AdvanceHE

Teaching and Learning Conference 2023: Future-Focused Education: Innovation, Inclusion, and Impact
Session abstracts
2-4 July 2024
Day Three: 4 July 2024

Parallel Session 1, 10:50 - 11:50

D3.1.1, 10:50 - 11:50, Room: Lecture Theatre 7
Interactive Workshop session
Students and academics partnership for sustainable citizenship: Using responsible futures accreditation framework as a whole institution change programme to embed sustainability across all aspects of student learning at Aston University
Dr Goudarz Poursharif and Dr Panos Doss, Aston University

The Responsible Futures (RF) programme a step to climate action in the HE Climate Action Toolkit by the Climate Commission for UK Further and Higher education and the Advance HE QAA ESD Guidance. RF Accreditation is a whole institution supported change programme and accreditation mark to embed sustainability across all aspects of student learning.   The Sessions outlines our approach in working with academics, students, the estates, and the professional staff to drive forward RF actions to embed sustainable development in all aspects of education in our institution in obtaining a successful RF re-accreditation in 2023 after a two-day student-led audit.

D3.1.2, 10:50 - 11:50, Room: Lecture Theatre 8
Interactive Workshop session
Cultivating critical thinking and creativity in young people: How do we teach curiosity?
Patrick Usmar, AUT University

Curiosity is an essential and often undervalued characteristic of successful students and educators, driving exploration, critical thinking, and creativity. It enables students to link lived experiences with study, empowering them to become global citizens. Naturally, educators grapple with this pressing question every day: how can we teach young people to be curious? This study—which includes classroom-tested practical lesson plans—considers the efficacy of fostering curiosity to promote critical and creative thinking in multi-disciplinary environments. Viewing curiosity as a provocation, educators must sometimes employ abstract methods to stimulate abstract thinking. Cultivating curiosity is key to enriching higher education pedagogy.

D3.1.3, 10:50 - 11:50, Room: Lecture Theatre 9
Interactive Workshop session
Meta skills and level learning outcomes: Is there a miss-match
Associate Professor Pauline Bremner, Robert Gordon University

This session centres on the gap in staff and student understanding of the Meta Skills embedded in the Level Learning Outcomes of Modules in Creative Honours year degrees. The presentation will outline recent research in the field, highlight the research conducted to date at a Scottish University, outline the findings before proposing a way forward. This session should give delegates reason to question how academic outcomes may be best phrased to suit the future employability direction of graduates.

D3.1.4, 10:50 - 11:50, Room: Lecture Theatre 10
Interactive Workshop session
Engage the future: A game-based learning workshop on privacy and cybersecurity for young people

Emily Rosenorn-Langg and Jane Henriksen-Bulmer, Bournemouth University
Engage the future with CyGamBIT: A game-based learning tool for online safety and digital citizenship Join us for an interactive workshop on CyGamBIT, an innovative game-based learning tool designed to empower young people to navigate the online world safely and responsibly. Discover the research behind CyGamBIT, experience its engaging gameplay, and learn how to implement it in your own setting. Take part in discussions, share feedback, and collaborate with fellow educators and professionals to foster a culture of online safety and digital citizenship among young people.

D3.1.5, 10:50 - 11:50, Room: Lecture Theatre 1
Interactive Workshop session
Using LEGO® SERIOUS PLAY® to enhance work-based learners' reflective practice
Natalie Read and Dr Samantha Read, Nottingham Trent University
This interactive workshop will provide delegates with an immersive demonstration of how LEGO® SERIOUS PLAY® methodology can be used to enhance the reflective practice of work-based learners. Participants will learn the fundamentals behind LEGO® SERIOUS PLAY® before experiencing for themselves how this teaching method can be applied in a teaching and learning context to enhance engagement, reflexivity, and inclusivity in the classroom.

D3.1.6a, 10:50 - 11:50, Room: Lecture Theatre 4
Oral Presentation
A kick start to sustainable citizenship
Lindsay Pressdee and Dr Jo Conlon, University of Manchester
Learn how a summer student internship has kick started a research project that has reached both the Manchester football scene and the local community and schools. With a focus on sustainability and circularity it is starting to tackle some of the issues facing SDG Goal 12 sustainable consumption and production. This sustainable citizenship focused extra-curricular project continues to evolve and engage new participants and partners. Which not only enriches the academic landscape, but also sows the seeds for a future more knowledgeable, compassionate, and sustainable for us all.

D3.1.6b, 10:50 - 11:50, Room: Lecture Theatre 4
Oral Presentation
Developing sustainable citizenship through an inclusive international foundation programme in business
Liam Newton, University of South Wales and Katy Bernardelli, Cardiff University
In 1916, Dewey talked about the potential of education to address larger societal problems – something more important today than ever before. This presentation is based on the development of an International Foundation Programme (IFP). IFPs, as preparatory courses, typically focus on language and study skills. However, doing so neglects the wider potential of these courses to develop sustainability-minded citizens from the start of students' university experience. This presentation will specifically address how this IFP has been designed using inclusive, problem-posing pedagogies to build sustainable citizenship, and will include practical tips for your teaching, particularly for working with international students.

D3.1.6c, 10:50 - 11:50, Room: Lecture Theatre 4
Oral Presentation
Sustainability: From classroom theory to community action
Kate Jury, Dr Adam Wootton and Dr Sam Davenward, Keele University
In the midst of a full academic curriculum, how can we help to develop our students as sustainable citizens through cross-curricular, multi-disciplinary projects? This presentation outlines a Sustainability in Action module delivered through the Keele University Foundation Year, with principles that can be applied across all levels of study. The module focused on igniting a passion for sustainability and required students to go out into their local community and make a real difference, with a number of particularly noteworthy case studies highlighted here. The presentation details how this was facilitated through assessment.

D3.1.7a, 10:50 - 11:50, Room: Lecture Theatre 5
Oral Presentation
An institutional approach to employability through work-integrated learning
Professor Debbie Willison and Katrina Forbes, University of Strathclyde

The University of Strathclyde has reinvigorated its approach to enhancing student employability through the work of its strategic Careers and Employability Group. This presentation will review the approach taken and the successes achieved since the Group's inception. It will also highlight a range of work-integrated learning examples which exemplify our approach and the perceived impact on student employability.

D3.1.7b, 10:50 - 11:50, Room: Lecture Theatre 5
Oral Presentation
Degree apprenticeships and employability skills: The future of learning and working
Andy Price and Collen Henderson, University Centre Quayside

This presentation explores how Degree Apprenticeships (DAs) can enhance employability skills through the role of Apprenticeship Skills Coaches (ASCs). It reports on an action research project conducted at University Centre Quayside, where ASCs were introduced to bridge the gap between academic learning and employability skills development for DA students. The presentation will discuss the impact of ASCs on employability skills, the models for integrating ASCs into DA programmes, and the implications for curriculum development and programme leadership. The presentation will also provide delegates with insights into value-led research and new models of employability skills delivery.

D3.1.7c, 10:50 - 11:50, Room: Lecture Theatre 5
Oral Presentation
Employability education in Degree Apprenticeships (DA)
Dr Mary Crossan, Ulster University, Catherine Skirrow and Tracey Holker, Coventry University

This session considers how best to meet the employability supports and needs of Degree Apprenticeship students (DAS), who already often have extensive work experiences to draw upon. In this session we present the findings of a case-study investigation into how HEIs can deliver employability education within Degree Apprenticeships. As part of the case-study we trialled three different formats for a soft skills module, seeking the feedback of the participants at each stage via focus groups. Our findings consider the relative merits of embedded and discrete employability education and make recommendations for optimising the tripartite relationship between HEIs, employers and apprentices.

D3.1.8a, 10:50 - 11:50, Room: Lecture Theatre 3

D3.1.8b, 10:50 - 11:50, Room: Lecture Theatre 3

D3.1.8c, 10:50 - 11:50, Room: Lecture Theatre 3

D3.1.9a, 10:50 - 11:50, Room: Lecture Theatre 6
Oral presentation
Co-creation of battery training supported by Institutes of Technology
Rosa Wells, University College Birmingham

The Innovate UK Faraday Battery Challenge awarded University College Birmingham with funding to support UK manufacturers with this very development of skills training in battery innovation, while addressing the STEM skills gap within the West Midlands. The University will lead the way in a regional partnership (WMG, Cranfield University, RAVMAC) delivering a new project aimed at re-skilling, upskilling and growing new skills in battery manufacturing. This session will share the progress to date for the Innovate UK project exploring how the employer informed training has been developed through effective partnerships including the National Network of Institutes of Technology.

D3.1.9b, 10:50 - 11:50, Room: Lecture Theatre 6

Oral Presentation

The employability journey: Embedding employability into the engineering curriculum from day 1

Dr Emma Henderson and Dr Gemma Houston-Scott, University of Strathclyde

Embedding employability within HE ensures graduating students are both academically successful and equipped with the necessary skills to succeed in future careers. The department of Mechanical and Aerospace Engineering (MAE) at the University of Strathclyde introduced a number of employability initiatives during 2022-23 to ensure all students are future thinking and developing attributes to prepare them for the workplace. This presentation discusses these in detail, with a particular focus on the MAE: Meet the Employers Event. The logistics, successes, and lessons learned will be outlined, alongside testimonials from students and engaged companies on the benefits of these events.

D3.1.9c, 10:50 - 11:50, Room: Lecture Theatre 6
Oral Presentation

Enhancing employability through cutting-edge engineering education: The Dyson Institute's approach

Dr Farzaneh Hafezi and Manajit Chakraborty, The Dyson Institute of Engineering and Technology

In today's fast-paced world, where technological advancements are reshaping industries and the job market, it is becoming increasingly vital to ensure that students, especially in Engineering programmes, are well-prepared. The primary objective of this study is to highlight the pivotal role of education in enhancing employability and the need to equip engineering students for the constantly changing world of industry. Our unique and alternative higher education model aspires to exemplify educational practices that adopt an innovative approach to empower graduates for immediate entry into engineering roles. The Dyson Institute's approach, highlighted here, presents a promising solution to this challenge.

D3.1.10a, 10:50 - 11:50, Room: Bowden
Oral Presentation

Exploring the PebblePad ePortfolio platform as a teaching and shared content repository to co-teach across multiple institutes

Dr Louise Grisedale, University of East Anglia

Do you teach across multiple Virtual Learning Environments (VLE)? This is a problem I encountered when I took over as lead for a programme that is co-taught across two institutes with two different VLE. The logistical inefficiency regarding content maintenance were numerous and jeopardised the parity of our learner's experience to effectively learn and succeed. I look forward to being able to share with you my project findings of how I went about designing a joint teaching resource to overcome the challenges of collaborative teaching using the ePortfolio platform PebblePad to streamline content sharing.

D3.1.10b, 10:50 - 11:50, Room: Bowden
Oral Presentation

Mentimeter for interactive learning and inner feedback generation

Dr Wenya Cheng and Dr Geethanjali Selvaretnam, University of Glasgow

In the dynamic landscape of education, the integration of technology into classrooms has become pivotal in redefining the teaching and learning experience. Mentimeter is a way to get all the students involved so that the teacher gets better information about all students rather than the few vocal ones. This study investigates the usefulness of Mentimeter, an interactive software, as a tool to assess students' learning progress and facilitate the generation of inner feedback among students. It aims to shed light on how educators can harness this technology to improve pedagogical strategies, create dynamic learning environments, and improve student achievement.

D3.1.10c, 10:50 - 11:50, Room: Bowden
Oral Presentation

Podcasts for learning

Chris Emsley, University of South Wales

The effectiveness of online materials and the selection of appropriate study modes can impact upon student engagement and performance. On a blended learning degree where there is a

requirement for an enhanced level of work-based learning, finding effective ways to engage students is more important ever. This session will outline the creation and delivery of a Podcast as the sole source of learning content with a Level 4 employability-focused module.

Parallel Session 2, 12:05 – 13:05

D3.2.1, 12:05 - 13:05, Room: Lecture Theatre 7
Interactive Workshop session
We are nature': Environmental stewardship, wellbeing, and belonging - a cross-disciplinary approach
Dr Elizabeth Freeman and Joanna Rucklidge, Sheffield Hallam University
This interactive workshop will set out the Ego to Eco project developed by Lizzie Freeman and Joanna Rucklidge and further developed by Kaley Kramer. As a pedagogical tool, Ego-2-Eco offers an opportunity to pause and reflect, to attend to internal and external environments in a creative way, to develop confidence in individual observation, and to situate themselves in communities of practice and care. This workshop will set out the research and practical applications of the Ego-2-Eco model and explore early results as well as case studies from psychology, visual arts, and literature undergraduate teaching.

D3.2.2, 12:05 - 13:05, Room: Lecture Theatre 8
Interactive Workshop session
Autonomy and growth mindset actualised: The traffic lights tool
Dr Christopher Harvey and Marian McCormick, Canterbury Christ Church University
In this workshop, you will work with a range of newly developed tools (the Traffic Lights Toolkit) that you can use either individually or together to support and student learning. We will guide you in accessing and adapting these tools to your specific educational context (academics, professional services, support staff, employers). The tools support development of self-regulation and increased student engagement, especially in the context of challenging learning situations (work placements, threshold concepts such as statistics, distance learning etc.). We will situate the tools within current research literature on effective practice in higher education.

D3.2.3, 12:05 - 13:05, Room: Lecture Theatre 9
Interactive Workshop session
Developing employability inclusively through curriculum: A practical introduction
Aranee Manoharan, King's College London
For many educators, developing employability through curriculum may present challenges to their existing practice, particularly when considering how to do this inclusively. This workshop, combining two key conference themes, draws on a recently created Toolkit to support inclusive employability development in curriculum built from practice-led and research-led expertise and experience of educators and careers professionals. The workshop will give delegates the opportunity to reflect on their existing perspective and practice and use content and tools from this innovative Toolkit to develop their understanding and confidence in how to develop student employability inclusively through curriculum.

D3.2.4, 12:05 - 13:05, Room: Lecture Theatre 10
Interactive Workshop session
Building inclusive spaces: Exploring team-based learning to cultivate student belonging
Anita Love, Dr Sarah Broadberry, Dr Michael Loughlin and Conor Naughton, Nottingham Trent University
At Nottingham Trent University, encouraging a sense of student belonging in-curriculum is nothing new. NTU has a national reputation for implementing active collaborative learning strategies such as SCALE-UP, designed to enhance student belonging and proven to reduce progression and attainment gaps. We look to use this interactive workshop to share how NTU is continuing to support student belonging through detailing early findings from our cross-institutional implementation of Team Based Learning, exploring the crucial role of dialogue and discovery in

cultivating robust student communities. Gain evidence-based strategies to enhance collaborative learning and leave with a proven framework for positive student engagement.

D3.2.5, 12:05 - 13:05, Room: Lecture Theatre 1
Interactive Workshop session
Transforming a food course into a successful block teaching degree: Planning a recipe for success
Dr Helen Pittson and Rachel Hilton, Harper Adams University
In this interactive workshop participants will hear about the curriculum review of the food courses at Harper Adams University resulting in a block teaching delivery mode including both undergraduate students and apprentices being taught together.   During the interactive sections of the workshop attendees will create their own recipe for block teaching for their institution / course area. Workshop activities will include selecting the best ingredients, planning of the preparation and cooking time, and consideration of the barriers to success, not forgetting a programme evaluation – 'the icing on the cake!'

D3.2.6a, 12:05 - 13:05, Room: Lecture Theatre 4
Oral presentation
The language of skills: Opening the door for academics to embrace academic, digital and professional literacies
Deborah Morton, Sophie Bourne and Professor Karen Burland, University of Leeds
This oral presenation will examine how surfacing skills within degree programmes can enable both academics and students to recognise how education can be a transferable experience, yet still delivered within a disciplinary context. We will showcase some of what we are doing at the University of Leeds to support this:• Our process for surfacing transferable skills to develop academic, digital and professional literacies.• Our new approach to mandatory skills learning outcomes at a programme & module level• Our new staff-facing 'skills packs' and student facing online 'skills units'.• How digital assets, developed in partnership with employers, support academics to innovate within curricular design, and in particular, authentic assessments.

D3.2.6b, 12:05 - 13:05, Room: Lecture Theatre 4
Oral Presentation
Regenerative curriculum
Professor Radka Newton, Lancaster University Management School
We invite you to join the Good Place Innovators on our journey of transforming communities through Design Thinking. How did we transform the way we teach design thinking? What were the challenges and surprises? Through our scholarship project, we developed a curriculum that translates the civic agenda into a place-based teaching and learning experience. We crystallize our approach in developing a model of "regenerative curriculum design" that places the experience and practice of Design Thinking centre stage. The presentation speaks to educators who are looking to enhance their local engagement agenda and are curious about education outside the classroom.

D3.2.6c, 12:05 - 13:05, Room: Lecture Theatre 4
Oral Presentation
Developing a sustainable curriculum at the University of Leeds
Dr Vasiliki Kioupi and Rosario Michel-Villarreal, University of Leeds
The University of Leeds through its Climate Plan has committed to the provision of a sustainable curriculum to every student in the University by 2030 along its commitment to become net zero. This presentation will highlight key examples curricular, co-curricular and extra-curricular activities that are being implemented as part of the strategy to increase student engagement with sustainability and discuss their implications for education for sustainable development as well as for higher education provision.

D3.2.7a, 12:05 - 13:05, Room: Lecture Theatre 5
Oral Presentation
Integration of the sustainable quality improvement (SusQI) framework into the nursing and allied health care curricula

Dr Maureen Jersby and Dr Angela Ridley, Northumbria University
In August 2021 the Faculty of Health and Life Sciences at Northumbria University were invited by the Centre for Sustainable Healthcare to take part in the Sustainable Quality Improvement (SusQi) Education project. This pilot project enabled integration of the SusQi framework into the nursing and allied health care curricula. Since the inception of this project, the SusQi session has been delivered to over 1500 health care students have graduated with an enhanced understanding of the link between their practice and climate change and insight into how they can engage with the wider sustainable transformation of the NHS.

D3.2.7b, 12:05 - 13:05, Room: Lecture Theatre 5
Oral Presentation
Making safeguarding personal: Simulating integrated health and social care teams using large scale online IPE
Mary - Clare Davidson, Dr Abhilasha Jones and Lisa Ashworth, University of Central Lancashire
Academic staff from the University of Central Lancashire developed an online Interprofessional Education simulation around a case study of an adult who is homeless 150 undergraduate students from district nursing, medicine and social work took part. Microsoft Teams hosted multi-disciplinary team meetings. Stimulus case material was provided within an embedded 'Thinglink', a 360-degree interactive image with embedded interactive case material to create an immersive case study. Students worked together to share information, develop a shared risk assessment and management plan HEI facilitators of learning will see how to develop an online learning simulation for students from multiple disciplines.

D3.2.7c, 12:05 - 13:05, Room: Lecture Theatre 5
Oral Presentation
Global health workshop
Katriona Cheng, Katie Burns and Dr Maria Holden, University of Nottingham
Worldwide climate changes are expected to cause a significant number of additional deaths across all ages due to rises in malnutrition, vector-borne diseases and heat stress contributing to increased health emergencies resulting in a widespread burden on already strained health systems. However, current teaching on global health issues is confined to standalone lectures limiting the opportunities for collaborative work. The global health workshop was developed to enable students to critically analyse geopolitical and economic influences on health in climate change policy, debate current issues related to climate change and health and propose a plan to address the identified needs.

D3.2.8a, 12:05 - 13:05, Room: Lecture Theatre 3
Oral Presentation
Collaboratively supporting the teaching and learning process though measures to improve student inclusion and engagement, while providing students with a sense of belonging
Louise Barrett, Kingston university
Through the incorporation of a range of teaching pedagogies (fostering a sense of belonging within the classroom, flipped classroom teaching, critical analysis and peer facilitated learning), three lecturers from Kingston University have seen a strong rise in students' achievements within a level five, thirty credit module, specialising in Community and Public Health for Children's Nursing.
Keen to share how they closed the attainment gap; they will discuss concepts in the realm of: -Inclusivity in lecturers and seminars -new technologies in teaching -Marking and Feedback -Simulation-based education -Cultivating inclusive environment.

D3.2.8b, 12:05 - 13:05, Room: Lecture Theatre 3
Oral presentation
Healthcare students as partners: A pedagogic consultancy involving the co-production of teaching and learning strategies and resources incorporating the 'All Our Health' initiative
Jacqueline Hutchinson and Dr Emma Senior, Northumbria University
This presentation will disseminate results from a project drawing on authentic based pedagogy enabled through the coproduction of teaching strategies and resources by reviewing, embedding and evaluating the digital resources created by the Office of Health Improvement and Disparity.

The resources, designed to improve knowledge, confidence and action in preventing illness, promote health and wellbeing and reducing health inequalities, will be reviewed and evaluated by students and staff to better understand how to align these to teaching and learning opportunities within our programmes. Our experiences will show-case an approach that challenges traditional ways of thinking about curriculum design.

D3.2.8c, 12:05 - 13:05, Room: Lecture Theatre 3
Oral Presentation

Maximising inclusive work-based learning opportunities through negotiation and co-creation

Associate Professor Trudy Spencer, WMG, University of Warwick

This presentation will share an example of how negotiation and co-creation have been incorporated into WMG's Degree Apprenticeship programmes using concepts such as Learning Contracts and Communities of Practice to recognise learner difference and the individualised approach required for personal development. We will highlight the positive impact on learners' outcomes, alongside an honest reflection of the challenges encountered during the delivery of this provision. Details of resulting follow-on initiatives will also be shared. The session will encourage peers to consider new practice and what negotiation and/or co-creation might mean in their own contexts and institutions to promote an inclusive curriculum.

D3.2.9a, 12:05 - 13:05, Room: Lecture Theatre 6
Oral Presentation

What are the barriers and opportunities dual practitioners experience when developing their craft of teaching in education environments?

Adam Sturt, University Centre Somerset

This session is focused within evidenced based practice, pedagogical development and leadership. The key objectives are: • Exploring the term dual practitioner and the potential need for this type of practitioner within technical education reform • Debate the barriers and opportunities dual practitioners experience when developing their craft of teaching in educational environments • Consider how professional development and culture impacts practitioner development and the learner experience • Reflect how team culture and the relationship with the line manager impacts teaching, learning and assessment. This session will enable attendees to reflect upon their current practice and consider new evidence-based approaches.

D3.2.9b, 12:05 - 13:05, Room: Lecture Theatre 6
Oral Presentation

A collaborative, cross-institutional, future-focused approach to professionalising staff development for success for all at Nottingham Trent University

Dr Kerry Gough and Dr Kathy Charles, Nottingham Trent University

Professionalising learning and teaching staff development for future-focused education is a collaborative effort, and pedagogic practice is the glue that binds us. This session shares the comprehensive future-focused staff development offer created by the Centre for Academic Development and Quality (CADQ) at Nottingham Trent University (NTU). Created to support our colleagues, as they prepare our students for futures beyond NTU, this session will offer insight into the staff development design process, our approach to creating invested communities of practice, and the generation of celebratory cross-contextual, multi-purpose resources, that are tailored for use within different institutional contexts.

D3.2.9c, 12:05 - 13:05, Room: Lecture Theatre 6
Oral Presentation

Collaborative creative scholarly writing about future-focused education to enable academics' professional development

Dr Lia Blaj-Ward, Nottingham Trent University

The roundtable introduces a collaborative scholarly writing initiative with a creative twist and aims to spark a conversation about enacting the 'publish and flourish' principle to support the future-focused professional development of education-focused academics. Discussion in the round table will start from the second chapter in Mentoring Within and Beyond Academia: Achieving the SDGs (2023, edited by the round table facilitator), which contains a mentoring dialogue through which a

fictional academic learns about the benefits of micro-credentials and the barriers to implementation. SDGs 3 (wellbeing), 5 (gender equality) and 17 (partnership for the goals) underpin the round table conversation.

D3.2.10a, 12:05 - 13:05, Room: Bowden
Oral Presentation
Navigating global education: Interdisciplinary and cross-cultural learning through a COIL Project
Mary-Ann Ball, Nottingham Trent University and Rossie Kladiyska, Humber College Canada
Discover the transformative impact of the COIL project, a pioneering collaboration between Nottingham Trent University and Humber College, in our session "Navigating Global Education: Interdisciplinary and Cross-Cultural Learning through a COIL Project." We delve into how this unique online initiative enhances students' professional growth and readiness for future careers. Uncover insights from interdisciplinary collaboration, cross-cultural interactions, sustainability and technology integration. This session is a must-attend for educators seeking to enrich their approach to global education and to prepare students for a rapidly evolving, interconnected world. Join us to explore effective strategies for creating impactful, future-focused educational experiences.

D3.2.10b, 12:05 - 13:05, Room: Bowden
Oral Presentation
Preparing for the future: Entanglements, misunderstandings and response-ableness
Dr Christine Mortimer, Lancaster University Management School
The session aims to help participants: To consider the paradoxical and contradictory global learning cultures found in any multi-cultural classroom as part of the solution not the problem in developing collaborative pedagogy and curricula.   To consider the idea of response-able learning and teaching as a way of underpinning collaborative learning. To consider methods of teaching and learning that underpin the core principles of Art Thinking, Engagement and Anticipatory Ethics in Response-able learning and teaching.

D3.2.10c, 12:05 - 13:05, Room: Bowden
Oral Presentation
Developing an institutional approach to Collaborative Online International Learning (COIL)
Natalie Le Seelleur and Stefanie Campbell, Queen's University Belfast
Unlock the potential of global engagement and intercultural learning with our conference session on developing Collaborative Online International Learning (COIL) within your institution. We will share our journey at Queen's University Belfast, the challenges faced, and the solutions found. Explore the development of a comprehensive resource hub, offering materials, training, and support to enhance inclusivity and align with the Sustainable Development Goals. Ideal for staff interested in global skills development to gain practical problem-solving insights and connect with institutions sharing similar journeys. Join us to support your institution, bringing international learning opportunities to all students and nurturing responsible global citizens.

Parallel Session 3, 13:55 – 14:35

D3.3.1a, 13:55 - 14:35, Room: Lecture Theatre 7
Oral Presentation
Here be dragons: Is fear of generative AI in HE failing to prepare students for employment?
Associate Professor Simon Sneddon and Dr Roshni Khatri, University of Northampton
How does your institution train students in the ethical use of Generative AI? Is this what employers want them to be able to do on graduation? This session explores what employers want, and the level to which we are preparing students for the world we wished existed, rather than the world that actually exists.

D3.3.1b, 13:55 - 14:35, Room: Lecture Theatre 7
Oral Presentation
Data skills literacy for educators

Dr Luisa Cutillo and Professor Paul Baxter, University of Leeds
The fields of Data Science and Artificial Intelligence (DS&AI) are evolving at an unprecedented rate. This increases the risk that knowledge and working practices become outdated, even for recently trained educators. Our syllabi need to be continuously updated and there is a widening gap between workforce requirements, skills of educators and, therefore the skills we teach students. In this work we aim to close this gap, by identifying the current best practices in programming languages, tools, and teaching in Data Science & Artificial Intelligence (DS&AI).

D3.3.2a, 13:55 - 14:35, Room: Lecture Theatre 8
Oral Presentation
Using creative practice to solve real world problems: Working with Alice
Carol Allison, University of Bolton
This presentation will examine the outcomes of a collaborative live engagement creative brief delivered to HE6 BA (Hons) Graphic Design students. Working with the Alice Ruggles Trust the students designed a range of material to help raise awareness of stalking aimed at the possible victim, perpetrator and professional. The presentation will look at quantitative and qualitative evidence supporting the possible benefits of undertaking live collaborative partnerships. It will also discuss ways in which we can extend the soft skills required for employment through live engagement opportunities. The visual work produced will also be available to view.

D3.3.2b, 13:55 - 14:35, Room: Lecture Theatre 8
Oral Presentation
The survival guide series: Equipping students to thrive in the creative sector and beyond
Ruth Clark and James Warrender, Leeds Conservatoire
Leeds Conservatoire's Survival Guide Series addresses the need to enhance student employability and transferable skills, identified through curriculum analysis, student feedback, and regional employer consultation. This tailored programme provides digital, academic, business, and professional skills development in a creative context, complementing core curriculum. A scaffolded learning approach ensures knowledge is contextualised, while additional support tackles topics often gained through private tuition or expensive resources. This session delves into strategies for enhancing student skill development and preparing students for a freelance-dominated post-study environment and emerging industries.

D3.3.3a, 13:55 - 14:35, Room: Lecture Theatre 9
Roundtable
How do we scale up the benefits of global learning in employability and enterprise to impact a greater number of students, foster inclusivity and enhance economic value?
Angela Vesey, Will Chew and Helen Reed, Nottingham Trent University
How do we scale up the benefits of global learning in employability and enterprise to impact a greater number of students, foster inclusivity and enhance economic value? NTU has proven experience of the value of transnational partnerships particularly for students. Innovative interdisciplinary approaches through employability, enterprise, and community engagement enrich students' learning developing crucial skills for work https://www.turing-scheme.org.uk/turing_stories/ntu-students-gain-business-insights-on-trip-to-mexico/ Yet, despite such gains, a minority of students benefit in a climate where funding mechanisms grow increasingly precarious. Can we replicate learning from global experiences within our mainstream curriculum and how might we do it? We invite you to the discussion.

D3.3.3b, 13:55 - 14:35, Room: Lecture Theatre 9
Roundtable
The potential of AI in improving student learning and employability skills
Mohammad Touseef, Waltham International College
This session will discuss challenges in the field of AI and Employability skills such as bias and fairness, lack of personalisation, overreliance on technology, data privacy and security, skills gap, ethical dilemmas, interdisciplinary nature of skills and rapid technological changes. Addressing these challenges requires collaboration between educators, policymakers, industry stakeholders, and technologists to develop effective strategies for integrating AI into education while ensuring

fairness, privacy, and accessibility. It's essential to strike a balance between the benefits of AI and addressing its potential drawbacks in the context of employability skills development.

D3.3.4a, 13:55 - 14:35, Room: Lecture Theatre 10
Oral Presentation

Nurturing industry ready professionals: Blended and work-based learning in sports business and management at the University of South Wales

Adam Sherratt, University of South Wales

There is an ever-increasing demand for Higher Education Institutions programmes to be dynamic in nature and ensure that students graduate 'work ready' when moving on into industry. On a newly developed BA Hons Sports Business and Management degree, in partnership with industry, USW has combined integrated work-based learning on a Blended Learning Model with the aim of nurturing and creating industry prepared Sports Business and Management graduates. The session will outline the partnership, model, programme and impact on students' skill development and preparedness.

D3.3.4b, 13:55 - 14:35, Room: Lecture Theatre 10
Oral Presentation

Future me: Engaging sport students with employability through game-based learning

Dr Samantha-Jayne Oldfield and Dr Georgina Stebbings, Manchester Metropolitan University

Manchester Met's Department of Sport and Exercise Sciences (DoSESs) Future Me Challenge Day initiative provided an authentic professional experience to enable students to reflect upon and develop their career readiness by immersing students in the world of elite sport, creating a problem-based and inclusivity-driven scenario that simulated a realistic approach to Olympic/Paralympic preparation. Students assumed aspirational career roles, competed for rewards and engaged in role-based decision-making activities meant to challenge them cognitively, physically and ethically. Recognised as institutional good practice and for innovative student experience, this session explores the value of game-based learning to transform students' relationships with their employability.

D3.3.5a, 13:55 - 14:35, Room: Lecture Theatre 1
Oral Presentation

Preparing students for work futures: Using personal and professional development plan as curriculum in a diploma capstone

Sonja Johnston and Charissa Lee, Southern Alberta Institute of Technology

This presentation explores a transformative approach to bridging the skills gap between graduates (business diploma program) and employer expectations. This capstone course, designed for competency-based learning and reflection with an integration of Kolb's Experiential Learning Theory and Schön's reflective practice, enables students to address skill gaps through a Personal and Professional Development Plan. Through case study methodology, we examine the effectiveness of this curricular approach through student and instructor reflections and surveys. Findings and insights on student learning and readiness for the workplace will be shared, and engagement through dialogue with educators, administrators, and designers will be taken up.

D3.3.5b, 13:55 - 14:35, Room: Lecture Theatre 1
Oral Presentation

Diversity and human capital accumulation in higher education

Dr Anthi Chondrogianni, University of Bristol

We collect primary data for the academic years 2020 to 2023 from the second-year undergraduate students at the School of Economics, University of Bristol, to better understand how students' backgrounds affect the process of human capital accumulation during their first year of studies. The dataset also allows us to investigate if different student groups were disproportionately affected by the Covid-19. We first study differences in the acquisition of work experience across gender. Then we investigate differences between home and international students. Finally, we managed to capture the effect of Covid-19 with respect to gender and nationality.

D3.3.6a, 13:55 - 14:35, Room: Lecture Theatre 4

Oral Presentation

Emerging trends, navigating uncertainty: Developing work competency through enterprise education and value creation andragogy

Dr Sonia Khosa, University of Sydney

Globalisation, technology, demographic and value changes among other trends are redefining the work landscape, indicating an uncertain and complex future. Navigating this environment and transitioning with least possible disruption requires mobilising an array of work competencies— knowledge, skills, attitudes and values. Recent technological advancements, particularly, are compelling universities to reshape themselves from 'imparters' to also 'enablers' of knowledge whilst nurturing these broader work competencies. Thus, traditional, didactic and instructive approaches require supplementing with future-focused pedagogies like enterprise education and value creation that emulate the fast-changing work landscape that expects workers to take initiative, identify and address problems and work independently.

D3.3.6b, 13:55 - 14:35, Room: Lecture Theatre 4

Oral Presentation

Engaging students with employability

Dr Tom Domboka, Birmingham City University

Graduate outcomes are one of the three metrics used by the Office for Students (OfS) to evaluate how universities deliver successful outcomes to their students and Higher Education institutions are making concerted efforts through employability related activities to improve this metric. Some of the activities take the form of extra-curricular activities outside normal teaching and assessments. However, not many students engage with these activities which creates a conundrum for HE institutions. This session seeks to explore this issue and share ideas and answers to lack of student engagement with employability activities offered by their institutions.

D3.3.7a, 13:55 - 14:35, Room: Lecture Theatre 5

Oral Presentation

Winners never cheat and cheaters never win: Exploring the influence of gender on academic cheating behaviours in hypothetical vs real-life scenarios

Nicki Pierce, University of Lincoln

A multitude of academic research reports that as many as half of all students admit to, or have been found to, cheat on academic examinations. It is important for academic institutions to ensure that the data collected regarding the magnitude of academic cheating is accurate, as academic offences, such as cheating, undermine the purpose of university and can cause considerable harm to honest students. With the advent of artificial intelligence (AI), both academics and students alike are navigating this new world and trying to find solutions to the difficulties surrounding the use of AI, in a fair and principled way.

D3.3.7b, 13:55 - 14:35, Room: Lecture Theatre 5

Oral Presentation

Empowering students in academic integrity and enhancing students' learning experience

Dr Nawroz Kareem, Rebecca Harrison and Dr Marta Woloszynowska-Fraser, Keele University

In response to the increase in academic misconduct cases, exacerbated by the shift to online exams, the School of Life Sciences has launched a proactive initiative. Focused on fostering academic integrity, this project employs varied learning approaches to educate undergraduates and postgraduates. The initiative includes a dedicated learning space for resource sharing, Turnitin practice drop boxes, and face-to-face 'Feedback Club' sessions. Workshops and talks during the induction week set clear expectations. The project seeks to empower students, providing them with the tools to comprehend academic integrity, and nurturing a culture of ethical decision-making for a successful academic and professional journey.

D3.3.8a, 13:55 - 14:35, Room: Lecture Theatre 3

Oral Presentation

Pracademic pedagogy: The influence of professional practice on learning and teaching

Dr Claire Stocks, BPP University

The relationship between HE and the professions has become increasingly intimate as universities seek to prepare learners for the future workplace. In response, many universities employ 'pracademics' but our understanding of the impact that such staff have on student learning remains underexplored. This session will share insights from pracademics about how their professional experience can provide students with the knowledge, attributes and behaviours needed to thrive in the future. Participants will be invited to reflect on their own journey into and through HE and have chance to consider how experience in other professional contexts can/should impact on learning and teaching.

D3.3.8b, 13:55 - 14:35, Room: Lecture Theatre 3
Oral Presentation
Collaboration with industry. A case study of how a Permanent External Advisory Committee (PEAC) helps to develop a contemporary curriculum in adult education
Dr Lorraine Skelton, OPAIC
This case study explores the impact of having a permanent external advisory committee as part of a higher education programme offering and shows that by working together, higher education and industry can accelerate innovation, solve complex problems, and make a positive impact on the world.

D3.3.9a, 13:55 - 14:35, Room: Lecture Theatre 6
Oral Presentation
Large-scale institutional change: Only for the brave?
Susan Lawrie, Robert Gordon University
Co-author: Professor Lynn Kilbride, Robert Gordon Unviersity
This presentation shares reflective evaluation of the largest enhancement project undertaken by Robert Gordon University to establish a shared vision for the future of teaching, learning and assessment and provide an optimal consistent experience for all. Delegates will be guided through the collaborative approach undertaken to define the scope and content which resulted in the greatest increase of student satisfaction metrics in the last five years. Authentic discussion around process, challenges, lessons learned, and impact along with retrospection on what could have been executed differently should support institutions planning large scale change to take bold steps and avoid potential pitfalls.

D3.3.9b, 13:55 - 14:35, Room: Lecture Theatre 6
Oral Presentation
Learning through collaborative partnerships: A forward-thinking pedagogical approach towards reciprocal learning
Leanne Lewis and Faye Power, University of Bolton
Learning Through Collaborative Partnerships explores concepts of home and place, creating connections to place, and supporting participants wellbeing through collaborative design and making workshops. The project considers key issues around waste, with a particular focus on a product's end of life, identifying ways that a products life can be extended, adopting methods of circularity. Potentially providing new methodologies for local authorities and organisations to reuse and repurpose household items in collaboration with consumers and design students. This project aims to develop knowledge and skills that address inequalities in society relating to access to sustainable living and education around material consumption.

D3.3.10a, 13:55 - 14:35, Room: Bowden
Oral Presentation
Heutagogy as a principle in teaching study skills: Skills tutors and meta reflexivity
Dr Jane Neal-Smith, Dr Gillian Bishop and Dr Bob Townley, University of York
This paper discusses how tutors became more critically reflexive through developing their own practice and strategies. This we term as engaging in heutagogy. Although the focus in heutagogy is mostly on the student as the learner, we argue that through engaging in meta reflexivity, the skills tutors simultaneously act as the learners (through learning a new process) and the tutors (in facilitating this skill to their learners). We argue, as we did previously, that in order to guide others

on their journey to praxis, we ourselves must be engaged in our own journeys (Neal-Smith et al., 2023).

D3.3.10b, 13:55 - 14:35, Room: **Bowden**
Oral Presentation
Developing reflective assessment tasks to engage physics students with the key sustainability competencies
Dr Martin Braun, The Open University

UNESCO's Global Education 2030 Agenda urges education to foster the right type of competencies for a sustainable future. However, it may not be obvious how to do this in non-sustainability related modules, and asking teaching staff to become suitably proficient in education for sustainability to achieve this may be impractical. Therefore, this project investigates the effectiveness of reflective assessment tasks in a physics curriculum to engage undergraduate students with the key sustainability competencies as suggested by UNESCO. Here we report on the steps leading up to the design of such assessment tasks to further the academic debate in this area.

Parallel Session 4, 15:20 – 16:20

D3.4.1, 15:20 - 16:20, Room: **Lecture Theatre 7**
Interactive Workshop session
Academic development, Neapolitan ice-cream, and micro-credentials: Establishing new L&T development pathways at Nottingham Trent University
William Carey and Helen Boulton, Nottingham Trent University

Join us for a dynamic session blending debate, group discussion, and plenary activities to hear and inform how NTU's Centre for Academic Development and Quality is pioneering/reimaging how micro-credentials impact our academic development/scholarship journey beyond the existing APA/PGCertHE, towards a PGDip. With engaged participants, we'll ensure an interactive session that offers insights into curriculum design alignment, staff progression opportunities, and effective assessments for 10-credit modules. Together we'll uncover the story of how a warm summer and the anticipation of an ice-cream van inspired our approach for a personalised PGDip experience fit for a modern, innovative and cutting-edge University sector.

D3.4.2, 15:20 - 16:20, Room: **Lecture Theatre 8**
Interactive Workshop session
Problem solving rather than problematising: Reminding ourselves of the student perspective to provide inclusive learning opportunities
Aneka Ferguson and Pamela Taylor-Barnett, University of New South Wales

As the pressures mount on students in tertiary education, so do the pressures mount on educators. Educators, short on time and energy, can start to problematise why they are not seeing the results they want from students rather than reflecting and adapting their teaching methodologies to provide an inclusive and equitable quality education to everyone.   This interactive workshop will firstly challenge educators to complete a task to remind them of the student perspective, and then provide the collaborative space to workshop specific aspects of their own courses and how they can improve the inclusivity of opportunity in their teaching practice.

D3.4.3, 15:20 - 16:20, Room: **Lecture Theatre 9**
Interactive Workshop session
Sustainable development as transversal topic to decolonise international foundation courses
Dr Candela Delgado Marin, King's College London

This will be an unconference workshop: participants will choose 1 of 5 workstations, each with different learning styles and modes of communication, to reflect on how to use the UN17 Sustainable Development Goals as transversal topic in HE, to increase engagement in international cohorts and to encourage global citizenship across disciplines. The session will start with an interactive presentation of Candela's attempt at achieving this in her international foundation module.

D3.4.4, 15:20 - 16:20, Room: Lecture Theatre 10
Interactive Workshop session
Crafting job-centric curriculum for future-ready graduates
Dr Samar Gad, Kingston University
Join us for a transformative workshop designed to redefine your curriculum design approach. Aimed at module leaders, program leaders, and employability champions, this session offers a unique opportunity to shape your curriculum into a dynamic, job-centric learning experience, benefiting educators and students alike. Learn to leverage LinkedIn and other job portals for comprehensive job market research and seamlessly integrate the latest job market demands into your curriculum. This workshop not only promises to enhance students' understanding of how their education translates into real-world careers, but also stands as an essential resource for your own professional development.

D3.4.5a, 15:20 - 16:20, Room: Lecture Theatre 1
Oral Presentation
So what? You've got a 2:1 degree in Criminology, so does everyone else': Embedding employability into the curriculum and ensuring buy-in from students
Associate Professor Gina Fox, University of Leicester
Embedding employability in your curriculum gives students the opportunity to develop their skills and help them make the successful transition from education to employment. Yet in order for the successful blending of academic learning and learning for employability, employability needs to be properly understood by all stakeholder groups involved. This paper will consider three main stakeholder groups: the lecturer, the student and the employer. It will explore how employability was successfully embedded into a first-year core module by outlining the approach taken by a lecturer to ensure students fully understood the significance of employability whilst examining the role employers play.

D3.4.5b, 15:20 - 16:20, Room: Lecture Theatre 1
Oral Presentation
On being transformed: An approach to employability in the humanities
Dr Richard Steadman-Jones and Dr Amber Regis, University of Sheffield
As teachers of English Language, Literature, and Linguistics, we are concerned that in contemporary public discourse the Humanities are regularly disparaged in a way that undermines the confidence of our students and can even lead to their doubting the wisdom of their academic choices. Our presentation will show how we have tackled this problem through employability work built on (a) detailed reflection about the nature of the disciplines we teach, (b) collaborative work with careers specialists on the characteristics of various workplaces, and (c) interactive teaching seeking to raise students' awareness of the transformative potential of their studies.

D3.4.5c, 15:20 - 16:20, Room: Lecture Theatre 1
Oral Presentation
Overeducation beyond economics: The pedagogy of Freire and Adorno
Igor Santos and Dr Reginaldo Vieira, Unesc
In this presentation, our objective is to analyse how student debt, by pressuring students and recent graduates to enter the job market, worsens overeducation rates. When students take out a loan, they acquire a debt that, among all the other bills they will have (housing, electricity, health, transport, etc.) when they graduate. Employability, however, is not a standard that graduates can count on when earning their diploma. The present paper intends to understand how this paradigm can be modified, transforming the way education is treated in universities within the classroom, based on Paulo Freire and Theodore Adorno.

D3.4.6a, 15:20 - 16:20, Room: Lecture Theatre 4
Oral Presentation
The self-directed student: Applying Montessori teaching theory to HE experiential learning to improve learning outcomes
Richard Lingard, The National Film & Television School

Learn about the possible benefits and qualitative improvements of using Montessori teaching - how it supports students' experiential learning outcomes and better prepares them for future employment through self-directed learning in a variety of prepared environments. In this session, we look at the potential impact of a 20th Century teaching philosophy and its contemporary relevance for learners of all ages, based on my 6 years' practice as Course Leader of the Assistant Directing and Floor Managing Level 7 Post Graduate Diploma at The National Film & Television School.

D3.4.6b, 15:20 - 16:20, Room: Lecture Theatre 4
Oral Presentation
Engaging students in their own learning: The power of student choice in assessment
Elizabeth Nelson, Marie Clifford and Darryl Morgan, University of South Wales

Engaging Students in Their Own Learning: The Power of Student Choice in Assessments   By offering Student Choice within the assessment tariff we can encourage active, collaborative and interdisciplinary learning whilst developing learner autonomy. Student Choice assessment can be designed for inclusivity, challenge-based learning and instigate a positive impact and transformation on society. This assessment type also has the capacity to reduce differential outcomes and foster a stronger sense of inclusion for students from ethnic minorities. Briefs can be co-designed with all stakeholders, offering increased external collaboration on a professional level.

D3.4.6c, 15:20 - 16:20, Room: Lecture Theatre 4
Oral Presentation
Futureproofing assessment: Rethinking assessment in higher education for the next generations
Dr Christine O'Leary, Sheffield Hallam University, Professor Carol Evans, Cardiff University, Professor Jan Bamford, Elena Moschini, London Metropolitan University and Professor Simon Riley, University of Edinburgh

The Covid 19 pandemic is leading many institutions to change the way they approach Learning, Teaching and Assessment (PoKhrel and Chhetri, 2021), with opportunities to explore the affordances of digital technology in creating agentic environments and inclusive assessment. The recent emergence of generative artificial intelligence (GAI) presents both challenges and opportunities. Rethinking assessment in Higher Education to ensure they are future-proof is becoming imperative INRAP (Interdisciplinary Network for Research-Informed Assessment Practices) has been exploring key assessment issues. In this workshop, we will invite participants to co-create solutions and investigate scenarios and options to futureproof assessment in HE.

D3.4.7a, 15:20 - 16:20, Room: Lecture Theatre 5
Oral Presentation
Sport, higher education and Manchester: A city united
Dr John Daniels, Manchester Metropolitan University

Sport and Exercise Sciences at Manchester Metropolitan University were recently relocated to its 'sports city'. The university's education strategy aspired to welcome students to '…a transformational active learning community'. This presentation outlines an innovative educational framework and a pioneering collaboration with Manchester City and later, Manchester United, to help students mobilise into schools and communities. These novel programmes now boast the highest scores for graduate outcomes in the university and demonstrate that sport's benefits are rarely about sport at all and that reaching out across faculties and working with your competitors is key to the delivery of sustainable education.

D3.4.7b, 15:20 - 16:20, Room: Lecture Theatre 5
Oral Presentation
Coaching students for tomorrow's careers through today's practitioner-partnerships
Sonja Johnston, Southern Alberta Institute of Technology

With the rapidly changing environment that post-secondary institutions are operating in, and the competencies required by graduates in the workplace, the focus on experiential learning through diverse teams engaging real-world complex problems becomes ever more relevant. In this exploratory pilot study, students create practitioner partnerships with local business in a capstone course to create a culminating work-integrated learning experience. Through place-based learning

and a double diamond design framework, students are coached by a faculty instructor and industry partner and are guided while collaboratively learning in a downtown partner's business space. Attendants will gain of a contemporary co-design with industry partners.

D3.4.7c, 15:20 - 16:20, Room: Lecture Theatre 5
Oral Presentation
Employability
Miranda Leach and Yetunde Akinnuoye, City University of London

There is a long-standing relationship between higher education and industry. The industry as the employer is co-dependent on the institution to fully train or partially train students to join organisations as professionals. Higher education should continue supporting students by engaging in professional portfolio development. Each institution having a set of Graduate Attributes (GA) and each department/faculty closely mapping these GAs into specific modules that translate into everyday teaching.

D3.4.8a, 15:20 - 16:20, Room: Lecture Theatre 3
Oral Presentation
Understanding stakeholder viewpoints on embedding employability in higher education
Dr Dom Conroy, Cherry Benson, London Metropolitan University and Nils Perez Codesal, National Student Pride

In our session we will report findings from a qualitative study concerning viewpoints held among six stakeholder groups (e.g., learners, teachers, careers staff, employers) of successfully embedding employability within HE learning environments. Following our presentation, we will facilitate delegate discussion concerning experiences of embedding employability in practice and evaluating employability initiatives. The session will include delivering practical recommendations for HE educators on quick wins and longer-term pathways involved in successfully embedding employability in HE learning settings and meaningful engagement of stakeholder groups within this process. Delegates will be prompted to share practice experiences of embedding employability to foster future collaborations.

D3.4.8b, 15:20 - 16:20, Room: Lecture Theatre 3
Oral Presentation
A Socially Responsible driven Corporate Mentor Partner Program (CMPP): A true employability skills enhancing opportunity
Professor Patricia Perlman-Dee, University of Manchester

At Alliance Manchester Business School (AMBS), it was identified that certain groups of students were lagging their peers in employment. Whilst the University has a wide and varied career service offering and many other support services and initiatives to promote employability skills, it was clear that something else was needed. The idea of a mentoring program was identified. What is making this Corporate Mentor Partner Program (CMPP) unique is the focus on working with and aligning CSR goals of organisations with targeting specific student groups, giving equitable and inclusive possibilities to students, and supporting a true enhancement of employability skills.

D3.4.8c, 15:20 - 16:20, Room: Lecture Theatre 3
Oral Presentation
Bringing industry into the lecture room: Using video-based interviews
Professor Kenneth Lee, Loughborough University

Students want to be exposed to experts in the field. Extending invitations to guest speakers is a well-trodden path to this demand. However, there are several challenges to doing this including accessibility, time constraints and ensuring high levels of student engagement. We argue that using pre-recorded video content resolves many of these issues. We will address three key aspects drawn from the literature (Brame C. J., 2016) in addition to our own experiences: • how to manage cognitive load of the video; • how to maximise student engagement with video; • and how to promote active learning from the video

D3.4.9a, 15:20 - 16:20, Room: Lecture Theatre 6
Oral Presentation

Empowering education: The impact of Peer-Led Team Learning (PLTL) on confidence, self-efficacy, and sense of community
Dr Sally Faulkner, Dr Lesley Howell and Redwan Shahid, Queen Mary University of London

PLTL empowers students by fostering collaborative small-group learning guided by peer leaders. PLTL enhances the learning environment, retention, and academic performance. Our project investigates its impact on confidence, self-efficacy, and a sense of community. Our proposal aligns with the conference theme of "Future-Focused Education," as PLTL disrupts traditional lecture-based methods and contributes to innovative education practices. Our audience includes educators, administrators, and researchers in higher education. Key takeaways from our session include a deeper understanding of PLTL, practical implementation strategies, and promoting student-centred, collaborative learning. Our talk offers a blueprint for implementation and encourages innovative, student-centred education.

D3.4.9b, 15:20 - 16:20, Room: Lecture Theatre 6
Oral Presentation
A theory for the designing and planning of pedagogical activities: People, place, compassion, power
Laura Dyer, University of Leeds

This presentation puts forward a novel theory that practitioners can be used in the designing and planning of pedagogical activities – people, place, compassion, power or PPCP. The presentation will outline how practitioners can apply the theory to their pedagogies to develop student competence, confidence and content in their learning and outputs and in addition to encouraging a more inclusive learning experience. An example activity will be outlined by the presenter to show the theory's application.

D3.4.9c, 15:20 - 16:20, Room: Lecture Theatre 6
Oral Presentation
Beyond books and grades: A mentally healthy graduate
Dr Mahesha Samaratunga and Dr Habiba Aktar, Queen Mary University of London

Our findings come from two case studies. One of the presenters is a counsellor specialising in the Carl Roger's Person-Centred modality (Overholser, 2007). From 2020-21 she incorporated the person-centred skills to create the conditions in which learners would feel supported, included, and safe to engage in their learning. The co-presenter teaches in the joint programme where her students are based in China where there is a distinctive social-cultural background, and she uses compassionate practices to create social belonging.

D3.4.10a, 15:20 - 16:20, Room: Bowden
Oral Presentation
Classroom Management as the foundation of almost everything: the SMART CM Program
Rebecca Wakelin, Xi'an Jiatong Liverpool University

Students are distracted. Professors struggle to keep students engaged. Institutions are implementing new strategies that require teaching staff to adopt new techniques. With little time for professional learning, what's a teacher to do? This researcher observed that the skill most professors are not trained in is classroom management. As a response, this researcher designed a program called SMART CM. This session presents research on SMART CM and how it might be the gateway to implementing many other changes in higher ed. Participants will learn about SMART CM and be provided with guidance on how to create their own CM program.

D3.4.10b, 15:20 - 16:20, Room: Bowden
Oral Presentation
Fuzzy boundaries and 'knowledgeable others': Preparing 'Future Programme Leaders'
Dr Christine Reilly, University of the West of Scotland

This session presents learning from a Programme that has run in a School of Business and Creative Industries to prepare early career academic staff for the role of Programme Leader. 'Future Programme Leaders' is now onto its third cohort with early evidence suggesting that it is valued by participants and Senior Staff, that it has supported numerous staff to make career progress but that it is challenging to fully prepare someone for such an amorphous role. This

presentation will reflect the learning, outcomes, and shortcomings of our endeavour to demystify a role that is often fuzzy and misunderstood.

D3.4.10c, 15:20 - 16:20, Room: Bowden
Oral Presentation
Identifying critical enablers of teacher quality in UAE higher educational institutions
Hajer Morad, Higher Colleges of Technology

Unlock the Future of Higher Education! Join our session as we show groundbreaking insights into teacher quality in UAE Higher Educational Institutions. Discover standards and indicators that redefine excellence, fostering innovation in the classroom. Engage in an interactive workshop, exploring the critical enablers of teacher quality and gaining hands-on tools to improve education production. Be part of the change, shaping the future of education in the UAE. Don't miss this opportunity to empower educators and drive impactful improvements in your institution. Let's revolutionize education together! #FutureFocusedEd #TeacherQuality #InnovationInEducation