AdvanceHE

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

Day 1, 14:40 – 15:05

D1.P1
A theory of change model for assessing AI assisted programmes in HE
Dr Rose Hong Ha Bui, Kingston University

Unlock the Future Skills: Join our session on creating a Theory of Change Model for assessing the impact of AI-assisted programmes in higher education, using the Kirkpatrick Evaluation Model. Discover actionable insights, successful case studies, and replicable strategies to foster future skills for the future workforce. Tailored for educators, policy makers, and researchers, this session offers a roadmap for implementing AI tools and measures their impacts effectively. Engage in a hands-on workshop, building your vision for AI success in your institution. #AIinEducation #FutureSkills #Innovation

D1.P2
Moving to learn
Nichola Woods and Bethany Karakashian, University of the Arts London

Moving to… is an ongoing project exploring the integration of movement within teaching and learning. Our interest in the potential of movement as/for learning has developed into a series of movement workshops to help students at Central Saint Martins, UAL, to develop skills and understanding in areas such as writing, collaboration, motivation, mindset, and reflection. As well as a space for students to engage in new ways of exploring academic skills, we are also interested in the connection between physical activity, health, and well-being.

D1.P6
Boosting student presence and engagement through online and in-person learning
Dr Wennie Subramonian, The University of Manchester

Student engagement is one of the main challenges faced in promoting active learning in higher education. It is essential for educators to revive student participation through interactive and meaningful learning activities in both asynchronous and synchronous sessions. The aim of this presentation is to outline effective yet minimalist strategies to boost student presence and engagement in an online and in-person learning environment. The implemented learning and engagement approaches were developed and enhanced based on student feedback on what works best for them as a cohort, whilst noting the feasibility of delivery based on resource constraints faced by most academics.

D1.P7
Beyond the usual: Exploring new avenues for resource diversification with ChatGPT
Melanie Welaratne and Peter Williams, Nottingham Trent University

For students to better connect and see themselves within the content and curriculum we teach it's important for it to include globally diverse and intercultural views. When utilising AI Tools such as Chat GPT we need to take extra steps to bring out diversity as unfortunately the systems behind AI don't always do that. This poster stems from critical discussions between two colleagues regarding how AI often steers us along a familiar, linear, and predominantly Western knowledge road. It represents the initial step we took to taking us of that path and using prompts to go beyond the usual.

D1.P9

Using moulage for medical education simulation and the production of eyelid models for surgical training

Dr Alice Cranston and Astrid Garcia Verstraete, Buckinghamshire NHS Trust

Medical education is continually evolving to meet the dynamic demands of healthcare, with simulation-based learning playing a pivotal role. Moulage, the art of creating lifelike medical conditions on simulated patients, is a powerful tool in this approach. We present, with pictures and descriptions, a cost-effective method for you to create your own mannequin-based model, for training your students or for yourself! Specifically, we focus on the creation of eyelid laceration models for ophthalmic surgical training, however, we believe you can be creative in how you use moulage to better your teaching.

D1.P10

Developing professional identity using LEGO® SERIOUS PLAY®

Tyler Warburton, University of Central Lancashire

Developing a strong sense of professional identity is vitally important for any student entering industry, especially those taking on professionally regulated roles. It brings together their knowledge, skills and values in a way the enables them to present this effectively within the workplace. LEGO® SERIOUS PLAY® offers a unique and unbounded approach to supporting the transformational development of professional identity. It achieves this through narrative rich and highly contextualised reflective discourse supported by creative model building and idea sharing.

D1.P11

Leveraging AI in the design studio

Edward Ward, Arts University Bournemouth

Integrate AI with teaching: This dynamic workshop empowers educators to weave AI (ChatGPT) into their curricula in creative and critical ways. Discover innovative methods to provoke critical thinking and imagine future societal scenarios in your classroom. Attendees will leave with a versatile toolkit to navigate the intersection of technology, society, and education, ready to inspire a new generation of learners. Join us to redefine the learning landscape and foster critical engagement with AI in your discipline.

D1.P12

Immersive bilingual tech for speech and language therapy students: Achieving eating, drinking and swallowing competencies using 360 degrees Welsh/English VR simulation

Nicholas de Mora-Mieszkowski and Ffion Roberts, Wrexham Glyndwr University

Join us on a dive into the future of speech and language therapy education with our immersive virtual reality (VR) simulation. We describe advancements in bilingual Welsh/English scenarios, carefully crafted for speech and language therapy students. Our VR approach revolutionizes learning by offering dynamic experiences focused on eating, drinking, and swallowing competencies. Our students engage in immersive simulation that enhances skills, provides formative feedback and prepares them for clinical placement. Engage with our poster to improve your understanding of key speech therapy competencies, inclusive practices for bilingual Welsh/English speakers and how to embrace the power of innovative immersive technology.

D1.P13

Equity in fellowship: Making a strategic commitment to equitable outcomes for staff in Advance HE recognition

Associate Professor Sarah Flynn, University of Hertfordshire

We are used to ensuring that outcomes for our students are equitable, and now we are adopting that approach to the staff experience of gaining Advance HE recognition. We have established a Fellowship Performance Monitoring Group, which considers data from across the Advance HE provision, noting success rates and looking at data by gender, ethnicity, Visa status, plus comparing outcomes for academic, research, professional, technical, and visiting lecturing staff. It is our intention that by sharing what is possible, using common tools like the HESA return, HR systems and Tableau, we will show what is possible in your own institutions.

D1.P14
The self-assessed knowledge levels of content, pedagogy, and technology of higher education faculty in Bahrain
Eman Fateel, Royal College of Surgeons in Ireland

Implementing educational technologies in teaching is a crucial step where educators act as the prime applicators of technology. The Higher Education Teacher Technological Pedagogical Content Knowledge (HE-TPACK) provides valuable insight and an understating of the academic's self-assessed knowledge levels and the optimal ways of conducting educational technology (Garret, 2014). A facet of motivation and a predictor of academics' use and adoption of technology in teaching. The study measured HE-TPACK of higher education academics in Bahrain. Such knowledge helps to identify the type of support, professional development, and resources that are important to assist in technology integration and use in teaching.

D1.P15
Reflections of peer learning and support: mapping the sector
Dave Lochtie, The Open University

Student-led peer support in the UK was last mapped across the sector was in 2014. This poster summarises the findings of a mapping project conducted by colleagues in the Association for Peer Learning and Support featuring a review of the literature released since 2014, a survey of colleagues and institutions across the sector and a series of case studies showcasing practice in greater detail. If you don't have a scheme at your institution, or if you want to change the way your scheme currently operates, we've worked to help show you what it could involve – and what you may face along the way.

D1.P16
Targeted coaching and mentoring support for specific student populations at the Open University
Dave Lochtie, The Open University

This poster details the practice and outcomes of the Personal Learning Advice Service, set up to support student populations identified in the institutional Access and Participation Plan (APP) including Black students, those who have shared mental health needs and students from areas of the UK with higher levels of socio-economic deprivation. We will share information regarding the individual and group coaching and mentoring support provided over a 3 year period, along with feedback from students and statistically significant correlation with improved students' retention, completion and progression.

D1.P19
Enhancing inclusive education in composition studies: A systematic review of assessment strategies for diverse learners
Najia Nazir, Yanbu Industrial College

This poster presentation presents a systematic review of assessment strategies in composition studies, focusing on inclusivity. It identifies effective practices, evaluates their impact on diverse learners, and synthesizes trends and gaps in current literature. The project aligns with the conference theme "You belong here: Strategies and practices to support all students in feeling they truly belong" and contributes to the discourse on creating inclusive learning spaces. The presentation will engage educators, curriculum developers, and professionals in higher education with visual storytelling, interactive discussions, and Q&A sessions.

D1.P20
Experiential blended learning, bridging the gap between theory and practice: Higher education on the brink of a learning revolution
Emma Pritchard, Solent university

In 'A Manifesto for creative economy' Bakhshi et al (2013), identified that the Creative industries were developing rapidly within technological and real-world learning. For Generation Z and Millennial students, the need and constant deployment of competition in the market and the multiplication of professional skills (Garcia& Garcia,2010) an important factor in embedding of traditional face-to-face, and non-traditional online, practices to bridge the gap between academic

theory and real-world practice within the Creative Arts HE. The digital escalation that has occurred across the Creative Industries post-Covid period has meant that many HE institutions have had to rethink hybrid learning as a necessity in the development of future-ready graduates.

D1.P25

Shifts in Generative AI perception from students: A two-phase exploration

Dr Kun Wang, University of Manchester, Xiang Li, Arden University and Dr Chunxue Liu, University of the West of Scotland

Exploring the transformative landscape of generative AI within higher education, this presentation aims to study the evolving attitudes of students towards AI technologies, particularly focusing on the impact of ChatGPT's adoption and recent shifts in perceptions. Employing the Race Learning Ripple framework, students' changing perceptions of AI across distinct phases, linking these insights to evolving educational needs with be identified and analysed. The findings aim to illuminate potential roles AI can play, informing policies and practices in navigating ethical, motivational, and pedagogical dimensions in higher education

D1.P26

Intersection of innovation: Advancing higher education through the synergy of Artificial Intelligence, SoTL research, and pedagogical insights

Dr Melanie Hamilton, University of Saskatchewan

This conference session explores the profound impact of artificial intelligence (AI) and the intersection of the Scholarship of Teaching and Learning (SoTL). Engaging in SoTL research reveals strategic uses of AI in classrooms, optimizing teaching practices and improving student outcomes. Addressing the sub-theme, "Policies and practices for an AI-enabled higher education sector," we delve into policy frameworks, ethical considerations, and best practices. Delivered as an interactive workshop, participants engage in discussions, collaborative exercises, and case studies, leaving with insights, practical tools, and strategies for developing a SoTL research project on how AI is incorporated into the higher education classroom.

D1.P27

Can we use Artificial Intelligence (AI) safely in education?

M Nair, University of Bolton

Aim: To critically rationalise safe use of Artificial Intelligence (AI) in education thereby upholding academic integrity. Objectives: Reflect on the perspective of AI that it cannot be ignored or banned but will have to be assimilated safely in present and future education. Empower students with awareness of safe use of AI generative tools in education. Collaborate with academics, librarians, policy makers to clearly outline policies for an institution so that everyone is clear about the boundaries of using AI in their assessed work. Brain-storm various assessment methods so that students' creativity is explored thus minimalizing the use of AI technologies.

D1.P31

Healthcare students as partners: A pedagogic consultancy involving the co-production of teaching and learning strategies and resources incorporating the 'All Our Health' initiative

Jacqueline Hutchinson and Dr Emma Senior Northumbria University

This presentation will disseminate results from a project drawing on authentic based pedagogy enabled through the coproduction of teaching strategies and resources by reviewing, embedding and evaluating the digital resources created by the Office of Health Improvement and Disparity. The resources, designed to improve knowledge, confidence and action in preventing illness, promote health and wellbeing and reducing health inequalities, will be reviewed and evaluated by students and staff to better understand how to align these to teaching and learning opportunities within our programmes. Our experiences will show-case an approach that challenges traditional ways of thinking about curriculum design.

Day 2, 14:40 – 15:05

D2.P1

Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study

Bayaz Mammadova and Dan Zhao, University of Bath

This presentation analyses Graduate Teaching Assistants' (GTAs) experiences across various HEI departments. Using focus groups and interviews, it provides insights into GTAs' roles, challenges, and needs. Best practices identified include structured training programs, collaborative peer support, and consistent feedback mechanisms, all contributing to pedagogical enhancement. Practical recommendations for enhancing GTA support systems are proposed, including tailored training programs and clear communication protocols. This study's findings underscore the value of a systematic approach to GTA development, with the potential to significantly enhance teaching quality and academic career preparation in HEIs.

D2.P4

Reducing the impact of the cost-of-living crisis on student engagement

Dr Yanhui Lei, Xi'an Jiaotong-Liverpool University

Teamwork is essential for most modules. How to evaluate group members' authentic contributions to group work has become a pressing issue in Higher Education. It is especially challenging for the studio-based module, where students must participate in extensive group activities, including group meetings, site visits, photo-taking, model-making, visualising the final design, etc. Lots of these activities occur outside of class, out of observation from the teaching team. So how can we improve student engagement and peer evaluation practice for the design coursework? This proposal explores a proactive approach of group diary prototype that can promote student engagement in group work.

D2.P5

Listening to All: Feedback and dialogue between staff and students

Dr Kulnicha Meechaiyo, University of St Andrews

Our project transitions from 'top-down' to 'bottom-up' feedback, prioritising students' needs and satisfaction. Experience our innovative 'traffic light system' in action: students use colours to express satisfaction levels. Green for happiness, amber for moderate satisfaction, and red for dissatisfaction. Papers distributed at the semester's first lecture allow real-time insights. Students can also provide written feedback, ensuring anonymity. Be part of this transformative journey, providing prompt, valuable insights without overwhelming staff or students. Let's redefine feedback dynamics for a more inclusive and effective learning experience!"

D2.P7

We want to be educated, but we have a life: Challenges to part-time learner persistence

Linda Robson, Open University

This poster presents a mixed-media collage produced whilst researching part-time distance students' experience of taking an unplanned deferral from their undergraduate studies at The Open University. It has been argued the use of creative methods in analysis supports diverse questioning of data and promotes empathy with participants (Kara, 2020). Concepts of part-time student aspiration, precarity and engagement are represented in this visual format. I invite delegates to engage with the collage and explore the metaphor and meanings it conveys.

D2.P9

You belong here: The transnational UK- China joint institute experience

Dr Adriana Encinas-Oropesa and Dr Gill Drew, Cranfield University

In 2020, 'Jiangsu University Cranfield Tech Futures Graduate Institute' was formally approved as a Sino-UK 'Joint Institute' (JI). This collaboration enhances higher education within the Global Sustainability agenda. Transnational education challenges such as cultural and communications barriers were challenging during the Covid-19 pandemic. The JI has moved towards a face-to-face courses' delivery that, coupled with other key practices, have led to completion of the Cohort I. However, we still face the challenge of ensuring our JI students truly feel part of the Cranfield family. We are very keen to explore options to improve this over a round table discussion.

D2.P11
Decolonising Biochemistry
Dr Anastasios Stavrou, Nottingham Trent University

Decolonising higher education curricula necessitates identifying dominant cultural perspectives and integrating previously excluded voices. To ensure courses like Biochemistry empower every student, we explored decolonising Biochemistry modules and implementing inclusive enhancements by incorporating diverse viewpoints and activities. A decolonized curriculum fosters academic success by nurturing critical thinking, especially as students' co-creators, encouraging educators and students to challenge assumptions and perceive the world differently. In the UK, concerns arise over the attainment gap between White and BAME students due to predominantly Eurocentric curricula. We anticipate an inclusive curriculum will foster student identification, enhance outcomes, and attract a more diverse student body.

D2.P13
A critical analysis of student voice inclusiveness
Dr Carolyn Paul, Dr Tessa Podpadec and Amanda Wilkinson, University of the West of England

Our present research regarding 'Belonging' in higher education focusses on surfacing the voices of groups and individuals who are least heard, recognising that the experience of the individual is as relevant to the impact, success and evolution of the sector, as that of the whole cohort. We will critically reflect on the ability of our research approaches to reach those students who are less well heard through student voice and representation schemes. The successes and lessons learnt will be discussed both in terms of approach to research methodology as well as application to student voice activities within higher education.

D2.P15
Learning hubs for wellbeing
Dr Ivana Lessner Listiakova, Wendy Lecluyse, Omoboroji Rich and Ellen Buck, University of Suffolk

'Learning Hubs for Wellbeing' is a project of co-creating communities of practice at the University of Suffolk. Students, academics and professional staff learn together and design sustainable interactive online and blended opportunities for development of transversal skills and supporting wellbeing. The project empowers learners in owning their university journeys and managing their mental health. This poster presentation visualises the process and results of several research studies related to best practice in blended pedagogies, benefits and conditions of co-creation, and a model of integrating wellbeing and learning through listening to students' voices and co-creating a sense of belonging.

D2.P21
From culture shock to digital shock: Preparing international students for an unfamiliar digital environment
Elizabeth Newall, Jisc and Dr Tabetha Newman, Timmus Research

With 680,000 international students studying in UK HE, arriving from over 200 countries and territories, how well do we understand their digital border crossings and how does digital shock impact their learning? These questions are at the centre of Jisc's research into international students' digital experience. In this workshop, you will hear from the 2,000+ international students who participated in a cross-institutional survey and focus groups, gain insights into what participating institutions have subsequently done to smooth their students' digital border crossings, and engage with Jisc's recommendations, considering these within the context of your own international student cohorts.

D2.P22
Strategies and practices to support all students feel they truly belong
Emma Gaunt, Nottingham Trent University

Ensuring students have an inspiring experience is vital to their success and future progression. Although this has always been measured, the extent to which students receive a positive experience is now measured more formally by both government metrics and national student surveys. The results of which are openly shared with potential future students and the wider

general public meaning there is a direct link to these outcomes and the universities reputation. My research outlines different practices that can be employed to ensure a first-class student experience and in turn a real sense of student belonging to their university community.

D2.P23
Thriving away from home: Removing barriers for international students
Irma Kock, University of Sunderland

International students coming to study in England face several challenges and experience to some extend culture shock. This affects their ability to thrive within the new culture and impact their academic performance (Khanal and Gaulee, 2019). To support students in their adjustment to their new culture, cohort specific extracurricular sessions are provided. It consists of giving information about culture shock and available support services and visiting a local place of significance. To understand the experiences of the students, they are asked to complete a survey at the beginning, middle and end of their one-year course at University of Sunderland and available finding will be shared as well as emerging themes from the sessions.

D2.P25
The role of EDI in enhancing students' belonging
Lour Nader, Canterbury Christ Church University

Ensuring effective learning is a top priority in teaching but how can students learn when they don't feel like they belong to our classroom. To achieve this, we must address students' needs, making them feel included, respected, and celebrated. Join my session, where I'll shed light on vital EDI-related classroom issues, offering practical advice and real-life examples. Let's Enhance our students' belonging by making education inclusive and effective.

D2.P26
Developing a programme design framework which uses social capital to empower and improve outcomes for aspiring Black entrepreneurs
Lynette Nabbosa, Glasgow Caledonian University

This session introduces a programme design framework which builds and leverages social capital, to empower and improve outcomes for aspiring Black entrepreneurs. Session objectives are to: - Outline theory and policy regarding power in relation to aspiring Black entrepreneurs(UK) -Present a case study of an organisation using social capital to empower Black youth -Outline the multi-methods approach used to capture the perspectives of different actors within the case study - Present an initial, empirically-informed framework for the design, development and delivery of an entrepreneurship education programme which leverages social capital to empower Black and Global Majority students in the classroom and beyond

D2.P27
Paraprofessional students' perceptions of e-mentoring support
Dr Melissa Wells, State University of New York Empire State College

How do we best support working, adult learners in higher education? A mentoring process, rather than advising, has shown to support adult working learners in higher education. This research goes further to highlight the specific supports that paraprofessional students, students working as teacher assistants in the United States' largest school system, the New York City Department of Education, identify as best mentoring practices in an effort to best support, educate and retain paraprofessional students. Mentors require information and evidence of best mentoring practices to support their mentees and support them throughout a positive learning experience and toward degree completion.

D2.P28
Do BAME students belong here?
Dr Oyetola Emmanuel-Ebikake, Edge Hill University

"How can we achieve sustainable growth in international student recruitment?" Universities UK (2023). This session aims to improve HE provisions for BAME International students to sustain growth by: • Capturing BAME student voices • Creating the awareness for the need for Inclusive spaces for BAME students • Co-creation of the learning environment beyond the curricula involving

academic and support services for BAME students at pre-arrival, induction, transition, integration etc. We engaged with BAME students and staff who teach/support BAME students to triangulate the views from both perspectives to provide recommendations to foster a sense of belonging for BAME students to sustain international recruitment.

D2.P29
You belong here
Dr Raluca Sarbu, University of Worcester
If one of your aims as organisation is to support international students to have a positive experience, please join me to discuss how to improve their academic performance, wellbeing and participation, whilst preserving their cultural experience.

D2.P30
Sense of belonging through entrepreneurial orientation
Susan Putt and Dr Kamalavelu Velayutham, University of Central Lancashire
Increased sense of belonging within the group and confidence can be transferred through active/participatory classroom based creative activities aiming to continuously improve personal awareness of their own abilities whilst building working relationships with peers and   trainers (Academics) through entrepreneurial orientation reconceptualising traditional teaching methods in business and management degrees.

Day 3, 14:40 – 15:05

D3.P1
Establishing institution-wide communication access training at the University of East Anglia
Dr Louise Grisedale, University of East Anglia
Effective communication is essential for creating a positive and inclusive learning environment. Speech, language, and communication difficulties affect nearly 20% of the population at some point in their lives. The Communication Access Project aims to promote the Communication Access UK initiative and create an accessible communication space for all at the University of East Anglia. The project explores ways in which the university can facilitate and support those who have communication needs throughout their studies or working career. The aim of the project was to enhance feelings of being valued, respected and empowered in staff and learners with communication needs.

D3.P2
Revive and reinvent your wardrobe
Associate Professor Meryem Akin and Kirsty Bennetta, Bath Spa University
Revitalize Your Wardrobe Workshop Series: Crafting a Sustainable Style Journey   Dive into our 'Revitalize Your Wardrobe' workshop series, where sustainable fashion takes centre stage. Unleash your creativity through visible mending, personalize garments with clothes alteration, and embark on a 'Pimp Your T-shirt' adventure. Join the Hat Knitting Workshop for hands-on accessory crafting. Our objectives: master visible mending for a sustainable wardrobe, empower with clothes alteration skills, transform tees into personalized gems to reduce waste, and dive into handmade accessories for joyous, slow fashion. Elevate your style sustainably one stitch at a time. Register now for a transformation fashion journey.

D3.P3
Employability is actually a terrible term
Dr Angie Knaggs, University of Queensland
The provocation is this: What "Employability" language would we use, if for some unforeseen reason, the words "employment" "work" "jobs" "soft skills" "careers" "skills" (and the various other versions of the same or related meaning) ceased to exist in the Oxford Dictionary?

D3.P4
Student perceptions of employability: Its ultimately about fit

Dr Sarah Flanagan, Leeds Trinity University
My oral presentation reflects findings from my research regarding the student perspective on employability. My study involved the construction of a collective case study and semi-structured interviews, work placement mentor feedback forms plus students' work placement reflections were utilised in order to explore student opinion. My research confirmed previous findings regarding the significance of individual resource accumulation and the labour market to employability, However, my study highlights a fit between worker and their work is of prime importance to students' understanding of employability.

D3.P5

Co-creation of undergraduate projects making a direct impact on our college response to climate change
Dr Steve Russell, Aston University
Students in their final year of a Biochemistry and Biological science degree as part of their final year dissertations where able to co-create resources based on feedback form focus groups across the 1st and 2nd years taking part in the Bioscience programs at Aston University. These resources where made available on our VLE system and student opinion was gathered to examine their impact. The overall aim was to make students more aware of sustainability issues impacting society, the individual and the wider scientific community.

D3.P7

Making undergraduate practical classes more sustainable
Dr Steve Russell, Aston University
Making sustainable key to designing practical classes in Bioscience. Several Undergraduate students have considered current year 1 and year 2 practicals and examined the carbon footprint of these lab sessions. They have then investigated collaborating with technical staff and academics along with suppliers the use of alternative "greener" products such as cellulose based consumables. They have carried out testing and analysis of the practicals comparing the outcomes to make sure Learning outcomes will not be impacted. Products and processes deemed more sustainable will be taken on board by the school to help our commitment to our 2030 strategy.

D3.P8

Songs in the key of life: Designing the transition to professional life modules to empower students to authentically navigate their transition from university to employability
Daniel Blackshields, University College Cork
21st century uncertainties privilege creative action. Creativity is an emergent property of dynamic relationships between individuals and their environment. Adopting a structured uncertainty curriculum design embodying the student qua artist and classroom qua creative recording studio students experience actionable uncertainty. Such experiences foster intrapersonal insights. Giving expression to emerging self-concepts cultivates students' authentic voices, nurturing investment in care for who they are, who they are endeavouring to become and to perceive their potentiality as they transition from university. This poster reports on an actionable uncertainty curriculum design and showcases students' reflective 'songs' in the key of their own lives.

D3.P9

Developing reflective assessment tasks to engage physics students with the key sustainability competencies
Dr Martin Braun, The Open University
The poster shows the influence of relevant literature on the design of reflective assessment tasks for the physics curriculum at the OU. UNESCO's Global Education 2030 Agenda urges education to foster competencies for a sustainable future. However, it may not be obvious how to do this in non-sustainability related modules, and asking teaching staff to become suitably proficient may be impractical. Here we report on the steps for designing reflective assessment tasks for such modules to further the academic debate. These tasks will be run in 2024/5 and their effectiveness will be investigated after that.

D3.P10

Employability of graduate paramedics: The importance of preceptorship. Lessons from the Literature
Iain Darby, Bournemouth University
Preceptorship is a hugely important period in the development of graduate paramedics. It ensures a robust workforce which is fit for purpose and also helps with retention of graduates in the paramedic profession. Universities play a very important part in preparing graduates for this period of transition through sound curriculum design for final year students and in addition through collaborative work with partner NHS trusts. What are the lessons from the literature in terms of identifying methods to ensure this support.

D3.P13
Embedding work like experience in the curriculum
Dr Ishwinder Kaur, Nottingham Trent University
Co-authors: Dr Daniel D'Andrea, Dr Karin Garrie and Dr Luigi De Girolamo, Nottingham Trent University
The employability of graduates plays an important role in how learning relates to real world experience. At NTU we have embedded a unique and comprehensive approach to integrate work like experience in education. This presentation explores linking teaching design and delivery with structured assessment to bridge the gap in knowledge and application. We will present an all-round approach in engaging students with work like experience and developing student's employability skills.

D3.P16
Challenges of developing and delivering authentic assessments
Dr Caroline Smith, University of Westminster
This session aims to explore approaches to embed authentic assessment. There are many challenges facing educators with approaches to assessment, in addition to embedding rigour and ascertaining that the core learning outcomes of a session have been met, authentic assessments provide an opportunity to embed employability related skills, which may include engaging with the AI tools or demonstrating subject specific practical skills. This session has been designed to facilitate discussion and to enable delegates to share challenges and good practice with other educators.

D3.P17
"Incorporating research into teaching and the potential benefits for master's students in international business (Postgraduate taught)": A case study. By Dr Vasilis Gkotsis
Dr Vasileios Gkotsis, University of Liverpool
I am looking into the flexible approaches of incorporating research into teaching and how this can work with an international MSc student audience having a diversity in gender, educational background and home/international origin of students as this could have a very different result if compared only with domestic UK students.

D3.P18
How do you solve a problem like indifference? Designing professional housing courses to transform organisational culture
Professor Jo Richardson, Nottingham Trent University
This session explores how, in an environment of life-long learning we also need to educate the current workforce to be able to adapt to change and to live the professional values that their industry espouses. Apathy, 'compassion fatigue' or, as we suggest, 'indifference' is a threat to values-based practice that can transform professional culture in public and third sector organisations. Professional qualifications are essential for industry appropriate skills, but they must also increasingly support the drive to transform culture for societal benefit. We explore how we can design and deliver professional courses with the power to transform workplace culture.

D3.P19
Maximizing student learning in limited lab contact: Strategies for continuous educational engagement

Dr Nawroz Kareem, Keele University
In response to disruptions caused by the global pandemic, a transformative hybrid learning model was developed for first-year students, delivering the traditionally hands-on Polymerase Chain Reaction (PCR) technique through a multifaceted strategy. This comprehensive approach, combining prelab resources via Sway presentations and virtual lab simulations, followed by a hands-on session and quizzes, facilitated a profound understanding of PCR principles. The innovative model not only prepared students for future applications, honed their scientific communication skills, and provided diverse learning opportunities but also demonstrated flexibility and reusability, establishing it as a successful and adaptable educational paradigm for the future.

D3.P29
The self-directed student: Applying Montessori teaching theory to HE experiential learning to improve learning outcomes
Richard Lingard, The National Film and Television School
Learn about the possible benefits and qualitative improvements of using Montessori teaching - how it supports students' experiential learning outcomes and better prepares them for future employment through self-directed learning in a variety of prepared environments. In this session, we look at the potential impact of a 20th Century teaching philosophy and its contemporary relevance for learners of all ages, based on my 6 years' practice as Course Leader of the Assistant Directing and Floor Managing Level 7 Post Graduate Diploma at The National Film & Television School.