

Teaching and Learning Conference 2025: Future-Focused Education: Ensuring successful student outcomes for all

Session abstracts

Day Three: 3 July 2025

Parallel Session 1, 10:50 - 11:50

D3.1.1, 10:50 - 11:50, Room: Workroom 1

Interactive Workshop session

Linking theory and practice: A structured approach to developing subject expertise and professional skills in higher education

Reece Sohdi, University of Sunderland

This session explores the FES Subject Passports initiative, which bridges the gap between theoretical knowledge and practical application in teacher training and demonstrates how it can be adapted for other profession-facing degree programmes. By providing subject-specific frameworks, it supports students in developing both subject mastery and professional skills. Participants will learn how to integrate theoretical learning with real-world practice, fostering employability and career readiness. The session will also explore how this approach aligns with key Sustainable Development Goals, including quality education (SDG 4) and reduced inequalities (SDG 10), offering practical insights for wider implementation across higher education disciplines.

D3.1.2, 10:50 - 11:50, Room: Workroom 2

Interactive Workshop session

Unlocking the executive state: A pedagogical framework to overcome barriers to learning

Dr Ingrid Kanuga, Anglia Ruskin University and Professor Zabin Visram, Glion Institute of Higher Education

Discover how to overcome cognitive, emotional, and neurobiological barriers to student learning in this interactive workshop. Based on research with over 100 students, the session introduces the Neuro Learning framework, designed to help educators unlock the “executive state” where learners thrive in understanding, retention, and innovation. Explore strategies to support neurodiverse learners, manage exam anxiety, and foster resilience. Through collaborative activities and real-world case studies, you’ll leave equipped with practical tools to create inclusive, future-focused learning environments that empower all students to achieve successful outcomes

D3.1.3, 10:50 - 11:50, Room: Workroom 3

Interactive Workshop session

Prompto: A generative AI card game for educators

Alison Gibson, University of Birmingham

Join the Generative AI working group from the University of Birmingham in playing Prompto! the card game designed to develop generative AI prompting skills among educators, with the express purpose of upskilling them in an area now vital for all students’ education. While playing Prompto, academics develop prompting skills in a practical setting, with the required outputs all pertinent to their roles as educators. It is a pedagogically innovative way to develop digital skills, which can be useful not just in the area of GAI, but in all digital skills areas for the benefit of both academics and students.

D3.1.4, 10:50 - 11:50, Room: Seminar 01

Interactive Workshop session

Measuring the impact of SoTL in research-intensive business schools: Developing an institutional framework for innovation

Professor Sally Everett, King's College London and Professor Radka Newton, Lancaster University

Join our workshop on integrating the Scholarship of Teaching and Learning (SoTL) within research-intensive business schools to enhance teaching innovation and impact assessment. Drawing on initiatives by the Centre for Scholarship and Innovation in Management Education (SIME) and I-LEAD, we explore enablers, barriers, and strategies for embedding SoTL effectively. Engage in discussions about measuring SoTL's influence on student learning, academic practice, and institutional growth. Collaborate to identify practical frameworks and metrics for evaluating SoTL's contribution to management education, bridging gaps in academic culture and supporting strategic teaching advancements.

D3.1.5, 10:50 - 11:50, Room: Seminar 05

Interactive Workshop session

The Pedagogy Action Card (PAC) game: Collaborate to determine factors impacting student learning and develop actions to enhance your teaching practice

Dr Jane Bartholomew, Educational Consultant

The Pedagogy Action Card (PAC) Game offers a collaborative, immersive, reflective experience to explore ways students 'engage' and respond to taught delivery styles. This practical workshop invites teachers and related specialists to challenge their perception of what constitutes effective teaching practice. Existing neo-liberal drivers determine how 'student success' is measured and students are often referred to as customers (Zepke, 2018), with both factors potentially impacting the level of engagement a student displays in class (Bryson, 2020). The take-home Pedagogy Action Card offers participants the opportunity to identify new ways to engage in the on-going enhancement of their teaching practice.

D3.1.6a, 10:50 - 11:50, Room: Seminar 02

Oral Presentation

Leveraging generative AI for inclusive and engaging numerical analysis education in a lab learning context

Yu Wang, Xi'an Jiaotong Liverpool University

Join us for an engaging session that unveils the transformative power of Generative AI in Numerical Analysis education within computer labs. Designed for educators, this session aims to bridge the gap between mathematical proficiency and programming skills. Our objectives are to demonstrate how AI can create personalized learning paths, foster inclusive environments, and provide real-time feedback to enhance student engagement and success. Discover practical strategies for implementing AI-assisted pair coding and active learning techniques that cultivate critical thinking and reflective skills. Don't miss this opportunity to explore innovative AI applications that ensure equitable access to education for all students.

D3.1.6b, 10:50 - 11:50, Room: Seminar 02

Oral Presentation

Exploring the impact of historical feedback data in supporting interactive automated feedback compared to AI-generated and conventional tutor feedback: Undergraduate research proposals

Dr Moulay Larbi Chalal, Dr Nacer-Eddine Bezai and Professor Benachir Medjdoub, Nottingham Trent University

In academia, we generate substantial amounts of written feedback over the years, yet much of it remains archived and underutilised, limiting its potential to inform and enhance current practices. This study uses past feedback data to develop an interactive, automated feedback tool aimed at addressing feedback inconsistencies during the research proposal stage. A cohort of 42 students at NTU, UK, was split into three groups: one received feedback from

FeedAssist, second from educators, and the third from ChatGPT. The study highlights that each feedback approach has merit, with FeedAssist balancing automation and personalisation, particularly in large cohorts and limited-resource contexts.

D3.1.6c, 10:50 - 11:50, Room: Seminar 02

Oral Presentation

From confusion to clarity: Utilizing generative AI tools to consolidate ideas in assessment preparation

Lok Yee Lorraine Wong, The Hong Kong University of Science and Technology

Join us for an insightful session on the integration of Generative Artificial Intelligence (Gen AI) tools in a Common Core Chinese Communication course. Discover how early intervention of Gen AI can enhance student learning experiences by streamlining the ideation process and providing real-time feedback. We will share practical insights and strategies that educators can implement to make teaching more efficient and effective. This session aims to inspire language teachers to harness the potential of Gen AI, ultimately contributing to a more inclusive and accessible educational environment. Don't miss the opportunity to enhance your teaching practice!

D3.1.7a, 10:50 - 11:50, Room: Seminar 03

Oral Presentation

Reflections on reflect: Using MS Reflect to check-in on students throughout their journey in higher education

Daniel Johnston, University of Strathclyde

Students should know that someone is there to listen to them if they have an issue during their studies. In large cohorts, however, this is a challenge to do quickly, meaningfully, and without encroaching on "survey fatigue". This presentation explores the innovative use of Microsoft Reflect to gauge and support students' emotional literacy and communication with staff in large cohorts. By tracking trends across three undergraduate contexts, this work demonstrates how this tool can be used to enhance communication in this way and can steer large cohorts to an improved sense of belonging in higher education.

D3.1.7b, 10:50 - 11:50, Room: Seminar 03

Oral Presentation

A student-staff partnership study: An exploration of student perceptions of effective lectures to enable quality learning

Dr Julie Hendry, Amin Haybotollahi and Ben Corbridge, St George's University of London

What do students view as effective lecturing and effective lecturers? A student-staff partnership study - an exploration of student perceptions of effective lectures to enable quality learning using a mixed methods questionnaire and follow up focus group investigated students' perceptions at one healthcare university. The Higher Education Learning Framework Matrix (2018) which includes learning as becoming, contextual learning, emotions and learning, interactive learning, learning and thinking, challenge, and deep, meaningful learning, was used to explore student views. Results informed a 'Lecturers' Toolkit' to better enable effective lecturing.

D3.1.7c, 10:50 - 11:50, Room: Seminar 03

Oral Presentation

Transforming occupational therapy education: Ensuring successful student outcomes through inclusive, data-driven learning

Eileen Du Plooy, University of the Witwatersrand

Health professions education demands innovative approaches to curriculum development, student engagement, and success measurement. We explored the application of educational data mining, curricular and learning analytics, alongside the analysis of multimodal student profiles, to evaluate an undergraduate occupational therapy curriculum. By harnessing the power of big data and machine learning, we investigated student success and engagement across the four-year curriculum. We advocate for a paradigm shift towards data-informed

educational strategies that prioritize student success and engagement, paving the way for future innovations in occupational therapy education.

D3.1.8a, 10:50 - 11:50, Room: Seminar 04

Oral Presentation

[Optimising the value of a shared cultural context: Developing a joint accreditation, the story of two universities in regional Australia](#)

Associate Professor Ian Davis, Australian Institute of Professional Counsellors and Marie Foreman, CQ University

This presentation tells the story of a collaborative initiative between two regional universities, both active members of Advance HE. Through a partnership built on goodwill, passion, and imagination, they developed the Lift Fellowship Scheme. This scheme exemplifies the power of collaboration, addressing shared challenges and leveraging combined strengths to create high-quality, relevant higher education environments. The presentation will focus on the process, practicalities and outcomes developing a joint accreditation with Advance HE. The intended audience includes those interested in innovative recognition structures, CPD strategies, and leveraging culturally contextual assessments.

D3.1.8b, 10:50 - 11:50, Room: Seminar 04

Oral Presentation

[Using the dialogic approach to support fellowship recognition with Advance HE: Approaches to bettering inclusive practices for neurodivergent fellowship candidates](#)

Daniel Cole and Dr Chris Knifton, De Montfort University

This presentation explores how a dialogic approach can enhance the success of fellowship recognition for neurodivergent candidates, offering an inclusive and EDI-friendly alternative to traditional data-driven, written assessments. By prioritising lived experiences and authentic self-expression, this approach fosters meaningful, supportive conversations between reviewers and candidates. It allows neurodivergent individuals to articulate their pedagogical journeys in their own words, promoting equity and celebrating impact. Attendees will learn how live dialogic assessments are implemented at DMU within the Professional Recognition Scheme (PRS), and how to confidently apply similar practices to ensure fairness, robust assessment, and inclusive support in their own institutions.

D3.1.8c, 10:50 - 11:50, Room: Seminar 04

Oral Presentation

[Empowering educators - The peer supported teaching practice model: Integrating expert and peer support in higher education](#)

Dr Hasti Abbasi, Deakin University

In today's dynamic higher education landscape, faculty face increasing challenges in adapting to new teaching methods, technologies, and shifting institutional priorities. This session introduces a hybrid peer support model that integrates expert mentorship with near-peer collaboration, fostering a supportive and inclusive framework for professional growth. Led by a dedicated Program Lead, the model features structured resources, tailored masterclasses, and reflective practices using evidence-based templates. By focusing on areas such as classroom dynamics and assessment design, this non-hierarchical, collaborative approach empowers educators to enhance teaching practices, promote equity, and drive innovation in diverse and evolving educational settings.

D3.1.9a, 10:50 - 11:50, Room: Seminar 06

Oral Presentation

[Re-imagining teaching and learning centres: Challenges and innovations](#)

Professor Ali Owraq and Professor Anna Goatman, The University of Manchester

Teaching and Learning Centres (TLCs) are essential for enhancing education quality and fostering student success. Common in US institutions, they are less prevalent in UK universities. This roundtable session will explore the composition, structure, and application of TLCs in universities, addressing the challenges to their success. The session aligns with

the theme "Workforce for the Future" by focusing on key skills, professional development, and collaboration. Participants will gain insights into best practices and innovative strategies for implementing TLCs, with actionable takeaways to enhance teaching and learning in their institutions. Join us to discuss and share solutions.

D3.1.9b, 10:50 - 11:50, Room: Seminar 06

Oral Presentation

"Green Days": All-college development days on strategic priorities

Joel Gray, Sheffield Hallam University

Need more academic staff to be interested in, and then participate in continuous professional development regarding teaching, learning and student success? Please come and listen to our success story in increasing the level of staff engaging in our non-compulsory CPD offer. We are a college which comprises three schools, 500 academic staff, and approximately 10,000 students. We have increased and nudged our NSS, PTES, and continuation rates in the last three years and part of this success is down to engaging academic staff in developing their LTA work through our CPD offer.

D3.1.9c, 10:50 - 11:50, Room: Seminar 06

Oral Presentation

The Scholarship of Teaching and Learning (SoTL) and university lecturers' professional development: How the Taiwanese teaching practice research programme support university lecturers' teaching development

Chia-Hui Wu, IOE, University College London

The Scholarship of Teaching and Learning (SoTL) is a research inquiry that closely reflects university lecturers' disciplinary teaching practices. This study addressed the continuing professional development university lecturers have experienced while participating in the SoTL inquiry in a specific context: The Teaching Practice Research Programme (TPRP) in Taiwan. By interviewing six university lecturers who have engaged in the TPRP, it explored how Taiwanese university lecturers perceive the TPRP and how it relates to their professional teaching development and academic careers. Generally, the TPRP programme supports university lecturers' teaching development and their academic careers as university lecturers and SoTL researchers.

D3.1.10a, 10:50 - 11:50, Room: Seminar 11

Oral Presentation

DCAF the curriculum for inclusive learning spectrum

Dr Malek El Diri, University of York

This project explores the decolonisation of accounting education by involving students in shaping a more inclusive curriculum. Through focus groups and interviews, both students and academics identified key themes that challenge colonial biases in accounting courses. The findings informed the creation of the DCAF Framework, which addresses curriculum delivery, content, assessment, and feedback to ensure a diverse range of perspectives is incorporated. The project aims to empower students, promote inclusive learning, and provide actionable insights for institutions. Ultimately, this initiative fosters critical thinking and aims to enhance the global applicability of accounting education.

D3.1.10b, 10:50 - 11:50, Room: Seminar 11

Oral Presentation

Untangling undergraduate immunology: Making immunology more accessible to all students through a student-led module level curriculum review

Dr Ana Costa-Pereira, Imperial College London

Immunology is as complex as a topic, as it is fascinating. Learning it is hampered by its own language, threshold concepts, and intricate relationships between immune cells key to eliciting an immune response. 'Immunology & Inflammation', taught using blended pedagogy, is popular, typically attracting 2/3 of the cohort. Students' attainment and satisfaction are high, but the module was plagued by workload complaints. To address this,

students and academics worked in partnership over 4 weeks, in a project where both groups were given full agency. Outcomes of this project, both with regards to curriculum and personal development, will be presented here.

D3.1.10c, 10:50 - 11:50, Room: Seminar 11

Oral Presentation

[From modules to mindsets: A department-wide framework for integrating Sustainable Development Goals \(SDG\) and Education for Sustainable Development \(ESD\) in fashion education](#)

[Clare McTurk, Manchester Met University - Manchester Fashion Institute](#)

This session presents a transformative approach to fashion education by embedding Education for Sustainable Development (ESD) within a multi-module curriculum. The framework aligns Bloom's Taxonomy with UNESCO sustainability competencies, to equip students with essential skills to address environmental and social challenges in the fashion industry. Participants will gain insights into integrating sustainable development goals, identifying curriculum gaps, and fostering a streamlined, impactful learning experience. This approach supports the development of sustainability-conscious, ethical professionals prepared to navigate and innovate within the evolving demands of the global fashion industry.

Parallel Session 2, 12:05 - 13:05

D3.2.1, 12:05 - 13:05, Room: Workroom 1

Interactive Workshop session

[Benefits of user personas to foster student-centred learning in higher education](#)

[Professor Michael Doherty and Professor Radka Newton, Lancaster University](#)

Join this interactive workshop designed to equip participants with practical human-centred design techniques tailored for student engagement and curriculum development. This session introduces the concept of "personas," exploring their applications and benefits within higher education. Through case study discussions and critical evaluations, participants will delve into real-world examples showcasing the impact of personas in understanding diverse student experiences. The workshop's hands-on component invites attendees to practice creating persona profiles and applying them to a thoughtfully designed scenario. This immersive activity fosters a deeper grasp of how personas can enhance the inclusivity and empathy embedded in educational practices.

D3.2.2, 12:05 - 13:05, Room: Workroom 2

Interactive Workshop session

[Nurturing entrepreneurship and employability skills through challenge-based learning: An innovation hack](#)

[Dr Catherine Teehan, Dr Kathryn Jones, Elaine Haigh, Dr James Osborne and Dr Daniela Tsaneva, Cardiff University](#)

In today's rapidly evolving landscape, the demand for entrepreneurship and employability skills has never been greater. Challenge-Based Learning (CBL) emerges as a dynamic approach to address this need, offering a framework that integrates real-world challenges into educational experiences. This workshop explores the nexus of entrepreneurship, employability, and CBL, aiming to equip educators and stakeholders with the knowledge and tools to design impactful programs.

D3.2.3, 12:05 - 13:05, Room: Workroom 3

Interactive Workshop session

[enABLING bold educators: Empowering staff to teach well, consistently well](#)

[Professor Ale Armellini, Associate Professor Andy Clegg and Mary Watkins, University of Portsmouth](#)

To prepare the Higher Education workforce for the future, we must move beyond content delivery and focus on context-rich, student-centred learning. The session details

Portsmouth's approach to developing practitioners of the future and allows participants the opportunity to engage with our Activity Creator Kit which emphasises student engagement, co-creation, and a focus on context over content. The session will reinforce the message that we need to stop delivering. We need to teach, facilitate, enable, create, inspire. Let's Teach Well, Consistently Well.

D3.2.4, 12:05 - 13:05, Room: Seminar 01

Interactive Workshop session

Fostering skills mastery: My Skills and Attributes (MySA) - a holistic scaffolded view of transferable skills

Dr Julie Hendry, Dr Androulla Elia and Chandini Kumari-Webster, St George's University of London

My Skills and Attributes, developed at St George's University of London, is a simple self-assessment tool for students to measure their progress towards ten core transferable skills for Graduate Employability. It is based upon the Learning Gain methodology. Highlighting 'gaps' and a scaffolded approach for targeted activities enables students to enhance their transferable skills and become more 'employment ready'. This session enables participants to explore their own curricula for transferable skills alongside developing potential activities to supplement students' skills and attributes when required.

D3.2.5, 12:05 - 13:05, Room: Seminar 05

Interactive Workshop session

Transforming AI anxiety into learning wonder: An inclusive approach to building future-ready graduate skills

Dr Lucy Gill-Simmen, Royal Holloway, University of London

Transform your teaching practice with an innovative approach that turns AI anxiety into learning wonder. This hands-on session shares proven strategies that use AI tools to create inclusive learning experiences across all disciplines. Learn how to build student confidence, develop future-ready skills, and ensure accessibility for all learners. Perfect for educators interested in harnessing AI for teaching while maintaining academic integrity and promoting inclusive practice. Leave with practical tools, frameworks, and strategies you can implement immediately in your own teaching context, regardless of subject area.

D3.2.6a, 12:05 - 13:05, Room: Seminar 02

Oral Presentation

Practical cross-disciplinary examples of using AI in teaching and learning framework to support students' employability skills

Dr Lilian Schofield, Dr Xue Zhou, Professor Lesley Howell, Professor Daniela Tavaschi and Dr Cassandra Lewis, Queen Mary University of London

Co-author: Dr Aisha Abuelmaatti, Queen Mary University of London

Join us for our session that presents the AI in teaching and learning framework developed by the Queen Mary University of London educators. The framework covers four dimensions, "Know and Understand AI," "Use and Apply AI," "Create and Evaluate," and "AI Ethics. Our presentation will showcase its adoption and implementation across five schools: Business and Management, Economics and Finance, Dentistry, Physical and Chemical Sciences, and Electronic Engineering. We will illustrate the practical application of this framework and share insights into both the challenges encountered and the successes achieved in integrating AI into educational practices.

D3.2.6b, 12:05 - 13:05, Room: Seminar 02

Oral Presentation

Interdisciplinary perspectives on generative AI: Opportunities to reimagine curriculum and assessment design

Dr Josh Khoo, University of Nottingham and Dr Jessica Price, University of Nottingham, Malaysia

Navigating the complexities of Generative Artificial Intelligence (GAI) is essential for maintaining assessment integrity and achieving learning outcomes. This paper explores how

academic instructors integrate GAI into their teaching practices through interviews with 19 faculty members from 15 diverse disciplines. Our analysis reveals key themes, including enhancing GAI literacy, upholding academic integrity, and designing authentic assessments. This interdisciplinary approach highlights specific challenges in each field and offers insights into student interactions with GAI. The findings will resonate with those considering the implications of GAI in teaching, learning, and assessment practices.

D3.2.6c, 12:05 - 13:05, Room: Seminar 02
TBC

D3.2.7a, 12:05 - 13:05, Room: Seminar 03
Oral Presentation

The role and impact of relying on digital technologies in contemporary legal education

Dr Daniel Bansal and Dr Maribel Canto-Lopez, University of Leicester

The landscape of legal education within Higher Education Institutions (HEIs) have changed over recent years; HEIs now rely upon digital technologies as a fundamental component of their curriculum. Consequently, digital participation by students is now an obligation. However, despite this, many students do not have digital access. Therefore, there is the risk that some students become digitally excluded and unable to engage with their learning. This session evaluates research from a study at the University of Leicester on digital exclusion and provides practical recommendations to providers and teachers of legal education to promote a more inclusive learning environment for students.

D3.2.7b, 12:05 - 13:05, Room: Seminar 03
Oral Presentation

Sketching feedback: The role of sketching and mark making as a pedagogic tool

Dr Phil Mathews, Bournemouth University

This Paper will look beyond conventional forms of written feedback and consider how sketches and drawing can facilitate development and offer feedback to communicate ideas of time, pacing and structure within screenplay development specifically, but perhaps be offered for wider application. Students work with words however in consideration of neurodiverse students who may be dyslexic or kinaesthetic in their approach to learning, visual frames of reference and sketching can form integral parts of how a work is shaped, discussed, developed, and conceived. This paper will consider sketched feedback and student accounts of how it is received.

D3.2.7c, 12:05 - 13:05, Room: Seminar 03
Oral Presentation

From academic judgement to academic coaching: Using video feed as an alternative to written feedback

Dr Lindsey Gaston, Liverpool John Moores University

This talk will explore the use of video feedback and the potential impact it can have on how students engage with and value of feedback. Supported by data collected by the presenter, several key benefits will be discussed including but not limited to a greater level of understanding of the feedback; spent more time engaging with the feedback and understood how the feedback can help future assessment and performance.

D3.2.8a, 12:05 - 13:05, Room: Seminar 04
Oral Presentation

Embedding belonging in a postgraduate certificate in academic practice

Caroline Fleeting, Dr Sarah Falcus and Sinead Cannon, University of Cumbria

This presentation focuses on the embedding of belonging, as both a process and an outcome, in the development of a Postgraduate Certificate in Academic Practice at The University of Cumbria, a very geographically distributed HEI with a diverse academic staff body, including many new staff transitioning from industry. The PGCAP curriculum design aims not only to develop belonging in the staff body, but also to support participants to foster belonging in their students through their own learning and teaching practices. Delegates

attending this session will gain insights into practical strategies for embedding belonging in professional development programs.

D3.2.8b, 12:05 - 13:05, Room: Seminar 04

Oral Presentation

Mapping technological evolution: An analysis of faculty reflections on technology use in a PGCert programme

Dr Anisa Vahed, Yiqun (Olivia) Sun and Yezi Yang, Xi'an Jiaotong Liverpool University

The ever-changing landscape of educational technology underscores the need for a continuous review of its integration into teaching practices. This study analyses faculty reflections on educational technology use at Xi'an Jiaotong-Liverpool University from 2021 to 2024 to assess the alignment of the PGCert programme with global tech trends and faculty needs. Key research questions explore the evolution of technology use, disciplinary variations, and integration methods. The analysis aims to inform curriculum development, ensuring the programme remains current with technological advancements and faculty requirements.

D3.2.8c, 12:05 - 13:05, Room: Seminar 04

Oral Presentation

Training a culturally capable and effective future workforce: Developing postgraduate qualifications in physical activity and hauora (wellbeing)

Dr Lara Andrews, Victoria University of Wellington

The goal of the new Postgraduate Qualifications: Certificate, Diploma, and Master of Physical Activity and Hauora is to provide a specialist qualification at advanced level, or to advance the career of people already employed in the physical activity promotion sector. Despite numerous courses available in the fields of sport science, exercise physiology and physical education, this programme uniquely responds to additional demand for employees with advanced skills in equitable physical activity promotion. The qualification is designed to contribute to the development of a fit-for-purpose physical activity promotion workforce of practitioners, policymakers, and researchers across diverse settings in NZ and internationally.

D3.2.9a, 12:05 - 13:05, Room: Seminar 06

Oral Presentation

Embedding library research skills into the curriculum: A student-focused evaluation

Anna Hvass and Mary Anne Hockey, University of Southampton

We have developed a comprehensive teaching programme equipping students with essential employability and transferable skills. Our program, grounded in constructive alignment, integrates these skills into the curriculum at the point of need, ensuring students are prepared for the ever-changing technological landscape. By embedding these skills, we promote educational equity, diversity, and inclusion, making sure every student has access to the resources and tools they need to succeed. Join us as we outline our student focused evaluation of our teaching programme, and how it is making a real difference in preparing students for their studies and the challenges of tomorrow.

D3.2.9b, 12:05 - 13:05, Room: Seminar 06

Oral Presentation

Oxford Business Incubation and Innovation Centre

Mohammad Touseef, Oxford Business College

The OxBIIC strategy of Oxford Business College strongly aligns with the conference theme and integrates academic learning with practical business experiences, enhancing employability and academic achievement. The key takeaways or learning objectives from this session include how to promote and explore the entrepreneurial potential in our students, how to develop entrepreneurial and work-related skills for students, how to provide networking opportunities for our students, and how to support start-up projects of our

students. The session will also elaborate on strategies and an action plan that can support other institutions in implementing our success story for their students.

D3.2.9c, 12:05 - 13:05, Room: Seminar 06

Oral Presentation

[Listening to the students voice: Reshaping teaching excellence in business education](#)

Professor Nadia Gulko, University of Lincoln

Teaching excellence contributes to facilitating future business graduates that become professionals and trusted value creators in business and society. Teaching excellence is measured and enacted across global business schools in disparate ways. A voice that remains underrepresented is that of our students. This paper provides insights on what teaching excellence means for students across key identified dimensions that relate to individual educator personal qualities, classroom characteristics, and competencies and attributes. Our findings highlight a need in developing nuanced, targeted business education training/development. To develop future business leaders of tomorrow we need educators whose classroom capabilities foster inter-active, dialectic learners.

D3.2.10a, 12:05 - 13:05, Room: Seminar 11

Oral Presentation

[Lifting student success for all: Insights from three years of immersive block delivery in the Southern Cross Model](#)

Professor Erica Wilson, Southern Cross University

Southern Cross University is one of few institutions globally to implement immersive block learning across a whole institution. In the Southern Cross Model (SCM), students focus on just one or two concurrent modules over six-week terms. This presentation outlines the SCM's significant, sustained impact on student success. Since 2021, success (pass) rates have risen for on-campus, online, full-time and part-time students, as well as those from defined equity (under recognised) cohorts. Attendees will gain insights into the implementation strategies and challenges involved in rolling out the Model, and the pedagogical and policy transformations needed to make such an impactful change.

D3.2.10b, 12:05 - 13:05, Room: Seminar 11

Oral Presentation

[SEE: The Power of visualizing and evaluating student experience for holistic success](#)

Engie Bashir and Professor Fehmida Hussain, Middlesex University Dubai

Discover how Middlesex University Dubai's Student Experience Expo (SEE) brings the student journey to life through innovative visualization, showcasing and evaluating the holistic university experience. SEE highlights how curricular, co-curricular, extra-curricular, and inter-curricular activities collectively shape student success. Beyond showcasing student learning journeys, it serves as a platform to highlight departmental and professional service initiatives aimed at enhancing learning and success. This session equips delegates with skills to assess and enhance initiatives, fostering collaboration across departments and professional services. Ideal for institutional leaders, educators, professional staff, and students, it offers strategies to elevate experiences, drive success, and strengthen institutional reputation.

D3.2.10c, 12:05 - 13:05, Room: Seminar 11

Oral Presentation

[Developing a protocol for a critical realist approach to authentic student-staff partnerships in teaching and learning in higher education](#)

Dr Seán Paul Teeling, Associate Professor Olive Lennon, Dr Rachel Farrell and Associate Professor Naomi McAreevey, University College Dublin

This session introduces the development of a critical realist protocol to explore authentic Student-Staff Partnerships (SSP) in higher education. Guided by the overarching question, "How can universities enable students, professional staff, and faculty to engage in authentic SSP initiatives to improve the university experience for all?" we outline our application of the

RAMESES-guided realist review methodology. Preliminary programme theories (IPTs) were crafted through literature synthesis and expert consultation, then refined via iterative feedback from practitioner panels. Attendees will gain insight into how this rigorous, theory-driven approach advances understanding of context-mechanism-outcome interactions in SSP initiatives.

Parallel Session 3, 13:55 - 14:35

D3.3.1a, 13:55 - 14:35, Room: Workroom 1

Oral Presentation

More gain, Less pain with AI: Ensuring education for all with a seven-step AI framework
Associate Professor Andy Clegg, University of Portsmouth

This session introduces an innovative seven-step framework for learning and assessment design that harnesses AI's potential to create inclusive, equitable and adaptive learning experiences. The framework guides practitioners in leveraging AI to align tasks with learning outcomes, promote academic integrity and foster critical thinking. By critiquing AI-generated outputs and integrating adaptive assessments, the framework ensures personalised pathways tailored to give students greater ownership of their learning. Practical examples demonstrate AI's capacity to enhance engagement, preparing students for AI-rich workplaces. Practitioners will leave with actionable strategies to create engaging approaches to learning, teaching and assessment that maximise opportunities to integrate AI.

D3.3.1b, 13:55 - 14:35, Room: Workroom 1

Roundtable session

Alexandria: UBI's AI co-pilot

Dr Anjali Westwood, UBI Business School

Introducing Alexandria, UBI's AI Co-Pilot developed with Publicis Europe, drawing on their global AI hub, Alan. This specialized academic AI integrates various technologies, trained on thousands of data points, to offer personalized experiences to users. We will demo how Alexandria supports authentic assessments in the MSc program and share feedback from students and staff. Intended for lecturers, deans, and directors, this presentation highlights the benefits of integrating AI into higher education. A key takeaway will be the methodology demonstrating that AI integration leads to enhanced experiences for both students and staff, showcasing its positive impact in academia.

D3.3.2a, 13:55 - 14:35, Room: Workroom 2

Roundtable session

Developing resilience in higher education (HE) curricula: A specific case study for laboratory modules and consideration of other delivery modes

Dr Mark Heslop, Dr Vitor Magueijo, Dr Katarzyna Sypek, Dr Kenneth Moffat and Dr Abdul Sharif, University of Strathclyde

Going to university can be challenging for various reasons. Coping with the various academic challenges is difficult enough, without having to deal with competing personal and domestic issues. This has thankfully been recognised by universities in recent years, by way of the extensive support services now available. How much better it would be if students can develop coping strategies and resilience as part of the activities they carry out in their degree programmes. For example, learning about a particular topic involves an activity that by definition will increase resilience in harmony.

D3.3.2b, 13:55 - 14:35, Room: Workroom 2

Roundtable session

Student as pedagogical partners in learning and teaching: A film and an animation project about a Japanese historical garden

Takanori Funamoto, Nottingham Trent University

Student-staff collaboration can bring about mutual benefits. The roundtable will invite the audience to reflect on Continuous Professional Development through engaging students in

co-creation and pedagogical consultancy. The project which I took part encouraged students and staff to collaborate across disciplines and foster holistic learning. The roundtable will showcase this process visually by showing two short films; the Japanese garden video I created for Nottingham Museum and the animation film produced by a student through student- staff collaboration. The project, through networking across different departments, offered participants opportunities to engage in collaborative knowledge sharing and experiences beyond their distinct fields.

D3.3.3a, 13:55 - 14:35, Room: Workroom 3

Roundtable session

The challenge of identity: Academic work and but professional service contract

Professor Isabel Lucas, Liverpool School of Tropical

Calling all HE professionals who are working in a third or liminal space and identify as academic and/or doing academic work. Recent research shows that for many such colleagues career progression is limited because of their contractual status. The study showed job satisfaction and empowerment are reduced through not having access to academic career progression opportunities and were even more diminished when their contractual identity was not aligned to their self-declared professional identity. The discussion will surface career challenges and create an opportunity to discuss solutions for effective career pathways relevant to this growing group of HE professionals.

D3.3.3b, 13:55 - 14:35, Room: Workroom 3

Roundtable session

Building educational leadership in research-intensive universities

Dr Leda Mirbahai, Dr Nikola Chmel and Dr Elisabeth Blagrove, University of Warwick

This session explores a project focused on fostering inclusive educational leadership and addressing barriers to leadership development in research-intensive universities. It examines factors influencing leadership for teaching-focused staff, emphasising equitable and transparent pathways to leadership roles. Through interviews, focus groups, and literature reviews, the project uncovers motivations and challenges of staff and aspiring leaders, aiming to inform inclusive practices. The session aligns with the "Workforce for the Future" theme, highlighting equity, adaptability, and the importance of targeted CPD. Participants engage in active discussions on strategies for promoting inclusive educational leadership, share experiences, and develop actionable solutions for careers and institutions.

D3.3.4a, 13:55 - 14:35, Room: Seminar 01

Oral Presentation

The power of play: Elevating bioscience education through gamification

Dr Mhairi Morris, Loughborough University

Gamification is a powerful tool to engage students and enhance learning, particularly in challenging STEM subjects. This presentation showcases findings from a cross-institutional research project exploring how gamified approaches—ranging from board games to team-based challenges—can boost engagement, foster collaboration, and make complex topics more accessible. Rooted in constructivist learning theory and aligned with Universal Design for Learning principles, these strategies demonstrate their potential to bridge learning gaps and support diverse learners. Delegates will gain practical insights, evidence-based outcomes, and adaptable frameworks to inspire their own teaching practices and create impactful, inclusive learning experiences across disciplines.

D3.3.4b, 13:55 - 14:35, Room: Seminar 01

Oral Presentation

Developing evaluative judgement through AI-integrated assessment design

Ling Want and Dr Thomas Selig, Xi'an Jiaotong-Liverpool University

We discuss an exciting new initiative to embed AI-assisted critical evaluation in the assessment design of a postgraduate computer programming course. In this assessment, students employ Generative AI (GenAI) tools to evaluate and refine a software system they

helped develop. This includes an analysis of the strengths and weaknesses of the system, as well as consideration of alternative approaches. By providing real-time personalised feedback on their work, GenAI improves students' critical reflection and evaluative judgement abilities. This initiative promotes lifelong learning, equipping students with critical thinking skills crucial to their future success in the fast-paced digital world.

D3.3.5a, 13:55 - 14:35, Room: Seminar 05

Oral Presentation

Empowering future-ready graduates: Integrating professional body partnerships and industry certifications in higher education

Associate Professor Ramalingam Dharmalingam and Sowmya Baskar, Marjan University College

Discover how Majan University College's Faculty of IT is empowering students through industry-aligned micro-credentials that enhance employability, confidence, and industry readiness. Through partnerships with top technological organisations like CISCO, Microsoft, and EC-Council, students gain globally recognised certifications that are embedded into their curriculum, bridging academic learning with workforce demands. This approach not only boosts job prospects but also aligns with UN Sustainable Development Goals, fostering equitable access to quality education and professional growth. Join us to explore MUC's replicable model that prepares students for success while strengthening partnerships with industry leaders and advancing sustainable educational practices.

D3.3.5b, 13:55 - 14:35, Room: Seminar 05

Oral Presentation

Joining the dots for the built environment: Developing a framework to combine schools, higher education and industry

Dr Whitney Bevan, Robert Gordon University

The construction industry will need to attract 45,000 new workers per year to meet the demand for the sector (CITB, 2023). There has been research that looks at why individuals are not attracted to the sector, such as the image of the industry (CIOB, 2020), a lack of understanding of job roles, pathways into the industry, as well as influence from parents (Skills Development Scotland, 2023). This research seeks to provide insight on how to connect with schools and industry to promote job opportunities and enhance uptake of future students. The qualitative study evidences industry interviews and framework characteristics.

D3.3.6a, 13:55 - 14:35, Room: Seminar 02

Oral Presentation

Fostering success: A blended tutor development programme

Dr Christie van Diggele, The University of Sydney

Co-authors: Dr Stephanie Wilson, University of Sydney Business School

At the University of Sydney Business School, we are investing in our tutors through a semester long-program that integrates theory and practice. To widen participation and increase flexibility, the 'Tutor Development Program' is delivered in a blended learning format with online-only and in-person options. The TDP targets early career and experienced tutors to deepen their understanding of creating and sustaining high-quality student learning experiences and outcomes. It provides opportunities for tutors to meet peers and develop a community of shared learning and teaching practices. During this session we will provide an overview of our training modules and peer partnership program.

D3.3.6b, 13:55 - 14:35, Room: Seminar 02

TBC

D3.3.7a, 13:55 - 14:35, Room: Seminar 03

Oral Presentation

Building a future-ready workforce through peer review and mentorship: A professional development framework aligned with PSF 2023

Lucy Hulme, Dr Elizabeth Lewis, Megan Sheppard and Katie Moran, The University of Manchester

Discover how peer review and mentorship, aligned with the Professional Standards Framework (PSF 2023), can drive meaningful professional development in higher education. This session introduces a co-created framework designed to enhance teaching practices, foster collaboration, and build confidence in aligning with PSF. Learn from our pilot study, where over two-thirds of educators who participated found the feedback constructive and impactful and almost half were more likely to apply for Advance HE accreditation. Whether you are an early-career educator or an experienced academic, this session offers practical insights and scalable strategies to facilitate Continued Professional Development using mentorship and peer review.

D3.3.7b, 13:55 - 14:35, Room: Seminar 03

Oral Presentation

[Students as partners in a collaborative model of peer review of teaching](#)

Professor Mario Pezzino and Emma Hollenberg, University of Manchester

This session explores a new approach to peer review of teaching (PRT). At the University of Manchester, we've piloted a new approach that pairs trained students with academics to provide constructive and informal feedback. This session shares our experiences so far—what worked, what didn't, and how it's benefiting both staff and students by fostering collaboration and skill development. Join us to explore how this project could improve teaching and learning by integrating student voices and think about how this could work at your institution.

D3.3.8a, 13:55 - 14:35, Room: Seminar 04

Oral Presentation

[Results of the digital assessment proof of concept project at The University of Birmingham](#)

Gemma Westood, Alison Gibson and Helen Greetham, University of Birmingham

This session will review the results of the proof-of-concept project from the academic year 2024-2025 at the University of Birmingham by the Digital Assessment Team. We will share feedback from both staff and students on their use of the Assessment tools that were trialled in the project and the impact that this evidence had on institutional decision making about the continued use of the tools. We will also share our plans for a longitudinal study on the use of assessment tools, the lessons that we have learned and the impact that these lessons will have on the staff and students.

D3.3.8b, 13:55 - 14:35, Room: Seminar 04

Oral Presentation

[Evaluation capacity building in access and widening participation contexts in higher education](#)

Dr Talia Sharkawi and Dr Matthew Pawelski, Lancaster University

This paper will focus on evaluation capacity building in the context of access and widening participation in higher education in the UK. It draws on qualitative interviews, participatory mapping exercises, and observations of the work of colleagues within the intersecting spaces of access and widening participation, EDI, and decolonization, combined with a qualitative examination of the digital infrastructures and methods that facilitate the delivery and the process and impact evaluation of their work. Preliminary findings point to these challenges and to how staff use innovative practices to overcome some of these hurdles connected to digital infrastructures.

D3.3.9a, 13:55 - 14:35, Room: Seminar 06

Oral Presentation

[The co-creation of experiential WIL clinic-based experiences for students, as natural health practitioners in higher education](#)

Associate Professor Lorraine Mashalsey, Dr Shulan Yang, Lucy Hordern, Dr Simon Want and Jo Andrews, Endeavour College

At Endeavour College, our innovative approach to clinical education in natural health through student-led clinics, adapts to the evolving landscape of higher education post-COVID. Our clinic-based Work-Integrated Learning (WIL) experience allows students to lead their learning, providing practical experience through telehealth, on-campus, and future community and hospital-based clinics. Effective clinic supervisors nurture student confidence and competence, fostering a collaborative Community of Practice (CoP). Our clinics in Clinical Nutrition, Naturopathy, Acupuncture, and Traditional Chinese Medicine ensure students develop explicit skills relevant to their fields. This model enhances student independence, confidence, and prepares them for successful clinical practice and high-quality client outcomes.

D3.3.9b, 13:55 - 14:35, Room: Seminar 06

Oral Presentation

Integrated learning strategies: Innovative approaches to developing business leadership students in line with industry's future needs

Dr Marilyn Dyason, University of Portsmouth

This session explores new pedagogical approaches, such as action-learning problem-based methodologies, termed “integrated learning strategies” and discusses how these methodologies are proactively engaging students in the pursuit of success. The implications of the results for policies and procedures including challenges, benefits and opportunities resulting from these more innovative educational approaches are illustrated through case studies. Delegates will have the opportunity to review their own teaching and learning portfolios in the light of this experience.

D3.3.10a, 13:55 - 14:35, Room: Seminar 11

Oral Presentation

Paperwork: The silent killer, challenging the status quo through reflective dialogue

Alison McMaster, University of Sunderland

This session presents an action research study that transforms assessment practices for international trainee teachers through a student-centred, dialogic approach. By inviting delegates to critically reflect on their role as assessors, the session encourages a shift from traditional assessment models to one that recognises the importance of both academic and personal development. Participants will explore how a co-constructed, reflective space can foster more ethical and holistic assessment practices, igniting further conversations on how to align assessment with student growth. This session provides the spark for rethinking assessment in your own context, with lasting impact on both practice and student success.

D3.3.10b, 13:55 - 14:35, Room: Seminar 11

Oral Presentation

Immediate marking and feedback in higher education: A transformational assessment strategy

Suzanne Doria and Sarah Williams, Buckinghamshire New University

This session examines the impact of immediate marking and feedback on student success through a case study of a new, more inclusive assessment regime in the first module taken by new students. There can be a disconnect between how tutors deliver feedback and how students may interpret it. The traditional assessment strategy in higher education often involves a significant delay between submission and when students receive their feedback, potentially hindering student progression. In an attempt to enhance student experience and learning in a higher education environment, an immediate feedback assessment strategy was considered with interesting outcomes.

Parallel Session 4, 15:20 - 16:20

D3.4.1, 15:20 - 16:20, Room: Workroom 1

Interactive Workshop session

Fighting for air: Conversations about teaching that we need to have

Associate Professor Scarlett Xiao, Professor Joy Jarvis and Dr Karen Clark, University of Hertfordshire

If you agree that packed agendas, complex workloads, and the dizzying pace of change in Higher Education are driving out space for critical conversations with colleagues essential to professional learning about teaching, then come along to this workshop. Three colleagues who have been multi-level working – in management, peer-to-peer and in a central academic development team - share a playful activity about the power of building conversations across an institution. We'll work with participants to explore the challenges and benefits of developing spaces in which innovation and confidence is nurtured, high quality teaching practice is shared, and professional wellbeing is enhanced.

D3.4.2, 15:20 - 16:20, Room: Workroom 2

Interactive Workshop session

The enablers and barriers in internationally recruited Asian nurse's career progression in NHS

Dr Manu C Pallam, Manchester Metropolitan University, Azita Rajai, Manchester University NHS Foundation Trust and Emmima Angelina Manoharan, University College London

A survey of 200 IRAN nurses revealed that those with more experience as NMC-registered nurses were more likely to apply for and secure higher band positions (74% applied, 54% were successful). However, years of registered nurse experience had no significant correlation with applying for higher positions ($p=0.47$). Barriers to career advancement included limited learning opportunities (41%), unequal promotion access (37%), racism (31%), bias (33%), and lack of support (39%). Despite these challenges, 50% of respondents were satisfied with their career progress, and 43% reported supervisor support. The study suggests further research to explore institutional support for IRAN nurses.

D3.4.3, 15:20 - 16:20, Room: Workroom 3

Interactive Workshop session

Building the future: Generative AI adoption and integration in the Cayman Islands' education system

Dr Geneve Phillip Durham and Tamsin Deasey Weinstein, University College of the Cayman Islands

This presentation investigates the integration of generative artificial intelligence (GenAI) in higher education in the Caribbean, with a focus on the Cayman Islands. It critically evaluates GenAI's capacity to enhance workforce readiness by upskilling students, while addressing ethical considerations and the imperative of preserving critical thinking. The analysis highlights the economic risks posed by inertia in adopting AI-driven educational reforms from primary to tertiary levels and contrasts the Cayman context with other successful AI ecosystem developments. Utilizing discourse analysis, the article offers a nuanced understanding of the long-term socio-economic impacts of AI adoption or lack thereof in the Cayman Islands.

D3.4.4, 15:20 - 16:20, Room: Seminar 01

Interactive Workshop session

Challenge our assumptions of what is possible: How to deliver institutional CPD at scale

Dr Petia Petrova, University of the West of England Bristol

What would your CPD offer look like if you assume that: • Staff would come to useful, well designed CPD, regardless of the length of the workshops/time required. • You can design experimental programmes as part of your core CPD offer. • You can deliver CPD that is extremely practical, role specific, and/or focusses on tools and techniques. • You can tap into the expertise of staff across your institutions. Drawing on our experiences from UWE-Bristol, attendees will be guided to create a vision of what their CPD offer will look like when we challenge our assumptions of what is possible.

D3.4.5a, 15:20 - 16:20, Room: Seminar 05

Oral Presentation

Enhancing student academic skills through using generative AI and enquiry-based learning?: Research from Australia

Dr Thomas Wanner, University of Adelaide

This presentation is about the findings of a research project at an Australian university where the use of generative AI and enquiry-based learning was integrated into learning activities and assessment in various disciplines. The presentation will provide valuable insights and strategies for conference participants on how to effectively embed EBL and GAI into their own teaching and learning.

D3.4.5b, 15:20 - 16:20, Room: Seminar 02

Oral Presentation

AI-driven independent learning: A case study on the use of GenAI in transnational EAP classroom in China

Jinyang Song, Xi'an Jiaotong-Liverpool University

Discover how Generative AI (GenAI) tools can transform independent learning in an English for Academic Purposes (EAP) classroom at Xi'an Jiaotong-Liverpool University (XJTLU).

This session explores the innovative use of XIPU AI to enhance student independent learning in a transnational higher education context. This case study offers practical insights and strategies for educators aiming to leverage AI to support independent learning, providing a balanced approach that complements traditional methods while addressing the evolving needs of students.

D3.4.5c, 15:20 - 16:20, Room: Seminar 02

Oral Presentation

International student success and experience review

Tsai Lovett, University College Birmingham

This session presents findings from the "International Student Review" conducted by the Business School at University College Birmingham in March 2024. Using learning walks, VLE analysis, and student focus groups, the review evaluated inclusivity, classroom engagement, and coursework suitability for international students. Aligned with the conference theme "Enhancing Student Engagement and Success," the session provides actionable strategies, including standardising teaching practices, improving communication, and adapting assessments. Participants will explore case studies, digital tools like Turnitin Draft Coach and Microsoft Translator, and real-time data collection methods. Delegates will gain a replicable framework to enhance international student experiences and drive institutional improvement.

D3.4.6a, 15:20 - 16:20, Room: Seminar 02

Oral Presentation

Establishing a sustainable community of practice to support advisors of studies: Enhancing leadership and academic success

Dr Declan McLaughlin and Olivia Hamill, Queen's University Belfast

This session introduces a dynamic initiative to establish and sustain a Community of Practice (CoP) for Advisors of Studies (AoS) at Queen's University Belfast, aligning with the conference theme Workforce for the Future. The CoP blends formal training, informal interactions, and innovative engagement methods, including monthly online events and the Advisor Exchange podcast. Launched in 2023, this initiative has fostered collaboration, enhanced professional development, and improved student outcomes. Participants will explore strategies for building CoPs, integrate innovative tools into CPD initiatives, and leave with actionable insights to create scalable support networks in their own institutions.

D3.4.6b, 15:20 - 16:20, Room: Seminar 03

Oral Presentation

Informal community of practice: Education for sustainable development

Dr Victoria Wright, Loughborough University

In the presentation I will share the emergence (academic year 22-23) and ongoing development of an informal community of practice titled Education for Sustainable

Development (UN SDG 4: Quality Education) under Theme 7: Workforce for the Future. My aim is to illustrate how the positioning of a group as informal and non-hierarchical has enabled strategic collaboration aligned to at least one of the university's strategic themes. The objectives are to share the development of a community as a unique networking group with no formalised agenda and to illuminate the different professional development experiences that such a community can foster.

D3.4.6c, 15:20 - 16:20, Room: Seminar 03

Oral Presentation

[The transition from X to bluesky: Reflections and lessons learned rebuilding networks and communities](#)

Associate Professor Sue Beckingham, Sheffield Hallam University

The transition from Twitter to BlueSky in response to shifts in the social media landscape represents a pivotal moment for communities of practice. This presentation explores the challenges and opportunities of rebuilding networks and communities in a new digital space, with a focus on educators in higher education. Drawing on six months of reflection and data, the experience of how #LTHEchat the weekly Learning and Teaching in Higher Education chat transitioned to Bluesky will be shared, highlighting lessons learned about resilience and adaptability. Attendees will leave with practical insights into sustaining scholarly networks in the face of digital disruption.

D3.4.7a, 15:20 - 16:20, Room: Seminar 03

Oral Presentation

[The art of reflection: Looking back to move forward in partnership with our students to create a growth mindset](#)

Dr Melanie Aley, University of Sydney, Dr Leela Cejnar and Dr Jenny Lloyd, University of Warwick

As academics from different institutional and disciplinary backgrounds, we share how we have partnered with students in using reflective practice to improve student development and pedagogical practice in our respective disciplines. Our studies involve the use of students' voices (through their narratives) to understand what learning support they perceive is needed for surviving and thriving during their studies. We will also share our methodology, which can be adapted and implemented by other delegates from any disciplinary background/institution. Our proposal links to the conference theme and chosen sub-theme of future focused education and is intended for higher education staff and students.

D3.4.7b, 15:20 - 16:20, Room: Seminar 04

Oral Presentation

[Attrition pilot: Applied math's for nurses - How far does a pilot intervention programme accelerate success for those undergraduate learners identified at risk in the faculty of health?](#)

Dr Amanda Costello, Kath Newlands and Sean Freeman, University of Bolton

This oral presentation will give participants both learners and academics insights into our NHS Health England research project. The project has identified learners at risk of not completing their chosen course in within the Health and Wellbeing Faculty. The research links to the conference theme of ensuring successful student outcomes and how the student can understand how to improve their own learning within an applied math's intervention programme. The research pilot intervention evaluation is robust and of interest to other academics wanting to explore student learning through intervention and by capturing the students voice to improve learning outcomes.

D3.4.7c, 15:20 - 16:20, Room: Seminar 04

Oral Presentation

[Ready to study?: The importance of student voice in getting induction right](#)

Dr Rachel Penny and Rosie Meade, The Open University

Recognising the importance of a positive start for all students, a team from The Open University has developed an online induction resource, OU Ready, to improve readiness for

study for all students. The project team drew on current literature and used a range of student engagement methods to understand student priorities and needs for induction and inform the content and scope of OU Ready. The session will share key learning and outcomes from the project and is likely to be of particular interest to all those working to develop and implement induction resources and strategies to improve student outcomes.

D3.4.8a, 15:20 - 16:20, Room: Seminar 04

Oral Presentation

Peer study group

Dr Erkan Demirbase, Rachel Justice and Ryan Chapman, University of Lincoln

The aim of this session is to encourage other institutions to implement similar Peer Support Group frameworks due to the positive impact on students' academic performance and sense of belonging. By outlining different strategies and initiatives we used at the University of Lincoln to encourage students to attend the support sessions and encourage other students to volunteer as mentors.

D3.4.8b, 15:20 - 16:20, Room: Seminar 06

Oral Presentation

How can peer mentorship foster belonging in foundation studies?: Building supportive communities for student success

Dr David Ruiz and Dr Martin Simmons, The University of Manchester

Join us for an exciting session on the innovative Peer Mentor Scheme at the University of Manchester! Learn how we've created a transformative, student-led support system for Foundation Studies students. Our peer mentoring programme enhances both academic success and personal well-being, fostering a sense of community among diverse students in a hybrid learning environment. Find out how we overcame challenges and achieved outstanding outcomes. This session offers a unique insight into shaping future-focused education that ensures success for all students.

D3.4.8c, 15:20 - 16:20, Room: Seminar 06

Oral Presentation

Interdisciplinary academic advising through personal tutor groups

Dr Yousra Osman and Dr Ruta Vaidya, Middlesex University Dubai

This session explores an innovative approach to academic advising through interdisciplinary personal tutor groups, aligning with the theme Future-Focused Education: Ensuring Successful Student Outcomes for All. Based on a published conceptual framework, the initiative supports student belonging, confidence, and motivation while encouraging creativity and collaboration. Launched with Media and Education students, the project includes tailored sessions and involves students in the planning process. Practical insights into implementation will be shared, along with the initiative's demonstrated impact on student engagement and motivation. This approach offers a model for enhancing interdisciplinary collaboration and transforming academic advising in higher education.

D3.4.9a, 15:20 - 16:20, Room: Seminar 06

Oral Presentation

Sensitive subjects, stronger students: Inclusive approaches to teaching sensitive subjects

Associate Professor Helen Tidy, Teesside University and Dr Carrie Mullen, University of the West of Scotland

Teaching emotionally charged topics is essential for preparing students for real-world challenges, yet balancing this with student wellbeing remains complex. Our team from the University of the West of Scotland and Teesside University surveyed educators to form a practice-led approach to teaching sensitive topics in forensic science, with strategies applicable across disciplines. This presentation covers key findings and introduces inclusive practices that build emotional resilience, encouraging full student engagement. Attendees will gain actionable strategies to create supportive learning environments, fostering student success and long-term wellbeing for careers in emotionally challenging fields

D3.4.9b, 15:20 - 16:20, Room: Exhibition area

Oral Presentation

Caring and compassion to enable positive student outcomes

Dr Julie Hendry, St George's University of London

Do you hope to deliver compassionate pedagogy, create a culture of caring, compassion and holistic support for students, enhancing their outcomes and experience at university? The concepts of a 'caring educator' offer the opportunity for academic staff, in particular, to self-assess and reflect upon their individual practice. Ideas and experiences will be shared to promote a renewed focus upon caring and compassion in a challenging world. A compassionate holistic approach to education can help create a 'culture of care' that would be to the benefit of our students but also to practitioners as facilitators of student-centred caring in higher education.

D3.4.9c, 15:20 - 16:20, Room: Exhibition area

Oral Presentation

Diagnosis limbo: Women with a non-medical diagnosis of ADHD and support needs in HE

Chris Sallans, Buckinghamshire New University

Waiting lists in the UK for ADHD diagnosis have risen considerably. Women in particular who have lived with ADHD but not been diagnosed medically are often left feeling unsupported, self-medicating and feeling let down by the education system, NHS, and Care services. Often as they enter education later in life, their needs are identified in HE or FE. However, more needs to be done to ensure the backlog of diagnosis are addressed and look at how HE can support these women in their studies, whilst dispelling the myth that 'everyone has ADHD nowadays'. <https://socialcare.to/day/2024/08/07/opinion-adhd-diagnosis-limbo/>

D3.4.10a, 15:20 - 16:20, Room: Seminar 11

Oral Presentation

"I wanted to be a proper academic": Understanding the intrinsic drivers for early career teaching and learning staff applying for Advance HE Fellowship

Naomi Clements and Tahrima Hossain, University of Southampton

This paper examines the motivations behind early career academics pursuing Advance HE Fellowship, beyond external regulatory requirements like the Teaching Excellence Framework (TEF) and Access and Participation Plans (APP). It presents findings from an evaluation of the University of Southampton's Personal Recognition of Education Practice (PREP) and Postgraduate Certificate of Academic Practice (PGCAP) programmes. The study explores intrinsic motivations for gaining Associate Fellowship and Fellowship of the Higher Education Academy. Key themes include linking teaching scholarship with student outcomes, navigating education careers in research-focused environments, and fostering communities for professional growth in higher education.

D3.4.10b, 15:20 - 16:20, Room: Seminar 11

Oral Presentation

Transitions and belonging in overseas students

Dr Rebecca Denniss, The University of Sheffield

An attainment gap between Home and Overseas students is widely reported in the literature. It is important to try and understand what might be the underlying drivers for this difference to ensure that all students have an equal opportunity to achieve a good degree outcome and to reduce inequalities. The current research found that potential drivers of attainment gaps are multifaceted, involving factors much broader than those previously established. We therefore need to work on understanding what Overseas students need to feel socially and how we can resolve other barriers experienced so that Overseas students are able to fully engage with learning.

D3.4.10c, 15:20 - 16:20, Room: Seminar 11

Oral Presentation

Back to the drawing board: Reimagining the student voice process at Sheffield Hallam University

Dr Richard Telling, Sheffield Hallam University

If you could rip up the rule book and reimagine Student Voice processes in your own vision, what would it look like? That's exactly what we did at Sheffield Hallam University and, whilst we did not reinvent the wheel, there were some quick wins to improve closing of the feedback loop and drive efficiencies. This presentation will share the pros and cons of rethinking processes, and the lessons learned for practitioners looking to enhance student voice matters at their own institutions.