

[Day 1: Wednesday 12 June 3](#_Toc168933871)

[8.45-9.15: Arrival and registration 3](#_Toc168933872)

[9.15-9.40: Welcome 3](#_Toc168933873)

[9.45-11.15: Parallel Sessions 3](#_Toc168933874)

[11.15-11.35: Refreshment break and opportunity for informal discussions of Poster Presentations (Health Building Foyer) 5](#_Toc168933875)

[11.35-12.45: Parallel Sessions 8](#_Toc168933876)

[12.45-1.45: Lunch 13](#_Toc168933877)

[1.30-1.35: Dance Performance: Start Again 13](#_Toc168933878)

[1.45-2.05: Analysing the 2024 Student Led Staff Awards: Nominations and their Links to Overall Based Student Experience 14](#_Toc168933879)

[2.10-2.40: Parallel Sessions 14](#_Toc168933880)

[2.45-3.25: Parallel Sessions 20](#_Toc168933881)

[3.25-3.40: Refreshment break and opportunity for informal discussions of Poster Presentations (Health Building Foyer) 22](#_Toc168933882)

[3.40-4.35: Parallel Sessions 22](#_Toc168933883)

[4.40-5: Innovation in Scholarship Award for Post Graduate Certificate in Teaching in Higher Education 26](#_Toc168933884)

[Day 2: Thursday 13 June 27](#_Toc168933885)

[8.45-9.15: Arrival and registration 27](#_Toc168933886)

[9.15-9.45: Welcome 27](#_Toc168933887)

[9.50-10.25: Parallel Sessions 27](#_Toc168933888)

[10.30-11: Parallel Sessions 28](#_Toc168933889)

[11-11.20: Refreshment break and opportunity for informal discussions of Poster Presentations (Health Building Foyer) 32](#_Toc168933890)

[11.20-12.10: Parallel Sessions 32](#_Toc168933891)

[12.15-12.45: Parallel Sessions 36](#_Toc168933892)

[12.45-1.45: Lunch 41](#_Toc168933893)

[1.45-2.45: Parallel Sessions 41](#_Toc168933894)

[2.50-3.20: Parallel Sessions 43](#_Toc168933895)

[3.20-3.30: Break 47](#_Toc168933896)

[3.30-4.15: Parallel Sessions 47](#_Toc168933897)

[4.15-4.45: Presentation to University Fellows And Closing note 48](#_Toc168933898)

# 2024 SOLSTICE & CLT Conference

## Day 1: Wednesday 12 June

### 8.45-9.15: Arrival and registration

### 9.15-9.40: Welcome

### 9.45-11.15: Parallel Sessions

#### 9.45-11.15: Exploring and Reflecting Back to Forge Forward (workshop)

An active workshop with artefacts

Aims to point at future resilient outcomes!

Professor Gilly Salmon, CEO and Principal Consultant at Education Alchemists Ltd, Visiting Professor at Edge Hill, Law, and Derby universities in the UK and Swinburne in Australia.

John Brindle, Learning Design Manager, Edge Hill University

#### 9.45-11.15: Looking ahead to the next waves of Generative AI: applications and implications for HE staff and students (Workshop)

2023 was described as the ‘year of AI’, but 2024 will be more significant. Generative AI(GenAI) developments have profound implications for our future curriculum and assessment (Beckingham et al, 2024).

This session will:

* analyse major developments in GenAI.
* discuss implications for HE, using recent/emerging examples.

We will not assume that delegates possess specific experience/expertise with GenAI - there will be plenty of opportunity for questions/discussion.

The session will be organised along World Café lines.

After our introduction/overview, we offer four issues for group discussion, inviting comments on an online Padlet\*.

We also invite delegates to suggest additional issues for this workshop.

Issue 1: Access and availability

Many GenAI applications now have two or more versions – the ‘free’ and the ‘professional’. Can HE afford the ‘full professional’ experience? If not, how do we plug this gap? Or can we develop approaches which minimize any long-term impact on our students’ careers?

Issue 2: Legitimate use of GenAI for study purposes

We find different definitions of ‘legitimate use’ from different universities and sometimes from different departments within the same university. Can we agree a definition of ‘legitimate use’ which achieves consensus across different subject disciplines?

Issue 3: How do we develop ‘GenAI literacy’?

Again, we see different approaches in different courses/programmes. For example, see the systematic review of ‘AI-literacy’ courses in HE (Laupichler et al, 2022) and different definitions (Long and Magerko, 2020; Ng et al, 2021)

Do we agree with Laupichler et al that AI-literacy is *“about understanding AI concepts”?* How do we develop such understanding? And what are the associated competencies?

Issue 4: What can GenAI do/achieve (and how can we expect it to further develop its capabilities over the next few years)?

For example, consider recent progress in ‘multimodality’ – manipulating text, images, audio, images, and video and ‘translating’ from one medium to another. We have seen dramatic improvements, e.g. generating short videos from text prompts.

\*available to delegates after the conference.

References

Beckingham, S., Lawrence, J., Powell, S. and Hartley, P. (eds.) (2024, in press). *Using Generative AI Effectively in Higher Education*. SEDA Focus/Routledge.

Laupichler, M. C., Aster, A., Schirch, J., and Raupach, T. (2022) Artificial intelligence literacy in higher and adult education: A scoping literature review. *Computers and Education: Artificial Intelligence, 3.* <https://doi.org/10.1016/j.caeai.2022.100101>

Long, D. and Magerko, B. (2020) What is AI Literacy? Competencies and Design Considerations. In Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems (CHI '20). *Association for Computing Machinery*, New York, NY, USA, 1–16. <https://doi.org/10.1145/3313831.3376727>

Ng, D. T. K., Leung, J. K. L., Chu, S. K. W. and Qiao, M. S. (2021) Conceptualizing AI literacy: An exploratory review. *Computers & Education: Artificial Intelligence*, 2. <https://doi.org/10.1016/j.caeai.2021.100041>

#### 9.45-11.15: The Estate that we are in: Considerations of space, place and discombobulated learning in the context of increased blended and hybrid modes of engagement (workshop)

The starting proposition for this interactive workshop is that while the emergency move to online learning and teaching during the lockdown period of the pandemic initiated not only a greater uptake of online and then subsequently blended and hybrid modes of delivery and engagement, it has also led to diversifications in practice that have resulted in a form of ‘fragmented enrichment’ of the learning and teaching experiences of our students. This is a particular challenge where there are different expectations of where students are to be, and how they are to engage, in the context of different units or modules that belong to the same programme of study, and with respect to the state and the readiness of the campus to support an increase in blended and also hybrid learning.

Framed within considerations of precarity, equity of access and support, readiness to engage, and the importance of social clustering and ‘connectedness’, the workshop will consider how we can best counter the ‘fragmented enrichment’ phenomena – and ensure parity of opportunity for learners within and across different modes of engagement – through integrated programme design, careful consideration of ‘the state of the estate’, and better understanding our students and their individual capacity to engage in forms of digitally enabled learning and teaching. The session will draw upon research and practice in the sector, the experiences and practices of workshop participants, and current work being taken forward at the geographically and digitally distributed University of the Highlands and Islands (Smyth and Smith, 2024) in exploring key issues and practical ways forward.

Reference: Smyth, K. and Smith. J. (2024, in press) Managing place and space in the context of blended and hybrid learning. In G. Ó Súilleabháin, T. Farrelly and Lanclos, D. (Eds) How to use digital learning with confidence and creativity: A practical Introduction. Edward Elgar Publishing.

Professor Keith Smyth, Dean of Learning and Teaching, University of the Highlands and Islands and Visiting Professor at Edge Hill University

### 11.15-11.35: Refreshment break and opportunity for informal discussions of Poster Presentations (Health Building Foyer)

#### Poster: Enhancing Simulation Fidelity with 3D Printed Oxygen Cylinders: Adapting to Challenges in Allied Health Education

Background: Due to COSHH storage of compressed gas’s, the use of Oxygen cylinders has been absent for Allied health students at satellite campuses. Added to this, during the covid pandemic, supply of 02 Cylinders were limited as these were needed to treat patients.

To counter this and increase the fidelity of simulation and prepare students for practice setting, we have created 3D printed Cylinders for use during BLS and ALS sessions which will allow students to familiarise themselves with standard equipment they will be expected to use. The aim of this poster presentation is to discuss the implementation of new technology to aid fidelity within a simulation setting.

Summary of work: A 3D CAD design replica of the oxygen cylinder was created and designed to replicate a real life cylinder. This was then used for simulation sessions within the ODP, Paramedic and Nurse Paramedic courses. This meant students had to attach oxygen masks to the ‘nipple’ on the cylinder, replicating real life.

Discussion and Conclusion: The initial design has evolved to Version 2, incorporating added weights for increased fidelity in simulating the correct equipment weights. This improvement has been disseminated to technicians across the UK, promoting best practices and elevating fidelity standards for all students.

Recommendations: Propose a mixed-method methodology study for a pilot program, gathering quantitative and qualitative feedback from learners on fidelity and realism in simulation. Recognizing the impact of fidelity on confidence and anxiety, the creation and use of realistic equipment are essential to support students and align with the strategic aims of higher education institutions (HEIs) and broader government initiatives such as the NHS Long Term Workforce Plan.

Key Takeaways:

Adaptation to COSHH storage challenges and limited O2 cylinder supply during the pandemic.

Development of 3D printed Oxygen cylinder replicas for enhanced simulation fidelity.

Evolution to Version 2 with added weights and knowledge sharing across the UK.

Recommendations for a comprehensive study and the critical role of realistic equipment in student preparation.

Luke Hinchliffe, Skills and Simulation technician, Site Lead, Edge Hill University

Beth Spencer, Clinical Skills and Simulation Site Lead, Edge Hill University

#### Poster: Clinical Skills technician-led Practice Sessions for Nursing Students: Improving Competency and Confidence

Demonstrating competence in clinical skills is a fundamental component of undergraduate (UG) nurse education. The Nursing and Midwifery Council (NMC) (2018) state that on the point of registration nursing students must be able to undertake specific nursing procedures e.g. Venepuncture, wound care, catheterisation.

With the national increase in UG nursing student cohort numbers teaching of procedural skills requires meticulous planning to manage large cohorts.

UG nursing students at an HEI undertake pre-learning activities, prior to attending a face-to-face taught session with a lecturer or clinical skills facilitator.

Anecdotal feedback from students is that they wanted additional time to practice certain skills.

As a result, students are offered optional practice sessions. To overcome issues for physical space and academic staff time, sessions are conducted at a satellite campus and coordinated by an experienced simulation technician.

The initiative commenced in June 22 and cohorts are targeted at relevant times during their programme. To participate, attendance at the taught session is mandatory. At the start of the practice session, the technician uses an evidence-based online clinical skills video for demonstration purposes. The technician then provides the written step-by-step procedure instructions from the evidence-based clinical skills platform to guide the students through the procedure. Each session is two hours and consists of up to five clinical skills, allowing students to have sufficient time to practice each skill. As the sessions are offered as optional practice, the role of the technician is to simply provide an effective and safe learning environment with the relevant equipment.

Anonymous feedback is obtained after each session form the students.100% felt more confident in undertaking the skills and 98% said they attend more of the sessions.

 “Session was great. Feel more confident before going onto placement”.

Beth Spencer, Clinical Skills and Simulation Site Lead, Edge Hill University

Amanda Miller, Edge Hill University

### 11.35-12.45: Parallel Sessions

(Some parallel sessions in this section are 2 x 30-minute sessions, followed by 10 minutes Q&A)

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#### 11.35: THRIVE: a Widening Participation student success programme (presentation)

Thrive is a ‘student success’ programme led by the Widening Access and Participation team at Edge Hill University to provide on-course support from pre-induction onwards to first year undergraduate home students who self-identify as having one or more Widening Participation (WP) characteristics.

National research and our own internal data reveal persistent gaps in particular WP student groups’ continuation and degree outcomes. Thrive was developed in response to this research, our data, and engagement with our students. Through a Theory of Change approach, we developed a programme that considered;

• How can we cultivate a stronger sense of belonging for our WP students?

• How can we increase awareness of our Student Support Services amongst our WP students?

• How can we reduce continuation and awarding gaps for students with WP characteristics?

The programme is currently in its second year of delivery, and this presentation will run through the design phase of the programme, the aims of the programme, programme content, delivery and impact so far. We will discuss the challenges associated with delivering a programme of this nature and our plans for the future.

Joanne McKenna, Student Success Officer, Edge Hill University

Dr Heather Lloyd, Head of Access and Participation, Edge Hill University

#### 12.05: Fastrack - Preparing learners to study at Edge Hill (presentation)

Edge Hill University has offered the Fastrack: Preparation for HE course in various guises, for over 24 years.

Unlike more traditional, yearlong access provision, can this 6 week intensive programme prepare students effectively for UG study? And if so, does it also offer additional, less visible benefits to these students and the University?

Aimed predominantly at mature learners who may have been away from education for an extended period and do not hold appropriate qualifications, how do we effectively prepare learners for university study in six weeks?

This presentation will provide an overview of the Fastrack programme and its content whilst considering the benefits the course offers to both the students and Edge Hill.

Starting with what a ‘traditional’ Fastrack student looks like we will discuss how we support participants in fostering a student identity in preparation for a successful transition onto UG study and how Fastrack helps the students embed themselves into EHU culture and independent learning.

This session will draw on both the student’s personal experience and data focussing on student success and progression in HE.

Janet Fairclough, Access Programmes Manager, Edge Hill University

#### 12.35-12.45: Q&A

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#### 11.35: Beyond the backdrop: exploring the true potential of an immersive learning environment (presentation)

The presentation delves into the diverse potential – and perhaps unchartered – uses of a physical immersive learning environment (ILE) and the unique benefits this technology (and space) offers to teaching and learning, transcending the confines of both traditional classroom environments and emerging digital alternatives such as VR.

The presentation aims to highlight experiences that go beyond serving as mere video backdrops and showcase advertisements for an institute’s technological ambitions, and explores the technology's application to scenario-based learning, mixed reality simulations, groupwork and bespoke solutions to unique learning challenges; as well as interactivity in a broader sense.

The session will navigate through a series of tried-and-tested applications, employed in teaching over the past 12 months. Attendees will discover how these experiences and the ILE become catalysts for engaging learners through active and experiential learning.

By illuminating the expansive possibilities of ILEs, the presentation aims to inspire educators to embrace innovative approaches that harness the full potential of immersive technology, and appreciate the value of its integration with a physical space.

Mark Iddon, Educational Technologist (Content Developer) Liverpool School of Tropical Medicine

#### 12.05 – 12.35: Bringing authentic learning opportunities to life through Immersive Learning technology: Opportunities and Challenges (presentation)

The landscape of medical education is rapidly evolving, and with the advent of new technologies educators are looking for innovative ways to engage learners in meaningful ways to deliver learning opportunities which are engaging and authentic to their future professional practice.

Immersive learning technology is emerging as a valuable tool which can place students in real-life settings through the use of specialist Audio Visual (AV) hardware and real-world 360 degree video footage. By using real-world footage, students can take part in interactive learning scenarios enabling them to experience real-life settings and gain a deeper understanding of how their learning can be applied in practice. This helps to bridge the gap between theory and practice, and prepares students for the challenges of working in a real-world settings which may not have been previously possible for ethical, geographical or safety reasons.

However, while there are many advantages of Immersive Learning, there are also challenges that must be overcome to ensure it is integrated effectively into curriculum and the technology doesn’t become a while elephant. This session will look at the capabilities of this technology, specifically the Immersive Learning Suite (ILS) at the Liverpool School of Tropical Medicine, the opportunities it provides, and the challenges of implementation and ongoing support. We will also consider approaches to successfully embedding Immersive Learning Experiences (ILE’s) into the curriculum.

Dan Robinson, Technology Enhanced Learning Manager, Liverpool School of Tropical Medicine

#### 12.35-12.45: Q&A

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#### 11.35: Omnis - Learning For All in Mentor Partnership (Presentation)

In December 2023 LTD (Learning Technology Development) launched the Omnis platform for the delivery of learning content for users who do not have full Edge Hill student or staff status. The platform, TDM (Training Development Manager), is an extension to Blackboard that allows self-registration and enrolment using their personal or work email addresses and gives them access to non-credit bearing courses.

As one of the first uses of Omnis, the Learning Design and Development Team worked closely with several academics in the Faculty of Education to develop new ‘mentor spaces’ to train mentors for placement students.

The team required a more secure way of tracking and certifying mentors. Omnis allowed the close collaboration with a small group of academic colleagues to develop a solution that is engaging and meets these requirements including issuing mentors with a certificate of completion at the end of the training.

Applying tried and tested learning design principles, clear branding and style, intuitive structure, language and tone, consistency and ease of navigation, several micro courses have been launched with more in development.

This session will discuss the steps that were undertaken to launch the packages in addition to the clear benefits of working together for a common goal when developing online spaces and units of learning. We will show how we made use of knowledge checks, reflective activities, and scenario-based animations to bring together the content into an engaging resource for our partners and mentors and include anecdotal feedback.

Carol Chatten, Senior Content Developer Edge Hill University

Kerry Langton, Edge Hill University

Geraldine Mulhaney, Edge Hill University

Helen Maddison-Neill, Edge Hill University

#### 12.05 – 12.35: Higher education mentoring - impact on healthcare and society (Presentation)

The literature on patient and carer (informal family member) involvement in student nurse education in India seemed to be lacking, especially when compared to the United Kingdom and other countries. In light of this, research was undertaken to determine the impact, barriers, and facilitators of patient and carer involvement in student nurse education at a College of Nursing in India, the results from this research have the potential to have profound and meaningful implications for nurse education across the globe.

The overarching theme of "Involvement," as perceived by student nurses, emphasised the importance of identity and Conscientização. Three sub-themes emerged: involvement as seen by student nurses, access to carers, natural learning, and support for students; identity of the nurse, patient, and carer; and Conscientizacao, cultural awareness of the nurse, and transformation of the nurse.

The ultimate findings suggested a tripartite knowledge transfer, not only from student nurse to carer, but also from carer to student. While the patient was part of this learning process, the transfer of knowledge was dominated by the student nurse to the carer, and vice versa. These findings underscore the importance of developing students' reflective practice skills during clinical placements and at university and are transferable to other countries.

This involvement was found to have a transformative effect on student nurses' learning, cultural sensitivity, and social consciousness.

The implications for practice highlight the need for an increased emphasis on student nurses spending time with patients and, notably, with carers. Furthermore, by encouraging students to reflect on these experiences may not only enhance their educational experience but also positively influence their future contributions to society.

Dr Toni Bewley, Senior Teaching and Learning Fellowship Lead, Edge Hill University

#### 12.35-12.45: Q&A

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#### 11.35-12.45: Hearts and minds: Reforming student mental health and wellbeing support through addressing faculty fears about the personal tutor role (Workshop)

While the importance of personal tutors is widely acknowledged, there is little research on perceptions of the role (Stuart, Willocks and Browning, 2021) and a lack of consensus about what is expected from it (Lochtie et al., 2018).

We will share how we reformed pastoral support in BPP University Law School, having recognised that students and staff lacked clarity around the expectations and boundaries of the personal tutor role. This lack was extremely stressful for both staff and students and led to inconsistent pastoral support.

By moving away from risk driven approaches to an innovative hearts and minds strategy, which addressed faculty fears around engaging with student mental health and wellbeing, we were able to clarify and support the personal tutor role.

This approach led to faculty and support services working together to provide a consistent student experience, with tailored support for students at key points in their learning journey. We now have a school-wide pastoral care training suite, clear policies, procedures, and forms supporting the personal tutor role and 30 trained Law School mental health first aiders. Based on this success, our changes are being adopted across the University.

We will detail our challenges, overcoming them, and steps taken to embed cultural change. Attendees will consider the role of faculty in student support; how pastoral care can be enhanced by supporting the personal tutor role and encouraging joined-up academic and wellbeing support. Attendees will leave with a toolkit of ideas for enhancing pastoral support, at an individual and an institutional level.

Lochtie, D., McIntosh, E., Stork, A. and Walker, B. (2018). Effective personal tutoring in higher education. St Albans: Critical Publishing.

Stuart, K., Willocks, K. and Browning, R. (2021) ‘Questioning personal tutoring in higher education: an activity theoretical action research study’, Educational Action Research, 29(1), pp.79-98. Available at: https://10.1080.09650792.2019.1626753.

Lucinda Bromfield, Principal Lecturer and Training Manager, BPP University Law School

### 12.45-1.45: Lunch

### 1.30-1.35: Dance Performance: Start Again

Edge Hill Undergraduate dancers will be performing an extract of the work they have been co-creating with Manchester based Coalesce Youth Dance Company. Mentored by dance lecturer Louisa Robey, this approximation to professional practice has been made possible by the EHU Student Opportunity Fund.

Choreography: Coalesce Youth Dance Company in collaboration with the dancers
Dancers: Derryn Laird, Neve Linaker, Ellie Vernon, Rachel Mullan
Mentoring: Louisa Robey
Music: Jamie XX

### 1.45-2.05: Analysing the 2024 Student Led Staff Awards: Nominations and their Links to Overall Based Student Experience

An integral part of each academic year for Edge Hill Students’ Union, the Student Led Staff Awards allows us the opportunity to focus on an event designed around student-based opinions and their experience within their studies.

This involves:

* Students nominating staff members who they believe have met the criteria for a specific award
* A panel made up of students and senior management individuals then agreeing on a selection of shortlisted staff from those nominated
* Both shortlisted and non-shortlisted staff being notified personally via email of their nomination / shortlisted achievement via an official letter
* Those winning staff then being celebrated at our virtual awards ceremony and upcoming summer Graduation ceremonies

For SOLSTICE 2024, we have decided to focus specifically on the direct links between the nominations received from this year's Student Led Staff Awards, the core Faculties, and the resulting Student Experience. Broken down into numerous categories (including Faculty and Year Group), we will then be analysing our key findings through both a qualitative and quantitative lens.

 Furthermore, this will allow us to present the view that each positive nomination is another example of the continuing drive within both the University and Students’ Union to always be improving Student Experience.

Rob Evans, Student Engagement Coordinator, Edge Hill Students’ Union

Antonnette Mapesa, Faculty of Arts & Sciences President, Edge Hill Students’ Union

### 2.10-2.40: Parallel Sessions

#### 2.10-2.40: Embedding pharmacy teaching in undergraduate medical education: the strengths, challenges, and opportunities (presentation)

The Prescribing Medicines (PM) theme is one of 16 themes across the undergraduate medicine curriculum for the MBChB programme at Edge Hill University Medical School (EHUMS).

EHUMS developed an innovative curriculum for the MBChB programme which is a hybrid of team-based learning and case-based learning ensuring that the curriculum was mapped to the competencies outlined in the General Medical Council’s (GMC) Outcomes for graduates (2018). The first cohort of the MBChB programme will commence Year 5 of the programme in September 2024. During their final year of studies at EHUMS, students will also be required to sit the Prescribing Safety Assessment (PSA), an external exam delivered by the British Pharmacological Society and MSC Assessment, which will allow students to demonstrate their competencies in relation to the safe and effective use of medicines.

This presentation will explore how the PM theme is taught and assessed across all years of the programme with an insight into staff perspectives and student feedback. The presentation will also provide an overview of how students are being prepared to sit the PSA; the lessons learned so far as well as potential opportunities which lie ahead to enhance the student experience across the PM theme.

Reference

1. General Medical Council. Outcomes for graduates. GMC Publ. 2018.

Dr Alykhan Kassam, Senior Lecturer in Medical Education & Senior Learning and Teaching Fellowship Lead, Edge Hill University,

Rachel Leach, Senior Lecturer in Medical Education, Edge Hill University

#### 2.10-2.40: Exploring the challenges and advantages of blended learning for Higher Education (HE) students post-pandemic: results from a UK HE institution (presentation)

As blended learning (combination of remote and face-to-face instruction) became the norm for many universities following the lockdown measures (Ausejo et al., 2020), several studies in HE post-pandemic focused on the impact of this new model of teaching on HE students. Research on blended learning before the pandemic showed that, with this mode of teaching, education is made more accessible and teachers become more engaged with students (Kintu et al., 2017). Along similar lines, some studies conducted during and after the pandemic period demonstrated that blended learning has a positive impact on HE students’ experience and academic performance, although in some cases, their results came with implications (see Aristovnik et al., 2020; Daniels et al., 2021).

Given the flexibility that blended learning offers, it is now widely used in some Universities in the UK and beyond. However, more studies are needed to identify ways in which this mode of teaching can be used to provide positive learning experiences to students in HE contexts. The present study responded to this need by exploring the impact of blended learning on HE students in the post-pandemic period (academic year: 2021-2022).

The context of this small-scale research was a HE institution in the UK involving ninety-one undergraduate and postgraduate students. Qualitative and quantitative data were collected to explore students’ views of online and face-to-face learning. The quantitative data showed that the students were confident in using online platforms and indicated a preference towards a combination of on campus and remote teaching.

The analysis of the qualitative data demonstrated that the students held mixed views of the impact of remote learning on the quality of their work. Further, they reported that although blended learning offered them several opportunities it also came with some challenges. The study poses implications for more research on the way blended learning is used in HE particularly at a time when technological advances such as Artificial Intelligence start to prevail.

 Aristovnik, A., Keržič, D., Ravšelj, D., Tomaževič, N., & Umek, L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. Sustainability, 12(20), 8438. https:// doi. org/ 10. 3390/ su122 08438

Aucejo, M., French, J., Araya, M.P.U, & Zafar, B. (2020) The impact of COVID-19 on student experiences and expectations: Evidence from a survey. Journal of Public Economics, 191, p. 104271

Daniels, L. M., Goegan, L. D., & Parker, P. C. (2021). The impact of COVID-19 triggered changes to instruction and assessment on university students’ self-reported motivation, engagement and perceptions. Social Psychology of Education, 24, 299–3

Dr Maria Reraki, Senior Lecturer in Early Years Education, Edge Hill University

Dr Aida Layachi, Lecturer, University of Nottingham

Dr Mahmoud Elsherif, Early Career Fellow, University of Leicester

#### 2.10-2.40: ‘Circle coaching’: reshaping personal tutoring to enhance undergraduate students’ perceptions of belonging (presentation)

This presentation reports on a staff-student co-creation project to evaluate the potential of small group coaching for undergraduate teacher education students. In the post-Covid era broad concerns have been raised related to students’ attendance and engagement (e.g. Hews et al., 2024). For teacher education students, as for other professional degree programmes such as nursing and policing, an additional challenge is conceptualised in building a sense of belonging as both a student and an emerging professional (Nichols et al., 2017). In our position as established teacher educators we are keenly aware of the need to build cultures where students feel successful in both their academic and professional lives. We felt that existing models of personal tutoring in our institution, focused on a common model of one-to-one meetings to review academic outcomes, were not aligned with student needs.

Coaching and mentoring is prevalent in teaching and teacher education, where effective models are built on democratic principles and provide agency (Lofthouse, 2021). For this project, aspects of circle pedagogy and dilemma-based coaching were utilised. A co-construction philosophy aligned securing agency and belonging for students, as well as addressing potential power relationships between tutors and students (Bovill, 2020). Over one academic year, two student researchers and two tutors co-created a sequence of ‘circle coaching’ sessions which were offered to all second year undergraduate students. Co-creation of session content brought to attention the need to explore specific and differing elements of students’ experiences at key points in the academic year, taking account of students’ identity shifts as they ‘become’ teacher. An evaluation of these small group coaching sessions with 50 students and six tutors highlighted impact on students’ perceptions of belonging in their academic world as well as enhancing their perception of the self as emerging teacher. Potential for developing this model further across cohorts and disciplines is discussed.

Dr Amanda Nuttall, Associate Professor (Teaching and Learning), Leeds Trinity University

Anna Park, Leeds Trinity University

#### 2.10-2.40: Promoting Intellectual Conversation (presentation)

This presentation explores strategies to cultivate students' professional curiosity and reflective skills to effectively navigate professional practice dilemmas through interprofessional teaching and learning approaches. By integrating diverse perspectives and expertise, students can develop a deeper understanding of complex issues and enhance their ability to critically evaluate and address challenges in their respective fields. The session will discuss practical methods and pedagogical frameworks for fostering interdisciplinary collaboration, encouraging self-reflection, and promoting lifelong learning. Through interactive discussions and case studies, participants will gain insights into the benefits of interprofessional education in preparing students for dynamic and ethical decision-making in their professional careers.

Eoanna Stathopoulos, Senior Lecturer, Edge Hill University

Chris Kiely, Senior Lecturer, Liverpool John Moores University

#### 2.10-2.20: Using a caseload approach to teach third year social work students – a discussion paper (short presentation)

Third year social work students study a module on adults and mental health. The module leaders developed a problem-based learning approach to delivery and assessment based on creating a mock caseload that the students are introduced to in week one and that develops each week with requirements for the students to respond in terms of knowledge development and social work intervention ideas as the module progresses.

Students are required to independently check for updates on the cases and undertake required knowledge development to be able to intervene and support the individuals and families involved.

Claire Bates, Senior lecturer, Edge Hill University

Emma Rimmer, Senior Lecturer, Edge Hill University

#### 2.15-2.25: The Challenges and Developments of Interprofessional Education in a Health, Social Care and Medicine Faculty (short presentation)

Interprofessional education (IPE) in healthcare is widely acknowledged for the healthcare workforce, however there is little framework and guidance published to help support the development of IPE in higher education settings (Burning et al. 2009). As IPE develops in the health profession, and more roles are introduced to the health care system such as Nurse Paramedic, Physician Associate and dual qualified nurses, we look to improve education programmes and student knowledge on how these professionals work to achieve the same objectives for patients and departments with ever changing global challenges to the landscape on health.

The World Health Organisation (WHO) (2018) support the introduction and continuation of IPE across faculty globally, across a wide variety of healthcare settings, disciplines and political landscapes with universities being challenged to develop and design IPE programmes where students can engage at multiple levels of education and graduate with the knowledge of working within an interprofessional team.

The Nursing and Midwifery Council, along with General Medical Council and other regulatory bodies, also now hold a great emphasis on IPE and how this is reflected and integrated into the curriculum, therefore it was essential for the design of the IPE programme to follow principles of teaching and learning frameworks across the board for the faculty (Anderson, Smith and Hammick. 2015).

Over the last 12 months, a team at Edge Hill University have been designing an interprofessional programme for the Faculty of Health, Social Care and Medicine to immerse themselves in based on engaging simulation activities with advancing technologies. We will showcase the process of this design, logistics, the activities produced for the day to engage students, along with the challenges faced when developing this. We will then discuss how IPE will continue for Edge Hill, and the developments to be made on this programme, as well as programmes that we are hoping to implement as the strength grows in the IPE development team.

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Abigail Heath, Associate Lecturer in Simulated Practice Learning, Edge Hill University
Amanda Miller, Edge Hill University
Scott Mosher, Edge Hill University
Rachael Whitfield, Edge Hill University
Helen Nelson, Edge Hill Univeristy

### 2.45-3.25: Parallel Sessions

#### 2.45-3.25 Education for Sustainable Development: A horizontal and vertical model of learning for the future (presentation)

This talk examines how the Education for Sustainable Development agenda has been used to reimage undergraduate teaching. Exploring how vertically integrated projects meet horizontal alignment, I show how a three-year BA can foster community-engaged education, research-engaged education, and authentic learning. Taking our flagship BA Digital Media degree as a case study, this talk will demonstrate the changes and thinking that have led to the development of a course that goes beyond the classroom to develop a model for a sustainable future in every sense of the phrase.

#### 2.45-3.25 Barriers and enablers of student engagement in employability activities: A comparative analysis pre and post placement (paper)

In today's competitive job market, Higher Education (HE) institutions play a crucial role in preparing students for professional success beyond academic achievements. Co-curricular employability activities serve as vital avenues for acquiring practical skills and experiences, yet understanding and optimising student engagement in these activities remains a challenge.

This research explores the complexities surrounding student engagement with co-curricular employability activities in HE environments, focusing on identifying the barriers and enablers of engagement through a comparative analysis of students, pre and post work placement. Employing a mixed-methods approach, this comparative analysis sheds light on the transformative impact of activities to prepare for work placement applications, revealing shifts in engagement patterns and factors influencing them. Preliminary findings highlight common barriers such as time constraints, lack of awareness, and perceived relevance, alongside enablers such as mentorship and peer influence. Understanding and addressing these barriers while focusing on these enablers can significantly enhance student participation and, consequently, their readiness for employment.

This research presents actionable insights and strategies for optimising student engagement with co-curricular employability activities as well as contributing to the ongoing discourse on enhancing employability in HE environments.

Myles Dempsey, Senior Lecturer in Digital Forensics, Sheffield Hallam University

Sue Beckingham, Associate Professor (Learning And Teaching) and National Teaching Fellow at Sheffield Hallam University, Visiting Fellow at Edge Hill University

#### 2.45-3.25 Transcending the dragons of conflict in 54 years of a global, Living Educational Theory Research approach to professional development (presentation)

This presentation has evolved from previous Visiting Professor Solstice/CLT presentations on: ‘Using technology globally in evidence-based pedagogic research in living-educational-theories’ (Whitehead, 2023); ‘Researching your educational influences in teaching and learning’ (Whitehead, 2022); ‘Generating living-educational-theories in enhancing evidence-based educational practitioner, pedagogic research’ (Whitehead, 2021); ‘An educational response to teaching, learning and assessment in the time of the pandemic’ (Whitehead,2020).

This year’s evolution is focused on the content of two books, Delong & Whitehead (2023) on You and Your Living-Educational-Theory and Whitehead & Huxtable (2024) on Living Educational Theory Research as an Epistemology for Practice: The Role of Values in Practitioners’ Professional Development.

This presentation is focused on enhancing the professionalism of educational practitioners as we ask, research and answer questions of the kind ‘How do I improve my educational practice’ It is based on a view of professionalism that includes our educational responsibility to research such questions and to contribute the educational knowledge we generate to the global knowledge-base of education as we engage in our own continuing professional development.

I am asking you to consider the implications of developing a new collective imaginary (Drewell & Larsson, 2019) for grounding our contributions as participants in Solstice/CLT conferences at Edge Hill University, in enhancing the flow of values of human flourishing, through the generation and sharing of our living-educational-theories. These use each contributor’s unique constellation of values, as explanatory principles in their explanations of their educational influences, in their own learning in the learning of others and in the learning of the social formations within which their practice is located.

Dr Jack Whitehead, Visiting Professor, Edge Hill University

#### 2.45-3.25 Witnessing the past of education technologies: Cookie Crumbs of Insight (discussion)

A ‘fireside chat’ with Professor Gilly Salmon. Bring your own hindsight and foresight.

Professor Gilly Salmon, CEO and Principal Consultant at Education Alchemists Ltd, Visiting Professor at Edge Hill, Law, and Derby universities in the UK and Swinburne in Australia

### 3.25-3.40: Refreshment break and opportunity for informal discussions of Poster Presentations (Health Building Foyer)

### 3.40-4.35: Parallel Sessions

#### 3.40-4.35 Lessons from the pandemic: Mental Health and the role of educational technologies (workshop)

Over the years there has been a significant rise of concerns regarding students' wellbeing and mental health within the higher education sector. This paper will discuss those concerns, especially in the aftermath of the COVID-19 pandemic, how it further affected students, and the use of educational technologies to enhance their teaching and learning experiences. It will discuss the common triggers and signs of ill-mental health that might be noticed by university staff. Therefore, it is vital that teachers are educated about these issues to provide the right support and respect for their cohort and help contribute to outstanding teaching. Based on current and previous literature, recommendations will be made to highlight the necessary support needed for students with mental health difficulties alongside consideration for educational technologies to meet students’ needs and facilitate quality assurance processes.

Dr Shereen Shaw, Senior Lecturer, Edge Hill University,

Dr Monika Grabias-Rodriguez, University of Liverpool

#### 3.40-4.35 Using Coaching and Mentoring as a Retention Focused Practice (workshop)

UCAS data shows 316,850 UK 18-year-olds have applied to university or college this year – an increase of 0.7% from 2023 and the second highest on record. Encouraging to see are increased numbers of disadvantaged students applying for university, with more of these students aiming high for the most competitive courses, improving access to students from all backgrounds (UKAS 2024).

Retaining students on their university programme is a key metric used by the Office for students and at Edge Hill University (EHU), retention initiatives of excellence cited by the UK Teaching Excellence Framework (TEF) 2023 assessors who assessed EHU TEF submission included the Early Intervention Model to support student retention; personalised inductions to help students settle in quickly; and Supporting Staff to Support Students toolkits, including supporting student mental health and holistic support packages (OfS 2023).

Edge Hill University has implemented its Coaching & Mentoring Strategy (EHU 2023) with an overall aim to embed and further develop a culture of coaching and mentoring within the university to maximise individual potential and effective performance, leading to increased capacity, effectiveness, and efficiency.

Driving the strategy forward is a Coaching and Mentoring Steering Group whose remit is to actively support the creation of a coaching culture and develop the organisation’s approach. Recognised is that the days of managers ‘just’ managing and leaders ‘just’ leading are no longer what is expected and that there is an increasing expectation to use a coaching style to manage situations that promotes retention of students and also the staff employed by EHU. Indeed, coaching and/or mentoring enables staff to perform to their full potential, unlocking creativity and giving them the tools to solve complex student and staff retention problems.

Led by members of EHU Coaching and Mentoring Steering Group, this presentation will critically explore how adopting a coaching approach by academic and professional services, can positively contribute to student and staff retention focused practices.

References

Edge Hill University Coaching and Mentoring Strategy 2023-2025), EHU

Office for Students (2023) Teaching Excellence Framework (TEF) 2023, Publication of TEF outcomes: communications and branding guidelines, Office for Students: Publication of TEF outcomes: communications and branding guidelines (officeforstudents.org.uk)

UCAS (2024) 2024 sees more 18-year-olds apply for higher education | Undergraduate | UCAS

Professor Jacqueline Leigh, Director of Nursing and Midwifery Education, Edge Hill University

Nicola Walker, HR Partner, Project Lead, Edge Hill University

Marcello Trovati, Professor of Computer Science, Edge Hill University

Andrea McGuiness, Senior Lecturer Medical School, Edge Hill University

Fiona Hallett, Associate Dean of Graduate School, Edge Hill University

#### 3.40-4.35 Developing toolkits to support metacognitive learning (workshop)

In summer 2023 the Specific Learning Differences Support team worked with colleagues to develop an Assistive and Accessible Technologies toolkit for students using Articulate Rise. We were keen to develop bitesize resources for students to explore some of the productivity tools and accessible technologies available at the university.

Following a successful bid to the EDI innovation fund the Learning Support Coordinator led the team in designing and delivering a Neurodiversity awareness event entitled Embrace, Support, Empower. This series of events across a week in October gave the student and staff community an opportunity to engage in workshops, activities, and events to raise awareness and understanding of neurodiversity promoting engagement with the services.

As part of this event the team developed toolkits using Articulate Rise to support learning for students who are exploring or experiencing challenges related to ADHD, Dyslexia, Dyspraxia, and other neurodivergent conditions. We have been building on this work throughout the year to develop supporting materials for colleagues and hope to have these available in the new academic year. The toolkits are available to access below:

Accessible and Assistive Technologies - [www.ehu.ac.uk/assistivetech](http://www.ehu.ac.uk/assistivetech)

Exploring Dyspraxia - <https://eshare.edgehill.ac.uk/16541/2/content/index.html#/>

Exploring Neurodiversity - <https://eshare.edgehill.ac.uk/16556/2/content/index.html#/>

Exploring ADHD/ADD - <https://eshare.edgehill.ac.uk/16545/2/content/index.html#/>

The toolkits enable us to start the metacognitive learning earlier in the student’s diagnostic journey which will support the development of autonomous study skills strategies that support retention, progression and attainment.

In this workshop we would like to share our journey in developing this provision and the accompanying resources. We would like to work with colleagues to discuss the changing landscapes of students exploring neurodivergent conditions and explore how we can best support this emerging student population at the university.

Andrew Billington, Head of Learning Support, Edge Hill University

Anna Paxman, Learning Support Co-ordinator, Edge Hill University

Iain Gannon, Learning Support Advisor (Assistive Technologies), Edge Hill University

Ellie Pauley, Learning Support Advisor, Edge Hill University

#### 3.40-4.35 Professional and business communication in the world of work: how do we help students to prepare for their careers in the new ‘era of AI’? (workshop)

The third version of our text for students on Professional and Business Communication (Hartley, Knapton and Marriott, 2023) was published by Routledge in May 2023 from the manuscript we delivered in December 2022. Because of this timescale, we could not feature some of the post-ChatGPT developments that have become important, such as Microsoft Copilot or recent changes in patterns of hybrid working. This raises important questions:

• how much has changed in the worlds of business and the professions now that we are living in the ‘era of AI’ with the various (and some very different) predictions of likely futures? (e.g. Hobsbawm, 2022; Myerson and Ross, 2022; Susskind and Susskind, 2022; Suleyman, 2023).

• what implications do these changes have for the educational experience we offer our students? (e.g. Beckingham et al, 2024)

In this workshop we will discuss the implications of recent developments in the world of work for our curriculum. We will focus on key questions, including the following:

• How and where will our students be working in the future?

• Are we best preparing them for a range of futures?

• How could/should we modify our curriculum to help students make the necessary transitions?

The workshop will generate ideas and resources which will be collated and distributed after the conference.

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Helena Knapton, Learning and Teaching Development Lead, Edge Hill University, Professor Peter Hartley, Visiting Professor at Edge Hill University
Dr Susie Marriott, Edge Hill University
Kate Stafford, Careers Adviser, Edge Hill University

#### 3.40-4.35 25 Years of the Learning Technology Development Team at Edge Hill University: What Can We Learn From a Quarter of a Century of Changing Technology, Roles, and Values (presentation)

As Learning Services undertakes a Developmental Enquiry looking at the future of student’s digital experiences, it’s a good time to reflect on what we can learn from the past. Martin Weller in ‘25 Years of EdTech’ (Weller, 2020) notes that “the ed tech field is … remarkably poor at recording its own history and reflecting critically on its development, as if there is no time to look in the rear-view mirror in a field that is always interested in the future”.

In this session we’ll look at the history of educational technology at Edge Hill University from the perspective of the Learning Technology Development team. LTD essentially started in 1999 as part of what is now the ‘Centre for Learning and Teaching’ and has evolved into a larger team with more specialised roles. With the aim of looking at what we can learn that could positively impact on future practice, and the experience of academic staff and students, we’ll look at themes such as developments in the Virtual Learning Environment, the changing role of the learning technologist, and the impact of strategies and values.

Peter Beaumont, Learning Technology Development Officer, Edge Hill University

### 4.40-5: Innovation in Scholarship Award for Post Graduate Certificate in Teaching in Higher Education

## Day 2: Thursday 13 June

### 8.45-9.15: Arrival and registration

### 9.15-9.45: Welcome

### 9.50-10.25: Parallel Sessions

#### 9.50-10.25 You can't call me AI

Using a personal example of becoming a student as a springboard, this talk will argue why the human educator remains central even in an age of AI and why we should remain optimistic about Higher Education and its transformational power.

Dr Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE

#### 9.50-10.25 Theatre in the Round: Using 360 VR to learn about performance (presentation)

A recently completed research project at Durham University experimented with providing English Studies students an opportunity to experience scenes from the plays they were studying through the perspective of VR. Three scenes were chosen; from Hamlet, Top Girls and Waiting for Godot, and these were recorded using a 360-degree camera. Each scene was recorded from three different camera angles; a third-person perspective, and first-person perspectives from the two characters in the scene. This placed the students in the place of (in the first example) Polonius, then Hamlet and then Ophelia within the “get thee to a nunnery” scene. In a later workshop, these were then viewed through Oculus Quest headsets before the participants took part in a focus group.

This session will discuss the pedagogical rationale for the project, some of the technicalities behind recording and presenting 360-degree video on VR headsets, and the successes (and limitations) of this form of activity as a teaching tool. It will be an opportunity for participants to share their experiences of VR in their teaching, or to find out more about what the potential might be to try it out. We can also talk about some of the philosophical and phenomenological ramifications of virtual reality during the session, the history of VR (and what happened to the first two waves of interest in the metaverse) or catch me between sessions to talk about any of these issues.

Dr Mark Childs, Senior Learning Designer, Durham University and Visiting Fellows, Edge Hill University

#### 9.50-10.25 The Future of Teaching and Learning Conferences (interactive presentation)

In this talk, I explore the emergence and development of Teaching and Learning (T&L) Conferences in Higher Education, the impact of Covid-19 on T&L conferences, and what the “post-Covid” period holds for the future. I reflect on the changing Higher Education landscape and how that impacts, not only on our day-to-day activities, but also on our networking and professional development opportunities. I explore the advantages that the online space affords us, and also caution against over-reliance on online alternatives. Finally, I look towards the future of T&L conferences and what it means for those of us who teach and support learning in Higher Education.

Associate Professor Anne Tierney, Heriot Watt University

### 10.30-11: Parallel Sessions

#### 10.30-11.00 Smooth transitions and the case for PGT Welcome Tutors (presentation)

It is crucial that Higher Education institutions design transition and induction practice that responds to the needs of all student cohorts. Despite an understanding that taught postgraduate students need to settle quickly in order to thrive, there is relatively little literature that comments on the experience of new taught postgraduate students (Tobbell and O’Donnell, 2013 is an exception).

 This presentation discusses a study that explores the experience of postgraduate taught (PGT) students when they join the university community. The project team already has experience of working with undergraduate students in the ELIXIR project (Exploring Links between Induction, eXit and Retention (Mearman and Payne, 2021, 2023), where the needs of new undergraduates were explored in relation to both social and academic development. The current study builds upon this and speaks directly to the experience of PGT students.

 The project team recruited four post graduate researchers as Welcome Tutors (WT) and designed a series of support meetings with incoming PGT students. 48 PGT students participated, and they reflected their overall cohort, where 90% of the students had the same non-UK nationality.

This presentation outlines our evaluation of the welcome tutor scheme, by drawing on data that show the experience of the scheme from the viewpoint of both the postgraduate research WTs and the new PGTs. We discuss qualitative data from focus groups, interviews and questionnaires, and present a thematic analysis (Braun and Clarke, 2022) of data from interviews with both those students who had opted into the scheme and those who had not. Dominant issues emerged in relation to the development of students’ language skills, flexibility of the support they receive, and the labelling of the Welcome Tutors as experienced peers, but not as authority figures.

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Mearman, A. and Payne, R., 2023. Reflections on welcome and induction: exploring the sources of students’ expectations and anticipations about university. Journal of Further and Higher Education, pp.1-14.

Tobbell, J., & O’Donnell, V. L. (2013). Transition to postgraduate study: Postgraduate ecological systems and identity. Cambridge Journal of Education, 43, 123–138

Dr Ruth Payne, Associate Professor, University of Leeds

Dr Andrew Mearman, Associate Professor, University of Leeds

#### 10.30-11.00 Eraut – A 21st century application to pedagogical research (presentation)

This session will provide a critical perspective of the influence of Michael Eraut’s conceptual framework when applied to a contemporary pedagogical research context. Eraut contented that his seminal 1994 research could function as a guide in supporting future research enquiry. Therefore, the contemporary application of Eraut’s research as a conceptual framework remains important when investigating professional development. Jackson (2019) proposes, the application of seminal frameworks can be purposeful when reviewing contexts of learning through a contemporaneous lens.

In context, Eraut’s framework provided theoretical scaffolding during a practitioner based doctoral research study, exploring the impact of university-based education on the renal nurses’ practice. Therefore, this session will illustrate the significance of Eraut’s research to the contribution to debates on professional development of nursing practice. Notably, the findings illustrate how professionals learn and navigate a series of learning trajectories in their professional development; during and following a formalised programme of professional education. Additionally, highlighting the nature in which practising professionals explore and map professional knowledge; focussing on knowledge acquisition and its application to specialised environments. Therefore, the impact of the findings provides new insights into professional development, based on a retrospective foundation.

The presentation will be of specific interest to researchers undertaking pedagogical research, particularly focussing on research linked to the practising professional, not solely those linked to the nursing profession. From a nursing perspective, the professional development of nurses will be of interest to those who in engage in specific education of learners aspiring to become registered nurses, linking with themes of employability and graduate attributes. More specifically, the session has relevance to nurse educators involved in teaching of postgraduate registered nurses undertaking continuous professional development activity.

Dr Paul Cairns, Lecturer, University of Liverpool

#### 10.30-11.00 Learn!Bio - A time-limited cross-sectional study on biosciences students’ pathway to resilience during and post the Covid-19 pandemic at an UK university from 2020-2023 and insights into future teaching approaches (paper)

Higher education in biosciences is significantly informed by hands-on field trips and practical laboratory skills straining. With the first Covid-19 national lock-down in England in March 2020, on-campus education at higher education institutions (HEIs) was swiftly moved to alternative provisions. This study aimed to evaluate bioscience students’ ability to adjust to a fast-evolving learning environment and to capture students journey building up resilience and graduate skills and attributes.

A total of 317 Bioscience undergraduate students at the biology department at a northwest English university participated in this anonymous, mixed-method study evaluating their perception and feedback to remote and blended learning provisions during the Covid-19 pandemic and post pandemic learning capturing academic years 2019/20 to 2022/23.

The Covid-19 pandemic and the consequent restriction of personal social interaction resulted in an significant decrease in the mental wellbeing of undergraduate bioscience students in this study, cumulating to poor or very poor self-rating of wellbeing in spring 2021 while at the same time students showed evidence of advanced adaption to the new learning and social environment by acquisition of additional technical, social and professional graduate-level skills, indicative of an, albeit unconscious, transition to resilience. Students rated their learning and teaching experience throughout positive and above the nationally captured average and could confidently learn from online provided podcasts of any length. Post pandemic, bioscience students worry about the increased living costs and are strongly in favour of a mixture of face-to-face and blended learning approaches, while asynchronous online teaching provisions are rated negatively.

Our results have shown that students can experience poor mental health while already travelling on a successful pathway to resilience development. Students have adjusted with ease to digital teaching provisions and expect higher education institutions continue offering both, face-to-face and blended teaching to reduce the burden on students’ significantly risen living costs.

Dr Katja Eckl, Senior Lecturer in Biomedical Science, Edge Hill University
Katy Andrews, GTA, Edge Hill University
Rosalie Stoneley, GTA, Edge Hill University

#### 10.30-11.00 The use of a rubric, to grade large modules with multiple student groups and different tutors (paper)

One of the main challenges for the marking of assessments with large student numbers and multiple tutors is consistency in feedback and grades. As the purpose of an effective rubric is to inform students which part of the assessment have been met and to what level (Nasb, 2015). The purpose of this research was to determine if the use of a rubric, when grading students work, would help with this challenge. Data was collected over two years, from two sets of students, with different tutors assessing the same coursework. One year using a rubric and one year without. The purpose of this was to assess if grades from the tasks were comparable within each year group. Firstly, to produce summary statistics and examine distribution of the grades across the two years, irrespective of the tutors. Then to formally test the differences between tutors, to see if the grades were significantly different for each year group, highlighting whether using a rubric causes tutor to become more similar when marking work. This was a complex data set, and it was hard to untangle what was driving the differences in scores. The result of this research generally indicated using a rubric reduces variation in the dataset i.e. the distribution of scores became more similar but this was dependent on the task being graded.

Shirley Hunter-Barnett, Senior Lecturer, Edge Hill University

### 11-11.20: Refreshment break and opportunity for informal discussions of Poster Presentations (Health Building Foyer)

### 11.20-12.10: Parallel Sessions

#### 11.20-12.10 Accessibility, Inclusion and Technologies

Up to 10 per cent of the population are affected by specific learning challenges, such as dyslexia, dyscalculia and autism, translating to 2 or 3 pupils in every classroom according to studies.

Co-occurrence and intersectionality are critical considerations recognised in academic literature, institutional data and HESA data on disability.

As an inclusive university, we support diversity and equality with part of our ethos being grounded in widening participation. Within the Faculty of Education Helen Maddison-Neill implemented a robust process in June 2022 and this was then shared with Lisa Lawson in the FoH, instrumentally by Andrew Billington. Furthermore, in the FoE, case studies demonstrated that when on practice, students’ mentors, could struggle with the multiple challenges students bring to the classroom.

Within the FoE, a process was designed to ensure that students with assessed needs received a student support plan, which was disseminated to academic tutors, to ensure support was provided in sessions, and to Link tutors, to support students on practice. All departmental staff supported a role in this process, but most importantly, a model to support school mentors in understanding how particular needs manifest themselves in adults, was considered. The vision for this project was a design which provided the learner with information in an accessible and inclusive format embracing diversity and inclusion.

Within the FoH, a cross-faculty meeting was convened in August 2023. It was agreed that a more inclusive and supportive process was needed. A draft process was developed which included:

* Enhanced personal tutor support and resources
* Formal and informal support process for students
* Formalised faculty timeframes for support stages to be met
* Meetings with practice education staff, personal tutor and the student to be introduced as standard practice
* Adopt an interim Potential Areas for Practice Support form to facilitate discussion with practice staff
* Introduction of a new faculty role, Inclusion Champions to support complex cases and be points of contact for students and staff.

In this workshop we would like to share the developing journey to providing this process and the accompanying resources. We would like to work with colleagues to discuss the supportive models created in neurodivergent conditions and explore how we can best support this emerging student population in university and on placement.

Discussion and questions from welcome from delegates, especially on plans going forward and observations from ‘the outside in’ to inform future support processes.

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Lisa Lawson, Senior Lecturer Nurse Education, Edge Hill University

Helen Maddison-Neill, Lecturer in Primary Education, Edge Hill University

Andrew Billington, Head of Learning Support, Edge Hill University

#### 11.20-12.10 Virtual Escape Rooms to support students’ learning (workshop)

Gamification is an active learning method used in education to improve students' motivation and learning experience (Toda, Cristea and Isotani, 2023). Virtual Escape Rooms (VER), an example of gamification, have been found to increase students' clinical judgment and therapeutic communication skills (Zehler and Musallam, 2021; Hutchinson and Hurst, 2022). While a physical escape room involves participants locked within a themed room, working together to decipher clues and solve riddles to ‘escape’, a VER takes this adventure into the digital environment, accessible through a computer or mobile.

A VER was created for the Faculty of Health, Social Care and Medicine’s (FHSCM) Interprofessional Education (IPE) day in November 2023. As the IPE day included 471 health and social care students from across the faculty, the aim of the VER was to encourage collaborative working and promote problem solving. The students worked in multi-professional groups to explore the VER, searching for clues to solve puzzles and optimise patient care. The VER was evaluated positively by students and will be used for the IPE day in March 2024.

Following positive evaluations, the VER has been adapted for Second-Year BSc Nursing Students within Simulated Practice Learning. While still requiring cooperation and teamwork, this adapted VER focuses on medicine management, whereby students must solve the drug calculations used in their clinical practice to ‘escape’. Evaluations of this are pending.

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Clare Grey, Digital Innovation Lead Curricula and Practice Learning, Edge Hill University
Janet Burdon, Edge Hill University
Rachael Whitfield, Edge Hill University
Scott Mosher, Edge Hill University

#### 11.20-12.10 Recipe cards: cooking up interactive learning opportunities (workshop)

University of Chester have created recipe book to help make learning design digestible and easy to follow. The book contains a series of recipe cards intended to make learning design more accessible and embed key digital skills and essential skills, capabilities and competencies our future educators and students will need. They give staff evidence based, activity rich ideas that they can implement easily with their students ensuring we are incorporating good learning design into the process.

These recipes are based on research into what works to help students learn in a blended or online learning environment using the conversational framework and the 6 learning activities to create a rich, activity-based learning environment for your students. The recipes can be adapted to suit your own ‘taste’ as an educator. Academic staff are encouraged to submit their own recipe cards to help build a collaborative community of educators supporting our student experience.

Alice Jones, Senior Learning Technologist, University of Chester

#### 11.20-12.10 Teaching SMARTer for 21st Century Students (workshop)

Almost a quarter of a century into the new Millenium, we are still using 20th century teaching methods in Higher Education. This workshop will demonstrate how to make the most of interactive boards/ screens, particularly in a seminar context.

There has been much critique of interactive boards over the years (see Slay et al., 2008, for example), but in my experience in both compulsory and post-16 education, I have developed techniques that facilitate interaction and inclusive pedagogies. I will demonstrate how the availability of SMART Notebook and Promethean software can enhance teaching and learning in higher education, particularly for teacher educators as it is this technology that trainee teachers will experience in practice. The workshop will be useful for all educators, though, no matter what discipline, and even if you do not have access to interactive boards and their associated software in your practice, I can introduce you to a Microsoft application that is available to all Office 365 users called Whiteboard (ironically, no whiteboard is required!).

Many of our undergraduate students, and perhaps even post-graduates, were born in the 21st century, unlike most of their lecturers (including me!). If we are to offer students the 21st century education they deserve, we need to re-think our practice (Apampa, 2020), and this workshop will offer suggestions on how to do this with interactive pedagogies, and provide a forum to discuss other possibilities.

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Dr Rachel Marsden, Lecturer in English Education, Edge Hill University

### 12.15-12.45: Parallel Sessions

#### 12.15-12.45 Expansion of Library services, support and teaching for online and remote users (presentation)

During 2023, the Library undertook a range of reviews with departmental teams such as Research, Content and Discovery, Library Systems and Customer Services to agree broad principles and workflows for standardising and improving access to services for remotely taught students and programmes. Examples of services reviewed for these users included: individual access to a new Library Management System (LMS) for online students and external staff (allowing access to digital and campus-based Library services), defining approaches for reading lists (Reading Lists @ Liverpool platform), access to services where local holdings are unavailable such as scanning, Library accessibility services, access to regional academic libraries, licensing and purchasing models to support remotely taught programmes and development of learning and teaching resources to support online and remote users. Broad consent was obtained to progress these plans further during 2024. These developments present new opportunities to improve access, equity and accessibility for remote staff and students, also for collaborative Library practice with stakeholders to deliver digital-focused services for online and remote programmes. This session will complement the conference theme of digital innovation, exploring the expansion and development of digital Library services, approaches and workflows to support remotely based users, including users based overseas.

Attendees will gain an Awareness of work undertaken in Libraries, Museums and Galleries to expand and develop digital Library services for remote and online programmes.

Dr Paul Catherall, E-Learning Librarian, Libraries, Museums and Galleries, University of Liverpool

#### 12.15-12.45 Personal tutoring and an innovative pastoral care team: a case study of the working practices from History, Politics and Philosophy at Manchester Metropolitan University (presentation)

Over recent years, the massification of higher education and the diversification of the student population has led to an increase in demand for student support, which in turn has led to the expansion in the role of academic personal tutors. There are various personal tutoring models which are used across and within higher educational institutions. These include, but are not limited to pastoral, professional and curriculum. The aim of effective personal tutoring requires recognising the student as an individual, and to provide support for both their academic and pastoral needs.

In the History, Politics and Philosophy department at MMU a novel approach is being initiated in the delivery of academic pastoral support. Previous attempts at embedding personal tutoring via the curriculum had previously proved problematical, especially with a diverse student body that progresses at different speeds, deviating from planned curriculum support. To ensure consistency of student experience across a large and diverse cohort of approximately 1,000 undergraduate students, a fixed number of work-loaded tutees are allocated to colleagues across the department as part of a system that provides them with guided and structured support materials. This has resulted in the delivery of an effective, robust, and sustainable personal tutoring system. Central to and underpinning this system is an innovative pastoral care team [PCT]. The construction and scaling up of this bespoke structure, specifically for History, Politics and Philosophy at MMU, is unique. This comprehensive and integrated approach has proven to be effective, resulting in significant increases in key metrics for facilitating undergraduate academic continuation.

Dr Joanne Smith, Senior Lecturer, Manchester Metropolitan University

Dr Marcus Morris, Senior Lecturer in History and Deputy Head of Departmentof History, Politics and Philosophy, Manchester Metropolitan University

#### 12.15-12.45 A Psychology Curriculum in UK medical schools (presentation)

Social and behavioural factors have an important role in in the treatment and prevention of many illnesses. Psychological factors such as beliefs and behaviours influence how illnesses and long-term conditions progress. However, little is known about how psychology is taught within UK medical schools with wide variability in behavioural and social sciences content, learning outcomes, and assessments (Russell, 2004) . Moreover, the barriers to delivering psychology within the medical curriculum appear to be consistent across universities and include limited curriculum space and integration, as well as the relevance of the content (De Visser, 2009; Dikomitis et al., 2022; Litva & Peters, 2008).

To overcome this, in 2010 a core curriculum for psychology in medical education was published. The aim of the core curriculum was to develop an evidence-based undergraduate core curriculum for psychology in medicine that was consistent and useful to medical graduates. However, given updated GMC Outcomes for Graduates in 2018 (which increasingly emphasised the need for understanding for psychological impact on health and patient care), there is a need to update the core psychology curriculum for medicine.

Under the guidance of a national group called Behavioural & Social Sciences Teaching for Medicine (BeSST), a group of psychologists working in medical schools across the UK, are updating the core psychology curriculum. Our overall aim is to review and revise the psychology core curriculum for UK medical education. To achieve our aim, we have split the project up into three studies:

Study 1: Survey of psychology teaching, learning and assessment across UK medical schools

Study 2: Scoping Literature Review

Study 3: Core curriculum revisions and rewrite

The presentation will provide an overview of the project, update attendees on progress, and (with the academic audience) explore psychological elements that could be included in the core curriculum.

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Dr Peter Leadbetter, Senior Learning & Teaching Fellow, Edge Hill University

#### 12.15-12.45 What’s Next? College at Midlife+ (presentation)

Life expectancy has increased by nearly 30 years, yet the standard career span is still expected to end when individuals are in their 60’s. College graduates may be prepared for careers running 20-30 years, but at the midlife+ stage, many are seeking new opportunities to find “something more” as their circumstances and priorities shift.

The prospect of facing a long retirement without a plan or purpose is not only undesirable, but also unhealthy, as evidenced by the epidemic of loneliness and isolation among the older generations. At this critical juncture in the life journey, higher education can play an important role in contributing to the health and wellness of an aging society.

At a time when midlife re-education is attracting international attention (note recent articles and books by [David Brooks](https://www.theatlantic.com/culture/archive/2023/08/career-retirement-transition-academic-programs/675085/), [Frances Edmonds](https://www.francesedmonds.co.uk/), [Chip Conley](https://chipconley.com/learning-to-love-midlife/)), the Nexel Collaborative ([TheNexel.org](https://thenexel.org/)) has arisen as a hub for postsecondary school leaders to foster the development of college-based midlife transition programs on their campuses. Founded by the [Distinguished Careers Institute](https://dci.stanford.edu/) at Stanford University, the independent, not-for-profit alliance has inspired more than two dozen schools across North America and Europe to offer programming specifically designed to help this stage and age thrive.

The Collaborative’s goal is to democratize the initiative by encouraging more colleges to engage their alumni and the broader community. Bringing mature adults back to school not only increases their personal prospects but contributes to the campus experience of traditional students and faculty instructors. Nexel members share best practices, resources, support, and advice on starting a programme via virtual meetings and events.

At this session, we’ll look at Harris Manchester College’s recently launched Oxford Next Horizons ([NextHorizons.hmc.ox.ac.uk](file:///Users/bonniezavon/Documents/Collaborative/https/NextHorizons.hmc.ox.ac.uk)) as an example of how this kind of programming can take place in the UK. Academic leaders are invited to attend and learn more!

Bonnie Zavon, Project Director, The Nexel Collaborative

Ashley Walters, Deputy Director, Oxford Next Horizons Programme, Harris Manchester College, University of Oxford

#### 12.15-12.25 Employment Ready Assessment Strategies (short presentation)

In the wider context of the United Kingdom Higher Education climate, several challenges intersect to increase the focus on employment readiness of graduating students. The focus on the B3 Graduate Employment metrics (OFS,2023) , the rising interest in apprenticeship approaches (gov.uk, 2026) and the concerns around the impact of Artificial Intelligence on assessment (Fyfe, 2023), leads to enhanced opportunity for innovative development of strategies to enhance employability and future proof programs. Finding the balance between traditional academic writing skills and practical, skills driven and employment ready assessments, requires looking at the assessment diet of individual students across their program to enable them to develop these approaches in tandem. Simulations, scenarios, case studies and reports are all considered in the context of the employability potential of graduates and good practice in all of these areas can support learning in all programs (Segbenya et al., 2023). Contextual learning and assessment in both formative and summative formats can be used to enhance the student experience as well as supporting positive B3 outcomes for institutions.

This session is a frank return to the purpose of assessments and an open discussion about the strategic approaches to this important element of Higher Education

Dr Bridget Mawtus, Lecturer in Mental Health, Edge Hill University

#### 12.15-12.25 Developing peer-to-peer feedback and digital skills in formative assessment by using OneNote (short presentation)

This short presentation will present an innovative practise in educational technology for post-pandemic classrooms, by showing how integrating digital tools and technologies enhances formative assessment. Building on from the pandemic response, the session will share how OneNote is used for formative assessment. This was further developed to be 100% assessed by peer-to-peer feedback. The final development of using technology, led to additional peer-to-peer learning experience for students. The approach can be applied in any higher educational setting that includes group work, and/or build on a theoretical framework that is practically applied or implemented.

The talk will present how groups of students were asked to complete two separate formative assessments. Each assessment included a practical application of two studied frameworks. The assessment output in each assessment was a 2-page document (word or PowerPoint). The student groups were asked to upload their piece of work in a shared OneNote folder by the specified deadline.

As part of the assessment, students were asked to provide constructive feedback (according to a rubric) on two other groups uploaded assessment within a specified deadline.

The students have between four and eight days to complete the application of the framework and upload to OneNote. The students then have another five days to provide feedback to two other groups uploaded framework application assessment.

The benefits and learnings are multiple:

* Students will receive two receive separate views of feedback on each submitted piece of work
* Students will learn how to provide feedback according to a set rubric
* Students will engage in reflection (compare and contrast) on their own submission in relation to the two pieces they have assessed and provided feedback on
* Students will benefit from peer-to-peer learning as all submissions are uploaded and shared in the course
* It enhances students’ digital skills

Professor Patricia Perlman-Dee, Professor of Finance, University of Manchester

### 12.45-1.45: Lunch

### 1.45-2.45: Parallel Sessions

#### 1.45-2.45 Maybe you can call me AI (workshop)

This interactive workshop considers the role of Gen AI outside of the classroom, and educators will get a sense of the 'art of the possible' as it applies now and soon. At the end of the session, educators will better understand what this means for deciding principles on the usage or not of AI in their own context.

Dr Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE

Dr Andrea Wright, Senior Lecturer in Teaching and learning Development, Edge Hill University

#### 1.45-2.45 Working towards authentic assessment to engage students more fully

####  (workshop)

Many post pandemic are keen to move away from traditional assessment formats in Higher Education, particularly since there are a wide range of pragmatic strategies and creative approaches which can help us build more authentic assessment, without necessarily abandoning everything we have used to date. We will draw on a range of widely used resources we've created, which will include  a guide to our six stage approach and compendia of illustrative international examples curated from various disciplines (Brown and Sambell, 2020-2022).

There will be opportunities in our session for participants to:

* Share examples of authentic assessment in current practice.
* Consider how we can move progressively towards more authentic assessment approaches in examinations, class assignments and course work.
* Consider manageable strategies for implementing assessment approaches that have the potential to deeply engage students, help them succeed and enjoy assignments, without involving staff in lots of extra work.

#### 1.45-2.45 Implications of Living Educational Theory Research for developing a collective imaginary with values of human flourishing (paper)

This work focuses on an unexplored aspect of SoTL, specifically the advancement of teaching and learning that contributes to the realisation of the educational and values-laden raison d’être of educational institutions. Living Educational Theory Research offers a distinct contribution by expanding the scope of educational research to enhance the learning of individuals and social formations with values of human flourishing, positively impacting the complex ecosystems surrounding educational practices. The need for this work is illustrated by the endorsement of the Magna Charta Universitatum by 975 universities from 94 countries, signifying their commitment to foster humane values and transformation, and the signatories to 'The European Declaration on Global Education to 2050: the Dublin Declaration' created by GENE (the Global Education Network Europe) and the 'Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' created by UNESCO.

The paper begins by clarifying three interconnected responsibilities of professional practitioners to: enhance learning with values of human flourishing, support others to do so too, and contribute to the learning of Humanity to flourish humanely. Personal, social, and intellectual dangers that may arise are identified. Evidence is provided of how professional practitioners have engaged in Living Educational Theory Research as part of their professional development to overcome obstacles and embrace them as opportunities. Implications are explored for practitioners in Higher Education developing their professional learning to fulfil their educational responsibilities as human beings, which includes the importance of contributing to global educational, values-laden knowledgebase.

In conclusion, an invitation is extended to all participants to contribute to the co-creation of a future with values of human flourishing by sharing their reflections on the implications of the content presented for their own professional learning.

Dr Marie Huxtable, Visiting Research Fellow, University of Cumbria

Prof. Jack Whitehead, North-West University South Africa, University of Cumbria, Edge Hill University

### 2.50-3.20: Parallel Sessions

#### 2.50-3.20 Building belonging through group personal tutoring (presentation)

Personal tutoring remains a key point where community and belonging can develop, and it provides a key point of contact for new students in Higher Education. In addition, peer-to-peer support and communication, and the understanding that others are experiencing the same challenges, will enhance individuals’ sense that they are not alone. This project explored how group personal tutoring can respond to this understanding, whilst also providing a workload-efficient approach for colleagues to adopt.

There are different models of group tutoring, where some use group sessions to convey key information to students, perhaps focusing on things such as academic integrity and referencing, or how to structure an essay. Other group tutorials are subject-driven and offer an opportunity for interaction with others studying the same programmes.

The approach of the tutor in this study was one of student wellbeing. Tutorials were specifically designed to be supportive, and to provide an opportunity for students to lead discussions on the issues that were important to them during their first year.

This presentation shares feedback from individual interviews with the nine tutees and their tutor and shows how the wellbeing approach to group tutoring was perceived by those involved. Tutees all felt that the scheme had helped them, and that they would have taken much longer to settle had it not been in place; they comment on less favourable experiences of their friends who were not part of a group approach to tutoring. The tutor in turn explained how the group tutorials are organised to provide the greatest support to students, and how this emerges as a time-efficient way of welcoming new students to the university.

The output for the project was sufficiently successful to lead to plans for a larger-scale pilot, where group tutorials for Level 1 undergraduates will run alongside one-to-one tutorials, with reflective data being collected to gauge the scheme’s impact.

Dr Ruth Payne, Associate Professor, University of Leeds

#### 2.50-3.20 Playing the 'grim reaper:' reflections on malpractice leadership within a UK HE education department (presentation)

In January 2023 I took on the role of 'malpractice lead' for the EHU Department of Primary and Childhood Education. Academic integrity was certainly something I had gained experience of as both a lecturer, as the PGCE Primary programme leader, and as a doctoral student; however, I had little awareness of the literature around malpractice, nor did I have a detailed working knowledge of the EHU regulations around academic malpractice.

In my first year as malpractice lead, I supported around 50 investigations. In the first instance, my role was largely reactive and operational - it involved teasing out the knot of academic regulations 'in practice.' Since then, I have tried to be more strategic in my role, and to support colleagues as we put in place key interventions and student guidance, to stave off malpractice in the first place. Often this work is targeted to specific modules, particularly where they involve alternative forms of writing, or where there is some continuity from prior submissions. Perhaps most intriguingly, at around the time I became malpractice lead, a new tranche of Generative AI platforms brought something of a 'moral panic' (Dixon, 2023) to the cause of academic integrity; a further operational knot to unravel within the EHU academic regulations and, perhaps, in assessment design.

At the start, perhaps I felt like the 'grim reaper' - armed with the university regulations to wield like a scythe; to hold wayward students to account. Now the role feels very different. In the majority of cases, malpractice is a symptom of wider personal issues or of academic behaviours which have not previously been challenged. Perry (2010) notes that the majority of malpractice interventions target those who specifically set out the cheat, while little guidance is offered to those who stray by innocence or accident. Perry adds that many students hold little regard for academic conventions which they see as part of an academic game. Bromwich (2024) shows how, for many students, conventions of academic writing may contradict secondary school advice to copy and paste directly from source material. Therefore, for me, malpractice meetings have become a chance to set the student on a better course; they are often about making progress, while being fair to other students and to the academic sources we draw on in our work. Only in the very direst of situations (and even then, usually as a mark of desperation) are they a cynical attempt to cheat or to claim ownership of someone else's work.

In this presentation, I will give an account of my experience in the role, of the approach we take to malpractice within the department, and of the contemporary challenges we face in maintaining academic integrity. I hope, through discussion, to share insights with others so that I can further enhance support for academic malpractice within my own department, and so that others may make progress with addressing their own malpractice concerns, too.

Dr Ian Shirley, Senior Lecturer in Primary Education, Edge Hill University

#### 2.50-3.20 Musical Theatre in HE: Creative, collaborative and multi-disciplinary problem-solving for ‘simulated professional practice' (presentation)

Musical Theatre as a degree subject is often treated, in HE, as a skill-based multi-discipline. Across both university and conservatoire programmes, students come, in large part, to create staged performance.

Theatre scholar and educator Kathy Dacre reflected in 2019 upon issues in the set-up and assessment of ‘simulated professional practice’, which has long been the staple undergraduate assessment activity in performance-making courses at universities and conservatoires. The simulation is, in most cases, ‘company’-based, highly collaborative and often creative. Such simulations are a cornerstone of education in the performing arts, of which Musical Theatre is an interesting example, presenting its own array of complexities to staff and students. Among these are the tensions between mastery of a variety of skills (singing, dancing, acting, and then some); tensions between the regimented acquisition of technical skills and their creative application; and, pertinent for us, tensions between the individualism of the solo number and the collegiality of the company. We might add to this the tension between a traditional top-down model of professional practice where the producer and director retain ultimate control, and where ensemble performers are to a degree expendable, and an inclusive and student-centred model of university education where everyone’s voice is heard, and the measurement of satisfaction is vitally important.

To address some of these tensions in the set-up and assessment of creative group work, we will analyse and discuss our own current practice at Edge Hill across modules, focusing on:

* the assignment of groups and roles (whether randomised, tutor- or self-selected) - why and with what outcome
* engagement, responsibility and student satisfaction – particularly in reference to workload distribution and outcome
• assessment and outcome – group vs. individual; process vs. product
• reported student satisfaction and staff response

From here we will find examples of best practice for discussion and development.

Dr Jennifer Daniel, Senior Lecturer in Musical Theatre, Edge Hill University
Dr James Macpherson, Senior Lecturer in Musical Theatre, Edge Hill University

#### 2.50-3.20 Global early career researcher (ECR) education in life sciences supporting all learners and advancing career opportunities for those from less research-intensive countries (ITC) – perspectives from a COST action training school coordinator (presentation)

COST (European Cooperation in Science and Technology) is a funding organisation for research and innovation networks. Actions are funded for four years and enable researchers and industrial collaborators across any scientific field to grow by networking with peers. Training Schools are an integral part of all COST actions. The COST action CA21108 (European Network for Skin Engineering and Modelling [NETSKINMODELS]) focuses on the development and validation of standout sophisticated cell-based and computational skin models for dermatological research with experts from more than 140 organisation from 40 countries in Europe and beyond.

The Training school coordinator and their co-chair organise, orchestrate, and host at least one training school per year. Training schools take place in-person (face-to-face) and are hosted each year in a different member state by one of the COST action members for the duration of 3-7 days with all expenses paid for by COST. A transparent and open application process, in-line with the strict COST action regulations on equality, diversity, and inclusiveness ensure a diverse and global group of participants can attend each training school. Various tutors, guest lecturers, and trainers from inside and outside the COST action support each training school. The 2023 training school on computer modelling of 3D skin and epidermal structures was hosted by the University of Surrey (Guildford, UK) while the 2024 training school on advanced cell culture methods in dermatology will be hosted by the University of Health Sciences in Istanbul (Türkiye). COST actions are particularly interested in the career development of women, early career researchers and those from countries with less research intensity (ITCs). Global learning experiences advance career and research opportunities for both - learners and teaching teams - inspiring knowledge gain and a thrive for inclusiveness at their home institutions and beyond.

This session provides insights into postgraduate teaching approaches (L7 and beyond) on an international and global scale. We will illustrate how our own MRes and PhD students are integrated in our COST action outreach activities, which improve and support their own career progression. This paper will further highlight how teaching-networking on an international stage informs our undergraduate education through excellence in UG module development, innovation, and satisfaction in bioscience and biomedical subjects.

Dr Katja Eckl, Senior Lecturer in Biomedical Science, Edge Hill University
Prof Dr Şebnem Erçelen Ceylan, University of Health Sciences, Hamidiye Faculty of Medicine, Department of Biophysics, Istanbul, Türkiye

### 3.20-3.30: Break

### 3.30-4.15: Parallel Sessions

#### 3.30-4.15 Integrating Anti-Racism Frameworks into Teacher Education and Beyond (workshop)

At the heart of contemporary educational innovation is the commitment to inclusivity and equity, principles that are crucial to the Solstice and Centre for Learning and Teaching (CLT) Conference's mission. This workshop, designed for educators, trainers, and instructional technologists, introduces a cutting-edge anti-racism framework tailored for Initial Teacher Education/Training (ITE/ITT). Grounded in a global literature review, this framework addresses the urgent need for racial equity in education, offering participants practical strategies and pedagogies to mitigate racial disparities.

Participants will delve into the nuances of racial literacy, exploring its significance in diverse, multicultural classrooms and its role in combating institutional racism. My goal is to empower educators to create inclusive environments where all students can thrive, using the framework to navigate the complexities of racial issues in education.

This interactive session will equip participants with the skills to implement sustainable, inclusive educational practices. Through case studies, group discussions, and hands-on activities, educators will learn to apply anti-racism principles effectively in their teaching. The workshop underscores the importance of preparing future teachers for the challenges of multicultural classrooms, emphasising the transformative power of education in fostering an equitable society.

Dr Heather Marshall, Senior Lecturer - Education, Edge Hill University

#### 3.30-4.15 How to use assessment to identify learning potential (workshop)

Any assessment only provides a snapshot of a learner's performance level at a specific time. This can create a lack of understanding of the individual's learning potential, which is their true performance level when not under assessment conditions. An important implication for low performing learners is that appropriate support is not provided. Dynamic assessment is a technique that can provide a useful and practical approach to identify an individual's learning potential by identifying their response to a series of metacognitive prompts. This workshop will provide an overview of how to implement dynamic assessment and an opportunity to put the technique into practice.

Professor John Sandars, Professor of Medical Education, Edge Hill University

#### 3.30-4.15 Quality AND Quantity: Improving Evaluations of Practice Learning (presentation)

Evaluation of practice learning is important as part of an open learning culture. There is an expectation that: “students have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice (NMC 2023:12). Many Higher Education Institutions have mechanisms for students to provide feedback on their practice experiences. In one region of the UK, only 27% of Nursing and 16% of Midwifery students provided an evaluation and generally those evaluations were not always shared with practice partners. This paper reports on a regional project to create a standardised process encourage more students to complete an evaluation of their practice experiences.

The presentation will describe the package of resources that were developed in response to this issue, and the approach taken by the Lecturers in practice learning across the patch which subsequently increased the rate of return of evaluations to 43% for Nursing and 22% for Midwifery. The team will also discuss the ongoing work to further increase the number of evaluations, and the way in which the quality of the feedback is developing to improve the feedback loop to practice partners across a shared practice learning circuit.

Delegates who attend this presentation will gain insight into how the project has contributed towards the process of assuring the quality of practice learning environments. This includes how good practice can be shared to enhance learning opportunities for students and maximise support of assessors and supervisors in practice. Additionally, delegates will have a better understanding of the collaboration across Higher Education Institutions to empower professional constructive feedback to practice partners from students in the practice learning environments.

Jodie Roberts, Lecturer in Practice Learning (Nurse Education), Edge Hill University

### 4.15-4.45: Presentation to University Fellows And Closing note