Day 3 - 4 July 2024

Registration: Refreshments available
06:30 - 10:00

Opening plenary
06:30 - 10:00

Keynote: Dr Chris Kehoe, Knowledge and Innovation, Advance HE

Welcome address: Graham Knight, Assistant Director, Knowledge and Innovation, Advance HE

Room: Lecture Theatre 2

Room: Lecture Theatre 8 (Level 0)

Room: Lecture Theatre 9 (Level 0)

Room: Lecture Theatre 10 (Level 0)

Room: Lecture Theatre 1 (Level 1)

Parallel session 1

D3.1.1 - Workshop

D3.1.2 - Workshop

D3.1.3 - Workshop

D3.1.4 - Workshop

D3.1.5 - Workshop

10:55 - 11:55

Session Chair: Dr Giselle Petersen and Dr Ryan O'Shea

Parallel session 1: Students and academics partnership for sustainable citizenship: using responsible futures accreditation frameworks to embed sustainability across all aspects of student learning at Aston University

Dr Giselle Petersen and Dr Ryan O'Shea, Aston University

Cultivating critical thinking and creativity in young people: how do we teach curiosity?

Patrick Umer, Auckland University of Technology

Meta skills and level learning outcomes: is there a mismatch?

Associate Professor Paulina Brenner, Robert Gordon University

Engage the future: A game-based learning workshop on privacy and cybersecurity for young people

Jane Harnois-Bulmer, Bournemouth University

Using LEGO® SERIOUS PLAY® to enhance work-based learners' reflective practice

Natalie Read and Dr Samantha Read, Nottingham Trent University

Break

11:55 - 12:05

Parallel session 2

D3.2.1 - Workshop

D3.2.2 - Workshop

D3.2.3 - Workshop

D3.2.4 - Workshop

12:05 - 12:05

Session Chair: Dr Elizabeth Freeman and Joanna Rustcliffe, Sheffield Hallam University

Parallel session 2: We are nature: Environmental stewardship, wellbeing, and belonging - a cross-disciplinary approach

Dr Elizabeth Freeman and Joanna Rustcliffe, Sheffield Hallam University

Autonomy and growth mindset actualised: The traffic lights tool

Dr Christopher Harvey and Marian McDermott, Canterbury Christ Church University

Developing employability inclusively through curriculum: A practical introduction

Aneewe Manzoor, King's College London

Building inclusive spaces: Exploring team-based learning to cultivate student belonging

Anta Li, Dr Sarah Broadberry, Dr Michael Loughlin and Conor Naughton, Nottingham Trent University

Transforming a food court into a successful block teaching degree. Planning a recipe for success

Dr Helen Pilton and Rachel Hilton, Harper Adams University

Lunch

13:05 - 13:35

Parallel session 3

D3.3.1a - Roundtable

D3.3.2a - Roundtable

D3.3.3a - Roundtable

13:35 - 13:45

Session Chair: Dr Luisa Cutillo and Professor Paul Baxter, Nottingham Trent University

Parallel session 3: Arts and Culture: ‘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

Dr Luisa Cutillo and Professor Paul Baxter, Nottingham Trent University

Here be dragons: Is fear of generative AI in HE failing to prepare students for employment?

Associate Professor Simon Swinton and Dr Rohni Khatri, University of Northampton

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 Weiss, Wil China and Helen Reid, Nottingham Trent University

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

Sorja Johnson and Chenise Lee, Southern Alberta Institute of Technology

Quiet Space

D3.3.2b - Oral presentation

D3.3.2c - Oral presentation

D3.3.2d - Oral presentation

14:40 - 14:50

Session Chair: Dr Christopher Harvey and Marian McDermott, Canterbury Christ Church University

Parallel session 3: Arts and Culture: Data literacy skills for educators

Dr Luisa Cutillo and Professor Paul Baxter, University of Leeds

The survival guide series: Equipping students to thrive in the creative sector and beyond

Ruth Clark and James Warrender, Leeds Conservatoire

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

Sorja Johnson and Chenise Lee, Southern Alberta Institute of Technology

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

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

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Dr Helen Pilton and Rachel Hilton, Harper Adams University

Parallel session 4

D3.4.1 - Workshop

D3.4.2 - Workshop

D3.4.3 - Workshop

D3.4.4 - Workshop

D3.4.5a - Workshop

D3.4.5b - Workshop

D3.4.5c - Workshop

D3.4.5d - Workshop

D3.4.5e - Workshop

15:15 - 15:25

Session Chair: Dr Sara McEwin and Dr Amy Plug, University of South Wales

Parallel session 4: Building inclusive spaces: Exploring team-based learning to cultivate student belonging

Dr Luisa Cutillo and Professor Paul Baxter, Nottingham Trent University

Academic development, Neapolitan ice-cream, and micro-credentials: Establishing new L&T development pathways at Nottingham Trent University

William Caryn and Helen Boulton, Nottingham Trent University

Problem solving rather than problematising: Reminding ourselves of the student perspective to provide inclusive learning opportunities

Anika Ferguson and Pamela Taylor-Barnett, University of New South Wales

Sustainable development as transversal topic to decolonise international foundation courses

Dr Candice Delgado Mann, King’s College London

Crafting job-centric curriculum for future-ready graduates

Dr Samir Gud, Kingston University

So what? You’ve got a 2:1 degree in Cinemodology, so does everyone else’: Embedding employability into the curriculum and ensuring buy-in from students

Associate Professor Gina Fox, University of Leicester

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

Sorja Johnson and Chenise Lee, Southern Alberta Institute of Technology

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Transforming a food court into a successful block teaching degree. Planning a recipe for success

Dr Helen Pilton and Rachel Hilton, Harper Adams University

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 Rowan Shafie, Queen Mary University of London

Closing panel discussion

16:30 - 16:45

Session Chair: Dr Sara McEwin and Dr Amy Plug, University of South Wales

Parallel session 4: Data literacy skills for educators

Dr Luisa Cutillo and Professor Paul Baxter, University of Leeds

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16:20 - 16:25