

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

Session abstracts

Day Two: 2 July 2025

Welcome and Keynote, 10:00 – 10:45

Keynote

Education for Social Justice and Sustainable Learning Development in Higher Education (HE): Reflecting on my transformational journey leading the integration of EDI with Multilingualism, and Digital Pedagogy into European HE curricula

Assoc. Prof. Dr. Eleni Meletiadou, Associate Professor in Management Learning and Education (EDI Specialist), London Metropolitan University

This talk invites attendees to rethink and refresh their approaches to equality, diversity, and inclusion (EDI), and sustainable learning development in Higher Education as universities face incredible challenges due to the changing nature of student and staff populations. It will explore creative approaches and the latest thinking/practice on tackling issues including awarding gaps and under-representation. The speaker will share new ideas that will stimulate attendees' thinking about EDI and ESD [United Nations sdg4 (quality education), sdg10 (reduced inequalities), and sdg16 (peace, justice, and strong institutions)].

Parallel Session 1, 10:50 - 11:50

D2.1.1, 10:50 - 11:50, Room: Workroom 1

Interactive Workshop session

Mind the gap: A workshop to discuss the underlying causes of and possible solutions to the accessibility and attainment challenges in widening participation students

Dr Elizabeth McManus, Jack Hamer, Emese Lambing, Katie Moran and Dr Debbie Smith, The University of Manchester

Students with widening participation (WP) backgrounds face barriers when applying to and studying at university, which may limit educational accessibility and drive the attainment gap between WP & non-WP groups. In this evidence-based interactive workshop, we will first discuss some of the key themes identified in our research, outlining some of the barriers to success and valuable forms of support our WP students reported. In small mixed discipline and institution groups, we then hope you will work together to generate ideas for new initiatives to overcome some of these barriers and discuss current best practice in place to support students.

D2.1.2, 10:50 - 11:50, Room: Workroom 2

Interactive Workshop session

Decolonizing concepts through memes

Dr Christoffer Guldberg, King's College London

Join Dr Christoffer Guldberg for an interactive workshop on Decolonizing Concepts through Memes, where participants will critically examine the colonial, racialized, and gendered biases embedded in AI-generated visual media. Drawing inspiration from Paulo Freire, this workshop combines creative and participatory methods to challenge these narratives. Through guided Google Image searches, collaborative meme-making, and dynamic discussions, participants will explore how layered, multi-modal memes can disrupt dominant cultural mythologies. Dr Guldberg, a leading researcher on online activism and AI, brings his

innovative teaching practices to foster critical thinking and creative engagement. No prior experience required—just curiosity and a willingness to rethink!

D2.1.3, 10:50 - 11:50, Room: Workroom 3

Interactive Workshop session

[Creating the classroom of tomorrow with cognitive AI and IEGO \(R\) serious play \(R\)](#)

Associate Professor Colin Fu, University College London and Dr Tammi Sinha, University of Surrey

Ultimately, this workshop offers a forward-looking vision for teaching and learning in higher education, where physical and digital realms converge to create innovative, impactful educational experiences. By integrating the Cognitive AI Framework, Lego Serious Play, and Design Thinking for the first time, educators can reimagine how we teach, learn, and engage with one another. This workshop is not just an introduction to a new pedagogical toolset—it is a call to embrace this pioneering approach and lead the transformation of higher education.

D2.1.4, 10:50 - 11:50, Room: Seminar 01

Interactive Workshop session

[Equipping students with knowledge, skills, and values through stories and engagement: Lessons from connectivity and inclusivity and, its relevance in higher education learning](#)

Dr Cecilia Medupin, The University of Manchester

The session will reflect on the experience of creating safe, sharing spaces through knowledge exchange sessions, presentations, and storytelling. The session shares the lessons learnt from including the means to educate, teach values and skills to learners for social impact. By using storytelling, I will share the key outcomes from the presentation of connectivity from a higher education institution in the global south, challenges and successes; show how play and sharing by different age groups and professional levels fostered intergenerational knowledge exchange. This session will be of benefit to students, academics, professionals, and those who work in policy organisations.

D2.1.5, 10:50 - 11:50, Room: Seminar 05

Interactive Workshop session

[Rethinking assessment in the age of AI: A practical framework](#)

Dr Amira El-Soussi, American University of Sharjah and Dima Yousef, Mbzuai

Rethinking assessment practices has become necessary for fostering engaging, authentic, and meaningful learning experiences. This interactive workshop addresses a central question: How can we design assignments that not only engage students but also promote critical thinking, authenticity, authenticity, and originality? Participants will explore practical ways to innovate assessment practices in their courses. The workshop emphasizes a human-centred approach, encouraging participants to prioritize inclusivity, authenticity, and skill development in their assignment design. Attendees will leave with actionable insights and shared best practices for redesigning engaging and human-centred assessments.

D2.1.6a, 10:50 - 11:50, Room: Seminar 02

Oral Presentation

[Digital education in practice](#)

Max Davies and Gail Archibald, Arden University

This presentation introduces attendees to emerging technologies that aim to significantly enhance teaching and learning experiences in a rapidly changing world. The core objective is to discuss a portfolio of digital tools that can help educators design interactive, accessible, and engaging learning environments, whether teaching face-to-face, online, or blended learning. Furthermore, we will provide a digital tool kit list as a takeaway artefact from this session, encouraging application beyond the event space. As education increasingly transcends the traditional classroom setting, leveraging digitalisation is crucial for creating adaptive and engaging learning experiences.

D2.1.6b, 10:50 - 11:50, Room: Seminar 02

Oral Presentation

[The students dilemma: How to reduce bias in student peer and self-assessments](#)

Dr Neil Holden, University of Lincoln

Peer and self-assessments have consistently demonstrated to improve a vast array of student outcomes but are inherently prone to students either over or under inflating the marks based on personal bias. In this session I will detail an innovative method of calculating marks based on self-peer and academic assessment that has proven to provide a robust, flexible system which minimises bias and enhances engagement. The mechanisms we use in our assessment would be and have been easily transplantable to a variety of different assessment methods and can be used for both summative and formative assessments.

D2.1.6c, 10:50 - 11:50, Room: Seminar 02

Oral Presentation

[Exploring Compassionate assessment practices in business education](#)

Dr Varia Christie, Copenhagen Business School

Traditional assessment practices, particularly high-stakes, graded exams, can induce stress, misdirect student motivation, and hinder creativity, negatively impacting learning outcomes and well-being. To address this, Copenhagen Business School introduced the innovative "Active Participation" exam format, a pass/fail approach to evaluating students based on their engagement in learning activities throughout the term. This approach aims to reduce stress, foster consistent effort, and leverage formative feedback to enhance outcomes. This session shares insights from the early adopters of this format, offering practical strategies for designing compassionate assessments that drive engagement and success.

D2.1.7a, 10:50 - 11:50, Room: Seminar 03

Oral Presentation

[Embedding sustainability into our teaching](#)

Jordan Turner, University College of Estate Management

The Introduction to Sustainability module at UCEM launched in September 2024. The module prepares students to engage in critical discussions around sustainability. The module breaks down sustainability concepts and jargon, as well as giving practical examples of how to apply sustainability in daily and professional life. Aligning with conference theme 5: Education for social impact, the session promotes embedding sustainability into an educational sense and how this is then applied. The session is valuable for delegates in any discipline as the session shows how to embed and practice sustainability in everyday life and the workplace across all sectors.

D2.1.7b, 10:50 - 11:50, Room: Seminar 03

Oral Presentation

[Embedding global sustainability frameworks in higher education: A case study from NTU's school of architecture, design, and the built environment](#)

Professor Benachir Medjdoub, Professor Richard Bull, Dr Moulay Chalal and Dr Nacer Bezai, Nottingham Trent University

This presentation explores how Nottingham Trent University's School of Architecture, Design, and the Built Environment integrates the UN SDGs and UNESCO Sustainability Competency Framework into its curriculum, aligning with NTU's strategic commitment to sustainability and the conference theme of Education for Social Impact. Using a three-phase approach curriculum mapping, expert collaboration via the Delphi method, and introducing sustainability modules at Levels 4, 5, and 6; it equips students with competencies to address global challenges. The session offers strategies for embedding sustainability into higher education, addressing challenges, and fostering global citizenship through interdisciplinary learning and academic-industry alignment.

D2.1.7c, 10:50 - 11:50, Room: Seminar 03

Oral Presentation

Enhancements to Strathclyde's Vertically Integrated Projects for Sustainable Development Programme (VIP4SD) to further enhance students' sustainability, entrepreneurial, and employability credentials

Dr Scott Strachan and Thomas Devaney, University of Strathclyde

Strathclyde University's Vertically Integrated Projects for Sustainable Development (VIP4SD) programme seeks to equip students with the competencies and skills needed to address global goals, and so prepare them for careers that will be shaped by these challenges. This session will cover key enhancements to the well-established, and regarded VIP4SD approach, including the design and integration of competency workshops with the students' VIP4SD learning journey; the introduction of experienced entrepreneurs for project mentoring; the frameworks for supporting students' competency awareness and articulation; summative competency-based assessment involving role-play/mock competency-based interviews for students; and the evaluation method for measuring student outcomes.

D2.1.8a, 10:50 - 11:50, Room: Seminar 04

Oral Presentation

Embedding social justice in community-engaged learning: Principles, partnerships, and practices

Dr Donata Puntil, King's College London and Marie Xypaki, SOAS University London

Community-Engaged Learning (CEL) bridges academic study with real-world applications, fostering critical thinking, civic engagement, and social responsibility. This presentation explores CEL through a social justice lens, emphasizing mutual benefits for students and communities. Drawing on research from the Bartlett Faculty of the Built Environment and an innovative module at King's College London, the session examines conceptual frameworks and practical strategies for embedding CEL into teaching. Participants will explore the benefits and challenges of community partnerships, gaining actionable insights to implement CEL in their institutions. Through interactive discussions, the session highlights CEL's transformative potential for advancing equity and social impact.

D2.1.8b, 10:50 - 11:50, Room: Seminar 04

Oral Presentation

From classroom to community: A streetlaw programme to empower Dubai's youth

Arshiya Munir, Middlesex University Dubai

This session highlights Middlesex University Dubai's StreetLaw Programme, a dynamic collaboration with Pinsent Masons to boost legal literacy among UAE school students. The university's law students, trained in UK law, design and deliver engaging workshops on topics like social media law, environmental rights, and consumer protection, tailored to UAE laws. This innovative programme blends academic learning with community service, fostering global citizenship, civic responsibility, and employability. Delegates will discover practical strategies for creating cross-jurisdictional, student-driven legal education initiatives that empower students, create social impact, and connect classroom knowledge with real-world legal challenges.

D2.1.8c, 10:50 - 11:50, Room: Seminar 04

TBC

D2.1.9a, 10:50 - 11:50, Room: Seminar 06

Oral Presentation

Riding the hyFlex rollercoaster: Implementing hyflex teaching at Birkbeck, University of London

Adele Cushing and Pip LeHen, Birkbeck, University of London

Birkbeck, University of London is adapting to post-pandemic commuter patterns, and staff and student preferences for HyFlex (hybrid flexible) teaching and learning. Adele Cushing and Pip Le Hen, HyFlex Operational Lead and Deputy, present the University's project to facilitate a change in classroom solutions, develop new pedagogy and evaluate impact. They

will outline the iterative approach to designing and implementing the classroom solution, pedagogically focused development sessions, plus evaluation methods and results to date.

D2.1.9b, 10:50 - 11:50, Room: Seminar 06

Oral Presentation

Hyflex and Learning Space at Manchester Met

Dr Priscilla Yuen-Lan Chan and Emily Webb, Manchester Metropolitan University

This paper presents findings from the first phase of a 'longitudinal' project, investigating Hyflex, blended learning, inclusive active learning and learning spaces in MMU. Colleagues participating Hyflex (hybrid-flexible) blended learning pilot(s) 23/24 and/or 24/25 will be invited for interview. Modules are from different faculties and disciplines, such as Fashion, Sociology, Accounting & Finance, Sports Science, Psychology, etc. Examples of different creative innovative approaches colleagues took to design and plan their Hyflex delivery, enhancing learning experiences for all, and their methods of building belongingness in hybrid classroom with different learning spaces will be presented.

D2.1.9c, 10:50 - 11:50, Room: Seminar 06

Oral Presentation

Hyflex can be easier than you think

Riccardo Benzo, Birkbeck, University of London

Birkbeck, University of London, has entered its third century of operations with a renewed impetus towards inclusivity. The HyFlex project is set to deliver equitable and accessible learning opportunities and experiences through a pedagogy-led series of adaptations and transformations to the way in which lecturers and students come together in the 'classroom'. This session is reflecting on some of the key lessons learned along the way putting an emphasis on identifying the scope of hyflex, while understanding how to overcome its challenges and ensure that technology is an enabler rather than a barrier.

D2.1.10a, 10:50 - 11:50, Room: Seminar 11

Oral Presentation

Transforming ideas into impact: The MIH approach to entrepreneurial ecosystems

Professor Fehmida Hussain and Engie Bashir, Middlesex University Dubai

Discover how the Middlesex Innovation Hub (MIH) integrates the Entrepreneurial and Engaged University Canvas by ACEEU and the Advance HE Framework for Enterprise and Entrepreneurship Education to create an entrepreneurial ecosystem. This presentation showcases MIH's success in fostering interdisciplinary collaboration and preparing students to drive economic innovation and social impact through entrepreneurial initiatives. By aligning these frameworks, MIH empowers students to develop skills, launch startups, and contribute to economic stability and growth. Attendees will learn how to apply these frameworks to build entrepreneurial ecosystems that enhance employability, support diverse learners, and deliver societal outcomes.

D2.1.10b, 10:50 - 11:50, Room: Seminar 11

Oral Presentation

Entrepreneurial skills for all: Developing entrepreneurial skills at King's College London

Dr Ema Talam, King's College London

Entrepreneurial skills development can benefit students from all disciplines. The benefits of entrepreneurship education ranges from entrepreneurial skills development, to changes in entrepreneurial behaviours (Maragh, 2024). In 2019, King's Entrepreneurship Institute at King's College London developed Seven Skills of an Entrepreneurial Mindset framework, which underpins variety of our programmes, aimed at developing entrepreneurial skills for students across different disciplines. We will highlight the framework, our approach to entrepreneurial skills development for students of different disciplines, and the impact of our programmes. Furthermore, we will share the practical advice on how to incorporate entrepreneurial skills development into different study programmes.

D2.1.10c, 10:50 - 11:50, Room: Seminar 11

Oral Presentation

Boundaryless education for future-ready workforce

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

As technology evolves alongside society, job roles are changing, and markets are becoming more dynamic due to shifts in consumer demand, regulations, and global competition. The Dyson Institute responded to this challenge by bridging employee skill gaps in the face of growing market competition by developing a structured online learning curriculum. This educational framework was specifically designed to rapidly enhance employee capabilities through online delivery methods. The framework presented can act a blueprint for companies and higher education institutions to efficiently address employee development.

D2.1.11a, 10:50 - 11:50, Room: Seminar 10

Oral Presentation

Linking students' cultural diversity with course contents

Dr Alice Damiano, University of Leeds

In a very international university classroom learning about environmental social sciences, students' cultural diversity is sometimes treated as an obstacle to some students' integration. However, at least in the environmental social sciences, students' diversity can be explicitly valorised, fostering a better integration and inclusion, a stronger awareness of global citizenship, and a broader and more critical learning of the contents of the class. This valorisation can be achieved through learning activities specifically designed to link students' backgrounds to the course contents, encouraging students--without forcing them--to share their knowledge and experiences and make links to the class contents.

D2.1.11b, 10:50 - 11:50, Room: Seminar 10

Oral Presentation

Tribulation to triumph!: Lessons learned from co-creating global citizenship education at module level, to course level, to school and institutional level (our 2021-2024 journey)

Leila Neshat Mokadem and Laura Chalmers, Robert Gordon University & Equity Lighthouse

The historically limited global perspectives in curricula, lack of diverse leadership representation across HE organizations, sector-wide degree awarding gaps, the need for greater belonging and compassionate classrooms, led to creation of the Global Citizenship Framework (GCF). A novel framework co-designed in 2021 by staff, students, equality champions and alumni, to embed Equality, Diversity, Inclusion and Sustainability (EDI-S) in curricula. In this session we will share our labour of love and journey of social justice advocacy in creating global citizenship education at module level through to course, school, and institutional level, exploring the trials and tribulations and celebrating the triumphs!

D2.1.11c, 10:50 - 11:50, Room: Seminar 10

Oral Presentation

Navigating cultural diversity in blended learning: Enhancing experience and satisfaction in international business education

Dr Ester Mensah, Dr Anju Maharjan, Dr Adeyemi Aderin and Dr Crystal Tsay, University of Greenwich

Navigating Cultural Diversity in Blended Learning: Enhancing Experience and Satisfaction in International Business Education Blended Learning (BL) effectiveness varies, often overlooking the role of student backgrounds. This session examines how cultural values—communication styles, time perception, and collectivism—shape international students' engagement, satisfaction, and readiness in BL environments. Drawing on survey results from 148 postgraduate students, the session highlights strategies for tailoring BL design to accommodate diverse learner needs. Aimed at educators and policymakers seeking to design effective, future-focused BL strategies for international and culturally diverse cohorts offering practical guidance on integrating culturally responsive practices to enhance inclusivity and student satisfaction.

D2.1.12a, 10:50 - 11:50, Room: Seminar 12

Oral Presentation

[Transforming asynchronous online learning: Enhancing student engagement in a postgraduate global MBA programme through interactive technology](#)

Dr Neil Greenley, Dr Karen Leong and Dr Oyetola Emmanuel-Ebikake, University of Hertfordshire

This session showcases the impact of interactive technology on student engagement in asynchronous learning through a postgraduate Global MBA programme case study.

Objectives: • Demonstrate how cutting-edge interactive technology can revolutionise online learning. • Showcase strategies that foster active participation, collaboration, and real-time feedback to create an immersive educational experience. Whether you're an educator, instructional designer, or administrator, this session will equip you with actionable insights and practical solutions to enhance engagement and student success in online learning. Don't miss this opportunity to explore the future of online education and leave inspired to transform your virtual classrooms into vibrant learning communities!

D2.1.12b, 10:50 - 11:50, Room: Seminar 12

Oral Presentation

[Hybrid, virtual or face to face: Comparison of oral student group assessment](#)

Professor Patricia Perlman-Dee, University of Manchester

This presentation will discuss the evaluation of an oral student group assessment that was delivered in three different formats: face to face, hybrid and fully virtual. The presentation will compare and contrast the performance, learning outcomes and marking of the oral assessment. It will also highlight how different forms of delivery will create specific student learnings. The audience will take away key advantages and drawbacks from a “multi format” oral student assessment form. The audience will also be able to directly see how choice for “format” of oral assessment can be considered and implemented independently of subject discipline.

D2.1.12c, 10:50 - 11:50, Room: Seminar 12

TBC

D2.1.13a, 10:50 - 11:50, Room: Seminar 14

Oral Presentation

[Enhancing student engagement through Vygotskian enquiry-based learning: Action research at a UK business school](#)

Dr An Nguyen and Dr Canh Dang, King's College London

Inquiry-based learning (IBL) offers significant benefits for Business and Management students, particularly in promoting critical thinking and active engagement. However, educators face pedagogical challenges in its implementation, especially concerning student engagement. This study addresses this gap by conducting action research designed to enhance student engagement and learning outcomes. We evaluate the effectiveness and pedagogical impacts of this initiative through a thematic analysis of student feedback surveys and reflections from participating practitioners. The findings indicate positive outcomes, such as increased student engagement and improved academic skills.

D2.1.13b, 10:50 - 11:50, Room: Seminar 14

Oral Presentation

[Enhancing student communications for success: Ensuring positive outcomes for all](#)

Dr Kirk Dodds and Dr Ana Bogdanovic, Newcastle University

A team from Newcastle University Business School addressed communication oversaturation and its negative effect on student experience and success (Chen, Pedersen & Murphy, 2012; Arscott, 2013; Neutuch, 2020) by developing a toolkit based on sprint design (Leonard, Fitzgerald & Riordan, 2016), student-staff co-creation (Dickerson, Jarvis & Stockwell, 2016), and multi-stakeholder validation (Dodds, 2015). The toolkit includes a Student Journey Map, aligning communications with students' emotional and practical

needs; an Annual Communications Calendar, streamlining messaging to reduce overlaps and prevent overwhelm; and a Student Communications Guide, providing principles and resources for inclusive and impactful communications to academic and professional services staff.

D2.1.13c, 10:50 - 11:50, Room: Seminar 14

Oral presentation

Balancing equity, diversity, inclusion, and free speech in academia

Agnes Kosek, University of Greenwich

Co-Authors:

Associate Professor Denise Miller, University of Greenwich

Robert Morgan, University of Greenwich

This session will explore the intersection of Equity, Diversity, Inclusion (EDI), and free speech within UK universities, and will focus on how political ideologies influence students' perceptions of EDI. Drawing on the qualitative responses from a university-wide student survey, the presentation will reveal how varying political ideologies can lead to feelings of discomfort or exclusion, particularly among students with non-left-leaning political beliefs. The session will be aligned with the Sustainable Development Goals 4, 10, and 16, and will emphasize academia's responsibility in fostering spaces that uphold open dialogue, mutual respect, and a sense of belonging for all students.

D2.1.14a, 10:50 - 11:50, Room: Lecture Theatre 2

Workshop session

Celebrating Fellowship

Louise Lumsden, Dr Marita Grimwood and Raj Dhimar, Advance HE

The Advance HE Fellowship Team invite fellows to come along to the session, to share their stories of how becoming a fellow has transformed their teaching and supporting learning practices and had an impact on their career. This session will be relevant to all fellows and those interesting in applying for fellowship.

Parallel Session 2, 12:05 - 13:05

D2.2.1, 12:05 - 13:05, Room: Workroom 1

Interactive Workshop session

Fostering inclusivity and cross-cultural understanding in higher education

Dr Candan Celik Elmer, University of Central Lancashire

This session explores the UCLan School of Business's pilot Inclusivity and Cross-Cultural Understanding Training for Year 1 Business and Management students, aiming to address gaps in collaboration and classroom interactions in diverse settings between students from different cultural backgrounds. Based on research supporting inclusive teaching practices, the session demonstrates how training helps students become better communicators, develop communication strategies, and collaborate effectively in diverse learning environments. Attendees will gain practical insights into designing cross-cultural training, adapting it across contexts, and fostering inclusivity. By integrating these initiatives, institutions can prepare students for a multicultural workforce, enhancing academic and professional experiences.

D2.2.2, 12:05 - 13:05, Room: Workroom 2

Interactive Workshop session

Assessment amplified: Enhancing student engagement and performance through the design of AI-driven agile authentic assessment using learning analytics

Chathura Sooriya-Arachchi and Dr Francois Roubert, University of Westminster

Discover how to transform assessment in technical subjects through the innovative integration of learning analytics and AI technology. This session presents "Assessment Amplified," an innovative approach implemented across a 500+ student cohort, which combines authentic assessment methods with Generative AI and agile principles. Learn how

to design assessments that embrace GenAI while maintaining academic integrity, implement sprint-based feedback systems, and use learning analytics to track student success. Perfect for educators seeking to transform their assessment practices for the AI era while improving student engagement and performance. Join us to explore practical tools and frameworks you can implement in your institution.

D2.2.3, 12:05 - 13:05, Room: Workroom 3

Interactive Workshop session

[Making meaning through reflective collage](#)

Katie Mander, University for the Creative Arts

Join our interactive workshop, "Making Meaning Through Collage," where we explore the power of arts-based methods in pedagogy. Participants will engage in a hands-on activity, transforming key teaching ideas into visual collages, followed by group reflection to connect these creations back to their teaching practices. This creative process allows educators to deepen their reflective practice, reimagine pedagogical challenges, and gain fresh insights into their teaching philosophies. Leave with practical tools for incorporating arts-based reflection into your own educational settings, fostering innovation and continuous professional growth. Ideal for educators seeking fresh, creative approaches to pedagogy and reflective learning.

D2.2.4, 12:05 - 13:05, Room: Seminar 01

Interactive Workshop session

[A novel tabletop role-playing game preparing newly graduated doctors for practice](#)

Dr Katy Owen and Dr Olivia Eguiguren Wray, University of Sheffield

Graduating as a doctor is a daunting prospect. Can we help prepare our final year medical students for clinical practice using a tabletop role-player game? We created a successful and immersive "theatre of the mind" gamified role-play where students played themselves as doctors and were given decisions making and tasks to carry out as they would do on the real wards. Join our workshop where we take you on the same journey, giving you resources to play as a doctor on a busy shift. Following the game, we will debrief and discuss the effectiveness of gamifying vocational skills.

D2.2.5, 12:05 - 13:05, Room: Seminar 05

Interactive Workshop session

[Harnessing 'fearfulness': Tackling a wicked world and embracing social transformation](#)

Dr Sarah Bowman, Dr Carol Stephenson, Northumbria University and Dr Darryl Humble, Salford University

This workshop explores the need for a pedagogical reorientation across UK HE to prepare students better for a liminal, precarious, wicked and complex world impacting work, civic and political life. We propose a metamodern pathway that enables adventurous learning, encouraging a mindset of humility, growth and resourcefulness and embraces fearfulness, failure, and ignorance as tools of transformation. A recognition of ignorance is key to developing agency, exploration, experimentation, and risk taking. Using failure as learning is a life skill allowing new ideas, self-reflection, personal growth and transformation in both individuals and communities.

D2.2.6a, 12:05 - 13:05, Room: Seminar 02

Oral Presentation

[Teaching in collaboration with AI: How masters-level art & design students engage with an AI teaching assistant](#)

Dr Barbara Brownie and Sandra Denicke-Polcher, Royal College of Art

This presentation will describe how an AI teaching assistant was created, trained, and deployed to support Masters students on a large-scale hybrid unit. We will examine how the students used the AI; consider the usefulness of the AI's responses; and identify what we have learned from this experience. We will examine the extent to which this AI supported students, personalised their learning, and expanded the capacity of the teaching team. The

presentation will seek to understand how institutions own AI tools may be used to counteract students' inevitable use of unauthorised AI applications like ChatGPT.

D2.2.6b, 12:05 - 13:05, Room: Seminar 02

Oral Presentation

[Developing a hypothetical GP surgery for a virtual placement: Harnessing human interaction, AI and data for an authentic learning experience](#)

Behnam Jafari Salim and Neus Carlos Martinez, King's College London

Expanding placement opportunities is a global strategic priority, and virtual placements offer a cost-effective, sustainable alternative enhancing student confidence, knowledge retention, and competence. At King's College London, an iterative, multistep consensus-building process was used to develop the virtual placement for pre-registration nursing students. This model engaged students with diverse virtual patients, multidisciplinary teams, and practice assessors in a hypothetical GP surgery, incorporating modalities such as AI, 360-degree simulations, and 'live' simulated patients. The findings demonstrated that virtual placements not only address the need for expanded capacity but also improve education quality by fostering essential skills in a structured, supportive environment.

D2.2.6c, 12:05 - 13:05, Room: Seminar 02

Oral Presentation

[Advancing student mental capabilities with AR/VR and cognitive AI framework integration](#)

Dr Colin Fu, University College London and Deji Sotunde, University of Surrey

This session explores the Cognitive AI Framework's integration with AR/VR tools to create immersive learning experiences that enhance critical thinking, ethical reasoning, and employability skills. Leveraging generative AI, the framework - Explore, Engage, Examine, Formulate, Reflect - offers a structured approach for students to analyse complex scenarios, connect theory to practice, and tackle real-world challenges. Drawing on its application in an operations management module, the session highlights how it supports guided discovery for undergraduates and deeper inquiry for postgraduates. Examples demonstrate its transformative potential as a rigorous pedagogical tool while addressing challenges like accessibility, proposing strategies for inclusive, future-focused education.

D2.2.7a, 12:05 - 13:05, Room: Seminar 03

Oral Presentation

[Peer study group](#)

Dr Erkan Demirbas and Raphael Kasone, 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.

D2.2.7b, 12:05 - 13:05, Room: Seminar 03

Oral Presentation

[electronic Practice Assessment Documents \(ePADs\) what works, for whom, in what circumstances and why?: A realist scoping review](#)

Martin Rowland, University of South Wales

Ready to crack the code of electronic Practice Assessment Documents (ePADs)? Join us for an insightful session where we explore what works, for whom, in what circumstances and why. Whether you're navigating set up of an electronic assessment document, struggling to get quality feedback, or just trying to survey when the Wi-Fi hates you. Attendees will leave with actionable insights into optimising the use of electronic assessment documents in practical settings for both students and educators.

D2.2.7c, 12:05 - 13:05, Room: Seminar 03

TBC

D2.2.8a, 12:05 - 13:05, Room: Seminar 04

Oral Presentation

Tackling the broken UG to PGR pipeline for black students: Student-centred initiatives

Dr Janet Ramdeo, Eden Anon-Adjei and Dr Jeremiah Olusola, University of Surrey

Despite systematic disadvantage in school education, young people from racially minoritised backgrounds are well represented in undergraduate (UG) degrees in universities across the UK. However, this representation dramatically reduces going into postgraduate research (PGR). By understanding Black PGR experiences and journeys to and during their doctoral studies, we have curated a series of practical institutional and national initiatives for quality education (SDG4), co-created with Black PGRs, to support their experiences as contributors to knowledge and the Academy (SDG8). Our findings show that creating bespoke initiatives is key to providing an enhanced Black PGR experience that enables success in the Academy.

D2.2.8b, 12:05 - 13:05, Room: Seminar 04

Oral Presentation

Understanding the impact of research-based learning on sociological factors in healthcare

Rushda Haider, Nimrah Ahmer Afaq and Dr Ambreen Ansar, Dubai Medical College for Girls

Join us for an engaging session exploring how research-based learning enhances healthcare students' understanding of sociological factors such as women's empowerment and medicalization. This interactive presentation will showcase innovative survey and data collection methodologies, their impact on student engagement, and practical applications in healthcare education. Discover how these approaches foster critical thinking, empathy, and a nuanced understanding of social determinants of health, aligned with UAE's Vision 2021 and Centennial 2071 goals. Whether you're an educator, student, or healthcare professional, this session offers valuable insights into transforming medical education through experiential, sociological research!

D2.2.8c, 12:05 - 13:05, Room: Seminar 04

Oral Presentation

Embedding an entrepreneurial mindset in postgraduate engineering courses for real world societal benefits

Dr Ruissein Mahon and Dr Ibiye Iyalla, Robert Gordon University

This engaging talk aims to inspire HE educators to embed an entrepreneurial mindset in engineering education, aligned with the Advance HE's Framework for Enterprise and Entrepreneurship Education. It highlights a collaborative initiative at Robert Gordon University, where two new MSc modules were developed. These modules encourage postgraduate students to address global challenges related to the UN Sustainable Development Goals through innovative engineering-based solutions. Utilising a flipped classroom approach, the modules foster critical discussion, project development, and presentation skills, and serve as a pipeline to the university's Startup Accelerator Programme, demonstrating the tangible benefits of integrating entrepreneurship in engineering curricula.

D2.2.9a, 12:05 - 13:05, Room: Seminar 06

TBC

D2.2.9b, 12:05 - 13:05, Room: Seminar 06

Oral presentation

Evaluating the buddy scheme: Insights and strategies for supporting diverse students

Dr Joey Lam and Stella Kazamia, University of Surrey

We tackled the challenge of fostering academic success and belonging among diverse student cohorts, by launching an Equality, Diversity, and Inclusion (EDI) Buddy Scheme. This initiative paired Year 1 students with higher-level peers, who led weekly sessions to provide tailored academic support and foster a sense of community. By employing relatable peer mentors, the scheme created an approachable and inclusive environment. Join this session to explore practical strategies for implementing or enhancing peer mentoring programs. Engage in cross-institutional discussions, share innovative ideas, and co-develop solutions to boost participation, improve inclusivity, and maximise student success.

D2.2.9c, 12:05 - 13:05, Room: Seminar 06

Oral Presentation

Empowering student voice: Researching and co-creating resources for developing critical thinking skills

Dr Qian Zhang and Catherine Mitsaki, University of Northampton

This session explores students' perceptions, needs, and priorities regarding critical thinking skills at the University of Northampton (UON). We adopted a Student Research Panel (SRP) as co-researchers and co-creators at the centre of our research approach. We present empirical evidence on students' understanding of critical thinking, the challenges they face, and effective strategies and resources. Attendees will gain insights into facilitating SRPs and hear students' accounts of their collaboration experience. (This project is funded by the University of Northampton Learning Enhancement and Innovation Fund 2024/25)

D2.2.10a, 12:05 - 13:05, Room: Seminar 11

Oral Presentation

Transforming work-based learning: The impact of action learning in social work education

Jessica Garner, University College Jersey

Discover the transformative potential of action learning in work-based education. This session explores the experiences of students on the new social work degree in Jersey, focusing on how action learning supports their development during placements. By providing a supportive environment for structured reflection, action learning bridges the gap between theory and practice. It can enhance critical thinking, professional identity, and social and emotional intelligence. This supports students to become resilient, confident practitioners ready to address real-world challenges and drive meaningful social impact. While inspired by social work, the insights shared are relevant across disciplines integrating reflective learning into their teaching.

D2.2.10b, 12:05 - 13:05, Room: Seminar 11

Oral Presentation

Enhancing dissertation development through Ketso workshops: Critical thinking and problem-solving

Ana Meija-Meija, Birmingham City University

This project implemented Ketso workshops to enhance students' critical thinking, brainstorming, and problem-solving skills, which are essential for dissertation development. Utilising a structured, visual framework, the workshops enabled students to clarify their research focus and collaboratively refine their ideas in small groups. By providing a hands-on tool for idea management, Ketso fostered a more engaging research environment, empowering students to confidently navigate their dissertation projects while encouraging peer collaboration and active participation in the research process.

D2.2.10c, 12:05 - 13:05, Room: Seminar 11

Oral Presentation

Developing employability skills and critical thinking through interdisciplinary group work and peer review

Dr Sara Jabeen, University of Manchester

This paper studies the integration of interdisciplinary group work and a peer-review process in a large undergraduate economics module. The module students from diverse academic disciplines, providing a unique setting for collaboration and develop employability skills.

Building on the existing group work framework, we introduced a peer-review component to improve student outcomes and address challenges such as uneven contributions and feedback quality. Data collected through observations, and student reflections highlight the relevance of these interventions to improve analytical skills, critical thinking, and teamwork. This paper offers evidence-based insights into the effectiveness of peer-review processes in promoting equitable and impactful learning.

D2.2.11a, 12:05 - 13:05, Room: Seminar 10

Oral Presentation

[“It was nice to be in charge of something”: Creating empowered change agents through experiential education for sustainable development](#)

Matthew Carney, Manchester Metropolitan University

This session reflects on a novel and impactful programme of Education for Sustainable Development (ESD) delivered through Manchester Metropolitan’s experiential learning platform, Rise. This talk will highlight the successes and lessons learnt from delivering this programme and explore the wider role of ESD in creating future change agents. It will also prompt discussion and reflection on the role of experiential learning in ESD and how it can be a powerful tool in transforming student's journeys and graduate outcomes.

D2.2.11b, 12:05 - 13:05, Room: Seminar 10

Oral Presentation

[Understanding the barriers and facilitators of feedback during experiential learning: A qualitative study](#)

Associate Professor Muhammad Abdul Hadi, Associate Professor Ahsan Sethi and Dr Dania Alkhiyami, Qatar University

Pharmacy students and preceptors face challenges in providing and receiving effective feedback during experiential learning, essential for professional growth. This qualitative study explored facilitators and barriers to feedback through semi-structured interviews with 12 students and 12 preceptors from community and hospital settings. Thematic analysis identified four themes: facets of perceptions, effective feedback strategies, barriers, and facilitators. Both groups emphasized the importance of timely, individualized, and private feedback but differed in their views on self-reflection. The findings highlight the need for preceptor training and structured feedback processes to enhance experiential learning and foster successful student outcomes.

D2.2.11c, 12:05 - 13:05, Room: Seminar 10

Oral Presentation

[Workforce readiness through experiential learning: Bridging skills gaps and elevating student voices at UWL across Disciplines](#)

Ioanna Andreopoulou, University of West London

What impact does Experiential Learning have on bridging the gap between academic knowledge and workforce readiness? How does it foster equity and inclusion in Higher Education? The session explores how inter-disciplinary initiatives at the University of West London -The Career University, are empowering students to succeed in diverse fields. It will showcase tools such as our Living Career Plan and Career Readiness Questionnaire offering actionable strategies to implement inclusive and impactful experiential learning programs. Highlighting the value of including student voices, the session features student video testimonials on their hands-on experiences as part of their studies and their impact.

D2.2.12, 12:05 - 13:05, Room: Seminar 12

QUIET ROOM

D2.2.13a, 12:05 - 13:05, Room: Seminar 14

Roundtable session

[Harnessing the power of generative AI in postgraduate health education: A thematic qualitative analysis of benefits, challenges and insights, and roundtable discussion](#)

Dr Daniel Todkill, Dr Saran Shantikumar and Professor Catherine Hale, University of Warwick

Generative AI has the potential to revolutionise post-graduate health education, offering opportunities like personalized learning or clinical simulations. But how do we navigate its challenges while preparing students to embrace this evolving technology in their future practice and roles? Join experienced Public Health Medicine Consultants, Barristers, and educators from Warwick Medical School as they share insights from a qualitative research project exploring postgraduate students' use of AI. Through interactive polls and open-ended discussions, this session invites higher education professionals to engage and share strategies and experiences on integrating AI responsibly. Perfect for higher education professionals working with diverse postgraduate cohorts.

D2.2.13b, 12:05 - 13:05, Room: Seminar 14

Oral Presentation

[StatsBoost: Assessing the feasibility and impact of an online gamified statistics learning tool](#)

Dr Angel Tan, Aston University

Statistics is becoming increasingly important as a subject within Higher Education. Despite its increasing importance, teaching statistics encounters hurdles due to diverse student backgrounds and anxiety. Recognising these challenges, StatsBoost intervention focuses on integrating a personalised statistics learning intervention within Psychology courses. The intervention combines timed practice, aiming to support the development of fluency in statistics terminologies, and gamification elements to enhance engagement and understanding of statistics concepts. Participants engage in weekly sessions fostering fluency in statistics terminologies through brief, high-response rate practice sessions spanning 6 weeks. The intervention quantitatively evaluates shifts in attitudes, motivation, self-efficacy, and statistics performance.

D2.2.13c, 12:05 - 13:05, Room: Seminar 14

Oral Presentation

[Leveraging technology to provide accessible, inclusive learning opportunities for young people to enhance their understanding of dental education and the profession through an online summer school](#)

Juliette Kendall and Sana Thagia, University of Manchester

Our online Summer School for prospective dental students exemplifies "Education Beyond Place and Space," showcasing how virtual platforms can break geographical barriers and foster inclusivity. Targeting Year 12 students from underserved areas in NW England, the programme provided hands-on activities, student-led sessions, and insights into the field of dentistry. Attended by 54 students, it achieved significant learning outcomes, including increased confidence and knowledge of dental specialties. Join us to explore a practical blueprint for structuring inclusive online engagement, featuring proven strategies, evaluation results, and actionable insights to implement similar initiatives and enhance accessibility at your institution.

D2.2.14a, 12:05 - 13:05, Room: Lecture Theatre 2

Oral Presentation

[The implementation of a blended curriculum: The positives and the pitfalls](#)

Helen Freedman, Kingston University

An insightful and honest talk on the implementation of a blended learning curriculum; including how online and in-person learning were integrated to enhance flexibility and increase student success. This session will look into the research that inspired this initiative, the benefits observed, the technologies employed and the pitfalls to avoid! Perfect for academics exploring blended learning or online delivery methods, you'll gain valuable insights into implementing a blended curriculum and get practical examples to share with your colleagues.

D2.2.14b, 12:05 - 13:05, Room: Lecture Theatre 2

Oral Presentation

Enhancing social and emotional skills through group assignments in online learning: A reflective guided approach

Dr Eleni Lamprou, London School of Business and Finance

Online learning environments have often been criticised for providing an isolating learning experience which has been identified as one of the factors leading to student non-completion. In the Community of Inquiry framework social presence, i.e. the ability of participants to project themselves socially and emotionally, develop a sense of community and establish interpersonal relationships, is of paramount importance. This submission reports on the experience of using group assignments in the context of an online Masters module to enhance students' social and emotional skills, while strengthening social presence. The role of the tutor as a Reflective Guide is elaborated on.

D2.2.14c, 12:05 - 13:05, Room: Lecture Theatre 2

Oral Presentation

An inclusive approach to inclusive curriculum

Professor Sian Davies-Vollum, University of Northampton

In this presentation we outline the development of an inclusive curriculum tool kit that supports implementation of a university teaching and learning strategy with belonging and inclusivity at its core. The tool kit is a practical resource for academic staff, with a design approach that takes into account accessibility and use across subject areas. Its development has been underpinned by staff and student consultations, as well as drawing on previous work, both internal and external to the university.

Parallel Session 3, 13:55 - 14:35

D2.3.1a, 13:55 - 14:35, Room: Workroom 1

Oral Presentation

"I was a lump of clay that got moulded through this experience": Transformative educational experiences and the online pedagogy of care

Dr Carly Jacobs and Dr Geoff Bunn, Manchester Metropolitan University

In this session we will present the findings of our research on transformative educational experiences. Fifteen narrative accounts of student journeys, written by alumni from our higher education institution's MSc, Graduate in Psychology (Online) Conversion Award, were analysed using reflective thematic analysis. The analysis generated three main themes: Never in my Wildest Dreams, The Power of Moments; and I'm Capable and Powerful. Our findings inspired a model of the transformative educational experience of studying online, whereby students move from their initial positioning of anxiously looking forward prior to starting the course to looking forwards towards new career possibilities.

D2.3.1b, 13:55 - 14:35, Room: Workroom 1

Oral Presentation

Every voice matters: An inter-professional simulated learning event facilitated within the undergraduate health & social care curriculums to empower 'multi-disciplinary working', within the delivery of an initial child protection case conference

Kate Phillips, Harriett Burrows and Rhian Ogden, University of Leeds

In accordance with 'Working Together to Safeguard Children' 'Safeguarding is everybody's professional responsibility'. Therefore, undergraduate health & social care students from all disciplines must be exposed to authentic learning opportunities that will support them to develop the skills and confidence required to exercise their professional responsibility within safeguarding practice and work collaboratively with other multi-disciplinary professionals, to promote the health & wellbeing of children and families. Our Every Child Matters IPL day brings together students from different health & social care disciplines and creates a

simulated interprofessional learning environment whereby students work collaboratively to develop their safeguarding confidence and skills.

D2.3.2a, 13:55 - 14:35, Room: Workroom 2

Oral Presentation

Words in the woods

Catherine Edwards, Arden University

The Professional Legal Skills module invites final year law students to develop communication and interpersonal skills within the context of three areas which are essential to practising lawyers: interviewing, mediation and advocacy. We use place and space to allow students time and opportunity to explore their voices (literal and metaphorical) and build a sense of how they can operate differently in different environments, including the classroom, the courtroom and Keele Woods. We share a little of ourselves with them and build trust in authentic ways that means that when we then change the physical environment as well, it works.

D2.3.2b, 13:55 - 14:35, Room: Workroom 2

Oral Presentation

Enhancing inclusive employability skills development opportunities in the law curriculum to improve student attainment of employability skills and sentiment of career readiness

Dr Erin O'Leary, Associate Professor Ruth Sutton and Dr Niel Gillard, University of Chester

The current context reveals that students from underrepresented backgrounds, such as males from low-income areas, parents/carers, commuters, face significant barriers to participating in employability-enhancing opportunities within the Law curriculum. The project aims to address this by creating more inclusive and individually tailored modules that provide alternative experiences that enhance inclusive employability and employability skills development opportunities within the curriculum. By developing new modules across L4 and L5 that offer tailored experiences and skills sessions, the intervention seeks to enhance sentiment of career readiness and create a more inclusive employability skills learning environment that accommodates diverse student needs and backgrounds.

D2.3.3a, 13:55 - 14:35, Room: Workroom 3

Oral Presentation

Pioneering an instructional design service at a transnational university in China: A student-centred approach to future-focused education

Wenhao Wang, Associate Professor Yiqun Sun, Yezi Yang and Yexiang Wu, Xi'an Jiaotong-Liverpool University

Embark on a journey to explore the innovative instructional design service at Xi'an Jiaotong-Liverpool University, where the ADDIE model merges with blended learning to empower future-focused education. Join us to delve into our student-centred approach and discover the integration of digital tools to enhance learning experiences and provide flexibility. Understand how our collaborative approach with students facilitates the instructional design service and fosters student learning outcomes. Walk away with actionable strategies to implement this impactful model within your institution, equipping you to drive student success and innovation in educational design.

D2.3.3b, 13:55 - 14:35, Room: Workroom 3

Oral Presentation

Analysing the impact of student and teacher-created digitalised stories on students' performance in economics and statistics

Dr Erkan Demirbas, University of Lincoln

Co-authors: Abbas Ali Gillani and Aliyu Isah, University of Lincoln

This paper aims to explain the impact of elaborately designed digitalised stories on students' performance in maths and statistics-related modules. It encourages educators to collaboratively design and develop stories and cartoons to be used during lectures and seminars. Based on our experience, educators should ideally create their own stories, as

they are best positioned to understand why and how their students may struggle to achieve the learning outcomes.

D2.3.4a, 13:55 - 14:35, Room: Seminar 01

Oral Presentation

Smart books and student performance

Dr Helena Pinto, University of York

Smart books with adaptive learning technology are innovative learning tools which are AI-enhanced digital textbooks designed to provide an interactive, personalised learning experience. This research attempts to assess the usefulness of smart books, with adaptive learning technology, on students' learning by concentrating on a particular assessor of students' outcomes: module results. Our results demonstrate a positive relation between the usage of smart books and module marks, and we show that individual characteristics like gender and nationality can impact on this relation. Adaptive learning tools, like smart books have the potential to enhance students' outcomes.

D2.3.4b, 13:55 - 14:35, Room: Seminar 01

Oral Presentation

From insights to action: Digital spaces for student success

Matt Turner and Dr Gabi Witthaus, University of Birmingham

At the University of Birmingham, we make use of the Jisc Digital Experience Insights Surveys. The surveys provide valuable insight into the student experience of our digital learning spaces and how students engage in them irrespective of their mode of study. In this presentation we will explain our methodology using Generative AI tools for theme and semantic analysis of qualitative data, and Power BI for quantitative analysis. We will discuss how we will use our evolving methodology to act on the survey results quickly to inform policy, strategy, and digital support across our institutional digital spaces in a timely manner.

D2.3.5a, 13:55 - 14:35, Room: Seminar 05

Roundtable session

Identifying and overcoming barriers to innovation in responsible management education

Dr Claire May, Lincoln International Business School and Dr Laura Steele, Queen's University Belfast

The need to integrate Responsible Management Education (RME) within the business school curriculum is widely recognised and increasingly considered a key requirement for developing future-ready graduates who are cognisant of and responsive to sustainability-related concerns. Despite this, progress to date in regard to advancing RME has been slow and fragmented. Drawing upon insights from the Principles for Responsible Management Education (PRME) UK & Ireland Innovative Pedagogy Competition, this session will offer advice on enhancing innovation, provide inspirational examples of novel teaching practices, highlight a range of free, research-informed educational resources, and seek to stimulate discussion on the future of RME.

D2.3.5b, 13:55 - 14:35, Room: Seminar 05

Oral Presentation

Exploring student perspectives on education for sustainability in Kazakhstani Universities

Dr Gulzhanat Gafu, Nazarbayev University

Education for Sustainability (EfS) emerged as a critical component of modern education, particularly towards solving an escalating variety of global sustainability challenges with universities playing a crucial role in developing students' sustainability mindset and competencies. Drawing from a quantitative survey and six focus groups with students from six universities in Kazakhstan, this presentation explores the student perspective on whether universities in Kazakhstan are providing education that gives students the knowledge, skills, attitudes, and values to become socially responsible global citizens and shape a sustainable future.

D2.3.6a, 13:55 - 14:35, Room: Seminar 02

Oral Presentation

Bio-DIVERSITY: A pedagogical project for empowering students to engage in a collaborative critical brief that investigates sustainability, social justice and inclusivity through archival botanical materials

Ian Jackson and Jodie Silsby, University of Southampton

This presentation communicates the findings of a project entitled Bio-DIVERSITY a collaborative inquiry between final year BA (Hons) Graphic Communication students at Winchester School of Art, University of Southampton, and the Archival Department at Kew Gardens, London. Through exposure to a series of workshops and talks from academic and professional collaborators within EDI, and through core Design studies, students learnt how to challenge diverse and equitable issues to consider a more inclusive and empathetic future-based society. This collaborative project provides a practical methodology for empowering students to engage in critical discussions and actions related to social justice and inclusivity.

D2.3.6b, 13:55 - 14:35, Room: Seminar 02

Oral Presentation

Breaking sound barriers with The Sea of Cables Project

Dr John Whalley, University for the Creative Art

This project proposal outlines the development and impact of the Sea of Cables (SoC) initiative at the University for the Creative Arts. Established in 2017, SoC has evolved into a multidisciplinary collective fostering collaboration between staff, students, and local communities through electronic music and sound design. By examining the project's growth and interconnectedness with charitable initiatives, we demonstrate how SoC contributes to social mobility, community building, and innovative teaching practices in Higher Education.

D2.3.7a, 13:55 - 14:35, Room: Seminar 03

Oral Presentation

Senses & sensibilities: Nurturing student belonging in a hybrid masters programme

Dr Amrithesh Singh and Jenny Taylorson, University of St Andrews

This session examines two instances of compassionate pedagogy designed to foster belonging amidst and across two distinct postgraduate cohorts – one in-person and the other studying remotely. Although characterised by great diversity in educational backgrounds, length of professional experience, and career goals, both cohorts reported feelings of alienation from communities of learning and practice due to neoliberal forces in the sector. Presenters recount their experience of confronting and addressing disaffectedness in students as a prompt for reflection for delegates to brainstorm, peer-review, and develop pilot activities to enhance belonging in their own contexts.

D2.3.7b, 13:55 - 14:35, Room: Seminar 03

Oral Presentation

Enhancing students confidence and academic progression: A microlearning and microteaching approach

Associate Professor Antonella Russo and Theivendran Suresh, University of Greenwich

This session explores the challenges students face after failing their first exam attempt, particularly the lack of structured support during the resit period. Research shows that students often experience isolation, anxiety, and disengagement, which hinder their academic recovery (Heiser & Hobbs, 2024). The session focuses on the use of microteaching and microlearning strategies to provide flexible, structured support that fosters student confidence and engagement. Participants will learn how this approach has been implemented to reduce isolation, enhance student retention, and improve resit outcomes.

D2.3.8a, 13:55 - 14:35, Room: Seminar 04

Oral Presentation

The role of technicians in Practical/Laboratory Education (PLE): Development of technical role and the promotion of independent learning

Christopher Jones, Dr Mark Heslop and Ian Airdrie, University of Strathclyde

Technicians and technical teams are an important (and sometimes undervalued) staff grouping in higher education. Indeed, they are absolutely essential in practical and laboratory education, which is a fundamental mode of delivery in science and engineering programmes. Because they are the interface between academic staff and students, their input can be vital in the promotion of independent learning. This has been achieved by specific documentation to supplement the (standard) instruction sheets. This specific documentation has been written by the technical teams with input from the academics – and is evidence of knowledge transfer between academics and technicians.

D2.3.8b, 13:55 - 14:35, Room: Seminar 04

Oral Presentation

Future-ready: Designing inclusive teaching laboratories

Dr Juanvi Canet-Perez, University of Bradford, Dr Araida Hidalgo-Bastida, Manchester Metropolitan University and James Beswick, University of Nottingham

Ensuring students' needs are met in higher education is challenging, especially in laboratory-based learning, which is crucial for STEM programmes. While non-laboratory settings have seen reasonable adjustments for disabled students, laboratories often remain inaccessible, leading to feelings of exclusion. To address this, our international collaborative group has worked to inform inclusive laboratory spaces. Through questionnaires and focus groups, student feedback highlighted the need for better support and accessibility. Findings show that inclusive practices improve engagement, satisfaction, and academic outcomes, emphasising the importance of student-centred design in creating equitable learning environments.

D2.3.9a, 13:55 - 14:35, Room: Seminar 06

Oral Presentation

Harnessing the power of the podcast to make employability more inclusive, connect students with potential employers and develop crucial work-readiness skills

Lorna Mitchell, University of Liverpool

This session will explore how podcasts can be used to make employability more inclusive, connect students with potential employers and develop crucial work-readiness skills. Firstly, we will examine the design, development, implementation, and evaluation of a podcast called Legal Directions that gets to the heart of all things related to employability. Next, we will analyse the key skills that students can develop through organizing and hosting their own podcast. Finally, we will consider how podcasting for learning can be introduced across different disciplines and the potential podcasts provide for learning, collaboration, making connections and the development of key employability skills.

D2.3.9b, 13:55 - 14:35, Room: Seminar 06

Oral Presentation

App savvy and office illiterate: Providing transformational active learning for future focused outcomes

Susan Pinner and Dr Aneurin Kennerley, Manchester Metropolitan University

Generation Z (born after 1997) are the first 'digitally native' generation. Recent evidence suggests that their digital literacy does not prepare them for the working environment. Students rated their IT competency on a scale of 1-10. Student understanding of requirements for effective use of professional software is low. Providing future focused training level 4 students were introduced to Microsoft Office training over an 11-week semester. Academics need to identify the expectations and the extent of the utility of core software packages for students to appreciate the requirement to upskill and reach the highest academic and professional performance they can.

D2.3.10a, 13:55 - 14:35, Room: Seminar 11

Oral Presentation

Bartholomew's taxonomy of self: The motivated undergraduate student': From self-awareness and independence, to becoming autonomous

Dr Jane Bartholomew, Educational Consultant

Developing intrinsically motivated, autonomous graduates ready not only to contribute to society and the economy but also able to demonstrate inclusive and sustainably aware ways of 'being', are fundamental factors in developing effective global citizens. Between the ages of 18-22, a behavioural shift, brought on by developing a greater level of self-awareness, independence and relevant attributes and competencies, sees the arrival of adulthood.

'Bartholomew's Taxonomy of Self: The motivated undergraduate student' is a tool that can be used by institutions and course teams to question the development of young people by mapping the taxonomy to their course design.

D2.3.10b, 13:55 - 14:35, Room: Seminar 11

Oral Presentation

Supporting successful student outcomes with the Warwick Award

Marion Patel, University of Warwick

Join us for a whistle-stop tour through our innovative and inclusive Warwick Award; the Core Employability Skills framework underpinning it and how it allows students to reflect, develop and gain recognition for their skills development journey within and outside the curriculum. The Award is designed to meet students' needs and support their future success through an accessible, comprehensive skills development programme. It provides tangible outcomes that empower students and graduates to successfully navigate the skills demands of an ever-changing world. You'll hear about the impact of the Award so far, and our plans to increase this going forward.

D2.3.12a, 13:55 - 14:35, Room: Seminar 12

Oral Presentation

Aligning support with the needs of mature students in Russell Group universities

Dr An Nguyen, King's Business School

This study addresses the research gap regarding the availability and quality of support systems for mature students within Russell Group universities (RGUs) – a select group of 24 research-intensive institutions in the UK. Findings reveal that RGUs primarily offer support to mature students in finance, social integration, caring responsibilities, and academic skills. A mismatch is found between the support provided and the needs of mature students in terms of financial support eligibility criteria. The research contributes by providing recommendations for universities and policymakers to develop more inclusive strategies to support mature students in the UK and similar contexts.

D2.3.12b, 13:55 - 14:35, Room: Seminar 12

Oral Presentation

Scaffolding and co-creation to enhance learning experience and performance of students

Dr Duyen Chu, Beulah Maas and Dr Hien Nguyen, Birmingham City University

This project is a funded student experience, teaching and learning enhancement project in which we applied co-creation with students, teaching team members, and education advisors in a scaffolding approach to enhance learning experience and outcomes of students. The presentation will provide a reflection on how co-creation, scaffolding and inclusivity are embedded in the project, and introduce the tool used for tracking awarding gaps. The results included in the presentation will consist of the co-creation and scaffolding framework developed from the funded project, two-year results of student academic performance and awarding gaps.

D2.3.13a, 13:55 - 14:35, Room: Seminar 14

Oral Presentation

Reverse mentoring redefined: Empowering students and transforming institutional practices

Olivia Hamill, Queen's University Belfast

This session explores how Queen's University Belfast transformed a reverse mentoring pilot into an institution-wide initiative, fostering collaboration between student mentors and staff mentees. By leveraging innovative uses of traditional mentoring software, the programme streamlined processes and enhanced participant experiences. Centred on co-creation, it empowers students to lead discussions on their lived experiences, particularly those from diverse cultural and socio-economic backgrounds, helping staff improve practices and support student success. Attendees will gain insights into scaling mentoring initiatives, integrating technology, and fostering inclusivity to ensure measurable impacts on student outcomes and institutional practices.

D2.3.13b, 13:55 - 14:35, Room: Seminar 14

Oral Presentation

[Flipping the classroom for real: Empowering students as teachers of inclusive pedagogy through a special interest group](#)

Nancy Brown and Dr Paul Joseph Richards, Ulster University

This interactive session explores innovative Special Interest Group in Inclusive Teaching (SIGIT) Ulster University, Northern Ireland, UK, where students take on the role of teachers sharing experiences of inclusion. By positioning students as experts-by-experience, this initiative goes beyond traditional student partnership models, creating a forum where educators routinely learn from students. The classroom is 'flipped' in a unique way, accelerating student engagement and amplifying voices. A mixed method evaluation indicates positive outcomes, including a shift in thinking and practice, and student empowerment. Our session includes a live SIGIT student panel and a creation of an inclusivity statement.

D2.3.14a, 13:55 - 14:35, Room: Lecture Theatre 2

Oral Presentation

[Innovative strategies to enhance student motivation in an asynchronous online learning environment](#)

Dr Esther Azasi, Queen Margaret University

Motivation is the engine for learning, and learners who are motivated are more likely to undertake challenging activities, be actively engaged, enjoy, and adopt a deep approach to learning for success. However, there remains a gap between students' ideal and actual motivations that requires attention for asynchronous online programming. In line with the conference sub-theme of education beyond place and space, we share how the Institute for Global Health and Development at Queen Margaret University supported the motivation of student learners in an asynchronous online environment. Delegates will learn to design engaging, interactive and diverse content for online learning.

D2.3.14b, 13:55 - 14:35, Room: Lecture Theatre 2

Oral Presentation

[Inclusive and Digitally-Enhanced Assessment Support \(IDEAS\) to improve student success in design project modules](#)

Dr Ashani Ranathunga, University of Leeds

Discover how innovative, inclusive, and digitally enhanced strategies can transform student engagement and outcomes in complex, skill-intensive modules. This session explores the implementation of digital scaffolding, adaptive release workflows, co-created learning spaces, and structured reflection tasks in a Level 3 Integrated Design Project module. By simplifying complex tasks, fostering collaboration, and promoting self-regulation, these approaches significantly improved student participation, time management, and comprehension. Attendees will gain practical insights and actionable recommendations to implement these strategies in their institutions, driving student success while reducing staff workload. Join us to reimagine future-focused education and empower students to thrive.

Parallel Session 4, 15:20 - 16:20

D2.4.1, 15:20 - 16:20, Room: Workroom 1

Interactive Workshop session

[Place and space beyond the classroom: Bringing office hours into the digital age](#)

May Ho, Coventry University London and Dr Tom Coogan, University of Nottingham

In a marketised Higher Education environment, scrutiny of the office hour reveals it as something of an anomaly: an oasis of time/place that is remarkably unmanaged, and curiously unconsidered in pedagogic literature (and by some students). In a survey of their students, the authors found that most respondents underutilised office hours. The authors suggest that a reconsideration and development of office hours may enable educators to add value in terms of opportunities for tailored support for individual students in large cohorts in several ways, not least in nurturing intellectual curiosity alongside professional interpersonal skills.

D2.4.2, 15:20 - 16:20, Room: Workroom 2

Interactive Workshop session

[Inspiring the next generation of young entrepreneurs to make a positive social impact, through the adoption of an experiential learning approach](#)

Dr Neil Greenley, University of Hertfordshire, Paul Tucker, Manchester Metropolitan University, Dr Caroline Hands, University of Liverpool, Dr Jonathan D Owens and Gabi Round, University of Salford

Join our interactive workshop, featuring insights from the University of Salford, University of Hertfordshire, University of Liverpool, and Manchester Metropolitan University, to explore how experiential learning fosters entrepreneurial mindsets, sustainability, and social impact. Discover best practices from the Young Enterprise Start-Up Programme and ideation-centred modules. Engage in activities like "Creating the Enterprise" and "Ideation Game," and hear student success stories through video testimonials. Learn how to embed entrepreneurial thinking, inclusivity, and sustainability within higher education curricula. Gain actionable frameworks to prepare students for impactful careers, addressing global challenges while advancing economic resilience.

D2.4.3, 15:20 - 16:20, Room: Workroom 3

Interactive Workshop session

[Selecting for excellence, a 10 year update of the work of the medical schools council selection alliance](#)

Emma Fletcher, Clare Owen, Dr Courtney Krstic, Dr Paul Garrud, Medical Schools Council and Professor Gail Nicholls, University of Leeds

In 2014, the Medical Schools Council's (MSC) Selecting for Excellence project found the biggest challenge facing medicine in terms of diversity was a lack of students from lower socio-economic backgrounds. Reflecting on the last 10 years, we will report on widening participation interventions and the impact that they have had on the diversity of our student population. We will discuss tools and information that can be used by those supporting applicants. After reflecting on the progress made, will invite participants to discuss proposals for the future including feasibility, partnership working and the potential impact in different parts of the country.

D2.4.4, 15:20 - 16:20, Room: Seminar 01

Interactive Workshop session

[How do we measure the embeddedness of employability?: A tool for curriculum enhancement and improved graduate outcomes](#)

Gareth Hughes and Lloyd Williams, University of the West of England

Embedding employability into the curriculum is key to ensuring all students develop career management skills, but how do we effectively structure and measure this approach when it often develops in an organic rather than strategic manner? This session will showcase a matrix developed at the University of the West of England designed to objectively measure embeddedness against key indicators and identify specific actions to enhance the curriculum. Lessons for professional services staff aiming to embed support into the

curriculum, and academic staff who want to know how this can be done in the most effective way.

D2.4.5, 15:20 - 16:20, Room: Seminar 05

Workshop

[Enhancing employability through holistic assessment and learner agency](#)

Pieter Smits, Drieam

Portflow is an innovative digital portfolio dedicated to enhancing student employability and career-readiness by streamlining programme-level and holistic assessment processes for universities. By integrating assessment management with career development tools, Portflow promotes learner agency through allowing students to effectively showcase their skills and competencies to potential employers. The platform offers traditional digital portfolio features, real-time feedback, and personalised learning pathways, empowering students to take charge of their professional growth. From an institutional perspective, Portflow provides comprehensive analytics and reporting tools, facilitating data-driven decisions to improve curriculum design and assessment strategies. This ultimately helps bridge the gap between education and employment.

D2.4.6a, 15:20 - 16:20, Room: Seminar 02

Oral Presentation

[Evaluating the impact of AI chatbots on student support and engagement in UK higher education](#)

Dr Marios Dominikos and Dr Anthi Chondrogianni, University of Bristol

This study examines the impact of AI chatbots on student support/engagement in UK higher education, focusing on Business and Economics cohorts. A chatbot was implemented to provide general and unit-specific information, with a success rate of 59% in resolving queries, demonstrating the chatbot's effectiveness in managing academic and administrative demands. Student feedback revealed that 100% valued quicker query resolution, 91% found relevant information, and 74% reported increased course engagement. These results suggest that chatbots can enhance traditional educational resources, promoting accessible information and fostering a more inclusive and engaging learning environment, underscoring the need for digital transformation in education.

D2.4.6b, 15:20 - 16:20, Room: Seminar 02

Oral Presentation

[Academic integrity and generative AI](#)

Dr Mark Sergeant, Nottingham Trent University

Generative AI (GenAI) offers both amazing opportunities as well as challenges in terms of promoting Academic Integrity in the HE sector. The session will provide an overview of recent developments in this area with a focus on the pace of change and implications for policy development, acknowledging usage of GenAI in student work, strategies for detecting and investigating potential misconduct, and examining what lessons we can learn from the wider Academic Integrity literature.

D2.4.6c, 15:20 - 16:20, Room: Seminar 02

Oral Presentation

[A generative AI-empowered framework for creating interactive learning materials without prior technical expertise](#)

Omar Elnaggar, University of Liverpool and Dr Roselina Arelhi, University of Sheffield

Interactive learning promotes better student engagement and achievement. Challenges are often faced by educators in creating interactive learning materials due to the depth technical expertise entailed. In this session, a generic framework is devised to enable the augmentation of existing teaching materials with interactive learning materials – such as animated simulations and infographic elements, without requiring extensive technical experience in information technology. By following a systematic approach and leveraging freely available generative AI, stages that used to require specialist expertise are now

streamlined, making educational technology accessible to all educators while promoting a better student learning experience.

D2.4.7a, 15:20 - 16:20, Room: Seminar 03

Oral Presentation

[The duality of psychological safety for marginalised groups in teaching & learning](#)

Amberlee Green, University of the Arts London

This session focuses on the role of psychological safety in improving the experiences of marginalised groups in higher education, starting with people of colour. The session highlights the importance of intersectionality, the systemic limitations of traditional academic structures, and the potential for psychological safety to enhance both staff wellbeing and student educational outcomes. It includes insights from recent literature, Audre Lordes vision for self-preservation, and evidence-based suggestions on how applying these ideas to create more inclusive and supportive academic environments could lead to the preservation of marginalised staff and students, and the wellbeing of the HE community as a whole.

D2.4.7b, 15:20 - 16:20, Room: Seminar 03

Oral Presentation

[Globalised education through a decolonial lens: \(Re\)Shaping teaching, assessment, and curriculum](#)

Reece Sohdi, University of Sunderland

This session explores decolonial strategies in higher education to address systemic inequalities across race, gender, social-economic status, and neurodivergence. Participants will learn how to decolonise their teaching, assessment, and curriculum design to foster an inclusive, equitable learning environment. We will introduce the Decolonising the Curriculum toolkit, which provides practical approaches to integrating diverse epistemologies and creating culturally responsive pedagogy. The session also highlights how decoloniality can shape the wider student experience, promoting social justice and inclusivity. By the end, participants will leave with actionable strategies to implement decoloniality in their academic practices.

D2.4.7c, 15:20 - 16:20, Room: Seminar 03

Oral Presentation

[Celebrating student voices: Co-designing a global inclusive student engagement framework](#)

Professor Nadia Gulko, University of Lincoln

Student engagement is a multifaceted concept to which all stakeholders in the learning process (students, staff, and the institution) have a contribution to make, which has attracted significant attention across various perspectives. Student engagement is a critical factor in teaching excellence. An effective student engagement framework should be inclusive, providing all students the space to reach their learning potential and not become "lost" in the crowd. Our global multidisciplinary multi-cultural research (sponsored by QAA) on best practices of inclusive student engagement invites students globally as co-creators of knowledge about student engagement in critical discussions and actions related to inclusivity.

D2.4.8a, 15:20 - 16:20, Room: Seminar 04

Oral Presentation

[Creating a future-focused engineering curriculum through professional development](#)

Dr Payam Khazaeinejad and Ali Orr, Kingston University

Discover how an engineering curriculum was transformed by embedding Future Skills and the Monitored Professional Development Scheme (MPDS) from the Institution of Mechanical

D2.4.8b, 15:20 - 16:20, Room: Seminar 04

Oral Presentation

[Developing and implementing evaluation strategies to measure the impact of teaching and learning across the student lifecycle](#)

Naomi Clements and Tahrira Hossain, University of Southampton

This oral presentation provides strategies for evaluating teaching and learning activities across the student lifecycle. As institutions aim to enhance teaching quality, the need for comprehensive evaluation frameworks has grown. The session offers practical solutions for designing and implementing effective evaluation methods in higher education. It is relevant for staff gathering evidence for the Teaching Excellence Framework 2029 and Access and Participation strategies. Key objectives include defining evaluation, exploring its purpose, identifying challenges, and developing actionable strategies. Activities include interactive discussions and group work on evaluation plans. Participants will gain practical tools for effective evaluations and begin planning their own approaches.

D2.4.8c, 15:20 - 16:20, Room: Seminar 04

Oral Presentation

Using students' self-analysis to understand STEM cohorts

Dr Nadia Gaoua and Dr Benjamin Lishman, London South Bank University

Students at London South Bank University are required to complete a Personal Development Plan (PDP). One aim of the PDP is to understand any barriers to learning for individual students. By comparing across subject areas (Applied Science and Engineering), and across multiple years of survey responses, we analyse where interventions and support can be generalised across the university, and identify areas where cohort profiles vary across disciplines, and targeted support should be given at the School or Course level.

D2.4.9a, 15:20 - 16:20, Room: Seminar 06

Oral Presentation

The effect of early assessment on performance, anxiety and confidence in first-year statistics

Dr Amanda Shaker, La Trobe University

Negative feelings and fear of studying statistics, often referred to as statistics anxiety, can affect grades and be a barrier to effective teaching of statistics to non-specialists in higher education. Research suggests that 70-90% of university students experience statistics anxiety. In this talk, we will outline adjustments made within a large first-year statistics subject designed to support student success. Key takeaways will include support and early assessment strategies that can be easily implemented by other educators, which are shown to be associated with improved student outcomes in terms of both academic performance and student confidence.

D2.4.9b, 15:20 - 16:20, Room: Seminar 06

Oral Presentation

Developing student agency and assessment literacy: How can scaffolded peer review and formative feedback cycles promote successful student outcomes?

Dr Amy Wallington, John Bartrick and Dr Mark Rose, University of Southampton

This session will provide practical insights into designing and implementing cyclical group formative assessment coupled with scaffolded peer review. This may be of particular interest for those looking to develop their students' agency and academic literacies, especially educators working with international cohorts or students new to UKHE. The approach described is designed with consideration of large cohort sizes, though is equally applicable to any scale of group working. We will also present considerations from co-design research into students' experiences with group working and reflect on how these findings could be integrated in order to maximise engagement with group formative assessment.

D2.4.9c, 15:20 - 16:20, Room: Seminar 06

Oral Presentation

Enhancing Student Success through Collaborative Feedback initiatives

Dr Amelia Dong, Monash University Malaysia

This session presents an evidence-based approach to enhancing institutional feedback practices through targeted workshops, peer learning sessions, and collaborative activities. Drawing from experiences of high-performing educators and student focus groups, the discussion shares insights on developing effective feedback resources and implementing

sustainable solutions across different academic contexts. The initiative demonstrates measurable impact with a 3% increase in student satisfaction rates. The session explores practical strategies for improving feedback delivery and engagement that can be adapted to various institutional settings.

D2.4.10a, 15:20 - 16:20, Room: Seminar 11

Oral Presentation

[Engage and educate: Leveraging technology in training Filipino domestic workers communication skills by undergraduate students in Hong Kong](#)

Dr Henry Fung, Hong Kong Baptist University

This study presents the outcomes of a communication training workshop for Filipino domestic helpers in Hong Kong, organized by undergraduate students. The workshop aimed to enhance participants' workplace communication skills through interactive sessions that included technology-enhanced learning tools like Kahoot! and Slido. Feedback from participants indicated high satisfaction, with significant improvements in communication competence and confidence. Key findings also revealed that tailored training effectively addressed real-world communication challenges. This initiative exemplifies the potential of education for social impact, bridging the gap between academic knowledge and practical application.

D2.4.10b, 15:20 - 16:20, Room: Seminar 11

Oral Presentation

[Teaching to the TikTok generation](#)

Katherine Blair, Leeds Trinity University

Teaching to the TikTok Generation - This session examines how the use of microlearning in the form of a series of videos created for TikTok, YouTube, Instagram, X and Threads can be used to reinforce face-to-face classroom learning. This case study of how the MojoHacks platforms were embraced by students in undergraduate and postgraduate media and journalism modules, discusses how academics from any discipline can use this as a template for creating their own teaching resources and meeting students where they want to learn, on social media through video shorts.

D2.4.10c, 15:20 - 16:20, Room: Seminar 11

Oral Presentation

[Building universal digital literacy: A journey towards TEL excellence](#)

Associate Professor Michael James Day, Jimmy Lo and Dr Jingyang Ai, University of Greenwich

This presentation outlines an innovative strategy to establish universal digital literacy and effective technology-enhanced learning (TEL) across a dispersed three-site university. The approach describes four pillars: a Digital Pedagogy and Teaching Skills Framework, Professional Accreditation opportunities, a Learning and Teaching Resource Centre, and Communities of Practice for TEL and AI. By focusing on digital competence and accessibility over rushing into AI adoption, we show how our institution aims to narrow the digital divide among staff to enhance student experience. The presentation will share change management processes central to achieving TEF GOLD excellence, offering insights for others seeking TEL transformation.

D2.4.11a, 15:20 - 16:20, Room: Seminar 10

QUIET ROOM

D2.4.12a, 15:20 - 16:20, Room: Seminar 12

Oral Presentation

[Internationalisation at home coursework](#)

Dr Mike Murray, University Of Strathclyde

In this session delegates will critique an internationalisation at home coursework aimed at enhancing students' Intercultural Competence (IC). Whilst the initiative is undertaken with

engineering students, delegates will be tasked with benchmarking the coursework to ascertain its transferability to their discipline. Of significance, it has been a challenge (practitioner reticence and concern for students' psychological welfare) to engage students in critical discussions and actions related to environmental sustainability, social justice, and inclusivity. Delegates will consider appropriate pedagogy for introducing "thorny" issues, vis-à-vis the United Nations Sustainability Development Goals (i.e. famine, poverty, war, refugees) within diverse group settings in higher education.

D2.4.12b, 15:20 - 16:20, Room: Seminar 12

Oral Presentation

Bridging borders: A guidance for enhancing inclusive teaching and support for international students

Dr Lei Zeng, University of Manchester

Co-authors: Alison Harvey and Yao Yao, University of Manchester

In recent years, the UK has been the second most popular global destination for international students. In a globalized education landscape, international students face distinct challenges in adapting to academic, cultural, and social environments. The Enhancing Inclusive Teaching and Learning for International Students initiative, developed collaboratively with academic staff and international students at the University of Manchester, provides essential tools to foster academic success, social cohesion, and personal resilience in a foreign environment. Targeted at educators, administrators, and student service staff, this session explores practical approaches to inclusivity, equipping institutions to support international students' holistic integration and success.

D2.4.12c, 15:20 - 16:20, Room: Seminar 12

Oral Presentation

Use of video vignettes for enhancing cultural competence in pharmacy education

Dr Atta Naqvi and Dr Samuel Bizley, University of Reading

Co-author: Dr Shweta Ghosh, University of Reading

This session demonstrates an innovative approach to teaching cultural competence using video vignettes in pharmacy education, addressing the need for culturally responsive care in the NHS. Developed in collaboration between the School of Pharmacy and Department of Film, Theatre & TV at the University of Reading, these vignettes emphasize non-verbal cultural cues to help students navigate cross-cultural challenges. A mixed-methods study will evaluate the effectiveness of this teaching approach. Aligned with Advance HE strategies and UN SDGs, this session offers practical insights for educators in embedding EDI into curricula, fostering inclusivity, and equipping future pharmacists to deliver culturally competent care.

D2.4.13a, 15:20 - 16:20, Room: Seminar 14

Oral Presentation

Role of student-supported, engineering professional society activities on student experience and outcomes

Dr Ruissein Mahon and Dr Ibiye Iyalla, Robert Gordon University

This presentation showcases the significant role of professional society activities in enhancing university students' experience, achievement and career development. It aims to motivate participants to support these activities, which foster personal and professional growth. The Robert Gordon University, Society of Petroleum Engineers Student Chapter, established in 1979, exemplifies this by offering students numerous benefits, including engineering-themed technical sessions with industry professionals, scholarships, mentorship, and networking opportunities. The session will discuss the positive impact of student involvement in professional societies in relation to their academic experience, performance, and career readiness, illustrated by student success stories.

D2.4.13b, 15:20 - 16:20, Room: Seminar 14

Oral Presentation

Designing and delivering impactful work-integrated learning for all students

Professor Denise Jackson, Edith Cowan University

This session explores Work-Integrated Learning (WIL) proven to develop student employability and support transition into initial employment. It discusses the challenges of designing and delivering WIL for students from different backgrounds and with diverse lived experiences, and provides evidence-based principles for inclusive, quality and impactful practice within a discipline context. While WIL broadly encompasses industry engagement in the curriculum (e.g., client-based projects, sandwich placements, cooperative education, consultancy), the primary focus is on semester-long placements and internships. The presentation is relevant to educators interested in or responsible for facilitating authentic work-based activities that enhance student employability and graduate employment outcomes.

D2.4.13c, 15:20 - 16:20, Room: Seminar 14

Oral Presentation

Leveraging work-based dissertations to enhance employability skills in computer science students

Dr Catherine Teehan and Dr Daniela Tsaneva, Cardiff University

Discover how work-based dissertations can bridge the gap between academic learning and real-world application. This talk explores the unique structure of these dissertations, where students collaborate with organisations on nominated projects. Learn how this approach develops key employability skills such as technical proficiency, communication, teamwork, and problem-solving. Gain insights into preparing students for the workforce through industry exposure, professional networking, and career readiness. Join us to hear success stories, tackle common challenges, and explore solutions for integrating work-based learning into the curriculum.

D2.4.14a, 15:20 - 16:20, Room: Lecture Theatre 2

Oral Presentation

Navigating social complexity: Supporting nursing students to remain on programme

Professor Irene Ctori, City St George's, University of London and Dr Judy Brook, Manchester Metropolitan University

Strategies to reduce attrition from nursing programmes must consider the influence of social context and academic institutional processes. We describe the evaluation of interventions to support nursing students to remain or return to programme. Attrition reduced from 12% over the previous 3 years to 8.5% during the study period. The qualitative evaluation showed attrition is a complex and dynamic process, with a multitude of factors affecting students' decisions, such as placement experience, financial constraints, academic difficulties, and unique personal situations. This presentation will be of interest to academics and professional service staff who invest in preventing attrition from undergraduate programmes.

D2.4.14b, 15:20 - 16:20, Room: Lecture Theatre 2

Oral Presentation

Innovative approaches in physiotherapy placement provision: Teaching and learning

Sarah Bond and Dr Lisa Salisbury, Queen Margaret University

To explore teaching and learning placements as part of healthcare programmes and how the placement model can also develop other transferrable skills which can be implemented across other pillars of practice. The session will highlight the creativity and innovation in teaching practice that can be used to deliver a T and L placement and demonstrate ways that institutions can implement placements for students to develop their knowledge of teaching, learning and leadership and create opportunities for self-development.

D2.4.14c, 15:20 - 16:20, Room: Lecture Theatre 2

Oral Presentation

Navigating barriers: Supporting first-generation medical students

Habiba Abbasi, University of Worcester

Join us for an engaging session that examines the unique challenges faced by first-generation medical students, highlighting the importance of social capital and support systems in their success. Through interactive discussions and real-time feedback, participants will explore strategies to promote inclusivity and diversity in medical education. Leave with insights and ideas to enhance your institution's support for future healthcare professionals and contribute to a more equitable medical community!