utilising the students' interest and anxiety about flu, I ran a two-week 'incident room' which engaged the students in a range of flipped, active and student-led approaches to their learning. Come and discuss how it turned out, how our teaching can be responsive to current affairs, and share how your (and my) tips might work in other settings.

D3.1.8c, Oral presentation, 10:35-11:35
Transdisciplinary spaces: Curiosity, creativity and collaboration in curriculum design
Dr Deborah Padfield, Professor Annie Bartlett and Ananya Sood, St George's, University of London and Professor Jo Winning, Birkbeck, University of London and Matthew Bates, University of Glasgow and Muswell Press
The value of the Arts and Humanities to undergraduate and postgraduate Medical Education is becoming increasingly recognised. Such awareness highlights the need for new and invigorated approaches to transdisciplinary teaching. Our research-based teaching and learning module reflects the challenges and rewards of an innovative approach where students and academics from Clinical (St Georges', University of London) and Humanities (Birkbeck, University of London) backgrounds learn alongside each other. From this intersection a catalyst for diverse learning is formed, able to generate new and dynamic knowledge for both students and teachers through transdisciplinary engagement with both theoretical and creative methods.

D3.1.9a, Oral presentation, 10:35-11:35
Closing the skills gap through co-creation of assessments
Dr Joanne Gough and Dr Alan Goddard, Aston University
Skills development is essential to maximise the employability of our graduates but is often an area they do not fully appreciate until they graduate. Some of this appears to be due to a feeling that they already know much of what we teach them. Therefore, our final year Professional Development assessments are co-created with the students to close a skills gap they have identified through personal reflection. This method has brought high levels of satisfaction and, importantly, engagement with transferrable skills development. We will showcase and reflect on our approach to allow others to embed it in their programmes.

D3.1.9b, Oral presentation, 10:35-11:35
CompLit At Work: Collaboration, employability, and Social Justice in Humanities programmes
Dr Kasia Mika, Queen Mary, University of London
Looking for new ways of raising students' aspirations? Tired of conventional approaches to employability? This session will discuss the design, collaboration, and implementation of the

interactive career planning visualisation tool: CompLit At Work
(https://complitatwork.qmul.ac.uk/) CompLit At Work is a student co-designed, interactive, online tool, which allows each student to identify and connect their degree-specific skills to the career options they are considering. The session will explore the online tool and provide practical examples of a range of innovative collaborative approaches to employability (curriculum and content workshops, assessments, online tool, advising), repositioning employability as a social justice matter.

D3.1.9c, Oral presentation, 10:35-11:35
How the novel use of technology in experiential learning and industry collaboration can be used to enhance student employability and enterprise
David Egan, Dr Natalie Haynes and Dr Alisha Ali, Sheffield Hallam University
This presentation will present a capacity-building approach that involves the novel use of technology in experiential learning and industry collaboration to enhance student employability and enterprise. The approach was developed from a programme funded by Erasmus+ Capacity Building in Higher Education to deliver a project entitled – SUCSESS. This project aims to strengthen the co-operation between higher education institutes (HEIs) and enterprises in South Africa. It has its roots in an identified need to support the employability of graduates especially from tourism and business programmes by new learning methods. The model was developed by six universities from the UK, Finland and South Africa.

D3.1.10a, Oral presentation, 10:35-11:35
Citizen Students in Lockdown: Employability enhancement opportunities presented by the online environment
Andrea Todd, University of Chester
This session will share the findings from a small-scale research project reflecting on how the pivot to online provision during the 20-21 academic year enabled Law students who may otherwise not have engaged in community outreach activities to thrive and grow their employability skills.

D3.1.10b, Oral presentation, 10:35-11:35
Delivering responsible entrepreneurship and innovation education
Dr Alfonso Avila-Merino, University of East Anglia
Colleagues from 10 European universities have been working since November 2020 to create a programme to deliver an educational programme on responsible entrepreneurship and innovation. This programme will be taken by half of the population of the 10 universities in different modes of delivery. For instance, face-to-face, participation in hackathons, and the development of enterprise projects that will create student and staff mobility. The University of East Anglia (UEA) is the only UK institution collaborating in this pan-European project. Together with another nine universities in Europe, the European Commission has given a grant for 10 million euros to develop the project.

D3.1.10c, Oral presentation, 10:35-11:35
Embedding employability skills into a core module
Sharon Sinclair-Graham and Amanda Millmore, University of Reading
This session will review how employability skills were embedded into a key part one module. These skills will evolve throughout the students progression through the degree. Using a

personal portfolio approach, students were asked to identify key skills needed for their chosen career path and in academic tutor meetings, will be required to update their tutor on progression throughout the degree. The student takes on responsibility for their own skills learning and development, which are matched to the University of Reading's own employability skills matrix.

Parallel Session 2, 11:50-12:50

D3.2.1, Interactive breakout/Workshop, 11:50-12:50
Career Stage Framework: Meeting students where they are in their employability journey
Laura Brammar and Liz Wilkinson, The Careers Group, University of London
Careers and employability education within HE is often predicated on the idea that the student cohort is at the beginning of their career journey; they are Career Starters. However, there's evidence that many students, such as distance learners, already have significant levels of professional experience, e.g. Career Developers, or even extensive work experience and are trying to change career direction, e.g. Career Changers. In this session, participants will learn about a Career Stage Framework approach which is used to enhance student success by tailoring the design, delivery and evaluation of the careers and employability provision. Participants will then explore how they might utilise a similarly nuanced approach to the delivery within their own institutions and contexts.

D3.2.2, Interactive breakout/Workshop, 11:50-12:50
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
Dr Adelle Hulsmeier and Hayley Jenkins, University of Sunderland
Despite positive initiatives surrounding enterprise, challenges continue to exist in disparate areas of 'joined-up' thinking around embedding entrepreneurship in the HE curriculum. The focus of this workshop is to explore solutions in the form of an accessible pedagogical innovation with the scope to have a more cohesive approach to sharing enterprising activities across the institution. As part of this workshop, we hope to present and explore our findings in reaction to the question 'in what ways can entrepreneurship be embedded and developed to enhance active learning practices?'

D3.2.3, Interactive breakout/Workshop, 11:50-12:50
Bridging the gap through Enterprise Education: The Enterprise in the Life Sciences Challenge (ELSC) as a case study for enhancing student employability and success
Lib Golding, Jennifer Delaney and Dr Gemma Wattret, University of Liverpool
This interactive session focuses on the impact of enterprise education for enhancing student employability, experience and success. A recent University of Liverpool enterprise initiative for Black, Asian and Minority Ethnic (BAME) students will be used to provide delegates with examples of activities and resources which can be used in their own practice. Design thinking activities will also challenge participants to map out how similar initiatives could be introduced at their own institutions. This will be of particular benefit to delegates with an interest in employer-connected teaching, student employability, enterprise and inclusion.

D3.2.4, Interactive breakout/Workshop, 11:50-12:50

Post-pandemic team working: Emergent effective practices and future challenges in developing learner team-working competencies for the hybrid face-to-face/virtual workplace

Dr Tom Prickett, Northumbria University and Dr Wendy Ivins and Helen Phillips, Cardiff University

Work as we knew it before the COVID-19 pandemic has changed forever. Collocated teams may continue for some, but working flexibly in a hybrid face-to-face/virtual manner is the prevalent approach. Equipping learners for this changed and changing work environment is critical to support UN Sustainable Development Goal 8. This interactive breakout session, using online whiteboards, will employ a problem prioritisation approach to discover issues and their resolution and problem categorisation to synthesise a future action plan. Participants will co-create insights into emergent effective learning practices and challenges to develop learner team-working competencies for a hybrid work environment.

D3.2.5, Interactive breakout/Workshop, 11:50-12:50

The Class of…Initiative: Approaches for supporting the transition of finalists from student to graduate

Chris Webb and Louise Harrison, Sheffield Hallam University

The Class of... initiative is a holistic, university-wide approach to supporting finalists with their transition from student to graduate, developed by Sheffield Hallam University in response to the challenges brought about by the COVID-19 pandemic. In this interactive session, delegates will have the opportunity to hear more about the successes and challenges of the Class of... initiative, discuss the scenarios facing their own finalists as they enter the post-university landscape and collaboratively explore potential solutions for helping individuals transition from student to graduate within their own institutions.

D3.2.6, Interactive breakout/Workshop, 11:50-12:50

Promoting Deaf Students Agency in Assessment

Dr Michael Waring and Dr Jackie Salter, University of Leeds

This interactive workshop will help you explore the ethics of the specialist assessment of deaf children. In so doing the reasons for assessing will be identified, and Kitchener's (1984) five ethical principles (autonomy, nonmaleficence, beneficence, justice, and fidelity) used to consider significant issues around the agency of the deaf child in that process. You will then be challenged to consider and interrogate how your design of assessment within the curriculum enables the agency of deaf students. This will involve using of a combination of: the assessment design and assessment literacy decision making cards; Self-advocacy Wheel; and the Inclusive Assessment Considerations of the EAT Framework (Evans, 2022).

D3.2.7, Interactive breakout/Workshop, 11:50-12:50

Fostering a #creativeHE open community to disrupt the future of educational practice

Dr Emma Gillaspy, University of Central Lancashire, Neil Withnell, University of Salford, Dr Chrissi Nerantzi, Manchester Metropolitan University and Rachelle O'Brien, Durham University

As the sector moves towards more learner-centred and flexible pedagogies, paradoxically set within a lean, mean and 'agile' higher education context, the need for academic communities modelling resourcefulness, experimentation and openness such as #creativeHE emerged. This highly interactive workshop will use creative participatory principles including infecting, facilitating, modelling, innovating, researching and curating to

engage and immerse participants with the concept and practice of creative education. We will encourage participants to connect with their own creative identities and consider how this disruptive, yet open, approach can contribute to the future of student success through innovative educational development.

D3.2.8, Interactive breakout/Workshop, 11:50-12:50
Scaffolding critical reflection for employability and professional growth
Professor Stefanie Reissner, Essex Business School and Dr Elizabeth Armitage-Chan, Royal Veterinary College

Despite extensive literature on reflective learning, the cognitive and behavioural steps that lead to deep reflection often remain elusive. This workshop will introduce a framework, derived from interdisciplinary pedagogic research, through which HE educators can scaffold students' reflective endeavours for employability. The framework, consisting of reflective resources, reflective practices, and reflective outcomes, will enable students to better understand what is meant by deep reflection and how they can use it to support their employability. The workshop will give HE educators an opportunity to learn about the framework and its uses in pedagogic practice to enhance student success.

D3.2.9, Interactive breakout/Workshop, 11:50-12:50
Using co-creation to examine student experience
Professor Catherine O'Connor, Professor Fiona Shelton and Dr Alison Torn, Leeds Trinity University

This session will consider the notion of student co-creation and the challenges of developing and implementing co-creative projects at institutional level. It will use the experience of a major project at Leeds Trinity University to consider the opportunities for using co-creation and the means by which it might be implemented to support enhancements, operational and strategic change. In this interactive session, participants will work with a group of staff and student co-creators to generate project ideas and consider the steps needed to bring them to life.

D3.2.10, Interactive breakout/Workshop, 11:50-12:50
Breaking the institutional barriers between educators and students through the Community of Philosophical Inquiry as a vehicle for inclusive dialogue in HE
Dr Katarzyna Fleming, Sheffield Hallam University and Dr Antonios Ktenidis, Leeds Beckett University

This interactive session introduces the Community of Philosophical Inquiry (CoPI) employed in a pilot study as a vehicle to elicit students' voice in HE. Collages illustrating the preliminary findings will depict how the CoPI approach provided a 'third space', repositioning research participants beyond their institutional subjectivities: from knowledgeable lecturers who 'bestow the gift of knowledge' (Freire, 1970) on students as the 'empty vessels' to be filled with this knowledge, to both becoming simultaneously teachers and students. Furthermore, through a joint reflection, colleagues will co-create their own collages of what inclusive and critical dialogue in their domains may resemble or achieve.

Parallel Session 3, 13:40-14:20

D3.3.1a, Oral presentation - remote, 13:40-14:20
Placing values at the centre of employability for creative industries students
Jeffrey Naqvi, RMIT University, Australia

Employability education often manifests a skills-transferability focus. This focus can fail to consider the individual values of the student. What would happen if we equipped students with a values-transferability as their career management currency, instead? This research drew upon the Protean career concept to design, facilitate and evaluate the impact of

values-transferability experiences within an employability-focused course for Creative Industries students. Entrepreneurship education was also introduced, to a cohort not previously considered 'entrepreneurs' in their programmes. The study extends the influence of Protean careers into educational design; practice implications include the evaluated educational experiences for consideration and adoption by universities.

D3.3.1b, Oral presentation,13:40-14:20
Cancelled session

D3.3.2a, Oral presentation,13:40-14:20
A new type of academic integrity module for undergraduate students
Dr Thomas Lancaster, Imperial College London
This presentation will report on a new method to engage students to become interested in the academic integrity field, which was developed as part of the I-Explore STEMM strand of modules at Imperial College London. The Academic Integrity in STEMM module introduces undergraduate students to academic integrity research and is available as an option across the institution. Students work in interdisciplinary groups to explore academic integrity research problems and present the results. Sessions are supported by visits from external researchers and student peers. This presentation will explore the success of the first two iterations of the module.

D3.3.2b, Oral presentation - remote,13:40-14:20
Building a university peer mediation service
Dr Jane Bryan, University of Warwick
Conflict is a part of university life for both staff and students. To offer an alternative to more formal processes and to support staff and students wishing to become mediators, Dr Jane Bryan (Warwick Law School) worked with Emma McAndry (Essential Mediation Solutions) to train and support staff and students to provide mediation to the University of Warwick community. This short presentation will explain how we managed the process, and what we learnt along the way about the benefits and potential pitfalls of university mediation as a way to build employability and transferable skills amongst student peer mediators, and to resolve disagreements that can negatively impact student wellbeing, academic performance and retention.

D3.3.3a, Oral presentation - remote,13:40-14:20
Micro-CPD: Responding to the development needs of the HE workforce in a time of disruption
Dr Sean Morrissey and Dr Kathleen Savage, University of Strathclyde
This session will describe the experience of the Academic Development team at Strathclyde in responding to the acute development needs of learning and teaching staff during the COVID-19 pandemic. Specifically, it will explore the role of MicroCPD, a programme of weekly, bite-sized learning opportunities, delivered by email, that have addressed a wide-range of development needs while overcoming staff's time constraints.

D3.3.3b, Oral presentation,13:40-14:20
Test classrooms: Creating space for pedagogy
Dr Megan De Ste Croix, Nottingham Trent University

Over the past year we have been building a staff development initiative called the test classroom. The test classroom takes account of two common problems academics report with the implementation of active collaborative learning: lack of training and lack of time (Brownell and Tanner, 2012). Academics attend as both students and teachers within the classroom, they experience and gain pedagogic knowledge, but also bring their own ideas, at any stage of development to test on a willing audience. Test classrooms meet the need of staff to find time to do pedagogy work while upskilling them in different pedagogic approaches.

D3.3.4a, Oral presentation,13:40-14:20
The importance of personal biography and distributed leadership in establishing effective community of practice: Insights from a large-scale online programmes change project
Dr Gary Brown, Dr Matthew Tickle and Dr Lisa Day, University of Liverpool
Change is a routine feature of university environments, undoubtedly accelerated by the COVID-19 pandemic response. This presentation reflects on a large-scale online programmes change project, capturing critical insights into the experiences of a team of programme leaders. It outlines challenges faced, how they were addressed and presents aspects of good practice on leading major change particularly, but not exclusively, in the online learning domain. The findings demonstrate the importance of individuals' intertwined personal and career biography to their sense-making, the mediating effects of context, and emergent group dynamics. We also articulate the benefits of distributed leadership and an emergent community of practice.

D3.3.4b, Oral presentation - remote,13:40-14:20
The Education Focussed Program at UNSW: Workforce development as community building
Collins Fleischner, Professor Louise Lutze-Mann, Dr Janis Wardrop and Professor Leanne Piggott, University of New South Wales, Australia
This session will present our experience building a community of educators and educational leaders through the UNSW Education Focused (EF) programme, providing a model for building connections between teaching academics both internally and across different institutions. Our hope is that we can continue to expand this community of EF academics into a worldwide community of EF academics that supports professional development and wellbeing in their EF role.

D3.3.5a, Oral presentation,13:40-14:20
Collaboration between academic staff and employability specialists: A practical approach to enhancing student success
Dr Dawn Reilly and Katherine Leopold, University of Greenwich
We must ensure that our employability support is as inclusive as possible to benefit all students, including those who are reluctant or unable to engage with the extra-curricular. We explain how we have brought an employability specialist onto the teaching team for a technical module to provide all students with access to employability support. Our presentation demonstrates a collaborative approach to promoting student success which we hope will encourage both the academic staff and employability specialists within our institutions to consider new ways to collaborate, particularly in ways which include all students in employability support.

D3.3.5b, Oral presentation,13:40-14:20

When education providers collaborate for the benefit of students and employers

Jo Rixon, Paul Newcombe and Ian Peate, University of Roehampton, Meimie Neethling-Taylor, Croydon College and Jane Manns, Croydon Health Services NHS Trust

This presentation will provide insight regarding the collaborative inception, development and delivery of a pioneering undergraduate Nursing programme in Croydon, London's second largest borough with a growing and diverse population.

D3.3.6a, Oral presentation,13:40-14:20

AI: Threat or Menace?

Charles Knight, Advance HE

This paper will consider how rapid advances in Machine learning and artificial intelligence will create significant ramifications for teaching and learning and specifically assessment practices. It provides practical examples of how AI is being used today and can be used to enhance practice in the near future. Weaved through the talk is the question "Are they already amongst us and you just missed it?"

D3.3.6b, Oral presentation,13:40-14:20

Learning and teaching innovation through digital transformation: A case study with a Vietnamese University

Dr Robert Meyers, Cardiff Metropolitan University

This session will provide an overview of a project focused upon supporting digital transformation of learning and teaching at a Vietnamese university. With the support of Global Wales funding, the project engaged more than 40 staff from a Vietnamese university in a series of initiatives to support reflection upon, and enhancement of, their educational practice and digital confidence within a higher education context.

D3.3.7a, Oral presentation,13:40-14:20

Understanding the impact of an online accredited HEA Fellowship scheme on students' experiences

Dr Carina Bossu, The Open University

This presentation will report on the findings of the evaluation of the Open University's Advance HE accredited fellowship scheme, called Applaud. The findings revealed that Applaud has had a positive impact on participants' practice, increased their interest and engagement with the scholarship of learning and teaching, and assisted teachers to improve student experience. The findings of this evaluation also informed the successful reaccreditation of Applaud, which started on 1st September 2020 (2020-2024). This paper will also explore preliminary data from the newly accredited scheme and discuss possible implications of these findings to learning and teaching more broadly.

D3.3.7b, Oral presentation,13:40-14:20

"It feels like you've joined the university club": Examining the impact of Fellowship recognition for professional and specialist support staff

Dr Chris Ribchester, University of Derby

Fellowship CPD schemes have become a key mechanism in HE for facilitating professional recognition for learning and teaching. However, there has been relatively little exploration of the impact of gaining Fellowship for colleagues in professional and specialist support positions. This presentation shares findings from research interviews with individuals in a

diverse range of roles which highlight how the process of gaining professional recognition has shaped their attitudes towards their role, achievements, status, identity, and aspirations, as well as their working relationships with academic colleagues. How CPD schemes can be configured to support colleagues in professional roles will also be considered.

D3.3.8a, Oral presentation,13:40-14:20
Critical thinking skills: Challenges faced by international students in Finance degrees
Dr Kalsoom Jaffar, University of Edinburgh

The gap between academic standards and expectations of British academics and those of the international students (IS) has a direct impact on student success. Where this gap is identified, it is the institution's responsibility to close it. Among extensive areas of conflict, including language proficiency, critical thinking (CT) is ranked highest. CT is identified as a skill all students can employ – regardless of their background. This research conducts interviews with IS in UK universities to highlight the challenges faced in gaining CT skills. Previous educational experience, cultural difference and lack of support from academics are a few challenges faced by IS.

D3.3.8b, Oral presentation,13:40-14:20
Learning how to facilitate effective classroom discussion: Using a Community of Philosophical Enquiry (CoPE) pedagogy
Dr Fufy Demissie, Sheffield Hallam University

High quality classroom discussions are widely seen as valuable contexts for nurturing critical thinking (CT). Yet, whilst encouraging students to engage in critical dialogue remains problematic, the challenges educators face in creating classrooms that foster CT are also often underestimated. This paper documents educators' experiences of using an enquiry-based dialogic pedagogy, Community of Philosophical Enquiry (CoPE) to address the challenges of doing CT in classroom discussions and evaluates CoPE's potential to scaffold educators' capacity and confidence in facilitating critical thinking in higher education classrooms.

D3.3.10a, Oral presentation,13:40-14:20
Technically teaching? The evolving contribution of technicians and technical staff to student teaching and learning within UK higher education
Dr Francis Wragg, University of Nottingham and Midlands Innovation

Technicians and technical staff make key contributions to student teaching and learning within UK higher education, across many discipline areas. However, technicians' vital contributions throughout the sector are generally poorly understood or under-acknowledged, particularly as their roles and responsibilities expand in an evolving HE landscape. This talk will present new research delivered for a landmark report (and accompanying paper/s) from TALENT's National Policy Commission. Expect exploration around technicians' roles within HE teaching and learning, how their contributions are perceived, and a potential increase in demand for accreditation of technical teaching staff through qualifications and Advance HE fellowships.

D3.3.10b, Oral presentation,13:40-14:20
Principal Fellowship and the impact on organisational leadership
Dr Ian Davis, University of Southern Queensland, Australia

In a small rural university in Queensland, Australia four senior executives began a journey of discovery whilst being coached for their Principal Fellowship. This presentation charts the progression and process of Principal Fellowship on an organisation and the impact on approaches to strategic leadership and the development of a reflective culture at executive level. Using data from a recent research project the voices and experiences of participants will be clearly present as will their understanding of how this process has impacted on themselves and their organisation.

Ignite session, 14:25-15:10
D3.IG1, Ignite presentation, 14:25-15:10
Inspiring good practice through meaningful peer-to-peer learning
Dr Antony Hill, University of the West of England
In this session, I'll be exploring an approach to peer-to-peer HE staff sharing of good practice at an institutional level and, crucially, the balance between the need for a certain level of expectation within a support structure, and its ability to generate meaningful and personalised development.

D3.IG2, Ignite presentation, 14:25-15:10
PIVOT - SHIFT - UNMUTE
Trudie Ballantyne, University of Gloucestershire
PIVOT – SHIFT – UNMUTE Lockdown Work experience. How a pre-pandemic curriculum re-design of an old Level 5, professional practice module, enabled an easy and effective overnight pivot to online in March 2020. No learning outcome changes, a slight shift in assessment brief and criteria resulted in an enhanced and very successful learning experience for the students. Evidencing their learning and professional liaison experiences in the assessable format of a Pechakucha presentation. The unmuted students built confidence, communication skills and professional attributes. Many 2020 & 2021 graduates have secured jobs, internships, freelance commissions from the networks established. Less is often more.

D3.IG3, Ignite presentation, 14:25-15:10
The Maths Bridging Initiative: An institutional transition support programme
Dr Andrew McDowell and Dr David Cutting, Queen's University Belfast
A-Level Maths is a pre-requisite for many university programmes. While essential, Maths is a difficult subject for many, and extra support is often required. This has been amplified by the impact of the COVID pandemic on delivery of the A-Level Maths curriculum, leaving students at a disadvantage on entering the first year of their university programme. This session will introduce the development and implementation of the Maths Bridging Initiative, an institution-wide intervention designed to mitigate these challenges through a programme-specific Maths transition framework. Specifically, we will openly discuss bespoke diagnostic testing, curation of online learning resources, data-driven event development and the impact this has had on 1,271 students within Queen's University Belfast.

D3.IG4, Ignite presentation, 14:25-15:10
Entry into and through university: What is required to engage and support all students?
James Fenton, University of Westminster

The University of Westminster Transitions and Engagement Team (TET) set out to better understand the needs of our student body and what was required for their successful engagement with all aspects of their degrees. A survey was completed by 471 undergraduates and focus groups followed. Our clearest finding is that that the current offering, at our university and others, least suited the prototypical student from our research (Asian, female and living at home). The importance of better understanding our student cohorts and their needs is examined alongside implications for inclusion and the UN Sustainable Development Goals.

D3.IG5, Ignite presentation, 14:25-15:10
What is a tutorial? An exploration of 'learning event literacy' on student experience.
Dr Jane Dorrian, The Open University

Do you know what the difference is between a tutorial and seminar? Or a workshop and a problem-based learning session? And more importantly, do students know? Clearer identification of the purpose and type of session could help tutors to plan their pedagogy more strategically, and defining sessions as seminars or workshops etc. could help students make informed choices about how they tailor their learning experience. This session will present a scholarship project at the Open University that explored what the characteristics of a tutorial were and examined the impact that not calling a session a tutorial had on student engagement.

AdvanceHE

Poster Session, 14:25-15:10

D3.P1, Poster, 14:25-15:10
Using a student consultancy vehicle to enhance student success
Saba Yousif, University of Gloucestershire
In this poster, we will use the Gloucestershire Business School student consultancy service as a case study to show how student success has been enhanced and community engagement and diversity embraced.

D3.P2, Poster, 14:25-15:10
The use of undergraduate, interdisciplinary, collaborative research projects as a high impact practice to support student transitions
Daniel Edmondson, University of Bolton
This session will explore a case study project on the use of undergraduate, interdisciplinary, collaborative research projects as a High Impact Practice to support student transitions for learners at the University of Bolton. The project's outcomes, impact, lessons learnt and future direction of further research in this area will be discussed.

D3.P3, Poster, 14:25-15:10
Teaching criticality for international Masters students: Purpose, methods and applications
James Lamont, University of York
Criticality is an essential skill for Masters students but it is also a common challenge. In this poster, we will explore different ways to develop and practice students' critical thinking, reading and writing skills, and how this can be integrated into other classes. We will share approaches and strategies, and how students can be motivated to take a more critical approach to their work.

D3.P4, Poster, 14:25-15:10
Enhancing students' engagements in labs via a team-working approach
Dr Chalak Omar, University of Sheffield
Student engagement during practical sessions is an important aspect and has to be investigated to make sure learning outcomes are achievable. The aim of this project is to investigate whether the teamwork approach during the practical activities is a way to improve students' engagement as well as investigate the elements and factors that facilitate student engagement in teamwork during practical sessions. It will also investigate the optimum number of students in a team which ensures maximum student engagement in practical activities.

D3.P5, Poster, 14:25-15:10
SEED Award: A step towards recognition of students' contribution to co-creation
Dr Ana Cabral, Professor Janet De Wilde, Alison Pettigrew and Max Addo, Queen Mary, University of London
The SEED (Student Enhanced Engagement and Development) Award recognises students' contribution to shaping education at Queen Mary by working alongside educators, co-creating their academic experience, putting feedback into action, and improving their programme while developing skills that enable them to stand out to potential employers. Applications follow the areas of activity of the UKPSF and, if successful, students receive a certificate and the Award is featured on their HEAR transcript. In our poster we will present

the award, share the outcomes of its first year and invite attendees to discuss the challenges and lessons learned as well as our ideas for future enhancements in terms of extended forms of recognition.

D3.P6, Poster, 14:25-15:10
Co-creating training on co-chairing and co-creation in Staff-Student Liaison Committees
Dr Ana Cabral, Alison Pettigrew and Professor Janet De Wilde, Queen Mary, University of London

In this poster, we will present our experience of co-creating and running a new training where academics acting as co-chairs in Staff-Student Liaison Committees (SSLCs) are invited to reflect on their chairing approach and consider strategies which can, ultimately, lead to more student engagement and effect change from SSLCs. The poster will present our co-creation approach, the training content, evaluation data, lessons learned, areas for further development and recommendations for implementation.

D3.P7, Poster, 14:25-15:10
Embracing the pracademic to enhance student success: Is experience worth sharing?
Dr Anne Eason, UWE Bristol

The term pracademic has only become popular since 2009 where Posner set out the need for practitioners to be part of the academic community for vocational programmes. A pracademic is a professional who has significant experience within the operational world and is able to realistically apply the theory that underpins that professional practice. In the teaching of Police apprentices, this expertise is vital if the officers of the future are to be able to relate the vast amount of knowledge skills and behaviours that are required to be effective in contemporary crime prevention and reduction strategies.

D3.P10, Poster, 14:25-15:10
Playing for results: Bringing the fun into the classroom
Claire Ashworth and Dr Kamalavelu Velayutham, University of Central Lancashire

Come play with us! This session will demonstrate purposeful play and how it can enhance student engagement and enable students to identify learning outcomes. We will share our story of how we use purposeful play and how it can be adopted across disciplines. We will demonstrate a purposeful play session.

D3.P11, Poster, 14:25-15:10
Transdisciplinary spaces: Curiosity, creativity and collaboration in curriculum design
Dr Deborah Padfield, Professor Annie Bartlett and Ananya Sood, St George's, University of London and Professor Jo Winning, Birkbeck, University of London and Matthew Bates, University of Glasgow and Muswell Press

The value of the Arts and Humanities to undergraduate and postgraduate Medical Education is becoming increasingly recognised. Such awareness highlights the need for new and invigorated approaches to transdisciplinary teaching. Our research-based teaching and learning module reflects the challenges and rewards of an innovative approach where students and academics from Clinical (St Georges', University of London) and Humanities (Birkbeck, University of London) backgrounds learn alongside each other. From this intersection a catalyst for diverse learning is formed, able to generate new and dynamic knowledge for both students and teachers through transdisciplinary engagement with both theoretical and creative methods.

D3.P12, Poster, 14:25-15:10

Responding to the ongoing challenges imposed by the COVID-19 pandemic: The case of the largest transnational higher education (TNE) provider in Europe

Antonis Mouhtaropoulos, Dr Chrysoula Mangafa, Dr Evangelos Kontaxakis and George Stefanou, Metropolitan College, Greece

This poster will raise the question about how we can develop the HE workforce skills across disciplines to enhance student success. Reflecting on the past, we suggest how we can move forward to shaping the HE future by reimagining professional development, transforming leadership and enabling strategic transformation. This case study presents the initial findings of our ongoing research on how MC has been responding to the crisis aiming to provide a framework for other service providers in the industry sector. We draw on various good practices applied these last three years, aiming at responding to diverse emergencies, needs and requirements that can provide illustrations for the management of critical incidents and beyond.

D3.P13, Poster, 14:25-15:10

Diversifying the faculty through the use of external speakers to improve graduate outcomes in BAME students studying Psychology

Dr Pauldy Otermans, Sofia Barbosa Boucas and Stephanie Baines, Brunel University London

In the Division of Psychology, our students do not pursue traditional, Psychology-specific graduate jobs; instead, they enter areas such as health professions; education; social and welfare; business; human resources; marketing, advertising, and public relations with a higher percentage of White students than BAME students securing these jobs. This project aimed to diversify the faculty by using external speakers to improve graduate outcomes for our BAME students. Introducing students to speakers from different backgrounds and ethnicities, who succeeded in their graduate careers, should inspire them to look outside the box, and give them self-confidence to follow their ambitions and aspirations.

D3.P14, Poster, 14:25-15:10

Discover, Develop, Do: A learning design approach to support international student success in HE

Jennifer Pulkkinen and Bette Bowling, Kaplan International Pathways

'Discover, Develop and Do' (DDD) as a structured active learning design approach to engage and support international students in their learning. We will consider how the combination of asynchronous content with synchronous active learning sessions helps develop students' academic, communication and employability skills to prepare them for undergraduate and postgraduate study in the UK and beyond. Participants will have the opportunity to reflect on how far the approach might meet international students' needs.

D3.P15, Poster, 14:25-15:10

The future of Law: Bridging the employment gap through contextualised curriculum design

Frances Seabridge, Dr Lauren Traczykowski and Samira Dar, Aston University

National professional qualification changes triggered the re-development of Aston Law School's LLB degree. In 2022/23, we will deliver a new, compulsory, second-year module accounting for professional body proposals and lessons learned from students during the pandemic (which will have a longstanding effect on employability). Our goal is to help

students navigate employability, build courage, and consider ethics in a professional workplace in a consolidated skills/experience-based environment. This poster will provide a module overview of academic and professional skills that can 'future-proof' student education.

Parallel Session 4, 15:25-16:25

D3.4.1a, Oral presentation - remote, 15:25-16:25
Keeping well, teaching well: Supporting wellbeing of learning and teaching staff
Dr Katy Savage and Dr Sean Morrissey, University of Strathclyde
Development needs of learning and teaching staff are changing and support for wellbeing has emerged as a key area in which support needs to be available, a topic we saw as a key priority at the University of Strathclyde and one that deserved the attention of our Academic Development Team. This session describes a 10-week online programme to support wellbeing of teachers that has been successfully implemented at Strathclyde. We will present the topics explored, how we implemented the programme, what worked, and how we tweaked the programme across the three iterations of the programme that have now been offered.

D3.4.1b, Oral presentation, 15:25-16:25
Work, Relax and Play (WRAP) scheme at Staffordshire University: Improving student engagement through student wellbeing and increasing graduate capital
Aimee Pinnington and Emma Geis, Staffordshire University
Staffordshire University Work, Relax, and Play (WRAP) extra-curricular scheme was launched by paramedic lecturer Emma Geis in response to a decline in student wellbeing through the COVID-19 pandemic. Since its inception the scheme has grown massively, with 2021 seeing the uptake of WRAP across several schools and campus sites within the university. This is the story of how WRAP has improved student success and wellbeing through wider student engagement opportunities, with a particular focus on the Graduate Capital Model.

D3.4.1c, Oral presentation, 15:25-16:25
TBC
TBC
TBC

D3.4.2a, Oral presentation, 15:25-16:25

Turning 360-degrees to meet Student Success

Dr Fariha Hayat Salman and Professor Dr Wasim Qazi, IQRA University, Pakistan

This presentation discusses the framework, design, and observations from an initiative piloted by the Center for Teaching Excellence and Learning Innovation (CTELI) at IQRA University, Pakistan. The initiative builds upon Boyer's seminal rationalization of how faculty's inquiry and introspection into their own progression is inextricably linked to students' success and the broader institutional goals. Our 360-degree professional development initiative strives to ensure engagement and success of our unique student body through a three-pronged approach across: (001) institutionalizing a recognized professional growth framework, (2) SOTL observations of instructional practice leading to consultative plans, and (3) a comprehensive review of programmes and courses.

D3.4.2b, Oral presentation - remote, 15:25-16:25

Given the right environment, opportunities and support, all students have the potential to succeed

Nicole Tavares, The University of Hong Kong

"I felt totally immersed in the innovative activities and captured by your creative teaching ideas, to the extent that I gradually overcame my anxiety, opened myself up and felt a much greater sense of achievement."

This talk introduces delegates to a range of original, practical and novel classroom-proven strategies that have worked to good effect in both face-to-face and online learning spaces in engineering a supportive, equitable and engaging environment for students to achieve the success they would otherwise not have. Delegates are expected to leave with (re)new(ed) insights into motivating teaching practices adaptable for their own use.

D3.4.2c, Oral presentation, 15:25-16:25

Enhancing student engagement: The impact of motivation on online study behaviours

Dr Cathy Schofield and Dr Alison Gisby, The Open University

This session aims to highlight how internal and external factors may impact on student study engagement in online courses. An online survey comprised of questions relating to demographic characteristics, the Academic Motivation Scale and an adapted Burch Engagement Survey for Students. Responses from a diverse range of students indicated that different forms of motivation lead to different study engagement, and that time commitments outside of education have differing impacts on study engagement. The findings pose questions as to how we design online courses to engage different types of learner to ensure inclusivity.

D3.4.3a, Oral presentation, 15:25-16:25

CHARMS

Zoe Yeomans, Staffordshire University

Join Zoe Yeomans for a presentation outlining a joint project between Staffordshire University and The Social Care Network by which Staffordshire University is utilising a simulated recording system called CHARMS developed by the Social Care Network to enhance recording skills of Social Work students in advance of their first and final placements and ultimately their employability after they graduate. This system enables

students to practice their recording skills within a system that mirrors systems used within local authorities they may then seek employment within. The transferability of this system is also being explored to identify the advantages of sharing the system across other schools at Staffordshire University such as Counselling and Psychology.

D3.4.3b, Oral presentation, 15:25-16:25
Rethinking experiential learning for the hybrid workforce: Enhancing the digital resilience of students and teachers for 21st century employment competencies

Dr Leela Cejnar, Royal Holloway, University of London, Dr Elisabeth Valiente-Riedl, Dr Jennifer Fletcher and Dr Helena Robinson, University of Sydney, Australia

The COVID-19 disruption of higher education produced a natural experiment in online learning. Students and educators have been required to adapt core competencies, such as communication and leadership, to virtual experiential learning contexts. Experiential learning has traditionally focused on curating in-person experiences. With the rapid revision of employability skills to keep pace with the emergence of virtual and hybrid work sites, we consider how higher education itself needs to transform. How can experiential learning programmes push beyond the binary of on-campus and online to create authentic and agile hybrid modes, that permit graduates to develop a future-proof digital resilience?

D3.4.3c, Oral presentation, 15:25-16:25
Frameworks of employability and innovative teaching-learning portfolios of choice

Dr Sophia Kasapi, Patras University and Professor Konstantinos Syriopoulos, Zayed University

Employability is a major issue of young graduates. The modern business environment with the intervention of AI has called upon reinforcing the role of HR by enriching its problem-solving capacity with non-cognitive abilities in order to design the "jobs of the future". With subjects ranging within the full spectrum of cognitive decision-making, the student is called upon mastering his/her non-cognitive abilities by addressing real work-life problems and elaborating on both "soft" and "hard" skills on the same level.

D3.4.4a, Oral presentation, 15:25-16:25
From the bottom up: A whole organisational approach to mental health awareness

Dr Wendy Wigley and Kunal Chan Mehta, London School of Science and Technology

The preservation of mental health within HE is nationally promoted. The Government's move to impose national lockdown was unprecedented and the impact on the nation's mental health was unpredicted. This presentation presents a 'whole organisation approach' to mental health awareness, inspired by the student population. Initially student driven, the initiative required involving and mobilising all areas of the organisation. The most notable impact being developing the 'mental health literacy' across the workforce to enable student success. In addition to the positives of this initiative, areas that proved challenging are be explored and resolutions to the challenges will be presented.

D3.4.4b, Oral presentation, 15:25-16:25
Identity, vulnerability and psychological safety

Gillian Bradley, Toni Phillips and Nicky Turnbull, Newcastle College University Centre

In 2020, NCG began a small-scale student-led peer-mentoring initiative – a project that led us to reassess institutional values and assumptions and formulate a new andragogy that identified a need for coaching and mentoring practices based around key notions of identity,

vulnerability and psychological safety. Listen while leadership, practitioner, student and project lead discuss how collaboration and a frank reassessment of priorities has led to the emergence of a value-driven, compassionate supplemental support offer that understands the impact of a student's story upon educational experience.

D3.4.4c, Oral presentation - remote, 15:25-16:25
Adapting the Human Library concept to facilitate peer dialogue on innovative teaching practice
Dr Jane Bryan and Dr Kerry Dobbins, University of Warwick

The Human Library® has been creating safe spaces for dialogue for more than 20 years allowing readers to borrow human beings serving as open books and have conversations they would not normally have access to. This paper outlines and reflects upon an attempt to adapt the model to encourage peer dialogue around innovative teaching practice amongst those who teach or support student learning. This presentation will outline how the event was staged and the lessons learned to enable others to consider using the model as a way to introduce innovative ideas, encourage reflective teaching practice, provide opportunities for coaching and mentoring and otherwise facilitate professional connection, dialogue and support to enhance student success and promote staff wellbeing.

D3.4.5, Interactive breakout/Workshop, 15:25-16:25
'PgCert 2.0': A design thinking workshop
Dr Iain Cross, London School of Hygiene and Tropical Medicine and Dr Alina Congreve

Traditional introductory programmes to teaching in HE tend to focus on traditional teaching skills. In contrast, early career researcher programmes develop a wider range of professional skills relevant to contemporary teaching practice including project management, networking, team-building, leadership, and communication. Session participants will engage in interactive design thinking activities to imagine how a future 'PgCert 2.0' could better prepare academic staff to engage students in addressing wicked problems. Rethinking the PgCert could better prepare academics to meet the challenges ahead as our work in HE becomes more interdisciplinary and organised around grand challenges.

D3.4.6, Interactive breakout/Workshop, 15:25-16:25
Improvisation skills for teaching: Innovative approaches for positive student engagement
Dr Petia Petrova, UWE Bristol and Imogen Palmer and Stephen Brown, The Bristol Improv Theatre

This workshop will introduce participants to an innovative staff development programme launched in 2021 at UWE Bristol in collaboration with the Bristol Improv Theatre. The programme is designed to empower staff to better support and engage learners online and to enable learners to interact with one another meaningfully using activities rooted in communication and improvisation skills. The workshop will include introduction to some of these activities and how they can be applied to inspire strategies for positive interaction and engagement with students, and between students. Attendees will be invited to engage in activities and practice them with one another.

D3.4.7, Interactive breakout/Workshop, 15:25-16:25
Developing academic careers in teaching and scholarship: Mentoring and managing
Dr Sally Quinn, Professor Claire Hughes and Professor Paul Bishop, University of York

The number of academics on a Teaching and Scholarship (T&S) career track has increased

in response to a focus on student experience and success across HE. In this workshop, we will share our experiences of developing individual careers on the T&S track 'from job advert to promotion'. The session will include facilitated discussions on the challenges and benefits of a T&S team, and how to mentor and develop individual staff to have successful careers. Attendees will discuss key issues in this area focusing on the different implementations of the T&S track within different institutions.

D3.4.8, Interactive breakout/Workshop, 15:25-16:25
An exploration of community of practice and staff wellbeing
Dr Morwenna Carr and Dr Meryl Dickinson, Brunel University London

This workshop session will explore the ways in which scaffolded Community of Practice (CoP) projects can contribute to and deepen continuous professional development, rebalance workloads and alleviate symptoms of burnout. Building upon a current project at Brunel University London, this session offers a practice-led exploration of the benefits to staff development and how CoP may contribute to staff wellbeing more generally. Participants will be equipped to develop their own communities of practice, and will have the opportunity to continue the workshop's CoP beyond the conference itself.

D3.4.9, Interactive breakout/Workshop, 15:25-16:25
Identifying good practice in the Scholarship of Teaching and Learning within the HE workforce
Dr Trevor Collins and Diane Butler, The Open University, Dr Sarah Gretton, University of Leicester and Dr Neil Williams, Kingston University

The Scholarship of Teaching and Learning promotes systematic, ethical and reflexive enquiry by practitioners to inform professional practice, but which institutional mechanisms are enabling (or disabling) scholarship? In this workshop, we will introduce approaches to embed scholarship at our institutions and invite delegates to discuss their experiences of student partnership, reward and recognition, and structural support for scholarship at their institutions. By discussing and identifying effective practices for scholarship across institutions, our aim is to raise awareness and engagement with the variety of approaches and invite delegates to reflect on and review these.

D3.4.10, Interactive breakout/Workshop, 15:25-16:25
Using an escape room to engage students with an evidence-based practice learning module
Pamela Donaghy, Gillies Chris and Niall McCann Liverpool John Moores University

The standards of proficiency for Nursing Education require that students develop an understanding of how to find, appraise and integrate research to inform clinical practice. A virtual escape room was designed for a first-year pre-registration module. The aim was to improve Nursing students' understanding of the first three stages of evidence-based practice: Developing a question, searching and appraising the literature. This session will explain the pedagogical and technical process from design to delivery of the virtual escape room. In small teams, participants will complete and discuss a range of tasks from the escape room activities.