

## Teaching and Learning Conference 2026: Success by Design: The future of Learning Now

Session abstracts  
Day Three: 2 July 2026

**Welcome and Keynote, 09:45 – 10:35**

**Parallel Session 1, 10:45 - 11:45**

### **D3.1.1, 10:45 - 11:45, Room: Workroom 1**

#### **Workshop**

[Stress buckets & student resilience: Co-designing your mental health offer](#)

Rachael Newman, University of Portsmouth

Transform mental health from crisis response to competitive advantage. This energetic 60-minute design clinic uses the stress bucket model to help cross-functional teams co-create joined-up support frameworks students actually need. Through hands-on journey mapping and rapid design sprints, you'll develop data-informed early intervention systems, seamless service handovers, and resilience-building programs—all with student co-design embedded. Leave with editable templates, actionable frameworks, and implementation plans you can use immediately. Perfect for mixed teams spanning wellbeing, careers, marketing, and student services. Maximum engagement, practical outputs, real solutions.

### **D3.1.2, 10:45 - 11:45, Room: Workroom 2**

#### **Workshop**

[Adopt, adapt, or resist? Navigating innovation pressures in HE](#)

Dr Kate Wilkinson, Hartpury University

This interactive workshop invites participants to critically explore the pressures to innovate and keep up in higher education as well as to consider what is meaningful, sustainable, and aligned with their own values and best practice. We often focus on supporting student development and experiences, sometimes neglecting ourselves and colleagues. Through activities including an innovation pressure line, barrier-mapping, and discussion, attendees will identify skill, structural, pedagogical, and student-related factors that shape their capacity to adopt new practices such as AI and digital tools. Participants will co-design an “Adopt, Adapt, or Resist” decision-making framework to support sustainable and values-driven innovation.

### **D3.1.3, 10:45 - 11:45, Room: Workroom 3**

#### **Workshop**

[Making the makerspace: Design principles for frictionless and effective access to experiential learning for the graduates of tomorrow](#)

Chris Thompson, University of Leeds

This interactive workshop explores how makerspaces, from mobile maker carts to full-scale innovation labs, can be intentionally designed to deliver frictionless, inclusive and future-

ready experiential learning. Drawing on emerging FE and HE practice, we introduce draft Makerspace Design Principles that support belonging, creativity and graduate capability while reducing barriers to participation. Through hands-on design challenges, delegates will test these principles, compare models, and co-create practical tools for embedding low-cost, high-impact experiential learning in their own institutions. Join us to rethink makerspaces as strategic, success-by-design learning environments where every student can thrive.

### **D3.1.4, 10:45 - 11:45, Room: Seminar 01**

#### **Workshop**

[Supporting students entering CAMHS: A paper-based toolkit for belonging, communication and wellbeing](#)

Oana Oancea, NHS Greater Glasgow & Clyde

Students entering CAMHS placements often face unfamiliar emotional intensity and communication challenges. This practical workshop introduces a simple paper-based toolkit that helps students steady themselves, build confidence and engage more effectively during their first weeks. Participants will try out four tools—the Arrival Compass, Communication Cards, Belonging Map and Emotional Load Scale—and reflect on how these can support learning, supervision and wellbeing across disciplines. The session is hands-on, easy to apply and designed to strengthen the student experience in mental-health environments from day one.

### **D3.1.5, 10:45 - 11:45, Room: Seminar 05**

#### **Workshop**

[The future higher educator: Co-designing 2040](#)

Dr Helen Benton and Boguslawa Lightbody, Anglia Ruskin University and Dr Zöe Handley, University of York

The use of AI presents a "cognitive paradox" where AI can either enable or prevent learning, depending on how students use it. This poses the question: How will the role of the educator change to facilitate learning considering how AI use is developing? This session shares the possible future visions of the role of higher educators which were co-designed with academics, learning technologists and students. This will encourage you to consider how you envision your role changing and the stepping stones you would like to take on the path to a desirable future scenario.

### **D3.1.6a, 10:45 - 11:45, Room: Seminar 02**

#### **Oral presentation**

[Vanguard leadership for the AI era: Designing SSQ–EEQ–AIQ learning that scales \(Social-Sustainable Intelligence, Emotional-Ethical Intelligence and IQ empowered by AI\)](#)

Dr Elena Carruba, Bath Spa U Limited

Higher education must develop leaders capable of combining social-sustainable judgement (SSQ), emotionally-ethical intelligence (EEQ) and practical AI fluency (AIQ). Drawing on practice-led research (Euno Praxis & Nexus), the book AIQ-Savvy & EQ-Shrewd Vanguard Leader, and curricular pilots showcased via The Vanguard Alchemist, this paper presents an evidence-driven model for short, assessed micro-pilots that deliver measurable leadership learning. I outline the SSQ–EEQ–AIQ triad, present a 3-week leadership micro-pilot (learning outcomes → activities → authentic assessment), and demonstrate a rapid evaluation loop using KPIs that institutions can adopt immediately.

### **D3.1.6b, 10:45 - 11:45, Room: Seminar 02**

### **Case study**

#### **Leadership and curriculum transformation in the age of Generative AI**

Dr Angie Nguyen, UNSW Sydney

This project explores the role of academic leadership in enabling, guiding, and sustaining curriculum transformation in response to the disruptive emergence of generative AI. Focusing on faculty leaders, program directors, academic and professional staff, the study investigates how leadership practices navigate the complexities of integrating AI into teaching and learning while upholding ethics and ensuring educational impact. Drawing on focus group interviews with staff engaged in curriculum innovation, the research generates insights to inform evidence-based leadership strategies for ethical and sustainable transformation in higher education.

### **D3.1.6c, 10:45 - 11:45, Room: Seminar 02**

#### **Oral presentation**

##### **How to teach AI: From moral panic to evaluative judgement**

Dr Maria Rikitiaskaia, Regent's University London

The emergence of AI in higher education has triggered responses ranging from moral panic to uncritical fascination, similar to historical reactions to new media technologies. Drawing on Brookfield's critical reflection framework and the Social Construction of Technology approach, this paper argues that constructive AI integration requires developing evaluative judgement among educators and students. To ensure that, we have created a series of workshops for students and staff. This paper argues that students and educators are not passive adopters of institutional policies, but actors that shape the technology, which also aligns with UNESCO's call for human-centred AI in higher education.

### **D3.1.7a, 10:45 - 11:45, Room: Seminar 03**

#### **Oral presentation**

##### **Designing belonging: Co-creating success pathways for international students**

Dr Lei Zeng, University of Manchester

Advance the critical conversation on international student success. This session explores how to proactively design belonging, confidence, and employability as interconnected pillars of the student offer, moving beyond siloed support. The "Designing Belonging" project introduces a co-created framework that engages students as partners. Discover practical strategies for inclusive curriculum, reflective activities, and cross-departmental collaboration. Leave with a transferable model and actionable ideas to break down institutional barriers, shaping a unified student experience where international learners don't just survive but thrive. Move from theory to practice and learn how to empower student success, by design.

### **D3.1.7b, 10:45 - 11:45, Room: Seminar 03**

#### **Case study**

##### **Fostering a sense of belonging in engineering students**

Dr Claudia Favero, Zena Green and Dr Neil Cooke, University of Birmingham

This case study examines how universities can strengthen engineering students' sense of belonging through evidence-informed, student-centred practices. Drawing on a substantial literature review and a mixed-methods research design, we outline key belonging factors in engineering - peer networks, identity, inclusive teaching and accessible support - and present preliminary findings from research conducted in spring 2026. These insights will shape co-designed pilot interventions to improve early transition and the wider student offer. Delegates will gain a conceptual framework, early empirical insights and practical strategies

for embedding belonging across programmes and services to create a more coherent and supportive student experience.

### **D3.1.7c, 10:45 - 11:45, Room: Seminar 03**

#### **Oral presentation**

[Designing belonging by distance: Embedding research community in flexible online provision](#)

Dr Gary Fisher and Dr Christos Petichakis, Liverpool School of Tropical Medicine

How can academic presence drive belonging in online education? This session from the Liverpool School of Tropical Medicine explores how intentional course and platform design have embedded visibility of academics and research culture at the core of flexible online provision. Through innovations such as a flexible learning model that is operationalised through a bespoke digital course shell and an iteratively co-designed reading list, LSTM demonstrates how belonging can be designed 'by distance.' The presentation offers practical strategies aligned with SDG 4 (Quality Education) for shaping online and hybrid student experiences that are academically rich, inclusive, and connected to institutional identity.

### **D3.1.8a, 10:45 - 11:45, Room: Seminar 04**

#### **Oral presentation**

[Pedagogy for the planet: Rethinking higher education curriculum design for a sustainable future](#)

Katie Hogan, Activate Learning - Merrist Wood College and University Centre

Higher Education plays a pivotal role in shaping the next generation of leaders equipped to tackle global sustainability challenges. Transformative Sustainability Education (TSE) goes beyond knowledge transfer, it inspires change in values, behaviours, and worldviews, empowering learners with critical thinking, problem-solving, and agency. Despite its potential, TSE remains underutilised, often due to limited awareness and practical tools for implementation. This session explores innovative strategies to embed sustainability across disciplines, moving beyond traditional reliance of nature-based subjects to integrate essential green skills. Delegates will discover practical methods, including gamification, project-based learning, and peer teaching, to design impactful, future-ready learning experiences.

### **D3.1.8b, 10:45 - 11:45, Room: Seminar 04**

#### **Oral presentation**

[Second hand September: Driving social impact through fashion education](#)

Aurelie Le Normand and Lisa Taylor, University of Manchester

This presentation explores how a partnership with Oxfam transformed fashion education into a platform for social impact. Through the Second Hand September initiative, students engaged in styling workshops and community campaigns to promote sustainable consumption and circular fashion practices. The session demonstrates how success can be designed into curriculum through experiential learning, fostering ethical leadership, global citizenship, and employability while addressing SDGs on responsible consumption and climate action. Delegates will reflect on a sustainability-focused project for their own context, gaining practical tools to embed social responsibility and authentic learning into higher education.

### **D3.1.8c, 10:45 - 11:45, Room: Seminar 04**

#### **Oral presentation**

### [An outside classroom approach for wellbeing and sustainability in the curriculum](#)

Orlagh Daly and Dr Jean Daly-Lynn, Ulster University

An outside the classroom approach (Azevedo et al., 2025) brings sustainability and wellbeing to life in the curriculum through experiential learning, socio-cultural theory, and education for sustainable healthcare (Redvers et al., 2023; Asaduzzaman et al., 2022). A curriculum initiative combining the following outdoor adventure activities; open canoeing, bushcraft, forest orienteering, surfing, cold water swimming, and beach activities aligned with occupational therapy goals. Students described the program as transformative. Students valued the hands-on, experiential nature of the sessions, reporting improved confidence and teamwork skills. Activities are now embedded as part of a spiral curriculum connecting theory to lived experience.

## **D3.1.9a, 10:45 - 11:45, Room: Seminar 06**

### **Oral presentation**

#### [AI reflexivity leadership framework: Embedding ethical AI practice in higher education](#)

Dr Ans Irfan, University of Southern California

Artificial intelligence now permeates higher ed practice, but its ethical and epistemic consequences are rarely explored. This session presents the AI Reflexivity Leadership Framework, a model for embedding critical reflection on AI within teaching and learning. Built around four pillars—Epistemic Injustice & Power Analysis, Bias & Liberal Imagination, Algorithmic Conformity & Obedience, and Planetary Health Impacts—the framework helps students and educators interrogate how technology shapes knowledge, power, and responsibility. Drawing on implementation in global health education, the session demonstrates how purposeful reflection turns digital engagement into ethical leadership, equipping participants to integrate these practices across diverse higher ed contexts.

## **D3.1.9b, 10:45 - 11:45, Room: Seminar 06**

### **Case study**

#### [Utilising a strengths-based approach to develop middle leaders in psychology in higher education](#)

Dr Emma Tarpey and Dr Jo Ashby, Manchester Metropolitan University

Leadership in higher education (HE) is undergoing significant transformation in response to sector-wide challenges, including financial pressures, regulatory reforms, and shifting student expectations. This session will explore the design, implementation and outcomes of a strengths-based leadership development programme within the School of Psychology at Manchester Metropolitan University. Drawing on strengths-based leadership approaches, sector context, and the limitations of traditional academic career pathways, we will argue for embedded leadership development at school level to ensure sustainability, innovation, and succession planning. The session will provide attendees with actionable insights into designing and delivering leadership development aligned with institutional priorities.

## **D3.1.9c, 10:45 - 11:45, Room: Seminar 06**

### **Oral presentation**

#### [Leading through neglect: Rethinking leadership during Ofsted inspections](#)

Brian Culleton, University of Huddersfield

This provocative presentation exposes a hidden leadership challenge in higher education: institutional neglect. Drawing on new doctoral research into Ofsted inspections of degree apprenticeships, it reveals how leadership absence, invisible workload, insufficient professional development, and emotional strain create unseen harm during periods of

scrutiny. Positioned within the Leadership for the Future theme, the session invites delegates to rethink what courageous leadership looks like by replacing silence with care and replacing disengagement with presence. Attendees will gain fresh insights into leading with empathy and supporting staff wellbeing for a marginalised provision within their institutions.

### **D3.1.10a, 10:45 - 11:45, Room: Seminar 11**

#### **Case study**

**Building skills, measuring impact: Evaluating embedded skills provision**

Clea McDonald and Rianna Elmhirst, University of Bath

Discover how embedding academic skills within the curriculum can transform student success and belonging. This session shares insights from an evaluation of embedded extracurricular provision at the University of Bath, exploring its impact on attainment, self-efficacy, and inclusion. This session describes an evidence-based approaches to integrate skills development into the student experience, and culminates in a series of what if... scenarios to personalise key takeaways.

### **D3.1.10b, 10:45 - 11:45, Room: Seminar 11**

#### **Case study**

**The SEE project: An innovative initiative to enhance students' experience, satisfaction and employability**

Dr Duyen Chu, Dr Hien Nguyen, Gia-Phuc Le and Mohamed Shrief, Birmingham City University

The SEE project is a webinar series, aiming to enhance students' awareness of the importance of research skills for their employability, career development and study at higher levels. The project enabled students to SEE the benefits of research skills from the perspectives of employers, industry practitioners, alumni and current PhD students. Applying a co-creating and co-designing approach with students and employing a webinar format, the project helped to overcome resource constraints while ensuring that the project is relevant and most impactful to the students. The project is an innovative initiative to enhance NSS, PTES and PRES and student employability.

### **D3.1.10c, 10:45 - 11:45, Room: Seminar 11**

#### **Case study**

**Embedding success: Scaling reflective practice for employability**

Kate Campbell-Pilling, James Zeller and Gareth Bramley, University of Sheffield

Graduates require robust reflection skills for personal growth and professional success. This session unveils the University of Sheffield School of Law's innovative and inclusive model for integrating reflection across the entire LLB curriculum. We detail how to embed practices like the Gibbs Cycle and STAR method using a bespoke online portfolio that remains active post-graduation, supporting lifelong learning (UN SDG 4). Delegates will receive practical, scalable examples of reflection points and vital lessons learned on maximizing student engagement and assessment. Use our session to help you implement a rigorous, employment-focused reflective strategy at your institution.

## **Parallel Session 2, 12:00 – 13:00**

### **D3.2.1, 12:00 - 13:00, Room: Workroom 1**

#### **Workshop**

### Discard your degree: A skills-first approach to scalable placement support

Amy Dutton and Jennifer Moorby, Manchester Metropolitan University

Ready to rethink placement support? Join us for an interactive workshop that flips the script on employability. Instead of degree silos, we focus on skills-first strategies that deliver scalable, inclusive, and future-ready student services. Through live polling, a playful card game, and collaborative design activities, you'll explore practical ways to streamline support, engage employers, and enhance student success. Leave with tools and ideas to transform your institution's approach to placements making it more agile, impactful, and aligned with the realities of today's world of work.

## **D3.2.2, 12:00 - 13:00, Room: Workroom 2**

### **Workshop**

#### Beyond laptops: Designing success with personal cloud desktops

Dr James Osborne, Cardiff University

Cardiff University's Personal Cloud Desktop service replaces £600k worth of annual laptop purchases with a scalable, sustainable VDI solution in Microsoft Azure. Delivering Windows 11 with over 100 specialist software packages, this initiative empowers students to learn anywhere, on any device, while reducing costs and environmental impact. This case study / workshop explores lessons learned from early engagement with staff and students, managing complexity at scale, and driving adoption during the first year of full deployment. Delegates will take away practical strategies for implementing similar solutions to enhance flexibility, equity, and institutional resilience.

## **D3.2.3, 12:00 - 13:00, Room: Workroom 3**

### **Workshop**

#### Transforming pre-arrival preparedness

Dr Helen Leggett, University of East Anglia

Transitioning to university can be overwhelming, particularly for students from diverse and disadvantaged backgrounds. At UEA, we created an award-winning, student co-created Transitions Toolkit, delivered via our Virtual Learning Environment. This phased, pre-arrival course introduces academic study, builds confidence, and fosters belonging before students arrive on campus. Engagement data and feedback show its impact on reducing anxiety and improving retention, earning the European First Year Experience Award (2024) and AdvanceHE CATE Award (2025). Our session will share this scalable, research-informed approach, including adaptable templates and guidance for implementation. Discover how this simple digital innovation transforms student transitions and success.

## **D3.2.4, 12:00 - 13:00, Room: Seminar 01**

### **Workshop**

#### Designing professional success: Mapping multifaceted identities through the network of enterprises

Dr Abbie Cairns, University Centre Colchester

How can we design professional success in Higher Education? This interactive workshop invites participants to explore the Network of Enterprises framework from Exploring Your Further Education Teacher Identity: A CPD Toolkit (Cairns, 2025). Through guided reflection and visual mapping, delegates will uncover the multiple, overlapping enterprises, teaching, research, leadership, and service that shape their professional identities. Together, we will consider how institutional design influences motivation, belonging, and balance. Participants

will leave with practical tools and strategies to embed reflective identity mapping into CPD, mentoring, and leadership development across diverse HE contexts.

### **D3.2.5, 12:00 - 13:00, Room: Seminar 05**

#### **Workshop**

[Co-creating a collaborative drawing toolkit with student researchers](#)

Holly Mills, Gemma Sayer and Lois Woods, Nottingham Trent University

This interactive workshop explores collaborative drawing by hand as an innovative pedagogy that prepares students for working in professional practice. Developed at Nottingham Trent University, this approach uses a simple but powerful format: a long roll of paper taped to a table, where participants stand and move around, responding to each other's drawings to encourage dialogue. Delegates will experience collaborative drawing and engage with practical toolkits co-created by staff and students, enabling them to implement this method within their own institutions. Join us to discover how collaborative drawing can enrich creative thinking and strengthen interpersonal skills for future collaborative practice.

### **D3.2.6a, 12:00 - 13:00, Room: Seminar 02**

#### **Case study**

[Co-creating support for success: A pilot peer mentoring scheme for repeating students](#)

Deborah Wallace and Nazima Ahmed, University of Greenwich

This session presents a pilot peer-to-peer mentoring scheme developed through the Enable and Support Project at the University of Greenwich. Co-created with students, the initiative offers mentoring support to Level 4 students who are repeating some or all assessments. Mentors are former repeating students who helped design the scheme, ensuring it reflects authentic student experience. The session will outline how the scheme was developed collaboratively, how it has been implemented across the academic year, and preliminary outcomes from its evaluation, highlighting the value of student partnership in fostering inclusion, confidence, and academic success.

### **D3.2.6b, 12:00 - 13:00, Room: Seminar 02**

#### **Oral presentation**

[From data to dialogue: Early intervention and collaborative practice to enhance student retention in the school of business and creative industries](#)

Siobhan White and Susan Docherty, University of the West of Scotland

This research examines how a coordinated, data-informed early intervention model has improved student retention and progression in the School of Business & Creative Industries at the University of the West of Scotland. A Retention Task Force, Early Intervention Specialist and Associate Dean (Learning & Teaching) work in a matrix structure to connect predictive analytics, operational actions and local academic contexts. Quarterly reporting, targeted outreach and strengthened transition initiatives have delivered 1,694 individual actions for 1,364 students, increasing continuing student numbers by 25.47% and undergraduate retention by 14.7%. Findings evidence that a structured, collaborative model can enhance success in widening-access contexts.

### **D3.2.6c, 12:00 - 13:00, Room: Seminar 02**

#### **Oral presentation**

[A scalable framework for transforming student input into institutional action](#)

Paulo Vieira Braga and Katie Tyrrell, University of Suffolk

How can we turn student input into institutional action? This session shares a practical approach for transforming student voice into clear, evidence-based institutional priorities. You'll see how one university used the approach across the whole student journey and leave with a step-by-step blueprint you can adapt in your own context (no matter your size or structure). Ideal for leaders, practitioners and researchers who want stakeholder-driven, scalable enhancement.

### **D3.2.7a, 12:00 - 13:00, Room: Seminar 03**

#### **Oral presentation**

[Designing out generative AI by introducing and developing familiarity with Viva Voce assessment](#)

Laura Harvey, Loughborough University, Professor Fabio Arico and Dr Richard Woodard, University of East Anglia, and Paola Iannone, University of Edinburgh

Generative AI demands assessment designs that both integrate and deliberately exclude AI, depending on the learning outcomes at stake. This case-study presents viva voce assessment as a rigorous designing-out strategy that safeguards authenticity and evidences human reasoning in real time. Drawing on a multi-year implementation and evaluation at the University of East Anglia, it demonstrates how scaffolded evaluative conversations build familiarity, reduce opportunities for AI-enabled misconduct, and strengthen graduate capabilities. Delegates will gain a practical model for implementing vivas at scale, insights from student data, and tools for embedding oral assessment as part of a balanced AI-responsive assessment ecosystem.

### **D3.2.7b, 12:00 - 13:00, Room: Seminar 03**

#### **Oral presentation**

[Two birds, one stone: Oral assessment for learning assurance and discipline oracy development](#)

Dr May Lim, The University of New South Wales

This presentation showcases oral assessment modalities that develop students' discipline-specific oracy while assuring learning. Drawing on three case studies from the University of New South Wales, it demonstrates how structured verbal interactions, such as peer feedback, professional role-play, and stakeholder consultation, can effectively evaluate disciplinary reasoning and communication skills at scale. The session also explores how digital tools and generative AI can support assessment implementation, and how cross-faculty collaboration through an institution wide education transformation program can help accelerate the assessment design. Attendees will gain practical strategies and tools needed to implement authentic, scalable oral assessments in their own practice.

### **D3.2.7c, 12:00 - 13:00, Room: Seminar 03**

#### **Case study**

[Digital-era authenticity: Using oral assessment to reclaim critical thinking in the age of AI](#)  
Dr Louisa Dawes and Dr Craig Thomas, University of Manchester

How can universities design assessment that is both authentic and resilient in an era of generative AI? This session shares findings from a funded project at a Russell Group university that redesigned two taught units using Problem-Oriented Project Learning and group viva assessments. The approach strengthened student confidence, critical thinking, and real-time communication while challenging traditional expectations of teaching and assessment. Delegates will explore how dialogic assessment disrupts AI-enabled shortcuts,

builds belonging, and fosters meaningful student agency. The session offers practical insights for embedding AI-resilient, future-focused assessment within curriculum design.

### **D3.2.8a, 12:00 - 13:00, Room: Seminar 04**

#### **Oral presentation**

**SPARKing success: Designing future-ready global leaders in transnational education**

Meghan Ramsden, University of Sunderland

The Global Leaders Programme at the University of Sunderland develops the future-focused leadership capabilities required for effective transnational education (TNE). Co-constructed with academic and professional services staff, the programme prepares leaders to navigate increasing global complexity through enhanced intercultural competence, data-informed decision-making, and partnership-centred governance. Its macro–meso–micro framework builds strategic awareness, collaborative practice, and individual leadership agility; all core attributes for leading across borders and rapidly changing educational environments. Grounded in B3 metrics and student-experience insights, the programme advances institutional resilience while modelling a globally minded approach to leadership for the future.

### **D3.2.8b, 12:00 - 13:00, Room: Seminar 04**

#### **Case study**

**Strategic leadership in rebuilding team and promoting excellence in higher education**

Dr Senthilnathan Ramakrishnan, Coventry University

This case study highlights my strategic leadership in transforming physiotherapy education at Coventry University through sustainable change and teaching excellence. As Curriculum Lead, I rebuilt physiotherapy team, fostered an inclusive culture, and enhanced student experience using data-driven strategies and collaborative leadership. Initiatives included comprehensive staff induction, workload optimisation via WAMS, mentoring, and professional development opportunities. By critically analysing KPIs and student feedback, I empowered course teams to implement innovative, inclusive teaching and assessment practices. My empathetic, transformational approach strengthened team resilience, improved staff retention, and elevated educational quality, earning recognition from senior leadership for impactful, sustainable outcomes.

### **D3.2.8c, 12:00 - 13:00, Room: Seminar 04**

#### **Oral presentation**

**The brave institution: Leading with integrity, empathy, and innovation when certainty disappears**

Dr Rod Brazier, International Humanitarian College of London

Higher education is facing unprecedented uncertainty. This session introduces IHCL's leadership model. One which is Humane, Adaptive, and Courageous Leadership and outlines an approach that helps leaders navigate disruption with clarity, integrity, and compassion. Drawing on lessons from the creation of the International Humanitarian College of London, delegates will gain practical tools for values-led decision-making, fostering trust, supporting staff wellbeing, and driving innovative practice during turbulent times. Ideal for senior leaders, aspiring leaders, and change-makers, this session offers a bold, human-centred roadmap for steering institutions bravely and confidently through the challenges ahead.

### **D3.2.9a, 12:00 - 13:00, Room: Seminar 06**

### Oral presentation

#### Understanding the pedagogical and experiential needs of mature learners

Joanne Winfield and Nikita-Marie Bridgeman, Sheffield Hallam University

It is well understood that both the learning and broader university experiences of mature students differ from that of standard undergraduate degree learners, yet little has been done at a sector level to address the diversity of their requirements. Using the Listening Rooms method, an approach that creates a reflective, peer-to-peer space that encourages authentic dialogue, our study explores the thoughts, feelings, and experiences of mature learners in relation to pedagogy and student experience. This presentation will highlight the challenges and barriers facing mature learners, offering actionable tips to help attendees to enhance their offering with mature learners in mind.

### D3.2.9b, 12:00 - 13:00, Room: Seminar 06

### Oral presentation

#### Success engineered: Transition tutors driving the future of student journeys

Dr Dr Renu Bhandari, The Open University

Designing Tomorrow's Success: Transition Tutors as Architects of Learning Futures How do we turn aspiration into achievement? Our Transition Tutors pilot reimagines student support by embedding personalised, proactive guidance into the journey from Access to Level 1. This innovative model connects pathways, expands choice, and fosters belonging—key pillars of Success by Design: The Future of Learning Now. With evidence of improved confidence and progression, this session offers practical insights and a scalable framework for inclusive transition strategies. Join us to explore how intentional design can transform student experiences and create future-ready learning environments across higher education.

### D3.2.9c, 12:00 - 13:00, Room: Seminar 06

### Oral presentation

#### Discovering space and time: A month long digital fast

Associate Professor Paul McDermott, Associate Professor Leoni Palmer, Rosemary Norton, Associate Professor Jo Bower and Dr Megan Jones, University of East Anglia

This presentation describes a month long digital fast carried out by students at the University of East Anglia (UEA). This fast was proposed in response to research findings that there is a significant correlation between the use of online digital technologies and the increasing cases of diagnosed mental health illnesses, loneliness and attention fragmentation in UK HE institutions. We will outline the structure of the fast and discuss key themes from focus groups with participants. We will describe our experiences of running the program, and provide practical advice to anyone interested in implementing a similar activity.

### D3.2.10a, 12:00 - 13:00, Room: Seminar 11

### Oral presentation

#### Inclusive admissions and neurodiversity: Re-designing admissions for neurodivergent trainee teachers

Scarlett Murphy, University of Reading

This session presents a redesign of admissions and transition pathways for Initial Teacher Education (ITE) programmes to proactively support neurodivergent and disabled applicants. Drawing on lived experience, student feedback, and inclusive design principles, the project introduced anticipatory adjustments across all stages of recruitment. These included accessible pre-interview materials, topic overviews, applicant films, hybrid interview options, extended processing time and clarified expectations. This session demonstrates that

inclusive practice begins long before teaching starts and that thoughtfully structured admissions processes can transform how students enter and experience ITE and enable all students to thrive from the start.

### **D3.2.10b, 12:00 - 13:00, Room: Seminar 11**

#### **Oral presentation**

**Fidget box: Supporting neurodiverse learners through sensory inclusion in computing education**

Annelies Gibson and Matthew Moloughney, Cardiff University

This talk shares insights from Fidget Box, an initiative designed to support neurodiverse learners in MSc Computing lectures and workshops at Cardiff University. Students can borrow sensory items, such as fidgets, during sessions to aid focus and reduce anxiety. Usage patterns reveal increased borrowing early in the semester and during assessment periods, highlighting its role in managing stress. Student feedback has been overwhelmingly positive, with requests for broader implementation and expanded sensory packs. We discuss the rationale, observed impact, and plans for scaling the initiative school-wide, offering practical strategies for embedding inclusive, wellbeing-focused practices into higher education teaching.

### **D3.2.10c, 12:00 - 13:00, Room: Seminar 11**

#### **Case study**

**Next level learning: Inclusive and immersive student journey**

Dr Folasade Oyetayo, Joy Iteboje and Guneet Chhabra, York St John University

Discover how inclusive, evidence-informed student support can be embedded directly into curriculum delivery to enhance engagement, skills development, and academic outcomes. This case study showcases innovative approaches for Level 6 Top-Up Degree students, including reflective practice, coaching, and immersive learning with virtual reality. Delegates will explore practical strategies for designing interactive sessions, aligning interventions with learning outcomes, and iteratively refining practice using student feedback. This session provides transferable approaches for higher education professionals seeking to foster inclusive, student-centred, and innovative learning experiences in higher education.

### **Parallel Session 3, 13:50 – 14:50**

### **D3.3.1, 13:50 - 14:50, Room: Workroom 1**

#### **Workshop**

**Coaching for student development**

Maxted Neal, Munya Saati, Dr Stefania Cassar and Kyle McCloy, Hult International Business School

How can universities design a truly personalised student offer that supports belonging, wellbeing, and helps students achieve goals from day one? This session shares fresh insights from a developmental coaching initiative that reimagines student support for emerging adults. Drawing on multi-year qualitative research, we explore what students value in coaching, including psychological safety, authentic relational connection, strategic directiveness, and how these elements shape engagement and success. Delegates will gain practical tools for embedding developmental coaching into institutional practice, improving transition support, and strengthening the whole student experience. Join us to rethink how coaching can transform student journeys across diverse contexts.

### **D3.3.2, 13:50 - 14:50, Room: Workroom 2**

#### **Workshop**

##### **Scrubs & suits: Designing future-ready learning for public service leadership**

Dr Rebecca Hancock, Dr Bas Olthof and Dr Rebecca Casey, Newcastle University

Want to prepare graduates for complex, real-world challenges? Join us for Scrubs & Suits, an innovative session showcasing how immersive, game-based learning can develop essential workplace skills—collaboration, systems thinking, and ethical leadership—in public service contexts. This interactive board game places participants in charge of a fictional NHS hospital, balancing clinical priorities with financial realities and digital innovation. Experience a condensed gameplay demo or explore how the game was designed and adapted for diverse disciplines. Discover practical strategies for embedding experiential learning into curricula and aligning pedagogy with real-world outcomes. Perfect for educators seeking future-ready and engaging teaching approaches.

### **D3.3.3, 13:50 - 14:50, Room: Workroom 3**

#### **Workshop**

##### **Vivas as alternatives to written assessments**

Dr Helen Leggett, University of East Anglia

Traditional written assessments are increasingly unsustainable—time-consuming, inflexible, and poorly aligned with real-world skills. At UEA, I've replaced written coursework and exams with inclusive, authentic mini-vivas for large cohorts; reducing workload while improving student confidence and engagement. This approach addresses challenges posed by AI, diverse learning needs, and staff wellbeing, offering immediate feedback and fairer outcomes. In this interactive session, I'll share our viva model, marking scheme, and practical templates, guiding delegates to design vivas for their own contexts. Discover how this simple innovation can transform assessment, enhance inclusivity, and build stronger student-staff connections.

### **D3.3.4, 13:50 - 14:50, Room: Seminar 01**

#### **Workshop**

##### **Inventing inclusive futures: A human-centred design lab**

Dr Rebecca Thomas, University of East Anglia

Inventing Inclusive Futures: A Human-Centred Design Lab is a hands-on workshop demonstrating how human-centred design can transform contemporary learning and teaching. Drawing on psychology, UX, and inclusive pedagogy, it offers practical strategies for supporting neurodiverse learners and navigating the opportunities and limits of AI in education. Participants will engage in collaborative design activities, create a visual Critical Thinking Map, and experiment with AI as a human-guided tool for iteration. The session aligns with the conference theme Success by Design by showcasing design-led, empathetic approaches that enhance learner engagement and provide adaptable methods for meaningful educational innovation.

### **D3.3.5, 13:50 - 14:50, Room: Seminar 05**

#### **Workshop**

##### **Centering rest, reflection, and culturally relevant well-being: Re-imagining success for mature black women in academia**

Oluchi Mellor, University of Edinburgh

This session explores how rest, reflection, and culturally relevant well-being can transform leadership and success for mature Black women in academia. Drawing on doctoral research and community-based initiatives, it offers practical strategies to embed emotional sustainability into teaching, leadership, and institutional practice. Participants will engage in reflective discussions and collaborative exercises to reimagine success beyond outputs, centring wholeness, belonging, and resilience. This session is ideal for academic staff, leaders, and learning professionals seeking innovative approaches to equity, staff well-being, and leadership development that prioritise culturally meaningful support and sustainable professional growth.

### **D3.3.6a, 13:50 - 14:50, Room: Seminar 02**

#### **Oral presentation**

##### **Unlocking Success: Exploring postgraduate learning experiences and support systems**

Bernadett Dunn and Emma Bassett, The Open University

Are you keen to understand distance-learning students' perceptions of helpful support in learning journeys through postgraduate taught (PGT) qualifications as told by students themselves? This presentation shares fascinating findings from student interviews that highlight unique challenges faced by PGT students in a large distance-learning university, The UK Open University. It uncovers insights that inform improved support systems and resources. Student voice data presented will provide ideas of what works well for PGT distance learners. This will interest other HE institutions who are offering distance or hybrid learning or are keen to enhance progression and student experience particularly in PGT programmes.

### **D3.3.6b, 13:50 - 14:50, Room: Seminar 02**

#### **Case study**

##### **Embedding a compassionate curriculum in a postgraduate certificate in learning and teaching**

Dr Sarah Turner, Loughborough University

Connecting new teaching colleagues to share and grow together has been the core of our postgraduate certificate in learning and teaching (Higher Education). Person-centred strategies, focused on building relationships for a diverse group of staff (our students), were developed to nurture wellbeing and resilience practices within a compassionate curriculum context (Cramp and Lamond, 2016; Killingback et al. 2024). This presentation shares specific objectives with attendees such as how to: 1) build relationships with colleagues in their subject discipline and other disciplines; 2) enhance teaching confidence through reflection and sharing best practices; 3) exploring the teaching climate enabling connectedness and togetherness.

### **D3.3.6c, 13:50 - 14:50, Room: Seminar 02**

#### **Oral presentation**

##### **"I have to think about what's next": Exploration of psychological well-being and self-management with humour among domestic and international university students**

Dr Rong Xing, University of Glasgow

Universities are becoming increasingly culturally complex, raising concerns about how well higher education supports diverse student populations. This qualitative study explored how domestic and international students understand and self-manage their psychological well-being, and how humour shapes connection, emotion regulation, and a sense of belonging. Personal development and cultural adaptation were central concerns. The session will

discuss how these insights can inform more human-centred communication, more flexible peer-support approaches, and greater use of co-design with students in strengthening the student offer. It aims to support more inclusive, culturally informed practices across student services, well-being teams, and wider institutional strategy.

### **D3.3.7a, 13:50 - 14:50, Room: Seminar 03**

#### **Oral presentation**

[World breaking / World making: Our institutions as design material](#)

Rebecca Sweetman, Queen's University

What if our institutions are not fixed systems but design materials that actively make and break worlds? This provocation challenges dominant assumptions about change in higher education, reframing institutional transformation as a systemic design challenge. Drawing on transition design, design justice, and pluriversal approaches, this session explores how everyday structures, policies, and cultures shape institutional success as well as broader societal outcomes. Participants are invited to rethink the institution itself as a site of world-making and to imagine how relational, equitable, and future-oriented designs become not only possible but necessary for institutions to meet their missions in a changing world.

### **D3.3.7b, 13:50 - 14:50, Room: Seminar 03**

#### **Case study**

[Learning with micro-credentials at NTU: The future of pedagogic leadership starts now](#)

Dr Kerry Gough, Nottingham Trent University

Higher education continues to navigate post-pandemic aftershocks, balancing financial pressures with the demand for meaningful, interactive learning. Sustaining high-quality experiences requires robust staff development - a sector-wide challenge amid reduced budgets and time constraints. NTU's response to this dilemma includes Level 7 micro-credentials offering flexible, work-integrated learning for academic and support staff, focusing initially upon Enabling Effective Course Leadership and Impact and Evaluation for Educational Change. This case study shares a blueprint for designing micro-credentials and overcoming institutional barriers, preparing future pedagogic leaders for a lifelong learning landscape.

### **D3.3.7c, 13:50 - 14:50, Room: Seminar 03**

#### **Oral presentation**

[Ghosts and the machine: The digital literacies of study skills practitioners in higher education](#)

David Busby, University of Bath

This presentation focuses on the impact of developing digital and Gen AI literacies for study and employment in a UK HEI context on the professional knowledge of Study Skills Practitioners (SSP), Learning Developers (LD) and EAP teachers. Reflexive inquiry, professional narratives and empathy mapping were techniques used to draw on the experiences of SSP, LD and EAP teachers as they seek to develop and accommodate new knowledge of digital and Gen AI literacies. Understanding the successes, challenges and strategies of practitioners as they accommodate this new knowledge will inform the CPD and mentoring frameworks to support teachers in HE.

### **D3.3.8a, 13:50 - 14:50, Room: Seminar 04**

#### **Case study**

[Designing a resilient and future-focused undergraduate curriculum: Aston Business School's transformation journey](#)

Dr Siham Aboujanah, Aston University

In response to financial pressures, shifting employer expectations, and the changing landscape of business education, Aston Business School has reimagined its undergraduate curriculum to enhance quality, efficiency, and employability. This session outlines the design and implementation of Aston's innovative framework featuring a common first year, shared interdisciplinary modules, and a final-year consultancy capstone. Guided by the principle of "success by design," the curriculum embeds digital transformation, sustainability, inclusive leadership, and AI literacy throughout. Attendees will gain practical insights, lessons learned, and strategies for leading large-scale curriculum reform that builds academic excellence, institutional resilience, and future-ready graduates.

### **D3.3.8b, 13:50 - 14:50, Room: Seminar 04**

#### **Oral presentation**

[Commercial curriculum design: A need for fresh thinking on future-focused pedagogic approaches - A co-creation between universities and businesses](#)

Dr David Gordon, De Montfort University

The area of university/industry collaboration has been examined through the major, empirical input, but graduate professions have changed significantly over the past decade, with demonstrable skills and experiences influencing the operational and managerial landscape. Given the gap between extant business curricula and commercial contexts there is scope to consider a collaborative co-creative process of understanding and construction. The presentation will focus on four areas by which HE business education could be revolutionised; 1. Ubiquitous Business Engagement; 2. Multi-effective co-created; 3. Placement Year Substitute; 4. Generational Expectation and Technology Impacts. This is the second phase of the research with new findings.

### **D3.3.8c, 13:50 - 14:50, Room: Seminar 04**

#### **Oral presentation**

[The centred curriculum: A student-centred model for future-focused curriculum design](#)

Associate Professor Charlotte Rutter, GCU London

The Centred Curriculum is a bold, human-centred framework that reimagines learning design for a future-ready higher education sector. Blending experiential learning, coaching practice, creative industry methods and evidence-informed pedagogy, it places student humanity, agency and belonging at the heart of curriculum decisions. This session introduces a practical model for designing balanced, meaningful and purpose-driven learning environments, aligned with Success by Design and the SDGs. Delegates will explore co-creation, reflective flow, and curriculum structures that empower students to thrive. Participants will leave with a usable design blueprint to implement in their own programmes and institutions.

### **D3.3.9a, 13:50 - 14:50, Room: Seminar 06**

#### **Case study**

[Critical thinking in the age of AI: Embedding algorithmic awareness in social science education](#)

Professor Tarsem Cooner and Dr Caroline Webb, University of Birmingham

This session explores how to prepare social science graduates for AI-enabled practice by embedding critical thinking about algorithmic bias into professional education. Using a social work case study, we demonstrate practical strategies for teaching students to question automated outputs rather than to accept them uncritically. Delegates will gain a ready-to-use

lesson plan that applies an established framework to foster ethical engagement with AI technology. Join us to discover how small curriculum changes can deliver significant impacts by equipping graduates with the skills to navigate AI responsibly and confidently in real-world contexts.

### **D3.3.9b, 13:50 - 14:50, Room: Seminar 06**

#### **Case study**

[Designing student success in the age of AI: A framework for transformative assessment](#)

Dr Emma Ransome, Birmingham City University

How can assessment move from risk and surveillance to empowerment and success in an AI-enabled world? This engaging case study showcases how one university redesigned assessment using a GenAI-Integrated Assessment Framework to enhance authenticity, equity and student confidence. Delegates will explore how AI-inclusive design improved clarity, belonging and real-world relevance while strengthening academic integrity and staff confidence. This session offers practical insight into turning disruption into opportunity, equipping participants with inspiring, transferable strategies to future-proof assessment and intentionally design learning for student success.

### **D3.3.9c, 13:50 - 14:50, Room: Seminar 06**

#### **Oral presentation**

[Making AI make sense: A pedagogy-first approach](#)

Anna Krajewska and Dr Bedette Van Loggerenberg, University of Oxford

Discover how a global UNESCO-Oxford MOOC used AI to transform learning for 15,000+ public-sector professionals worldwide, and what this means for Higher Education. We share how a bespoke AI Learning Companion, grounded in robust pedagogy and paired with embedded AI-literacy skills, created personalised, inclusive, context-aware learning at scale. This session shows how established pedagogical principles (UDL, TEL, EAP, constructive alignment) can underpin effective, ethical AI-enabled learning. Delegates will gain practical, transferable strategies for embedding AI into learning and teaching in ways that strengthen critical thinking, accessibility, and real-world application. Join us to explore meaningful, future-ready AI-enabled learning in HE.

### **D3.3.10a, 13:50 - 14:50, Room: Seminar 11**

#### **Case study**

[Evidence-informed curriculum transformation: Using SoTL to drive inclusive design in higher education](#)

Barbara Nicolls, Buckinghamshire New University

Discover how evidence-informed curriculum transformation can empower educators and students through inclusive assessment design. This session explores a SoTL-driven approach to building assessment literacy—a critical skill for future educators—using innovative strategies such as peer and self-assessment, collaborative technologies and gamified learning activities. Delegates will gain practical insights into applying the Community of Inquiry framework to create equitable, engaging learning environments and leave with actionable ideas to implement in their own contexts. Join us to reimagine assessment as a process that promotes learning, not just measurement.

### **D3.3.10b, 13:50 - 14:50, Room: Seminar 11**

#### **Case study**

[Structuring shared learning across creative programmes: A curriculum framework approach](#)

Dr Kirsty Russell and Danny Ridealgh, University of Lincoln

This case study explores the recent revalidation within the School of Creative Arts at the University of Lincoln. Working with seven creative arts programmes, the revalidation established a shared curriculum approach across 30c at each level of UG provision. The presentation examines how these shared modules were structured and delivered by staff teams drawn from multiple creative disciplines, reflecting the challenges and opportunities of aligning disciplinary traditions, assessment approaches, and pedagogical identities within a common framework. It considers planning intentionally for student success as a whole curriculum endeavour, arguing that interdisciplinary structures can foster belonging and collective creativity.

### **D3.3.10c, 13:50 - 14:50, Room: Seminar 11**

#### **Oral presentation**

[Towards a curriculum design process: The architecture of transformation](#)

Dr Jenni Barrett, University of Lancashire

HEIs are transforming curricula to meet evolving student expectations and sector-wide challenges. This presentation explores the curriculum design process through the lens of architectural methodology, offering a fresh, collaborative approach to creating coherent, student-centred programmes. Drawing on the University of Lancashire's business portfolio redesign, it showcases how design thinking, co-produced guides, and layered planning can orchestrate complex academic requirements into future-facing curricula. By aligning strategic intent with cross-disciplinary collaboration, this model enhances ownership, agency, and governance visibility. Curriculum designers and leaders are invited to reimagine their practice using architectural principles to build robust, responsive, and innovative academic portfolios.

### **Parallel Session 4, 15:30 – 16:10**

### **D3.4.1a, 15:30 - 16:10, Room: Workroom 1**

#### **Case study**

[Thinking to learn: Managing the risks of outsourcing to AI in assessment, findings from a mixed-methods study](#)

Associate Professor Anne-Marie Chase, Dr Kelly Galvin and Professor Sandra Luxton, Swinburne University of Technology

This session presents findings from a mixed-methods study at Swinburne University of Technology, exploring how professional learning interventions support educators in making ethical decisions about generative AI (genAI) use in assessment. Engaging 56 unit convenors through workshops, interviews, and focus groups, the research examined the application of Griffin's developmental assessment framework and the AI Assessment Scale. Results highlight impacts on educator confidence, clarity in communicating AI boundaries, and practical recommendations for academic integrity. Lessons learned and next steps will be discussed, offering emerging practices and scalable strategies for institutions navigating AI-enabled assessment.

### **D3.4.1b, 15:30 - 16:10, Room: Workroom 1**

#### **Oral presentation**

[GenAI and machine translation tools threaten the integrity of higher education: Do we acquiesce, or defend values and standards, especially in assessment?](#)

Professor Simon Sweeney, University of York

We should not accept the imposition of Generative AI and other Internet-enabled instruments such as Machine Translation Tools (MTTs), both of which are undermining the credibility of university education. Such technologies are changing the face of Higher Education, undermining professionalism, disrupting assessment of student performance, and devaluing academic qualifications. This paper proposes some practical responses, short of an outright ban on GenAI, but seeking ways to protect the integrity of assessment and degree qualifications. The paper asks if our institutions want to uphold our professional standards and values, or whether instead they will acquiesce in collusion and fakery.

### **D3.4.2a, 15:30 - 16:10, Room: Workroom 2**

#### **Oral presentation**

##### **Enhancing UG engineering curriculum: Industrial individual projects**

Dr Oleksandr Menshykov and Dr Adelaja Israel, University of Aberdeen

Significant changes were recently introduced at the University of Aberdeen across all Undergraduate Engineering programmes to enhance the coherence of the student experience and strengthen graduate outcomes. These changes include the introduction of Industrial Individual Projects, alongside a full review of existing on-campus and overseas projects to ensure consistent credit weighting and learning outcomes. Industrial Projects enable students to work on real engineering challenges, developing professional-level problem-solving and communication skills while gaining valuable insight into industry practice. The session will share feedback from students and staff, highlight emerging benefits, and invite discussion on how the model can be further enhanced.

### **D3.4.2b, 15:30 - 16:10, Room: Workroom 2**

#### **Oral presentation**

##### **Curriculum design and employability in engineering degrees: The role of the Industrial Advisory Board (IAB)**

Andrew Scott, Babcock International Group, Dr Mark Heslop and Gregor Colville, University of Strathclyde

One of the welcome changes in recent years has been student input to the HE curriculum. This has resulted in changes to content, as well as changes to delivery. However, it is important also to seek employers views - what do they think about subject material and the way it is taught. They are ideally placed, because they will be aware of graduate attributes and deficiencies, as well as career profiles. The key requirement is to seek views from a range of employers, rather than a narrow range of companies.

### **D3.4.3a, 15:30 - 16:10, Room: Workroom 3**

#### **Oral presentation**

Shaping the student offer: Designing services and experiences... expectations

Dr Monakhaya Mashiya and Noluthando Mayaphi, University of Fort Hare

The South African university under study offers a variety of academic support initiatives to respond to the varied academic needs of its diverse student body and promote retention and success at undergraduate level. The case study explored the extent to which the university responds to student success by adopting proactive and responsive strategies that impact students in a previously Disadvantaged Institution (HDI). The study employed a mixed methods research approach, combining a questionnaire, interviews, and document analysis.

### **D3.4.3b, 15:30 - 16:10, Room: Workroom 3**

#### **Oral presentation**

Re-thinking the student offer: Building adaptive, neuroinclusive, and purpose-driven experiences for the new generation

Dr Rod Brazier, International Humanitarian College of London

Today's students expect flexibility, relevance, and meaningful connection - yet many institutional models remain rooted in outdated assumptions. This session explores how to redesign the student offer to be adaptive, neuro-inclusive, and purpose-driven, drawing on pioneering practice from International Humanitarian College of London. Delegates will discover practical frameworks for personalised learning, inclusive support services, experiential challenge-based education, and purpose-led student development. Perfect for student experience leaders, professional services teams, and academic managers, this session offers tools and ideas to help institutions meet - and exceed - the expectations of the new generation of learners.

### **D3.4.4a, 15:30 - 16:10, Room: Seminar 01**

#### **Oral presentation**

Students' perceptions of AI in learning and the impact on self-efficacy and engagement

Dr Elizabeth Farrier-Cave, Canterbury Christ Church University

AI has been rapidly integrated into higher education, with institutions producing policies and training to support responsible use. Yet much of this focuses on academic integrity and assessment design, overlooking the psychological impact on students. This case study explores how perceptions of AI superiority shape student self-efficacy and engagement across UGs and PGs across disciplines. Using mixed methods, the study combines repeated surveys with focus groups, capturing how attitudes and confidence shift over time with interventions. The session discusses digital interventions and AI-supported teaching practices and offers practical strategies for institutions to support long-term learner empowerment in an AI-rich environment.

### **D3.4.4b, 15:30 - 16:10, Room: Seminar 01**

#### **Oral presentation**

Building student engagement with LEGO® and AI: An integrated playful learning approach

Dr Precious Brenni, Durham University

This study explores how LEGO®-based playful learning, supported by AI-enabled co-creation of knowledge, enhances student engagement. This comes at a time where traditional teaching methods are increasingly failing to resonate with students with AI also threatening active student engagement, although they need adequate familiarisation with AI use for life beyond university. The results show the effectiveness of playful pedagogy in promoting active student engagement, with the collaborative, AI-use and creative design elements receiving high approval ratings. The findings also show similar satisfaction levels across gender and student status, highlighting the potential to promote greater inclusivity within learning environments.

### **D3.4.5a, 15:30 - 16:10, Room: Seminar 05**

#### **Case study**

**Digital with purpose: Transforming block delivery through real-time conversational avatars**

Dr Zemin Chen and Dr Ahmad Abu-Arja, University of Lancashire

How can AI be used purposefully, not just innovatively, to enhance learning in fast-paced block delivery? This session showcases how the MSc Business Analytics and AI introduced a real-time interactive avatar to improve engagement, access, and learner confidence. Delegates will see how this digital approach supports diverse students, strengthens belonging, and provides timely, flexible academic guidance without increasing staff workload. Through practical insights and a live demonstration, this case study highlights an emerging “next practice” for AI-enabled teaching and offers transferable ideas for programmes seeking meaningful, student-centred digital transformation.

### **D3.4.5b, 15:30 - 16:10, Room: Seminar 05**

#### **Oral presentation**

**Training human skills: AI-generated feedback and coaching for collaborative problem solving**

Dr Elizabeth Lewis, University of Manchester

Collaborative problem solving (CPS) is a critical future-ready skill, yet challenging to teach and assess at scale. This session introduces an exploratory study using a jigsaw-style CPS task in which students’ online group discussions were transcribed and analysed by an AI agent aligned with the PISA framework to generate personalised, formative feedback. An AI coach co-designed with educators and students provided additional skill practice between attempts. Findings reveal strong student valuing of CPS, promising early indications of metacognitive awareness, and important accessibility considerations. Delegates will gain practical insights into designing future-oriented learning environments where AI purposefully supports CPS development.

### **D3.4.6a, 15:30 - 16:10, Room: Seminar 02**

#### **Oral presentation**

**Future-ready by design: Developing skills for the digital workplace through assessment**

Dr Fatima Lopez Castellanos, University of Bristol

How can assessment design genuinely prepare students for the digitalised workplace they are entering? This presentation shares findings from Your Skills, Your Way, a University of Bristol Business School project co-created with a student research partner that explored how assessment choice can enhance inclusivity, motivation, and future-readiness. Attendees will discover what forms of assessment agency students value most, which digitally relevant competencies they prioritise, and how these insights can reshape curriculum design. The session offers insights and practical implications for embedding skill development and student partnership into assessment design to support responsible, future-ready graduates.

### **D3.4.6b, 15:30 - 16:10, Room: Seminar 02**

#### **Case study**

**The roles of co-agency, authentic assessment and scaffolding for autonomy in preparing the future workforce: A case study of a distance learning degree apprenticeship**

Associate Professor Sam Penrice and Antony Lees, BPP University

The UK’s digital skills gap costs the economy £63 billion annually, but as AI reduces entry-level roles, employability in degrees is essential. We present a case study of our degree apprenticeship approach, combining co-agency, authentic assessment, and scaffolding for autonomy to create inclusive, industry-aligned programmes. Co-agency engages learners, educators, and employers as collaborators, while authentic assessments mirror real-world tasks and provide early return on investment for employers. Scaffolding builds independence through progressively complex challenges. This model improves engagement, skills, and

employability, delivering 200% growth, 100% graduate employment, and significant institutional savings.

### **D3.4.7a, 15:30 - 16:10, Room: Seminar 03**

#### **Oral presentation**

[A case for space: Introducing UEA Law's Scholarship Café](#)

Dr Lucy Barnes, University of East Anglia

How can we recognise, reward, and celebrate the work of colleagues with teaching-focused or scholarship contracts? This session uses UEA Law's post of 'Director for Scholarship' with oversight of the Scholarship Café as a case study where best teaching practice, pedagogical research, and knowledge exchange are strategised and recognised. The session begins with an overview of the Scholarship Café format and demonstrates how it can be accommodated in a sector facing resource constraints. This presentation provides tips on 'making the case for space' for scholarship and provides solutions to initial set-up challenges.

### **D3.4.7b, 15:30 - 16:10, Room: Seminar 03**

#### **Case study**

[Strategic communities of practice as vehicles of change: Reflections of leaders in the driving seat](#)

Dr Amanda Miller, Dr Alice Graeupl, Dr Tim Gabriel and Dr Lesley Raven, Manchester Metropolitan University

This case study focuses upon the critical reflections of four academic leaders seconded to a Lead Innovation Scheme at the metropolitan university they work at. This scheme was a pilot from 2023 to 2025 but transitioned to business as usual in September 2025 due to its noted successful outcomes. The case study will focus upon the Authentic and Flexible Assessment strategic community of practice as it mobilised and socialised the institutional education strategy at a time of significant curriculum change. The operational elements of the scheme and this innovative approach to educational leadership will be shared with attendees.

### **D3.4.8a, 15:30 - 16:10, Room: Seminar 04**

#### **Oral presentation**

[Leading at a higher level: Reframing leadership in higher education through Maxwell's Model](#)  
Eliot Wright, Edge Hill University

This presentation draws on doctoral research exploring how learning and teaching are led within post-92 English universities. Using Maxwell's Five Levels of Leadership as a conceptual framework and Gramsci's notion of the interregnum, it examines how academic leaders navigate disruption, regulatory pressure, and uncertainty. Findings reveal that while many leaders aspire to Level 5 leadership where people follow because of who the leader is, most operate between Levels 3 and 4, balancing performance with staff development. The session offers a practical framework for strengthening leadership capacity, promoting distributed leadership, and leading with courage in times of transition and change.

### **D3.4.8b, 15:30 - 16:10, Room: Seminar 04**

#### **Oral presentation**

[Postcards for the future: Mapping careers and belonging for teaching-focused colleagues](#)

Professor Emmajane Milton, Cardiff University, Dr Kate Wilkinson, Hartpury University, Professor Dr Earle Abrahamson, University of Hertfordshire and Professor Dr Hannah Cobb, University of Manchester

This interactive 60-minute workshop, led by the National Learning and Teaching-Focused Network, supports teaching-focused colleagues in exploring career progression, professional belonging, and collaboration. Through postcard-based reflection, peer discussion, and collaborative mapping, participants articulate ambitions, share insights, and co-create

strategies for career development. Attendees will strengthen professional networks, identify actionable steps, and leave with tangible take-away postcards capturing aspirations and commitments. Ideal for teaching-focused academics, learning developers, and professional services staff, the session offers practical tools and inspiration to embed reflection, peer support, and inclusive career development practices within their own institutions.

### **D3.4.9a, 15:30 - 16:10, Room: Seminar 06**

#### **Oral presentation**

**Healthcare workforce preparedness to lead successful quality improvement: Being emotionally and cognitively ready**

Dr Annette Chowtri-Williams, Maria Cozens, Anelise Zborowski, Joicy George and Paulette Ragan, University of Roehampton

This research study supports the healthcare workforce to lead, contribute to, and engage with Quality Improvement (QI) initiatives. Using a qualitative approach, Phase 1 assessed emotional and cognitive readiness for change, and a preparedness programme was implemented in Phase 2. The study explored emotional and cognitive readiness for change across the healthcare sector. With the NHS facing growing pressures—long waiting times, declining health outcomes, and widening inequalities (Lord Darzi Report, 2024)—this work is highly relevant. It highlights how workforce preparedness could enhance the success and sustainability of QI projects, offering practical insights and solutions for achieving meaningful, system-wide improvement.

### **D3.4.9b, 15:30 - 16:10, Room: Seminar 06**

#### **Oral presentation**

**Does financial sustainability come at the cost of institutional reputation and identity?**

Dr Hannah Bargawi and Dr Carlo Bonura, SOAS University of London

In a period of financial uncertainty, universities are increasingly required to consolidate operations, often through rapid restructuring, programme reductions and staff changes. While financial outcomes can be measured quickly, large-scale change has deeper, longer-term effects on institutional reputation and identity. Swift organisational shifts can unsettle how institutions are perceived externally and how staff understand their shared identity internally. This provocation argues that fiscal consolidation inevitably shapes reputation and culture, but that embedding structured assessments of reputational and cultural impact within consultation processes can help universities anticipate, manage and sustain their identity through change.

### **D3.4.10a, 15:30 - 16:10, Room: Seminar 11**

#### **Oral presentation**

**Fear of looking bad: Othering of students requiring a reasonable adjustment within professional practice placements**

Dr Paula Beesley, Leeds Beckett University

The workshop will present a cross discipline mixed methods research study to explore the effectiveness of reasonable adjustments in professional practice placements in one British university. The data were subjected to a thematic analysis, and the themes of 'need for clearer procedures', 'looking bad: stigma and negative perceptions of students', and 'experience on placement' emerged. The presentation will discuss the othering of students in practice placement and recommend that placement providers discuss students' reasonable adjustments more openly to align learning opportunities with those experienced by able-bodied and neurotypical students, to support the development of knowledge and skills of all students.

### **D3.4.10b, 15:30 - 16:10, Room: Seminar 11**

## **Case study**

### **Building a network through a compassionate curriculum lens**

Dr Sarah Turner, Loughborough University

Connecting with others establishes sharing, collaboration and learning opportunities for both work and social benefits. This presentation outlines the activities undertaken in a newly formed 'Lecturer Network Group'. At the heart of this network is a space for personal learning and building relationships, and also includes learning about different roles and leadership opportunities within the institution. The objectives are to share insights with attendees into how the initiative has nurtured new lecturing colleagues into the university community through three key themed activities developing: 1) social connectedness; 2) research-teaching nexus and 3) personal reflection, growth and future leadership planning.