Nottingham Trent University

AdvanceHE

ABSTRACT BOOKLET

#ANTF2024

Association of National Teaching Fellows (ANTF)

Collaborative Award for Teaching Excellence Network (CATE-Net)

Welcome to #ANTF2024

The Association of National Teaching Fellows (ANTF) and the Collaborative Award for Teaching Excellence Network (CATE-Net) are pleased to welcome you to our annual symposium, 2024, hosted by Nottingham Trent University and supported by Advance HE.

How to use this abstract booklet

In this booklet, you will first find the abstracts for our three keynote panels in the order of presentation. Following this, all other abstracts are listed in alphabetical order by first author surname.

Alongside each abstract, you will find information about the theme to which it was submitted, from our WISER themes. Each abstract title is also colour coded to show the theme using the following key.

Wellbeing
Innovation and Impact
Students, Staff, Stakeholders
Equity and Ethics
Reward and Recognition

Beside each abstract, you will find information about where you will find the talk in the programme, and the format of the talk (e.g. 1 hour workshop).

For example, W – D1 11.30am Adams 30 min showcase means that the talk relates to our Wellbeing theme, is taking place on day 1 in the slot that begins at 11.30am in the Adams room, and is a 30 minute showcase.

This should enable you to cross reference to the programme: https://ntf-association.com/annual-symposia/antf-symposium-2024/.

You can also use the Word 'Find' function to search both this abstract booklet and the programme to find terms of interest or specific authors. For example, if you're interested in "block" teaching, search for "block". You can also search for D1 or D2 if you are only attending one of the two days of the conference.

Keynote panels

Our three keynote panels comprise projects that were funded for this academic year (2023-24) by the ANTF Collaborative Innovation Project scheme. Each panel will report on their progress to date, and will open up opportunities for delegates to discuss and to learn from their projects.

KEYNOTE PANEL 1

Harriet Dunbar-Morris, Andy Clegg, and Kathryn Lyndon

Empowering Student Success: Insights from the Being Belonging Becoming Survey
Join Professor Harriet Dunbar-Morris and the Being, Belonging, Becoming Portsmouth Project Team in exploring an innovative approach to student support, centred around the Being, Belonging, Becoming (BBB) framework. Learn how the University of Portsmouth's BBB framework fosters inclusivity and supports a diverse student body. This session, supporting the Well-being, Innovation, and Equity themes, showcases the BBB framework at Portsmouth and how a BBB survey has been designed to evaluate initiatives enhancing students' well-being across the sector. The BBB survey is a pioneering tool evaluating initiatives that enhance students' sense of being, belonging, and becoming within higher education. Developed in response to the need for comprehensive survey data, the BBB project addresses the absence of benchmarked survey data, such as from the National Student Survey (NSS), to capture students' sense of belonging and connection. In the session we will present the BBB survey which explores critical aspects, including first impressions of staff, study experiences, peer relationships, personal tutoring, and overall student satisfaction. We will also unveil initial key findings from a collaborative project involving 25 institutions, developing case studies of use.
Day One (D1) – 10.20am – Adams Room

KEYNOTE PANEL 2

Louise Taylor, Katy Burgess, Alison Torn, Julie Hulme, and Allán Laville

Effects of a psychologically-informed teaching intervention on student identities: A multi-site naturalistic controlled trial
Student belonging may be compromised if students have a weak identity as a learner and strong identity as an educational consumer. We will present an evaluation of a curriculum resource developed from psychological research – an identities workshop for educators to engage in with students (www.brookes.ac.uk/SIIP). The evaluation involved over 200 students from four institutions in England and Wales across a range of disciplines, and the analysis compared identity and belonging scores of participating students with a control group who did not take part. Preliminary data suggest that students' learner identities are strong, and may be further strengthened by the workshop. In this panel discussion, we will share insights into the resources and data, and also our collective reflections on using the resources with our students. We will welcome audience feedback, comments, and questions to help to further develop our ideas.
Day Two (D2) – 9.45am – Adams Room

KEYNOTE PANEL 3

Jenny Lawrence, Adrian Wallbank, and Lee Fallin

Using Gen AI in teaching, learning, and assessment: Inclusive, ethical, and sustainable innovation

There is anxiety surrounding generative artificial intelligence (Gen AI) (applications that produce text or visual artefacts) across HE (Crawford, et al, 2023). The ability to use AI critically, ethically and in context are graduate skills the World Economic Foundation (WEF) identified in 2018 and the UK industrial strategy identified as transformational in 2017. Higher Education holds a responsibility to ensure AI is used for the common good (UNESCO, 2023). We must 'adapt and adopt' (Jisc, 2023) these fast evolving technologies and furnish staff and students with the critical, digital literacies necessary to use them responsibly, ethically (Institute for Ethical AI in Education) and with integrity (Foltynek, Bjelobaba, Glendinning, Khan, Santos, Pavletic, Kravjar, 2023) whilst being mindful of digital poverty (Illingsworth, 2023). This means fostering new and innovative approaches to the use of AI in teaching, learning and assessment.

The ANTF funded a small scale project which aimed to inspire inclusive, ethical and sustainable innovation in AI use in teaching, learning and assessment by editing a collection of case studies and pearls of practical wisdom gathered from across the sector.

This panel will reflect on the delights and demands of working on a collaborative project in such a fast changing field of study, celebrate some of the inspiring work conducted across the sector and share some pearls of practical wisdom in using Gen AI in TL&A.

Day Two (D2) – 1.45pm – Bowden Room

Abrahamson, Hulme, Cobb, Wilson, Irving-Bell, Gann, Smith, Beckingham, D'Sena	Shining the spotlight on scholarship: Designing web resources for growth, reward, and recognition through scholarship	This showcase session foregrounds how a community of national and international scholars have used innovative practice to design a website resource for scholarship. There are multiple resources and communities of practice available across the sector to support staff (e.g., ANTF, National Teaching Repository, #LTHEChat, National Teaching Focused Network, ISEEC and Profs in Prep); however, knowing where to go and what is available can be problematic, especially for early career scholars. Many institutions are replicating similar resources rather than harnessing a sector wide resource. Connecting resources by signposting value, impact and reach enables scholars to quickly locate relevant information, identify how scholarship is used and valued, and become part of a wider community of shared practice. The website resource, organised around six interrelated themes, serves as a guide for both novice and experienced staff, offering valuable insights into planning scholarly endeavours, understanding the breadth of scholarship activities, its purpose and benefits, fostering teaching and scholarship communities, building profiles and disseminating scholarship publicly, and ultimately, elucidating the impact of scholarship on the student learning experience. This session invites participants to explore and engage with this resource, and reflect on ways of promoting and enabling a shared community of practice in scholarship.	R – D1 1.45pm Kilpin 30 min showcase
Bassford, Strzelecka	Engineering Equity; the value of engaging authentic and inclusive cogs in the learning and teaching machine	This paper investigates the imperative of equity in the delivery of engineering education, as experienced at De Montfort University in Leicester. Recognizing the multifaceted challenges facing academics and institutions, our study delves into the transformative impact of engaging authentic and inclusive practices as essential components in the higher education machine. As we evolved post-covid, the University embraced a new 'block delivery' method of teaching and learning that involves the delivery of modules consecutively, usually over more intensive but shorter timeframes. Allowing students to be immersed in one topic at a time is viewed as a student-centred approach that reaps many benefits specifically for students from groups traditionally under-represented at University. Through an in-depth examination of our School's past and current engineering education models, institutional policies, and classroom dynamics, we unveil our perspective of the intrinsic value of diversity and inclusivity. Lessons learned related to student contact time and pace of delivery of core underpinning material that is best absorbed more gradually will be shared, highlighting strategies for programmes in other disciplines that may face similar	E – D1 11.30 Knight 15 min presentation

		challenges. This paper underscores the necessity of fostering a learning environment where every student, regardless of background, feels a sense of belonging and is empowered to thrive.	
Bell, C., Bell, M., Birchall, McDove, Wasfy	**Embedding a Student Partnership approach to identifying and supporting learner journeys at Queen Margaret University, Edinburgh**	Queen Margaret University (QMU), Edinburgh has well established approaches to Student Partnership, and we have recently extended these through our Student Champions initiative. QMU created flexible, paid, part-time Student Champion roles and recruited 12 students to this cohort during the 22-23 academic year. The cohort includes learners from both undergraduate and postgraduate programmes, who bring a rich diversity of lived experiences across different learner journeys and protected characteristics. Our Student Champions are working on several projects linked to our institutional Student Experience Strategy. One of these is our Learner Journey map project which has involved them designing and delivering a range of approaches, including personal reflection, student engagement drives and focus groups to develop an overall Learner Journey map for QMU students. The cohort received training in focus group design and delivery, and this has developed valuable research skills and built a sustainable model for delivery of future student-led focus groups. The initiative has been extremely successful, and has led to Student Champions presenting their work at an international conference in summer 2023. They are also receiving positive feedback from across the staff and student body at QMU, and their maps have already informed the work of a number of groups and institutional level committees. They are now extending the project for different cohorts and entry routes to QMU, including direct entry students (articulating from college), mature students and international students.	**S** - D2 12.15pm Kilpin 15 min presentation
Bell, J., Taras	**What is feedback, what it is not, and what rational choices are left to translate into practice**	This is a conceptual paper which initially evaluates the literature on definitions and beliefs about feedback. Understanding how these definitions are linked to summative and formative assessments, and how they implicate student access, engagement and empowerment through assessment, is an integral part of student-centred learning. Ultimately, are these feedback definitions and models delivering the practices which our discourses are promising? As Schon challenged in 1995, are we practicing what we preach or is the chasm between words and actions as wide as ever. Are our espoused theory versus theory in-use (Schon 1995) aligned or do they contradict each other? Current developments in the self-regulated learning literature are a useful, effective and expedient means of bringing disparate and unaligned thinking into focus and clarifying what exactly will help our students to be included and engaged, and	**I** - D1 1.45 Bowden 15 min presentation

		also, to clarify what tutors can usefully do to make feedback central to supporting students within a coherent theories that align with widespread discourses of student-centred learning and assessment.	
Berry, Garrad-Cole, Morgan	Working with teachers to embed health and wellbeing into learning and teaching activities at university	Recent research has demonstrated the profound impact that the Covid-19 pandemic has had on teenagers' increased mental health problems, loneliness, lack of academic preparedness for university-level study. Schools have reported that students are coping less well with exam pressure than in previous years and that engagement with learning has worsened, and university staff are seeing their students struggle more than in previous years. In this talk we present a new Cymru PFHEA Network project aimed to support student transition to university. We are asking post-16 school teachers in Wales to reflect on recent experiences in the classroom, share best practice, discuss current problems, and influence the development of practices to support health and wellbeing across Welsh HE. In particular, we're asking teachers how student needs have changed since Covid, whether they are changing the ways they prepare students for university, and whether they have specific suggestions about how university lecturers can support students with wellbeing issues. We will report the outcomes of this project, and our development of an overarching framework and toolkit with associated resources to raise awareness of the issues facing new HE students and to help university staff support these students effectively in learning and teaching activities.	W – D2 11am Hooley, 15 min presentation
Briggs, Everett, Hustler, Holley	Raising the profile of professional service staff with teaching and learning responsibilities as potential NTFS applicants	Over the last three years the Committee for the Association of National Teaching Fellows has been working in partnership with AdvanceHE to deliver the˜In It Together" project which seeks to support aspiring NTFS from underrepresented groups to work towards submitting a NTF application. An outcome of this work was the launch of the NTFS Allyship scheme in 2023. Within the higher education sector there are a significant number of teaching and learning professionals employed on non-academic contracts. This could include Learning Developers, Librarians, Technicians or Learning Technologists, for example. However, despite the important role these individuals play in the student learning experience, they are particularly underrepresented in institutional nominations for the NTFS: only 5.8% of NTFS nominees in 2023, 5.1% in 2022 and 10.6% between 2018-2022. In this interactive session we will explore ways to raise the profiles of professional service staff with teaching and learning responsibilities as potential NTFS applicants. Specifically, we will explore: - What are the range of professional service positions with teaching and learning	R – D2 11.00am Bowden 1 hour workshop

		responsibilities? -Where might professional service staff with teaching and learning responsibilities be based within a university? -What are examples of professional service staff with teaching and learning responsibilities influencing institutional teaching practices within your institutions? -How can the profile of professional service staff with teaching and learning responsibilities be showcased to the institutional Teaching Excellence Award Leads (TEALs) who support and submit the nominations? -How can teaching and learning evaluation be inclusive of professional services to support demonstration of impact? We will seek to capture specific examples that can be used to inform guidance and training for TEALs for the 2025 NTFS award round.	
Buglass, Turk	HyFlex: taking statistics teaching and learning into a new era of flexibility	The extended period of online teaching and learning experienced during the Covid-19 pandemic, highlighted that Higher Education staff and students appreciated the inclusivity and flexibility offered by asynchronous modes of learning. To this end, NTU Psychology have piloted a HyFlex (Hyper Flexible) model of delivery in which students can flexibly choose to engage with classes delivered in person or via online video tutorials. The project involved the re-design of Statistics 1 (N=880), a technical skills-based module delivered to first-year undergraduates. In-person and online learning routes have been designed to maximise engagement, motivation and progress through the module whilst providing equivalent learning outcomes. Evaluation of the 2022/23 pilot indicates that mode of study did not render significant differences in module attainment, highlighting the equivalence of the online and in-person delivery modes. Student feedback praised the inclusivity and flexibility of HyFlex, with students highlighting opportunities for self-paced learning and knowledge consolidation. However, some concerns were raised regarding access to instantaneous feedback and support from both staff and peers, which would normally be present in a traditional workshop environment. In this presentation we will provide a demonstration of the HyFlex resources and consider the successes and challenges of the HyFlex approach.	I – D1 2.20pm Bowden 30 min showcase
Burgess, Fielding, Allen, McCrindle, Dobrescu	Regular testing increases student motivation and self efficacy	Traditionally, testing has been viewed as an assessment OF learning, but over a century of research has demonstrated that testing is a very robust strategy FOR learning. Education providers may be hesitant to regularly test students due to negative connotations of testing, such as increased anxiety. However, there is little evidence exploring what students' experience of regular testing is like. We ran focus groups with Undergraduate Psychology students taking part in weekly summative multiple	W – D1 11.30am Kilpin 15 min presentation

		choice quizzes to explore their perception of these tests. Students were overwhelmingly positive, and highlighted that the tests resulted in increased self-efficacy related to their knowledge and performance, and their ability to establish a consistent study routine. Moreover, they valued the collaborative opportunities with peers, and felt empowered to succeed when they put in the work. Students recognised that they mainly felt anxious when they had not adequately prepared, and at the beginning of the semester when the type of assessment was novel. These results contribute to the existing cognitive literature which has demonstrated that regular testing plays a crucial role in the learning process. Specifically, our findings reveal the positive influence of frequent assessments on student wellbeing, enhancing motivation, establishing routine, and boosting self-efficacy.	
Chaproniere	'Valuing what we measure, to measuring what we value' the reflexive story of scientists moving into educational research.	This research delves into the complex transition from scientific to educational research, a journey that significantly alters one's academic identity and viewpoint. Central to this study is the exploration of personal narratives from scientists who have made this transition, highlighting the challenges, both personal and professional, they encounter. The research sheds light on the deep-seated cultural and academic biases that often undervalue qualitative, educational research in favour of quantitative, scientific methods. It seeks to understand why many scientists hesitate to engage in educational research, despite the growing need for interdisciplinary approaches in higher education. By gathering and analysing stories of those who have traversed this path, the study aims to normalise the transition, drawing parallels with other life experiences that have benefitted from open dialogues, such as mental health and gender equality. This narrative approach not only humanizes the transition but also offers insights into how one's identity as a researcher evolves through this process. The research is poised to propose actionable strategies to encourage more scientists to venture into educational research, thus enriching the field with diverse perspectives and methodologies. Ultimately, this reflexive and narrative-driven study contributes to a broader understanding of interdisciplinary transitions in academia. It highlights the importance of embracing diverse forms of inquiry, fostering a more inclusive and innovative academic environment.	I – D2 3.50pm Hooley 15 min presentation
Chaproniere, Wilkes	Engage, Reflect, Transform: The Role of Personal Narratives in Disrupting the	This workshop will begin with a participatory interactive exploration of identity. This will explore personal and professional identities, fostering a space of shared experiences and mutual understanding. We will share our journey, blog insights, and student feedback, demonstrating the methodology's scalability	E – D2 2.50pm Bowden 1 hour workshop

	Educational Power Dynamics	and effectiveness. Participants will engage in a reflective exercise, articulating messages to their past selves, and contemplating the transformative potential of such openness in their educational environments. Educators will leave the workshop with a deeper understanding of the role of vulnerability in teaching and how it can catalyse a culture shift towards a more empathetic and inclusive educational environment. Our aim is to inspire a commitment to the continuous dialogue around educational equity, inviting and enabling attendees to join a growing community committed to enacting educational change.	
Clegg	So you want to introduce an inclusive dialogic route to Fellowship: Let's Talk - Reflections from the couch!	This presentation will share the trials and tribulations of developing a professional conversation route to Fellowship by sharing the experiences from the University of Portsmouth's APEX scheme, where a professional conversation was introduced in 2022 to make access to Fellowship more inclusive to staff who found reflective writing challenging. The presentation will highlight the goals and objectives of the scheme, emphasising the value of professional conversations. It will then outline the support mechanisms in place for APEX participants, with consideration to the resources, guidelines, and assistance provided to ensure participants' readiness for professional conversations, and how these resources have evolved over time in response to participant feedback. The presentation will also consider lessons learnt around the practical and operational aspects of running professional conversations, as well reflecting on the nature of the professional conversation itself. Feedback from staff who engaged in the professional conversation route will be shared, highlighting its role in refining the process. The presentation will also discuss the integration of the professional conversation format into a Level 7 Teach Well module, and how this has been used as preparation for staff on this programme gaining D1 through the professional conversation via APEX.	R - D1 11.00am Bowden 15 min presentation
Clegg, Armellini	Moving Beyond Delivery - Creating Context from Content	There is a prevalent focus on content delivery in HE, which continues to significantly overshadow the critical role of activity generation in fostering student engagement and facilitating effective learning and teaching. It is essential to recognise that meaningful learning goes beyond passive absorption of information; it involves active participation, knowledge generation and knowledge checking. By carefully scaffolding activities, educators can create a context in which students can apply their knowledge, think critically, and construct new understanding. Whether these activities occur asynchronously or synchronously, their purpose is to ignite curiosity, encourage	I - D2 2.50pm Hooley 1 hour workshop

		exploration, and foster deep learning experiences. This principle of context over content is central to the enABLe initiative at the University of Portsmouth (enable.port.ac.uk). Drawing on enABLe resources and using the new context creator toolkit, this workshop will provide a practical focus on activity generation in promoting student engagement, co-creation, and meaningful learning experiences. It challenges the prevailing emphasis on content delivery and underscores the importance of carefully scaffolding activities to create context for students to apply their knowledge, think critically, and construct new understandings. The session provides practical strategies and a collaborative opportunity to enhance teaching practice and foster active student participation through creative and innovative activity generation.	
Credland, Jennison, Walker	Can restorative supervision positively impact the emotional wellbeing of HEI Lecturers in healthcare?	Staff wellbeing is crucial to providing a high standard of education for students. Restorative Supervision has been shown to have positive impacts on staff wellbeing including feeling 'valued', reductions in stress and burnout, increased job satisfaction and improved retention. It enables staff to reflect on the emotional and psychological impact of their work and explore and understand the challenges and rewards that are intrinsic to providing high quality teaching. Aim To explore whether restorative supervision can be used to support health care professionals working in a higher education setting. Methods 1. Monthly restorative supervision sessions over six months with 15 multi-disciplinary health professional academic staff 2. Focus groups exploring the implications of restorative supervision on perceived and experienced stress and well-being Findings Participants identified numerous sources of compassion and emotional burden including self, colleagues, students, and families. Restorative supervision allowed participants to feel supported in their roles and able to reflect on the emotional and psychological impact of their multifaceted working. In particular, the challenges of moving from a clinician to an academic role were explored by several of the participants who felt that they had embarked on a second and completely different career with little support.	W - D1 11.30am Bowden 15 min presentation
Doolan, Barker, Morris	Exploring the Student Experience of Belonging to a Community for Learning	This paper presents findings from a study in progress at the University of Hertfordshire exploring students' perception of belonging whilst studying a module on the first year of an undergraduate degree in Computer Science within a large cohort of over 400 students. Students were provided with pre and post-test questionnaires prior to starting a module and at module completion and asked a series of questions related to their sense of belonging. The quantitative data analysis provides an insight into the student	I - D1 3.45pm Kilpin 15 min presentation

		demographic, their living arrangements, and their affiliation with the university. There are some interesting findings related to students' perception of belonging whilst studying on the module connected to the learning environment, group work activities, relationship with tutors and other students, and culture and inclusion and how these inform students sense of belonging to a community for learning. Thematic data analysis is presented relating to two questions 1. What might you do to help other students feel a greater sense of belonging? and 2. What might other students do to help you feel a greater sense of belonging? There are some interesting findings related to the themes: Friendship, Comfort, Need, Respect, Inclusivity, Share, Help, Interact, Social and Support. The outputs from this study will help to advance our understanding of students' perceptions of belonging. By fostering a sense of belonging based on these insights, educators can contribute to a more enriching educational experience by implementing support mechanisms that resonate with the identified themes.	
Taras, Bell, J.	Perceived benefits and barriers for students and tutors to using self-assessment: adapting our epistemologies, engaging with innovation and change	This paper evaluates initial benefits and barriers of work in progress on using peer and self-assessment with integrated student feedback (Taras 2018, 2023) with different groups of Training Teachers in two very distinct contexts. The first, is in an education department of a UK university, and the second is in a Singapore university. The comparison was done to try to understand the unconscious questions tutors ask themselves when preparing themselves to try something way out of their comfort zone. Different hurdles presented themselves from the start. The first hurdles concern the tutors who have to accommodate their epistemologies and ontologies to translate these differences into convincing discourses which will persuade and engage their students. This turns out to be much more difficult to overcome despite the enthusiasm and eagerness of the tutors, both to convince themselves and to convince the students. While holding the same epistemological opinions as the innovation, the UK context seems to show more reluctance to engage with the innovation, from perceived barriers from students, particularly regarding peer assessment. The Singapore context changed one aspect (the order of SSA and PA) which he justified as reflecting the context and the tutors' belief in what would support the students best and was prepared to try the original process in order to compare students' reactions. Therefore, in both cases, tutors were making assumptions as to what would be best for their students. Delegates, while comparing the two scenarios, will also be asked to question their own beliefs and what	I - D1 1.45pm Bowden 15 min presentation

		choices they would make and why. 'Know thyself' is a good starting point for change.	
Eccles, Grayson	Psychology in the park	Psychology in the Park was a teaching idea that I piloted last year. This involved organising a tutorial in the park where I brought along dogs. I used it as an opportunity to teach students how best to prepare for the exam, while helping to reduce anxiety they may have about this assessment. Based on research, I was aware that learning in an outdoors space helps students to learn and the addition of animals has been recognised as a way to help students to relax. My talk will involve how I worked with students to bring the idea to life, the activity itself and the positive feedback received. With all the talk about AI, which we know is a hot topic in HE, it raises the question, what is it that we can bring to the table, in terms of student learning, that ChatGPT cannot? I've found one way, but I hope this presentation can help shed light on many more possibilities that are yet to be explored, while also being mindful about inclusion, such as considering that some students may have physical disabilities (e.g. hearing impairments) and/or become anxious when around animals.	I – D1 11.30am Hooley 15 min presentation
Garrad-Cole, Berry, Dunbar-Morris, Cook	Embedding wellbeing into the curriculum	We present an Advance HE Global Compendium: Embedding wellbeing into the curriculum, a CymruWales Principal Fellows' initiative, advertised through the Global PF and NTF networks. Case studies were based on semi-structured interviews with HE academics who have intentionally designed and implemented wellbeing modules (credit- and non-credit bearing) to develop the personal skills needed to address factors contributing to students' feelings of stress and anxiety. Additionally, we report incidences where improved student wellbeing and resilience is an unintended outcome of a learning experience. Case studies from 15 institutions, across 7 countries, provide a range of examples of how wellbeing can be embedded into teaching. Specific examples demonstrate how the definition of wellbeing is often personal and context-specific. The Compendium is designed to inspire HE teachers and concludes with "top tips" for embedding wellbeing into their teaching. This showcase session will provide discussion of the case studies and how the approaches might be adopted in different disciplines and teaching contexts. We'll also illustrate some recurring themes about the importance of creating connections, both with and between students, and to the wider community, and the need for students' safe spaces to express concerns or talk through difficult issues arising through teaching.	W – D2 1.15pm Bowden 30 min showcase

| Gordon, A., Anghileri | Mind the Gaps! Students as co-creators of wellbeing interventions | St Mary's University was lead partner in an OfS-funded collaborative project with two other universities (King's College London and University of West London) and a specialist NHS mental health partner, Maudsley Learning (South London and Maudsley NHS Trust). The focus for the collaboration between HEIs, NHS stakeholder and student co-creators, was on student mental health and wellbeing, as students negotiate key transition points in their university journeys. In this short presentation, we will share our experiences of the process and our rich learning about how to co-create initiatives with students whose lived experiences can inform and support an authentic approach to enhancing student mental health and wellbeing effectively. Our collaborative cross-university mental health and wellbeing initiative, co-designed and co-delivered, both face-to-face and online - was aimed at students studying with little or no family support, but is relevant for all students. Working with students as genuine co-creators, and with mental health NHS expert partners, has been a rich learning experience and influences our current practice in so many ways. We will share examples of the co-created resources and benefits which may be embedded into programmes or pastoral support for students. | W – D1 1.45pm Hooley 30 min showcase |
| Gordon, D, Stokes | Evidencing effectiveness and impact in graduate ability: an employer perspective | This presentation features the output of an action research project into how small and medium-size enterprises (SMEs) view the employability value of commercial university teaching and assessments. The study considered a spectrum of variables associated with graduate employability, with a focus on course content and learning, and specifically assessments. The research aimed to identify graduate employers' views of UK university commercial degree (undergraduate) preparation for employment and how this influenced interview discourse and ultimately recruitment. It consisted of feedback from 25 cross-sector SMEs who have extensively interviewed and recruited university graduates of Finance, Business, Management, Marketing, HR, Enterprise etc. The study revealed a spectrum of appreciation of commercial higher education, with an overriding recognition that assessments designed with external organisations and are authentic and live in the context, provide the greatest demonstration of experience. The presentation will articulate a spectrum of employer interpretations of effectiveness and impact and summarise how universities should design authentic assessments that are representative of industry aligned graduate work and provide innovative education on how to articulate the value of the authentic assessments. Additionally, the briefing will summarise an important segment | I – D1 3.45pm Kilpin 15 min presentation |

		of employers that value models and frameworks, but don't understand the concept of conceptual thinking.	
Gordon, N., Mian, Dixon	A Quantum Leap in education: Generative AI, ethics and change for Higher Education	The capabilities of emerging generative AI systems such as ChatGPT, Bard and Llama, alongside the integration of these and other AI systems into document, media and programming development environments offers new opportunities and threats across many parts of society, including education. In this talk, we consider some of the opportunities and challenges from this emerging tech, especially from an ethical perspective, for practitioners - where we have to consider our own use of AI in developing courses, creating content and even marking student's work. We go on to consider where this may be taking us in terms of the step change we need in considering why, what and how we assess. This work is based on our current practice, with empirical work now in place to evaluate the actual impact.	I - D2 3.50pm Hooley 15 min presentation
Gorton	Wayfinding for curriculum designers: Building new directions within the performative academy.	In this commodified and competitive age of higher education, the barriers to designing progressive, caring, and innovative curricula are to be found everywhere. From recalibrated and increasingly transactional student-tutor relationships to the focus on the reductionist production of measurable outputs as a goal itself, curricula can easily become constrained and bound by the HE system they inhabit. Stifled by dubious notions of quality, curricula thus risk being less able to engage and to build agency within students to address the complex challenges of our times. Rather than offering a space for critique and reimagination of the status quo, the system often shapes even the most well-intentioned pedagogic design into that which is risk-free and reproductive. This workshop relates a design journey towards a curriculum for praxis. It details a curriculum that seeks to contribute positively to the mental health and wellbeing of students, that moves away from siloed learning, and that rejects high-stakes assessment in the first year of learning. It gives practical and pragmatic advice to any aspirational course designers and offers insight into how the multiple barriers of quality assurance, external (and internal) surveillance and increasingly transactional students can be negotiated and worked around.	I - D1 2.20pm Kilpin 1 hour workshop
Gorton, Cavill	A compassionate curriculum for resilience building. Cross-service collaboration to develop wellbeing throughout the	In response to the student wellbeing challenges in higher education, a progressive and innovative educational experience has been developed to integrate wellbeing into the curriculum. Co-designed by academics, students, and wellbeing practitioners at Leeds Beckett University, this innovative tourism programme prioritizes mental wellbeing throughout the student journey. As students transition into their first year, siloed learning and high stakes assessment are	W - D2 3.50pm Bowden 15 min presentation

	curriculum: Multiple experts required!	eliminated. These are replaced by formative assessments and multiple, scaffolded learning opportunities that are delivered via four interrelated learning projects. Each provides students with protected spaces to learn threshold concepts from the discipline, as well as providing space for reflection, wellbeing, and skills development. Year-long, timetabled sessions address the five domains of wellbeing and critical action weeks offer the chance to work purposefully for charitable partners to encourage deeper learning of complex issues related to our industry, whilst fostering the development of a supportive, inclusive community. In this brief presentation I offer my reflection upon this design journey of collective creativity. Embracing the risks and possibilities of this partnership, I share experiences and lessons learnt as trust was forged between all involved and offer sample interventions from our new undergraduate programme.	
Gretton, Reeves	Two case studies of 'action-oriented' sustainability student-community partnerships	Education for Sustainable Development (ESD) practice can be characterised by 'action-oriented' pedagogies, which aim to deliver mutual benefit for learners and community stakeholders. Such approaches, enable ESD to also address other higher education priorities such as employability, enhanced student experience and the civic university agenda. This contribution offers two contrasting case studies of an action-oriented approach, whereby students are partnered with local businesses to evaluate their sustainability impacts. At University of Leicester (UoL), a Sustainability Audit process originally delivered by staff has been adapted into a credit-bearing 'work-related learning module', delivered with undergraduate science students from eight programmes. Working with real-world data and interdisciplinary approaches, students produce an evidence-based recommendations report for businesses, developing professional competencies as 'change-makers'. The UoL audit process was shared with De Montfort University (DMU) in a joint project where students were trained and paid to deliver sustainability audits. The process was revised into a user-friendly self-completion spreadsheet, designed for use without prior training. This entry-level process enables large-scale reach, potentially within hundreds of employer placements taking place through DMU annually, achieving real-world impact. Taken together, the case studies demonstrate cross-fertilisation between local universities and formal/informal curriculum linkages, highlighting diverse strategies for pursuing the ESD agenda.	I - D1 11.30am Hooley 30 min showcase

Henderson, Holley	Spaghetti Symphony to Tech Harmony	Introducing Prof Ed McFly our personalised Artificial Intelligence Maestro. AI BOTS, underpinned by Machine Learning algorithms are reported as the future in sectors from engineering to health to education. Market analysts predict the global market of $12billion (2023) will grow by 470% within five years to an incredible $72 billion, transforming the way in which we seek and access new ways of working and learning. However, challenges of trust, confidence, competence, and communication remain. A Masters Unit, "Global Innovation Management" scaffolded the learning experiences of 157 students from hands-on team building of spaghetti tower to developing their own innovative AI Avatar videos, guided by Prof Ed McFly. Regarding Professor Ed McFly's existence, 46.3% believed and 20.9% were uncertain. Students expressed enthusiasm, describing AI as impactful, innovative, and beneficial for future careers. Positive feedback on the AI seminar emphasised satisfaction, engagement, and educational value. Recommendations include further AI integration into teaching, allocating more exploration time, addressing concerns, enabling more collaboration, exploring diverse AI applications, and continuous improvement. Despite mixed sentiments, the positive feedback indicates AI's potential to significantly enhance learning experience. As we share our resource bank, participants will follow in the footsteps of our students as they, and we, explore AI.	I - D1 11.30am Hooley 30 min showcase
Hubbard, Gawthorpe	The Inclusive Higher Education Framework: A tool for institutional change	How can we make modules, programmes and institutions genuinely inclusive? This interactive workshop session will explore inclusivity in HE, and how staff can be supported to embed inclusive educational approaches. We will consider the differences between accessibility, inclusivity, equality and equity, and what impact these different framings have on HE policy and practice. The workshop will be structured around our Inclusive Higher Education Framework, developed through a QAA funded project between seven institutions and highlighted as good practice in our TEF Gold award. The framework is grounded in academic literature and insights from academics, educational developers, professional services staff and students. The framework identifies five key areas; (i) Structures and Processes, (ii) Curriculum Design and Delivery, (iii) Assessment and Feedback, (iv) Community and Belonging and (v) Pathways to Success. The framework can be accessed via https://www.inclusiveeducationframework.info	E - D1 2.20pm Hooley 1 hour workshop
Hulme, Gann	Making scholarship inclusive	There has been rapid growth in the numbers of people employed in teaching-focused roles, with an academic and professional support focus, which has led to growing emphasis on ensuring a sound evidence base for education, arising from 'scholarship'	R - D2 2.50pm Adams

		activities. Scholarship of higher education takes a number of forms, including but not limited to the scholarship of teaching and learning (SoTL). Our recent 'Mapping Scholarship' (Gann & Hulme, 2023) project demonstrated that some staff are uncertain about what 'counts' as scholarship, whilst nevertheless undertaking activities that relate to education (Trigwell, 2013), that are or could be public, evaluated, and impactful (Schulman, 1999), and thus are easily included under broad definitions of scholarship. Within the Mapping Scholarship project, Kern et al.'s (2015) Dimensions and Activities Related to Teaching Model (DART) proved immensely useful for stimulating discussion of the nature of scholarship. However, we identified limitations within the model, alongside perceptions from colleagues that the model privileged an 'elite' and potentially inaccessible scholarship. In this workshop, we will explore these limitations, and propose a model that is both inclusive and useful in stimulating scholarship activity. We will open up the discussion to capture views from delegates to further refine our thinking.	1 hour workshop
Irving-Bell, Beckingham	Unlocking Recognition: A Collaborative Journey in Pedagogy	Acknowledging the challenges faced by teaching-focused academics in gaining recognition for their scholarship, our session extends a warm invitation to delegates to share their impactful teaching and learning ideas. Aligned with the conference theme of 'Reward and Recognition', our interactive workshop seeks to amplify scholarly voices, and cultivate a culture of appreciation. Within this collaborative space, delegates will be invited to contribute to the collective enrichment of teaching and learning by sharing uplifting stories of innovation. Whether that be a 'top tip', pedagogical pearl, uniquely engaging or unconventional approach that sparks motivation and captivate learners. Nurturing this exchange of dynamic strategies, delegates' insights, innovations, and ideas will be curated into a vibrant 'Zine'. A collective mini repository of pedagogical brilliance, that will find its home on the National Teaching Repository. Through attendance, delegates will contribute to the creation of a global Open Education Resource, and leave with a tangible, published output, proudly showcasing their distinctive pedagogical contribution to enrich learning and teaching across the global education community. Join us in this hands-on workshop, where, by sharing our teaching innovations we will help enrich teaching and learning one idea at a time!	R – D1 11.30 Knight 1 hour workshop
Knifton	A Model for Role Models in HEI: Workshop to reflect on	HEI educators are key role models although may not always recognize this. They have the ability to challenge, influence, empower and develop a student's aspirations, positively impacting on mental and social health. The term "role model" can be traced back to	E – D2 3.50pm Adams

	developing HEI role models for marginalized social reference groups including neurodiversity	Merton who discussed people compare themselves against social reference groups they also occupy. Examples include Trevor McDonald, first Black newsreader in 1973; Moira Stuart, first Black woman news presenter on British TV; Ben Hunte, BBCs first LGBTQ+ news reporter from 2019. Positive role models can serve as example-inspiring. In HEIs, role models are lesser discussed. In this workshop we move forward from "HEI neurodiverse call for role models" discussed at last year's NTF symposium, to move on our discussions on what it takes to be an HEI role model. Learning is taken from both literature and colleagues as role models across a wide range of social reference groups who are encouraged to join us, so we can consider the pros and cons of becoming a HEI role model, including where hidden characteristics may be difficult to share, and seek to apply collective learnt experiences to develop a NTF role model 'model' for HEIs, including its use for neurodiversity.	1 hour workshop
Kumar	Distinctive, inclusive, integrative: (e)resources that constructively align pedagogy and andragogy for 'whole-person development'	Could you use practical, transdisciplinary (e)resources that are relevant for all educators to motivate and enable all students to constructively align their holistic development with subject knowledge and transferable graduate outcomes, including 'employability' and 'sustainability' (broadly defined)? At this session you will have the opportunity to see, discuss best practice and take away examples of resources that have been developed over time, extensively evaluated and authored under the umbrella of the #SOARing to Success metamodel or framework. SOAR provides a theoretical and practical process of personalised development that animates the recursive relationships within and between the four dimensions of Self, Opportunity, Aspirations and Results. The learning and assessment methods require and enable students to develop their skillset, mindset, knowledge, attributes and experiences in a broad holistic frame, through inbuilt requirements for reflection, action, interaction, collaboration, research, analysis and synthesis, and they do this 'from the inside out' with a sense of ownership, self-agency, direction and destination. SOAR (2nd ed. 2022) is fully updated with additional e/resources that are being used to achieve sustainable development goals, and for supporting resilience, health and wellbeing. You can contextualise this process within or alongside any curricula.	I - D1 2.20pm Bowden 30 min showcase
Legge, Kay	The Hartpury Sports Business Hub: engaging students in real world learning	This is a resource showcase from Hartpury University focusing on The Hartpury Sports Business Hub (HSBH), which is a CATE Award winning community of practice and service provider that connects students and staff with sport and business-related organisations. The HSBH provides opportunities to engage in 'real world'	I - D2 3.50pm Hooley 30 min showcase

		projects, jobs, and knowledge exchange that create impact both locally and nationally. Within our small teaching team, we work collaboratively with our students, the careers and innovation, enterprise, business development department and key industry partners to place employability at the heart of our programmes. We wish to showcase a framework of best practice for HE around industry connectivity and RKE activities, plus live case studies completed and in-progress that illustrate student success stories and the impact of the Hartpury Sports Business Hub on the student experience. There will be a focus on the strategic positioning of the framework and how it has been utilised for a successful CATE submission and award.	
Lewis, Holmes	Creating Global Change Makers: Trans-national education for sustainable development learning experiences	Employers require Change Makers, graduates equipped with the experiences and competencies to offer solutions to the many complex problems facing humankind. However, one size doesn't fit all. To be a truly global graduate, learners need to have knowledge and experience of different culture and contexts, with Education for Sustainable Development (ESD) learning experiences providing an opportunity to address this competency and awareness gap. Recognising this, ESD is now a requirement of all revised QAA Benchmarks. To fully realise the benefits of this education, it has to be a culturally immersive, inclusive, experiential learning opportunity, where learners share their lived experiences, values and culture with each other, where all are equally valued and respected, learning from each other, and in so doing losing their own personal cultural blinkers. These opportunities come in many forms including Sustainable Development case studies, digital trans-national educational learning partnerships, Grand Challenges capstones and much more, each with their own set of challenges and solutions. However, there is so much more we, as educators, could offer in this space. In this workshop, we will share experiences, co-create new opportunities, identify challenges and create solutions. Participants will leave with the knowledge and tools to implement ESD opportunities into their own programmes.	I – D2 2.50pm Kilpin 1 hour workshop
MacLaren, Buckley, Greenhorn, Voigt, Farrington	The Action Feedback Protocol: A collaborative project for improving assessment	This presentation will introduce the 'Action Feedback Protocol' (AFP), a collaborative initiative between Heriot-Watt's Learning and Teaching Academy, the Student Union, and the School of Social Sciences. The AFP aims to enhance feedback literacy, align feedback with student expectations, and promote active engagement with feedback. We will present the process and challenges of focusing on the adjacent features of feedback, namely student feedback literacy and student engagement with feedback, whilst delivering an institutional approach to the delivery of feedback that was aligned to	S – D1 11.00am Kilpin 30 min showcase

		student expectations and consistent across classes and within multi-tutor marking groups. Brinkworth et al.'s (2009) findings underscore the need to bridge gaps between teachers' self-perception and student expectations regarding feedback. Our approach, as demonstrated in the AFP, goes beyond innovating content and modes; it involves creating student-facing resources like podcasts and guides to enhance assessment literacy. We emphasise a standardised approach to feedback creation, supported by workshops and active assistance, fostering a more consistent and compassionate feedback culture. We believe the emergent success of the AFP lies in its collaborative design and inclusive approach from the outset. We will share positive outcomes and insights gained from this initiative, showcasing the benefits of a co-designed and collaborative strategy.	
Marshall	Welcome to the Dragon's Den - Developing authentic assessment within innovative 4-year undergraduate Master in Science Midwifery / Nursing with Leadership programmes	Purpose Developing new undergraduate pre-registration curricula ensures the future workforce is fit for practice/purpose in all aspects, including leadership as advocated by reviews into UK healthcare practice and education: skills traditionally acquired post-registration. Including authentic assessments within the theoretical components support students in aspiring to a leadership role by developing confidence to challenge the status quo as critical thinkers and being creative in shaping the future of the midwifery and nursing professions Discussion The evidence for an enhanced level of business, entrepreneurial and communication acumen prompted the university to be at the vanguard in developing pioneering pre-registration midwifery/nursing with Leadership programmes. Students undertake a variety of authentic assessments to prepare them for the realities of becoming registrants alongside the knowledge and skills associated with a leadership role Creating a business case for an innovation or change in healthcare practice and presenting a three-minute pitch to a panel of "Dragons" is just one assessment that helps to achieve this. This paper discusses the development of a Dragon's Den assessment within pioneering pre-registration midwifery/nursing with leadership programmes which aim to prepare the future midwife and future nurse for the challenges faced within contemporary healthcare practice by including authentic assessment throughout.	I – D1 3.45pm Kilpin 15 min presentation
Masoud	Liberating Access to Practical Training in Engineering Education	Laboratories and practical work are significant parts of STEM education. Since the COVID-19 pandemic, higher education has experienced a paradigm shift towards teaching laboratories with the use of digital tools such as prepared videos and multimedia. As such, some higher education institutions have minimised or even cancelled laboratory work to some extent.	I – D2 1.15pm Hooley 30 min showcase

		Nevertheless, digital learning and multimedia can not replace traditional teaching and hands-on activities, as they do not typically help students develop process skills, especially in the fields of power electronics, electrical machines and drives (PEMD), and electrical engineering in general. Additionally, the PEMD industry has a rapidly evolving landscape with an imminent need to reskill and upskill the future UK workforce during the electrification era. Within this landscape, the University of Sheffield (UoS) secured an INNOVATE UK-funded engineering education project titled Practical Power Electronics, Electrical Machines Drives for All (PPMED for All) to bridge the discussed skills gap by alleviating existing barriers to practical teaching and learning activities, such as cost and accessibility to high-quality teaching equipment in the PEMD field. This presentation will include objectives, achievements, innovative laboratory approaches, the potential impact on students, national implications, and a demonstration of the teaching equipment developed by TUoS.	
McIlroy, Todd	Academic Impostor Syndrome: Implications for tutors and students within the community of research, learning and practice.	Academic Impostor Syndrome or Phenomenon has been identified as maladaptive in academic settings for students and tutors. Growing research around this has produced meta-analyses and systematic reviews, indicating that the construct may debilitate achievement and wellbeing. Over the last two years we have constructed and validated an academically specific measure of Impostor Syndrome, presented at National and International Symposia. We will present the short 10-item version of the measure as a background for interactive activity in the workshop. In this session you will learn more about the nature of Impostor Syndrome as presented in contemporary literature, with features such as fear of being discovered and excessive self-monitoring, self-criticism, self-sabotage, and unfavourable peer comparison. Inferences to take away will include strategies to counter impostor intrusions and heightened vigilance toward unintended threat messages to students in feedback processes. Whereas it is recognised that challenging students may facilitate progression, this requires supportive language in nurturing adaptive self-efficacy beliefs and behaviours. Participants should also take away sharpened attention to monitoring the student body given that impostor perceptions may affect first generation students through to high achievers. Finally, participants should leave with preparedness to counter ruminative doubts and fears that impede career advancement.	W – D1 11.30am Kilpin 1 hour workshop

McQueen	Groupwork to level out educational differences during the transition to university -what succeeded, sucked or surprised	The difficulties of transitioning to university are exacerbated by educational and socioeconomical disadvantages, a sense of not belonging and the hidden curriculum. This reduces effectiveness of learning and student success. At this Russell group university outcomes are linked with previous schooling and with familial higher education experience. We recently re-designed our first-year biology curriculum aiming to support student transition and to scaffold learning that is transparent, towards achieving deep learning for all. In 2023-2024 we had 242 biology students who self-reported as coming from across the continents, with more than half from educationally experienced families and around 1/5 reporting as first-in-family, and around 1/3 from fee-paying school and almost half from state school. Carefully designed groupwork was one of many interlinked interventions. Activities and resources supported group formation between like-minded students; learning to work respectfully within their own agreed rules throughout the semester; sharing their understanding of skills such as assessment literacy, ethics and good scholarship in an inclusive and supportive manner; and collaborating on free choice assessment tasks (formative and summative). Weekly focus groups were used to collect qualitative data about students' transition experiences, their sense of belonging, and their learning experiences. Following data reduction interpretive analysis was used to make sense of students' experiences and to explore our strategies' successes, failures and unexpected findings. In this paper I will describe the interventions, share my results and suggest implications for other institutes with similar demographic or transitional problems.	E – D2 3.50pm Bowden 15 min presentation
Milton, Abrahamson, Cobb, Gaus, Hulme, McClure, Weise (UK National Teaching Focused Network)	Creating clarity: what reward and recognition actually mean for L&T staff.	Our first-hand experiences as members of the UK's National Learning and Teaching Focused Network is that in being learning and teaching focused, staff can feel misunderstood and like they do not belong. They often don't know how to tell their "story" for promotion and because these pathways are relatively new and often the guidance from HR and senior staff can be lacking or at best narrow and restrictive. Smith and Walker (2021, 2022), highlight how confused sectoral understandings of scholarship can work to exclude learning and teaching focused colleagues from overarching (research-driven) institutional narratives and pathways to reward and recognition. Yet these colleagues bring a richness and diversity to the academy and their institutions, but this is often rarely recognised. This workshop session will explore the breadth of roles and activities of staff on learning and teaching focused pathways. Drawing collaboratively on the expertise of participants in the session	R – D1 2.20pm Adams 1 hour workshop

		we aim to help create clarity on reward and recognition. These will include a panel discussion sharing experiences and key insights and working with participants interactively to both contribute to the national conversation whilst enabling them to gain a better understanding of ways in which they can seek reward and recognition and successfully 'tell their stories'.	
Nichols-Drew, Reeve	Embedding sustainability: Building via blocks	De Montfort University (DMU) is one of only 17 global university hubs around the world for the United Nations 17 Sustainability Development Goals (SDGs), and we are honoured to be the hub for SDG 16: Peace, Justice, and Strong Institutions. Aligning to the DMU Learning for Life strategy, we have implemented the innovative block curriculum delivery approach across the institution, which is known as Education 2030. This offers an additional curriculum opportunity as a mechanism for the embedding of education for sustainable development (ESD). Here, we will showcase our exciting project to participants where we explore the sustainability ethos using interdisciplinary resources. Here, we champion problem and enquiry-based learning to embrace contextualised real-world examples, via varied block routes (with/in/via/through), rather than using a 'one size fits all' block approach. Ultimately, the block curriculum at DMU, offers a transformative sustainability experience for ourselves, colleagues, students, the wider institution, and for other colleagues within the wider HE sector around the world.	I – D1 3.45pm Hooley 30 min showcase
O'Connor, Hamshire, Filbrandt	Working better together: creating communities of practice within a simulated learning platform	Background: Simulation-based education can provide high learning experiences, and use of virtual spaces enables safe preparation for practice-based learning. There is growing evidence to support the use of digital technologies within simulated practice. These spaces provide opportunities for collaboration and partnership working. Method: Adopting a novel approach, our virtual community, Birley Place, was developed to facilitate simulation-based learning activities in one institution in Greater Manchester. The residents of the virtual community and the services, homes and businesses were modelled on distinct socioeconomic areas of the city using publicly available health and population data. More recently, this platform has been shared with a second local institution to promote further innovation and stronger connections across the system. Results: In this presentation, we will discuss the collaborative partnership working that has led to national recognition through a CATE award and the next steps in developing this innovative platform. This model allows students across two universities to feel connected to place and their local community during their learning. Conclusion: Birley Place is a creative digital tool for delivering virtual simulation. Cross institution	S – D1 3.45pm Hooley 15 min presentation

		collaboration has facilitated the development of a virtual community of practice which connects learners, developing their skills and knowledge as healthcare practitioners.	
Pugh, Jassi, McGarva-Brown	From A to B-Longing and beyond: A toolkit for creating a sense of belonging.	This practical workshop is based on the findings of a year-long study funded by Leeds Beckett University Teaching Excellence Fund. A multi-disciplinary team comprising business and management undergraduate students, wellbeing, the Student Union, library and student services, careers and academic staff, investigated what sense of belonging means to students and how lecturers and other staff can help students to achieve it. We discovered belongingness has an influence on students' wellbeing, and impacts continuation; completion and graduate level employment outcomes. Without feeling they belong students can struggle to engage with their course. Belongingness is a journey, strewn with barriers and opportunities. It is partly linked to pedagogical approach and students' experience in lectures and seminars, but also to their confidence, personal circumstances, accommodation, home situation and relationships. This workshop provides academic staff with a practical toolkit to: 1. Put themselves in their students' shoes. 2. Incorporate sense of belonging "moments" into their teaching. 3. Encourage students to adopt a "belongingness" mindset. And 4. Create a holistic "Belongingness Experience" for students. The workshop will culminate in a reflective discussion on what it means to belong, and how both students and staff can build belongingness together, from A to B and beyond.	W - D1 11.30am Bowden 15 min presentation
Quinn, Tweddell	Lessons learned from implementing Team-based Learning (TBL), an innovative teaching approach	Team-Based Learning (TBL) is a structured active and collaborative teaching and learning approach that has been shown to improve student engagement and reduce attainment gaps. In 2012, we converted our entire Master of Pharmacy (MPharm) curriculum to TBL, becoming the first programme in the world to change a whole curriculum in an existing programme to TBL. Since then we have explored and expanded how it can be used in face-to-face, and synchronous and asynchronous online settings. This lightning talk will briefly introduce attendees to the structure of TBL and discuss our approach to encouraging and enabling other programmes, faculties and institutions to embed it into their teaching practices. We will describe how we have evaluated TBL and disseminated our findings, gaining CATE and NTF awards along the way. Finally, we will explain how we established a University-wide TBL community of practice and promoted the approach across the UK and Europe, and reflect on the learning we have gained along the way.	I - D2 1.15pm Kilpin 30 min showcase

| Reeve | The Incredible Journey: empowering potential NTF and CATE applicants via visual journey mapping | As a member of the 'In It Together' working group, I am interested in ways that under-represented groups can be supported to reflect on their practice and clarify their pedagogic identity. Playful, multisensory tools can provide a powerful vehicle for self-reflection and self-awareness, empowering individuals through the visualisation of their teaching identity. This is key to the self-efficacy needed to apply for professional recognition including NTF and CATE awards. This workshop harnesses the creative tool of visual journey mapping, enabling colleagues to reflect on and communicate their individual routes as educators, considering past, present and future directions. Participants will use visualisation to create a hand-drawn map of their personal pedagogic journey, starting with early learning experiences and considering key milestones, roadblocks and diversions along the way. Colleagues will be encouraged to identify any repeating patterns, key events or new insights relating to their teaching identity gained through the mapping process. The completed visual maps and identity keywords will be shared and discussed within the workshop, and there will be an opportunity for further discussion and reflection following the workshop via a Padlet. The maps will also feed into the development of resources created by the "In It Together" group. | R – D1 3.45pm Adams 1 hour workshop |
| Ritchie, Cervone | Seeing students' self-efficacy: A tool for wellbeing and success | What if we could see our students as they see themselves? Being student-centred is not about monitoring grades, but about recognising individuals. When students have challenges, academics often do not have the tools to pinpoint what is at the heart of the problem. This session brings together the experience of curriculum designer and self-efficacy specialist Professor Laura Ritchie and personality psychologist Dr Daniel Cervone to discuss how we can focus on self-efficacy beliefs to benefit students and their continuing education. They present an online tool that allows the academic community to see students as they see themselves, to see self-efficacy beliefs, and what students consider most important, in light of their academic challenges and strengths. This perspective and method aids both students and staff across all areas of academic life, showing distinctive patterns of self-efficacy. In this experiential session we focus on student experience and draw upon research from student-experts in the field. Understanding self-efficacy and how it relates to students' motivation, choices, and actions can greatly improve how we are able to help them and increase their chances of being able to correct their direction to enable success. | W – D2 3.50pm Knight 30 min showcase |

| Ritchie, Penfold, Jarman, Slack | The Resonance Project: How we experience & how we learn | Learning involves perception and reception of ideas and information by the student. Often modes of communication seem fixed, limited, or simply out of date. In this project, music is used as the medium through which we explore student understanding and learning. This music is heard, but also seen and felt, using unexpected and previously unexplored methods and materials. This collaboration between (NTF, prof) musician, (PhD) composer, (Associate Prof of Knitwear) knitter, and audience has created a genuinely multisensory experience, accessible to those with different preferences and different capabilities. This music is seen through the science of cymatics, touched through the manifestation of the notes in knit, and heard and felt as it is performed live. These concepts and practices directly relate to our everyday teaching, and we are encouraged to look beyond our typical habits and experiences. As a project, this performance experience and research has been taken across the UK and to Europe and America to schools, universities, and community groups including deaf communities. Equity and inclusion mean giving access in different ways, and these may include more technological options but also practical tactile options. This project embodies and demonstrates one way of achieving equity and accessibility. | E – D2 3.50pm Bowden 30 min showcase |
| Saunders | Creative practice for block teaching | In 2022 De Montfort University started to roll out a new block mode of delivery for all undergraduate and postgraduate courses. The principle is to teach modules in six week blocks, 4 blocks per year (one module per block) so that students only ever have to contend with one subject and one set of assessments at any point. That means six weeks of content, one week of assessment and a brief break between modules. For students this means each week is made up of 2 hours of pre-recorded material, 2 hours of live lecture and 2 x three hour seminars. Three hour seminars require multi-model delivery in order to ensure that they maximise engagement and active learning. As a result a series of games, activities and exercises have been developed that appeal to the full range of senses and using a range of teaching materials and artefacts, all of which can be adapted or developed for other disciplines, applying the principles of Universal Design for Learning. This has meant challenging traditional pedagogies and exploring new ways of facilitating lessons. This session will explore some of the creative approaches used and their impact, allowing colleagues to reflect on their own disciplines and develop their own teaching activities based on those discussed. | I – D2 11.00am Kilpin 30 min showcase |

Taras, Bell, J.	Sharing assessment, feedback and self-assessment theories and practices in the literature and in our classrooms	The literature on assessment, feedback and self-assessment theories and practices is not aligned with itself in each of these areas, and neither is it across the areas. Not only is this problematic in itself, but also it is emblematic that this means that our theories on the one hand and our practices on the other, are at odds with each other. These issues are not new and they are far from being resolved. Schon differentiated between "espoused theory versus theory in-use" (Schon 1995). This workshop focuses on three areas which will highlight current anomalies: firstly, the discrepancies evident in the formative assessment literature, originating from the compulsory sector with the Assessment Reform Group, and now permeating all sectors and age-ranges: the anomalies focus on the dichotomies between summative and formative assessments. Secondly, conceptualisations and definitions focusing on feedback and how these relate logically or otherwise to practices, and particularly claims of student inclusion and engagement. And thirdly, relations and links between self-assessment, formative and summative assessment. The main reason that these three aspects of assessment are looked at separately is that work on staff and student assessment literacies in HE highlight inconsistencies and contradictions which lead to unnecessary and misleading dichotomies in our discourses of theories and practices. Understanding our own, each others' views and opinions compared to the research literature is an important starting point to challenge what we are told to understand about the basics of assessment. The workshop will include activities to explore these different areas. Workshop participants will leave with a clearer understanding of what they believe are summative, formative and SSA, and how they relate to each other, and how to challenge their own inconsistencies (and particularly those in the literature).	I – D2 11.00am Hooley 1 hour workshop
Traynor, Evans, Barlow, Gerrard, Melgaard, Churchill	Year in Industry: Who gets access? Understanding placement access and awarding gaps in a UK Higher Education institution	The benefits of work placements on student employability and graduate prospects have been well-documented through research across a wide range of disciplines for more than two decades. To a lesser extent, the positive impacts on academic achievement have also been documented. However, significantly less is known about the relationship between placements and equality, diversity and inclusion. To what extent do students of different genders, ethnicities, abilities, socio-economic backgrounds and prior academic achievement secure and complete Year in Industry placements? And to what extent are these students able to achieve post-placement improvements to final year academic performance commonly identified in earlier studies? This paper presents new	E – D2 3.50pm Bowden 15 min presentation

		empirical evidence drawing on a longitudinal study of seven undergraduate cohorts in a UK Russell Group HE institution, representing the largest study of its kind to date. Analysis demonstrates barriers to student inclusion in placement schemes in relation to prior academic achievement, gender, ethnicity and socioeconomic background, and degree awarding gaps in relation to ethnicity. The paper concludes with actionable recommendations aimed at helping HE institutions and Year in Industry employers to better support students of diverse backgrounds to engage with placement opportunities and to realise post-placement academic benefits.	
Turgoose	A co-created examination of student and staff experience on a professional "block" programme: What Works on block? The value of a pracademic lens.	Given a number of push and pull factors "Teaching and Learning" practices via a "Block" approach has become an increasingly popular implementation choice being trialled and considered for adoption by Universities. Although the "Block" approach has existed in various guises for some time, roll out and evaluation of this approach has until now generally been limited. Project findings contribute to the emerging evidence base by exploring a blended learning professional based programme, where "block" has received sustained "outstanding" student experience feedback. This project was co-created with students collaborating as members of the project team throughout the entire project life cycle. Having learning facilitated by "pracademics" via a flexible adult learning/heutagogy approach acted as a catalyst with regard to the findings themes of inclusivity, belonging and community in this study. While recognising that one size does not fit all, the session will critically reflect on challenges and successes before concluding with an active facilitated open discussion about the benefits of the findings and the opportunity of their applicability for bringing successful operationalisation of "Block" to other cohorts of students, including those undertaking more traditional taught programmes.	S – D1 3.45pm Hooley 30 min showcase
Yhnell, Milton	Do all of our learners get an equitable learning experience?	As proud teaching-focused academics, we care deeply about our learners and their learner experience, we want to do all that we can to ensure that they all receive high-quality and equitable educational experiences in Higher Education. This means doing the "right thing", regardless of protected or other characteristics and we remain concerned that this is not always the reality for learners in Higher Education settings. In this interactive one-hour workshop we want to engage and ask them about their experiences of achieving both high-quality and equitable teaching and learning experience in their own institutions. We wish to explore whether colleagues believe equitable learning and teaching experiences exists in their institutions for all	E – D1 3.45pm Bowden 1 hour workshop

| | | students and importantly if not, why not and how can we do it better? We will invite colleagues to share the work being undertaken at their institutions in terms of good practice and discuss what action is being taken to ensure this aspiration can and is becoming a reality. As a result of running this workshop we will gain broader perceptions of current thinking across the UK and we hope that this will enable all who participate to (re)define our thinking and apply this in their own institutions. | |