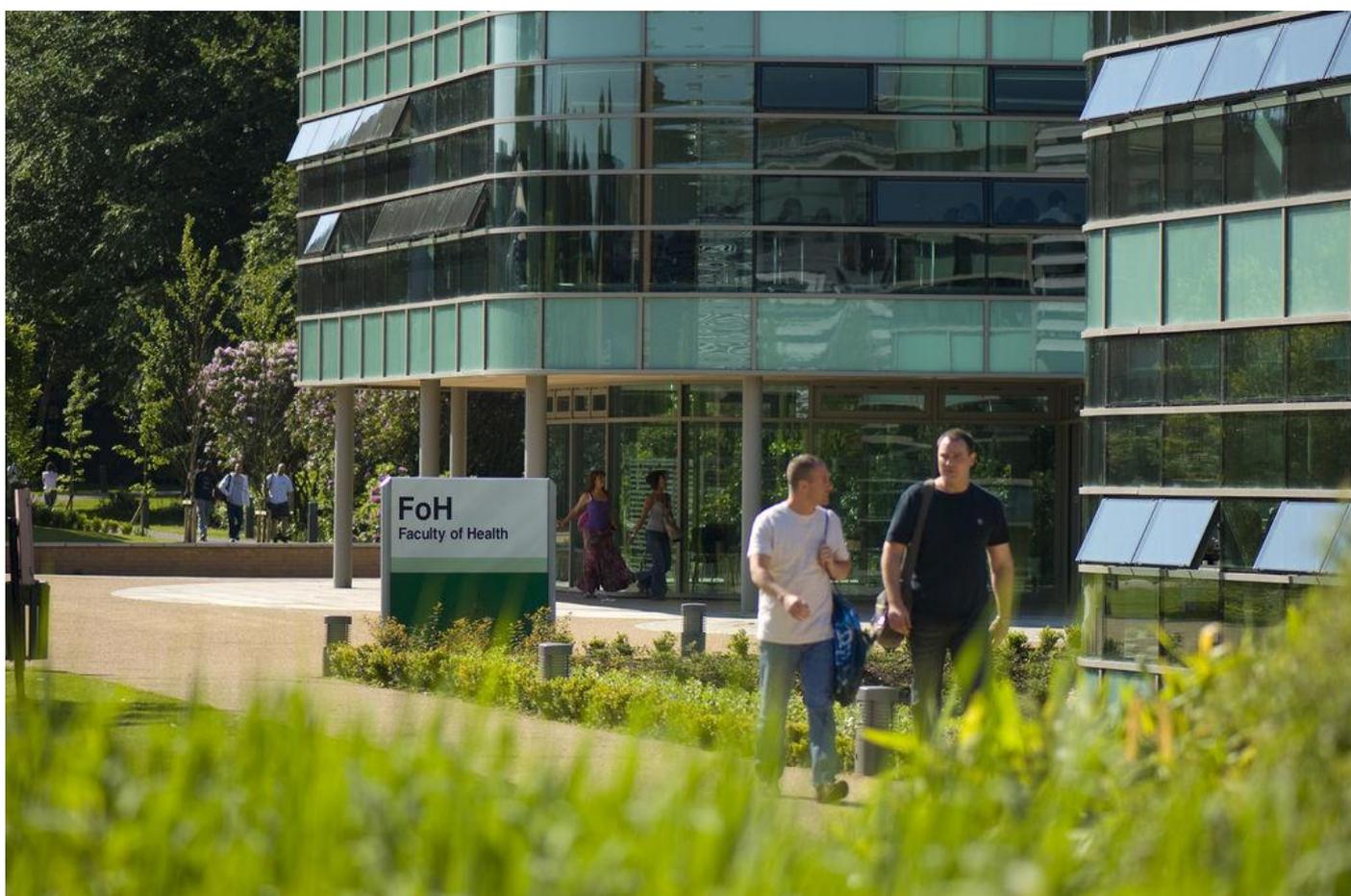


2015 CLT Conference
and
University Learning & Teaching Day

6th July

Programme



Edge Hill University

**UNIVERSITY
OF THE YEAR**

TIMES HIGHER
EDUCATION AWARDS

2015 CLT Conference
and
University Learning and Teaching Day
Programme
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**CLT Conference
Monday 6th July 2015**

Faculty of Health and Social Care building/Faculty of Education

Please note: Most CLT sessions will be held in the Faculty of Education building

Time	Session	Venue
8.45 – 9.30	Registration	FOH&SC Foyer
9.30 – 9.45	Opening Remarks Lynda Brady – University Secretary and Pro Vice-Chancellor (Student Experience)	H1
9.50 – 10.50	CLT Breakout 1	
Session 1	Engaging students as change agents Workshop – 1 hour Professor Mick Healey, HE Consultant and Researcher and Emeritus Professor at the University of Gloucestershire.	H204
Session 2	(a) Heutagogy and the Flexible Curriculum: A Shared Experience Presentation – 30 minutes Dr Michael Snowden and Dr Jamie Halsall, University of Huddersfield (b) Teaching is not learning – the Web Teaching Environment Presentation - 30 minutes Dr Mark Hall, Edge Hill University	FOE E10 (IT Room)
Session 3	How do we communicate non-separation and what is its value for higher education Workshop – 1 hour Professor Kriben Pillay	H240
9.50 – 10.30	L & T Day: Parallel Sessions 1	
	Education Professional Development Employability Gillian Pye, Linda France and Paul Lees	FOE E2
	Nurse Education One page profiles Jim Ridley	FOE E20
	Perioperative Studies Increasing the value of student presentations in BSc ODP by involving service users in reviewing communication and professional skills of student ODPs and recording of presentations for feedback and learning. Rita Hehir and Kevin Henshaw	SOL RED
	Business The use of formative assessment in large student groups: A conceptual review of best practices Ahmad Arslan and Bushra Iqbal Chohan	H243
	Media Employability Weeks: Reflection from Media Mariana Andrade	H241
	Law and Criminology How we have introduced work experience and employability into our courses Robert Collinson, Anita Hobson, Professor Andrew Millie	SOL GREEN
	Careers Centre	H242

	Employ Me! How you can help your students get a graduate job. Becka Colley	
10.50 – 11.30	CLT Breakout 2	
Session 4	Peer Mentorship as a Strategy for Wellbeing and Employability Paper – 40 minutes Lisa Adams Davey	FOE E2
Session 5	Psychological and contextual factors on satisfaction in HE: A longitudinal study Presentation – 40 minutes Dr Linda Kaye	FOE E20
Session 6	Presentation on outcomes of nudge! – a structured programme of support aimed at improving student achievement where average grades are just below a grade boundary Presentation – 40 minutes Nigel Kelleher	FOE E24
Session 7	The use of formative assessment in large student groups: A conceptual review of best practices Presentation – 40 minutes Dr Ahmad Arslan and Bushra Iqbal Chohan	H242
10.50 – 11.30	L & T Day: Parallel Sessions 2	
	Secondary ITT Using a cross course collaborative project in order to deliver 'English as an additional language teaching' to PGCE Secondary student teachers Rhonda Catteral and Monika Reece	H204
	Paramedic Education Using Role Play/Interactive Diagrams Andrew Kirk	SOL RED
	Post Graduate Professional Development The first free, on-line and open course for vascular podiatrists in the world Chris Jones	SOL GREEN
	Geography The effect of students' involvement in research projects on students' learning and investigator's research experience Dr Irene Delgado-Fernandez	H240
	Sport Overview of the role of TEL within the BSc (Hons) Sports Therapy degree Claire Farquharson	H241
	Learning Services/Learning Technology and Development How is it for you? Building a rich picture of academics' experiences with Learning Edge. Learning Technology Development Colleagues	H243
11.40-12.40	Keynote: Embedding Undergraduate Research and Inquiry in the Curriculum Professor Mick Healey HE Consultant and Researcher and Emeritus Professor at the University of Gloucestershire.	H1
12.40 – 13.10	Student's Union Presentation: Feedback from Student-Led Staff Awards Thomas Hurdsfield	H1
13.10-14.00	Lunch	
14.00-14.40	CLT Breakout 3	

Session 8	Introducing part of a UK pre-registration nursing curriculum to first year nursing students in China Presentation – 40 minutes Cathy Griffiths and Veronica Vernon	H242
Session 9	Critical thinking: is the difference between students in Chinese public and private institutes real or just a fallacy? Presentation – 40 minutes Dr Chengbo Wang	FOE E20
Session 10	Employability Plus: has enrichment become a career opportunity? Presentation – 40 minutes Helena Knapton	FOE E24
Session 11	The pedagogy of community development and engagement: A public health perspective. Presentation – 40 minutes Dr Jamie Halsall and Dr Michael Snowden, University of Huddersfield	FOE E2
14.00-14.40	L & T Day: Parallel Sessions 3	
	Further Education and Training A creative approach to enhance level 7 development through the application of augmented reality Heather Mather, Margaret Postance and Carol Chatten	H204
	Psychology Involving our students in our research: a mutually enriching process! Dr Andy Levy	H241
	Biology Going away to improve retention: using a residential field course to build group cohesion and loyalty Dr Ian Powell	H243
	English and History Not just the essay: alternative assessment in Humanities Dr Rob Spence	SOL Red
	Computing The impact of gamification in learning computer network concepts – a student perspective Dr Chitra Balakrishna	H240
	Social Work Education Outcomes of nudge! - a structured programme of support aimed at improving student achievement where average grades are just below a grade boundary. Nigel Kelleher	SOL Green
	Learning Services/Learning Technology and Development How is it for you? Building a rich picture of academics' experiences with Learning Edge. Learning Technology Development Colleagues	FOE E17
14.40-15.00	Break	
15.00-16.00	CLT Breakout 4	
Session 12	Engaging students as change agents Workshop – 1 hour Professor Mick Healey, HE Consultant and Researcher and Emeritus Professor at the University of Gloucestershire.	H204
Session 13	(a) Students as Peer Mentors Presentation – 30 minutes Dr John Bostock and Linda Robson	H240

	<p>(b) Are there delays in reporting dyslexia in university learners? Presentation – 30 minutes Paul Henderson</p>	
Session 14	<p>(a) The Role of the Senior SOLSTICE Fellow at Edge Hill (Presentation - 30 minutes) Dr Andrea Wright, Laura Taylor, Jacqui Basquill, Edge Hill University</p> <p>(b) Mental Health (Presentation - 30 minutes) Richard Kitt</p>	H241
16.00	<p>Plenary – Professor Mark Schofield Award Presentation Close of conference</p>	H1

CLT Keynote:



Mick Healey is a HE Consultant and Researcher and Emeritus Professor at the University of Gloucestershire, UK. He is also a Visiting Professor at UCL, an adjunct Professor at Macquarie University, Australia and an International Teaching Fellow at University College Cork. Until 2010 he was Director of the Centre for Active Learning, a nationally funded Centre for Excellence in Teaching and Learning at Gloucestershire. He was one of the first people in the UK to be awarded a National Teaching Fellowship (NTF) and to be made a Principal Fellow of the HE Academy. In 2013 he won a SEDA@20 Legacy Award for disciplinary development.

Mick is an experienced presenter. Since 1995 he has given over 500 educational workshops, seminars and conference presentations, in research-intensive and teaching intensive universities in 18 countries. He has written and edited more than 150 papers, chapters, books and guides on various aspects of teaching and learning in HE. He is often asked to act as an advisor to projects, universities and national governments on aspects of teaching and learning in HE.

Embedding Undergraduate Research and Inquiry in the Curriculum

(Please bring the attached paper to the session)

“For the students who are the professionals of the future, developing the ability to investigate problems, make judgments on the basis of sound evidence, take decisions on a rational basis, and understand what they are doing and why is vital. Research and inquiry is not just for those who choose to pursue an academic career. It is central to professional life in the twenty-first century.” Brew (2007, 7)

This keynote is part of a wider debate of students as partners in higher education. The argument is two-fold. Firstly, all undergraduate students in all higher education institutions should experience learning through and about research; and secondly, this is an effective way for students to develop the learning skills they need to succeed in their courses and their future careers. We need to see our students as producers, not just consumers of knowledge. Here it is suggested that the key to mainstreaming research and inquiry is to integrate it into the curriculum. The session will explore the variety of ways in which undergraduate research and inquiry based learning can stimulate learning development from first to final year using numerous mini-case studies from different disciplines, departments and institutions in Australasia, Europe and North America.

Students' Union Presentation 12.40 – 13.10

Thomas Hurdsfield

Student-Led Staff Awards

This session will focus on the emerging themes from data gathered during the Edge Hill University Student-Led Staff Awards process. The Students' Union will share some headlines illustrating what students' value in Edge Hill University staff.

Session 1

Students as change agents **(Please bring the attached paper to the session)**

Presenter: Professor Mick Healey

Institution: HE Consultant and Researcher and Emeritus Professor at the University of Gloucestershire

The concept of ‘listening to the student voice’ – implicitly if not deliberately – supports the perspective of student as ‘consumer’, whereas ‘students as change agents’ explicitly supports a view of the student as ‘active collaborator’ and ‘co-producer’, with the potential for transformation.” (Dunne in Foreword to Dunne and Zandstra, 2011, 4).

Ways of engaging students in higher education as partners in learning and teaching is arguably one of the most important issues facing higher education in the 21st Century. Partnership is essentially a process for engaging students. It is a way of doing things, rather than an outcome in itself. This interactive session will explore an aspect of this broader debate by focusing on students as change agents. Particular attention will be paid to how we may build on and move beyond listening to the student voice and involve students as change agents who can have an impact on the teaching and learning that they and their fellow students experience, through mentoring staff, co-researching teaching and learning and co-designing the curriculum. It will draw on numerous case studies from Australasia, Europe and North America.

Session 2a

Heutagogy and the Flexible Curriculum: A Shared Experience

Presenter: Michael Snowden

Institution: The University of Huddersfield

This research has drawn upon a conceptual framework influenced by Barnett (1994) and adopted a collaborative case-study approach to data collection, analysis and dissemination. A method of implementation and evaluation has been used to draw upon Kirkpatrick’s (1994) four stage model which examines reactions to training, what has been learned, what has changed and what has been effective will provide a framework for the approach adopted. The strategic enhancement project currently being delivered at the University of Huddersfield has enabled development and evaluation of two key strategies that will enhance the student experience by adopting heutagogical principles to develop a pedagogically robust approach to flexible learning.

Barnet (2014) asserts that educators need ‘to give serious attention to the potential for radical educational innovation concerned with students who have to make their way in a challenging world. And for that, space for imaginative educational experiment – and failure – should be opened’ (Barnet, 2014, p. 9).

Drawing upon heutagogy, solution focussed teaching and learning (SFT) strategies, and embracing the concept of 'learning spaces' this paper will present a developmental opportunity that enables the researchers to share their findings, providing the opportunity for practitioners to reflect upon how:

- The student inhabits and navigate the various systems and structures of HEI and the community; The student learns to inhabit their own internalised patterns of reasoning;
- Practitioners and students can engage in community focussed learning and multi and inter/cross-disciplinary learning and teaching;
- To utilise ontological, epistemological and practical 'space' and draw upon the experience and engage within it, harnessing the energy and experience to develop self learning;
- To adopt a real world approach to learning and teaching that focuses upon strengths, abilities, hopes, skills and thinking in possibilities

Session 2b

Teaching is not Learning - The Web Teaching Environment

Presenter: Mark Hall

Institution: Edge Hill University

One major issue that first-year computer science undergraduate students face is that they have to learn both the concepts of software development and also the tools needed to build software. To ease this process, development environments targeted at the beginner developer have been created (Logo, Scratch, Alice, ...). These provide a simplified interface that lets students focus on the concepts without being distracted by the development tools. The difficulty is that the students quickly outgrow them and need to interact with the code directly. The only tools for this are full-blown, professional development environments. These have been developed by experienced software developers for other experienced developers. Thus they are incredibly powerful, offer a host of options, but are also incredibly complex and hard to learn. Having to deal with that complexity is a major issue why first-year students shy away from software development. To address this I developed a web-based teaching and development environment that attempts to bridge the gap between the beginner and the professional tools: the Web Teaching Environment (WTE - <http://web-teaching-environment.readthedocs.org/>). The idea is to provide an environment where students can interact with the code at the same level as they would in the professional environment, but that has only the minimum necessary tools and does not overwhelm them with options. Additionally the WTE integrates the tutorial text with the editor and the web viewer to create an integrated interface for learning web development. This reduces the students' cognitive load and allows them to focus on learning. The WTE has been used for one year now to teach an Introduction to Web Development module. A full evaluation is still in progress, but the number of students choosing to take the full Web Development degree has increased by over 100% and student feedback has been uniformly positive.

Session 3

How do we communicate non-separation and what is its value for higher education?

Please read the attached paper before the session)

Presenter: Professor Kriben Pillay

Institution: University of KwaZulu-Natal

Abstract: This workshop attempts to open up a dialogue about a radical and counter-intuitive perception: that non-separation is a fact and that materialism is just a concept, albeit a convincing one, that promotes the human fragmentation that emanates from Buddhism's three poisons – ill will, greed and delusion. While there are Western approaches that touch upon the nondual perspective in higher education (some more deeply than others, e.g. systems thinking and Wilber's integral theory), by and large this perspective is only studied, mainly theoretically, in disciplines dealing with the generic philosophy of nonduality. In some of the ontological traditions

of the East, this form of learning found its most elegant expressions in both theory practice, but until fairly recently these were viewed solely within the context of a spiritual practice rather than having any meaning for pedagogy. In the workshop, the presenter will attempt to deconstruct the concepts of fragmentation and materialism through an experiential investigation of perception, in order to establish the counter premise of non-separation, and while it is understood that, at best, participants may only acquire a conceptual view, this may be sufficient to engage with what this could mean for teaching and learning in higher education. This presentation draws on the presenter's extensive work in nonduality and educational drama and theatre, and in teaching ontological models for social change within the discipline of leadership studies at postgraduate

Breakout 2: 10.50 – 11.30

Session 4

Peer Mentorship as a Strategy for Wellbeing and Employability

Presenter: Lisa Adams-Davey

Institution: Edge Hill University

Peer mentoring programmes are a useful way of supporting our first year students and a method of providing them with a peer contact who can assist them with settling into University life. They facilitate the retention of students who might otherwise withdraw and enrich the student experience, foster empowerment and a sense of community, and augment wellbeing and employability. Currently, all three Faculties at Edge Hill University independently operate Peer Mentor Schemes, and the system in Performing Arts has sustained four and a half years of active practice from its initial design (2010/11) and implementation (2011/11). This scheme has now entered maturity and was selected as an example of best practice at Edge Hill University by the Enhancement Project (2014/15) in preparation for the QAA Review (2016/17). This presentation will explain its scope, objectives, and philosophy, together with a plan to disseminate and implement good practice across the University. Furthermore, it will discuss the successes and challenges that have been encountered, and impart broader nationally developed perspectives as areas of good practice. The qualitative and quantitative analyses of numerous evaluation exercises will be communicated, together with recorded accounts, focusing on the respective experiences of the mentor and mentee.

Session 5

Psychological and contextual factors on satisfaction in Higher Education: A longitudinal study

Presenter: Linda Kaye

Institution: Edge Hill University

Student satisfaction is considered a key priority for many Higher Education Institutions (HEIs) and effective transition into HE is one factor commonly associated with a positive student experience. The current research examined the effectiveness of pre-entry programmes on a number of psychological factors in first year undergraduate students. Eight-eight students completed questionnaires measuring academic self-efficacy, social identity and student satisfaction at the start (Time 1) and the end of the academic year (Time 2). Findings indicate that students who undertook a pre-entry programme reported significantly higher academic self-efficacy and satisfaction at the start of the academic year compared to those who did not. However, no

differences were observed between the two groups for any of these variables at time 2. Further, analysis of the whole sample found academic self-efficacy at time 1 to significantly predict satisfaction at the same time-point. Finally, students' sense of belonging to the institution (i.e., in-group affect) at the end of the academic year significantly predicted course satisfaction at this same time-point. Overall, the current findings suggest that pre-entry programmes may foster successful transition to higher education and enhance positive student experiences. Moreover, academic self-efficacy and social identity may be key psychological variables in predicting student satisfaction. Implications are discussed in relation to teaching practice and the implementation of pre-entry programmes.

Session 6

“Employability Plus?” : has enrichment become a career opportunity?

Presenter: Helena Knapton

Institution: Edge Hill University

It is well established that the employability of our graduate students has become an important criterion of the success of a University in the current Higher Education, economic and political context. This presentation seeks to add to the discussion by examining how an Enterprise enrichment activity became an assessed part of the PGCE Business Education course in order to improve employability within a competitive field. Furthermore, the unplanned impact of that activity has been to enable ex-students to develop their early career using the knowledge and experience gained. This raises the question whether we should, or could be, considering longer term implications of the experiences we give them. PGCE Business Education students work in small groups to plan and deliver an Enterprise Day with a Partnership School. This was developed in response to the introduction of the statutory requirement for all Key Stage 4 pupils (14-16 year olds) to experience 5 days of Enterprise Education following the Davies Review (2002). Whilst this started as an enrichment activity, it became an assessed part of the course following feedback from students and the External Examiner (2007) and is unique to this course. Since May 2010 both business and enterprise have not been considered priority subjects in schools and in September 2012 the statutory requirement for Enterprise Education was removed. The Enterprise event continues to be used to enhance the employability and student feedback identifies this as being significant, particularly at interview. Furthermore, ex-students are often the liaison member of staff for current students having undertaken the role of Enterprise co-ordinator early in their teaching careers confident in their ability to undertake their role due to their experience on the PGCE programme.

Session 7

The Use of Formative Assessment in Large Student Groups: A Conceptual Review of Best Practices

Presenter: Ahmad Arslan and Bushra Iqbal Chohan

Institution: Business School, Edge Hill University

It is an established fact that teaching for successful learning in higher education cannot occur without high quality assessment and feedback. Therefore, university teaching/pedagogical literature has referred to the need to integrate learning outcomes of a module with the assessment design. In recent years, the literature has also highlighted the importance of formative assessment especially for advance level modules in undergraduate and postgraduate university degrees. As the goal of these modules is to prepare the students for working life, an ongoing (formative) assessment process fits more with this objective rather than use of only a final

examination or report. However, a key problem faced by academics in this concern related to large student groups in a particular module. The current paper aims to offer a literature review and identify best practices on use of formative assessment for large student groups in university modules. The paper aims to bring in the topics like student self-regulation in relation with power delegation and best practices from pedagogy and human resource management (HRM) literature leading to development of the conceptual model of the paper. As, the main aim of formative assessment is to prepare students for working life, therefore, we argue that it is important to look into HRM literature and practices especially in large firms. Famous multinational firms like Adobe use practices similar to formative assessment in their employee evaluations. Hence, we argue that the incorporation of HRM literature can open certain avenues for creative thinking, as well as help in identifying new best practices along with the ones already established in higher education teaching/pedagogy literature. The paper aims to incorporate both academic studies as well as practical examples from HRM practices in corporate world. Finally, the paper will conclude by offering a summary discussion on best practices along with key determinants for successful implementation of those practices, as identified in the conceptual review.

Breakout 3: 14.00 – 14.40

Session 8

Introducing part of a UK pre-registration nursing curriculum to first year nursing students in China

Presenter: Catherine Griffiths and Veronica Vernon

Institution: Edge Hill University

This presentation will reflect on the delivery of a two week intensive educational experience delivered to Chinese nursing student in Heilongjiang Province, China. The teaching team set out to design a teaching plan that was consonant of UK nursing principles and one that embedded the foundations for active learning strategies. The team introduced nursing students to contemporary practice in the UK which encourages the student to consider the nurse-patient relationship whilst applying the 6C's (DH 2012). The challenges faced by the 4-strong teaching team were many. The student cohort was divided into two classrooms (34 students in each). In each classroom we were accompanied by teachers from the host University, we had assumed they would be acting as interpreters for the students; however this was not to be. The teaching staff were keen to observe new teaching styles resulting informally 'in teaching the teachers'. Maintaining student engagement and effective active teaching and learning strategies are a well-recognised challenge for educators (Kahn 2015). In addition to this the team faced more conspicuous challenges and difference related to language, cultural awareness and cultural behaviours (Burke, 2015). The aim of the teaching & learning philosophy is to develop, nurture and support each and every student to reach their own potential. The strategies employed were designed to be inclusive, whilst accommodating individual learning styles (White, 2011). The absence of interpreters in the classroom led to significant emphasis on creative imagination and the ability to adapt to a wide variety of evidenced based teaching and learning methods. In addition to this the teaching plan incorporated formative assessment mechanisms embedded in each session. The primary purpose of the task was two-fold; to support students in their progression and achievement including confidence in English speaking, whilst providing the opportunity to evaluate the teaching and learning strategies employed (Wong and Zhao, 2012). During the two weeks the teaching team gained a heightened awareness of our own cultural traditions and perspectives and an appreciation of the concept "open to otherness" (Haig, 2002).
References Burke, P.J. (2015) Re/imagining higher education pedagogies: gender, emotion and difference. *Teaching in Higher Education*, 2015
DH (2012) *Compassion in Practice: Nursing, Midwifery and Care Staff. Our Vision and Strategy*. www.commissioningboard.nhs.uk
Vis Haigh, J. (2002) Internationalisation of the curriculum: designing inclusive education for a small world. *Journal of Geography in Higher*

Education, 2002, 26: 49-66. Kahn, P. (2015) Critical perspectives on methodology in pedagogic research. Teaching in Higher Education. 2015, 20: 4, 442-454 White, E. (2011) Working towards explicit modelling: experiences of a new teacher educator. Professional Development in Education, 37:4,483-497. Wong, F.K.Y. and Zhao, Y. (2012) Nursing education in China: past, present and future. Journal of Nursing Management, 2012, 20: 38-44

Session 9

Critical thinking: is the difference between students in Chinese public and private institutes a real or just a fallacy?

Presenter: Chengbo Wang

Institution: Edge Hill University

This paper presents an exploration on the competence level and the cultivation methods of CT capability of potential Chinese international students of business/management programmes in a top public and a top private institute in China. The research findings inform the home and host institutes on strategies to facilitate and help their Chinese student cohorts on CT competence development and improvement

Session 10

Outcomes of nudge! - a structured programme of support aimed at improving student achievement where average grades are just below a grade boundary.

Presenter: Nigel Kelleher

Institution: Edge Hill University

Presentation on outcomes of nudge! - a structured programme of support aimed at improving student achievement where average grades are just below a grade boundary. The presentation considers efficiency and effectiveness of targeted student support in improving student achievement at grade boundaries. Developing from student and institutional interest in maximising student achievement, particularly in relation to final award classifications at 2.1 or above, the presentation summarises the outcomes of a structured programme of optional, brief student study support sessions offered by the Department of Social Work to students on level 5 of the BA Hons Social Work programme between March and May 2015. The presentation explores the rationale for the programme of support, level of student engagement and qualitative feedback on student perceptions of relevance and usefulness. Quantitative data re grade achievement will be analysed for participating group in 2015/16.

Session 11

The Pedagogy of Community Development and Engagement: A Public Health Perspective

Presenter: Dr Jamie Halsall

Institution: The University of Huddersfield

As a result of the distinct socio-economic changes that United Kingdom society has faced in recent years more specific community health development approaches to curricula delivery are required to ensure the provision of effective methods and approaches to health improvement. An effective way in which to promote successful curricula is to adopt and engage with Barnett's (1994; 2004; 2012) notion of a tri partite model, incorporating, societal, institutional and students' needs. In order to achieve this a holistic approach to curricula delivery must be adopted. However, due to

the fragmented nature of the delivery of 'Community Development' curricula; good, effective, and pedagogical based delivery approaches and methods are not widely shared. This paper will explore the pedagogical basis of the Community Development curriculum, in the context of health and will present a model of joined up thinking incorporating a cross disciplinary approach to curriculum development and promoting strategic approaches to teaching concepts in community development.

Breakout 4: 15.00 – 16.00

Session 12

Engaging students as change agents

Presenter: Professor Mick Healey

Institution: HE Consultant and Researcher and Emeritus Professor at the University of Gloucestershire

The concept of 'listening to the student voice' – implicitly if not deliberately – supports the perspective of student as 'consumer', whereas 'students as change agents' explicitly supports a view of the student as 'active collaborator' and 'co-producer', with the potential for transformation." (Dunne in Foreword to Dunne and Zandstra, 2011, 4).

Ways of engaging students in higher education as partners in learning and teaching is arguably one of the most important issues facing higher education in the 21st Century. Partnership is essentially a process for engaging students. It is a way of doing things, rather than an outcome in itself. This interactive session will explore an aspect of this broader debate by focusing on students as change agents. Particular attention will be paid to how we may build on and move beyond listening to the student voice and involve students as change agents who can have an impact on the teaching and learning that they and their fellow students experience, through mentoring staff, co-researching teaching and learning and co-designing the curriculum. It will draw on numerous case studies from Australasia, Europe and North America.

Session 13a

Students as peer mentors

Presenter: Dr John Bostock and Linda Robson

Institution: Edge Hill University

There is extensive documentation around the stressful nature of nurse education and the difficulties that students may face in the transition to Higher Education. Peer mentoring is an effective support mechanism and a potential solution for many challenges faced by first year students in Higher Education as it can be shown to enhance retention, promote a sense of belonging and reduce stress levels particularly at key transition points. This presentation will explain how peer mentoring has been implemented within Pre Registration Nurse training. In this project new first year students are supported by a more experienced 2nd year student mentor. The mentor role is to support new students to help orientate them to University life, to reduce feelings of isolation and anxiety and to be a positive role model. The presentation will explore the main principles of this approach including the successes and challenges. Feedback from both mentors and mentees will be presented. The benefits for the mentor, the mentee and the University will be explored. Finally, some suggestions on the next steps will be suggested which could further strengthen this approach to enhance the student experience.

Session 13b

Are there delays in reporting dyslexia in university learners?

Presenter: Paul Henderson

Institution: Edge Hill University

The number of students entering higher education in the UK has increased over the last few years due to previous Labour Government directives to widen participation to a range of socially disadvantaged and/or under-represented groups. Dyslexic students form the largest single group of minority students currently entering higher education. However, there are ongoing challenges in identifying and supporting dyslexic students as there is no obligation for learners to report specific learning needs before or after they enter higher education. A small-scale educational research study was undertaken during 2013 to investigate whether there may be delays in the reporting of dyslexia in learners once they commence higher educational study. The day-to-day working experiences of four staff based at a learning services department in one UK university were explored. Methodology involved adopting a qualitative exploratory design. Interview data was analysed using thematic analysis. The key findings of the study indicated that dyslexia was more likely to be reported in the second and third year of a student's higher educational journey. A number of reasons were posited for delays in accessing specialist support for learning needs which included; the maintaining of a non-disabled student identity, financial and/or time constraints or consciously and strategically deciding when to disclose dyslexia to improve final degree classifications. A number of further recommendations are made to enhance inclusive learning and teaching practices.

Session 14a

The Role of the Senior SOLTICE Fellow at Edge Hill University

Presenters: Dr Andrea Wright, Laura Taylor and Jacqui Basquill

Institution: Edge Hill University

At Edge Hill University, the emphasis on Technology Enhanced Learning (TEL) has been vital to the institution's strategy for excellence in learning and teaching.

Central to the promotion and advancement of TEL within the three faculties has been the Senior SOLSTICE Fellow scheme. The Senior SOLTICE Fellows act in an expert advisory capacity to support the strategic development of TEL, by working with the Fellows and champions from each of the faculties, the Learning Services teams, and senior university staff. The role is varied, challenging, and always changing to respond to the needs of the university and its students.

This presentation by the Senior SOLTICE Fellows from the Faculty of Education, Faculty of Health and Faculty of Arts and Sciences will give an overview of the role by looking at where we have been and the early development of the scheme, where we are now and what the scheme has accomplished, and where we are heading in the future.

Mental Health

Presenter: Richard Kitt

Institution: Edge Hill University

During their 3 year Pre-Registration Nurse Training Degree, a common concern expressed by the student population is that they do not know enough about psychotropic medication. On closer discussion, students verbalise their anxieties that they are often concerned about the different types and groups of medications, how they work from a chemical perspective and the ability to apply this knowledge in clinical situations.

These concerns are supported by a number of studies (Gamble and Hart 2003) who have examined knowledge of recently qualified nurses in these areas and found deficits. This, combined with the large number of nurses that are investigated by the NMC for Medication Errors, is quite alarming.

This paper explores one strategy to attempt to address this area by introducing a Medication Workshop for Year 3 Mental Health Field Students. The day was developed by 3 members of the Nursing Team and looked specifically at the Types of Medication and their pharmacology. They were also asked to apply this knowledge to clinical case studies. Various teaching strategies were implemented to enhance knowledge and understanding of this complex important area.

The Workshop has now been facilitated 3 times. Evaluations of the day have been extremely positive – students stating that it was invaluable and wanting more!

