

DAY 3 - 4 July 2024

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| 08:30 - 10:00 | Registration: Refreshments available | | | | | 08:30 - 10:00 | |
| Opening plenary | | | | | | | |
| Room: Lecture Theatre 2 | | | | | | | |
| 10:00 - 10:45 | Welcome address: Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE Keynote: AI, Academic Integrity and Assessment. Now What? Professor Phil Newton, Neuroscientist, Swansea University Medical School | | | | | 10:00 - 10:45 | |
| 10:45 - 10:50 | Transition period | | | | | 10:45 - 10:50 | |
| Parallel session 1 | | | | | | | |
| Room: Lecture Theatre 7 (Level 0) D3.1.1 - Workshop | | Room: Lecture Theatre 8 (Level 0) D3.1.2 - Workshop | | Room: Lecture Theatre 9 (Level 0) D3.1.3 - Workshop | Room: Lecture Theatre 10 (Level 0) D3.1.4 - Workshop | Room: Lecture Theatre 1 (Level 1) D3.1.5 - Workshop | |
| 10:50 - 11:50 | Students and academics partnership for sustainable citizenship: Using responsible futures accreditation framework as a whole institution change programme to embed sustainability across all aspects of student learning at Aston University Dr Goudarz Poursharif and Dr Panos Doss, Aston University | Cultivating critical thinking and creativity in young people: How do we teach curiosity? Patrick Usmar, Auckland University of Technology | Meta skills and level learning outcomes: Is there a miss-match Associate Professor Pauline Bremner, Robert Gordon University | Engage the future: A game-based learning workshop on privacy and cybersecurity for young people Jane Henriksen-Bulmer, Bournemouth University | Using LEGO® SERIOUS PLAY® to enhance work-based learners' reflective practice Natalie Read and Dr Samantha Read, Nottingham Trent University | 10:50 - 11:50 | |
| Break | | | | | | | |
| Parallel session 2 | | | | | | | |
| Room: Lecture Theatre 7 (Level 0) D3.2.1 - Workshop | | Room: Lecture Theatre 8 (Level 0) D3.2.2 - Workshop | | Room: Lecture Theatre 9 (Level 0) D3.2.3 - Workshop | Room: Lecture Theatre 10 (Level 0) D3.2.4 - Workshop | Room: Lecture Theatre 1 (Level 1) D3.2.5 - Workshop | |
| 12:05 - 13:05 | 'We are nature': Environmental stewardship, wellbeing, and belonging - a cross-disciplinary approach Dr Elizabeth Freeman and Joanna Rucklidge, Sheffield Hallam University | Autonomy and growth mindset actualised: The traffic lights tool Dr Christopher Harvey and Marian McCormick, Canterbury Christ Church University | Developing employability inclusively through curriculum: A practical introduction Aranee Manoharan, King's College London | Building inclusive spaces: Exploring team based learning to cultivate student belonging Anita Love, Dr Sarah Broadberry, Dr Michael Loughlin and Conor Naughton, Nottingham Trent University | Transforming a food course into a successful block teaching degree: Planning a recipe for success Dr Helen Pittson and Rachel Hilton, Harper Adams University | 12:05 - 13:05 | |
| Lunch | | | | | | | |
| Parallel session 3 | | | | | | | |
| Room: Lecture Theatre 7 (Level 0) D3.3.1a - Roundtable | | Room: Lecture Theatre 8 (Level 0) D3.3.2a - Roundtable | | Room: Lecture Theatre 9 (Level 0) D3.3.3a - Roundtable | Room: Lecture Theatre 10 (Level 0) D3.3.4a - Oral presentation | Room: Lecture Theatre 1 (Level 1) D3.3.5a - Oral presentation | |
| 13:55 - 14:35 | Here be dragons: Is fear of generative AI in HE failing to prepare students for employment? Associate Professor Simon Sneddon and Dr Roshni Khatri, University of Northampton | How do we scale up the benefits of global learning in employability and enterprise to impact a greater number of students, foster inclusivity and enhance economic value? Angela Vesey, Will Chew and Helen Reed, Nottingham Trent University | QUIET SPACE | Nurturing industry ready professionals: Blended and work-based learning in sports business and management at the University of South Wales Adam Sherratt, University of South Wales | Preparing students for work futures: Using personal and professional development plan as curriculum in a diploma capstone Sonja Johnston and Charissa Lee, Southern Alberta Institute of Technology | 13:55 - 14:35 | |
| D3.3.1b - Roundtable | | D3.3.2b - Oral presentation | | D3.3.4b - Oral presentation | D3.3.5b - Oral presentation | | |
| Data skills literacy for educators Dr Luisa Cuttillo and Professor Paul Baxter, University of Leeds | The survival guide series: Equipping students to thrive in the creative sector and beyond Ruth Clark and James Warrender, Leeds Conservatoire | Future me: Engaging sport students with employability through game-based learning Dr Samantha-Jayne Oldfield and Dr Georgina Stebbings, Manchester Metropolitan University | | Diversity and human capital accumulation in higher education Dr Anthi Chondrogianni, University of Bristol | | | |
| Transition period | | | | | | | |
| Poster session | | | | | | | |
| Exhibition area | | | | | | | |
| Please find posters listed on a separate board | | | | | | | |
| Refreshments | | | | | | | |
| Parallel session 4 | | | | | | | |
| Room: Lecture Theatre 7 (Level 0) D3.4.1 - Workshop | | Room: Lecture Theatre 8 (Level 0) D3.4.2 - Workshop | | Room: Lecture Theatre 9 (Level 0) D3.4.3 - Workshop | Room: Lecture Theatre 10 (Level 0) D3.4.4 - Workshop | Room: Lecture Theatre 1 (Level 1) D3.4.5a - Oral presentation | |
| 15:20 - 16:20 | Academic development, Neapolitan ice-cream, and micro-credentials: Establishing new L&T development pathways at Nottingham Trent University William Carey and Helen Boulton, Nottingham Trent University | Problem solving rather than problematising: Reminding ourselves of the student perspective to provide inclusive learning opportunities Aneka Ferguson and Pamela Taylor-Barnett, University of New South Wales | Sustainable development as transversal topic to decolonise international foundation courses Dr Candela Delgado Marin, King's College London | Crafting job-centric curriculum for future-ready graduates Dr Samar Gad, Kingston University | 'So what? You've got a 2:1 degree in Criminology, so does everyone else': Embedding employability into the curriculum and ensuring buy-in from students Associate Professor Gina Fox, University of Leicester | 15:20 - 16:20 | |
| D3.4.5b - Oral presentation | | | | | | | |
| On being transformed: An approach to employability in the humanities Dr Richard Steadman-Jones and Dr Amber Regis, University of Sheffield | | | | | | | |
| D3.4.5c - Oral presentation | | | | | | | |
| Empowering education: The impact of Peer-Led Team Learning (PLTL) on confidence, self-efficacy, and sense of community Dr Sally Faulkner, Dr Lesley Howell and Redwan Shahid, Queen Mary University of London | | | | | | | |
| Transition period | | | | | | | |
| Panel discussion | | | | | | | |
| Room: Lecture Theatre 2 | | | | | | | |
| Citizenship "what works?" | | | | | | | |
| 16:25 - 17:10 | Chair: Kay Hack, Lead Consultant, Education, Knowledge and Quality, Advance HE Jordan Kirkwood, Commission Mission Project UK Naila Golamnobe, Defence Academy Ama Dragomir, Defence Academy | | | | | 16:25 - 17:10 | |