UWE Learning and Teaching Conference

7th June 2018

Building Learning Communities

# Programme

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| 8:45-9:15 | *Coffee and registration* |
| 9:15-9:45 | **Welcome and Introductions****Professor Elizabeth Cleaver**, Director of Learning and Teaching**Professor Jane Harrington,** Deputy Vice Chancellor and Provost |
| 9:45-10:30 | **Keynote Address: Integrated Programme Assessment****Dr David Tree**, Director of Teaching and Learning (Life Sciences), Brunel University London |
| 10:30-11:00 | **Poster Presentations** |
| 11:00-11:30 | *Coffee and biscuits***Poster Displays and Information Desks**  |
| 11:30-12:30 | **PARALLEL SESSION 1** |
| 1 | **Dr Georgina Gough and Rob Ingram -** Effective Collaborative Working – Testing A Sandpit Approach *(workshop)* |
| 2 | **Dr Helen King and Jamie Jordon -** Student Engagement With Learning & Teaching Development: Sharing Ideas & Good Practice *(workshop)* |
| 3 | **Dr Mario Orsi -** Open Data For Science Learning *(paper)* |
|  | **Dr Erik Stengler** - Laying The Foundation For Programme And Departmental Indentity *(paper)* |
| 4 | **Rachel Wood and James Burch -** Developing The Reflective UWE Student: A Collaborative Enquiry *(paper)* |
|  | **Dr Graham Baker** - Work Based Enquiry Led Learning In Class *(paper)* |
| 5 | **James Mckenzie and Kelly Goodfellow** - Developing An International Partnership Between UWE Bristol And Zayed University (UAE): Exploring The Needs Of Students With Specific Learning Difficulties (Spld), Inclusive Practice, Reasonable Adjustments And Specialist Support *(workshop)* |
|  | **Mark Shand -** Peer Note Banks: extending the life of a teaching session *(workshop)* |
| 6 | **Laura Walker -** How Might Peer Assisted Learning In Law At UWE Support Student Wellbeing? *(paper)* |
|  | **Oli Schofield** - What Does Learning Together In A PAL Session Look Like? *(workshop)* |
| 7 | **Marcus Keppel-Palmer** - Building Legal Identities Through Pro Bono And Extra Curricular Activity *(workshop)* |
|  | **Dr Sally Reardon** - Global News Relay: Reflections In Student Experience In Taking Part In An International Collaborative Live News Programme *(paper)* |
| 8 | **Janice St John-Matthews** - Using The “Wisdom Of The Crowd” To Support Teaching And Learning In Higher Education *(paper)* |
| 12:30-13:30 | *Lunch***Poster Displays and Information Desks** |
| 13:30-14:30 | **PARALLEL SESSION 2** |
| 9 | **UK Partners Gathering** |
| 10 | **Dr Georgina Gough** - Resource Pack For Running An Interdisciplinary Learning Activity On The UN Sustainable Development Goals *(workshop)* |
| 11 | **Dr Doris Schedlitzki -** Developing Apprentice Leaders - Complexities Of Recruitment And Identity Building *(paper)* |
|  | **Dr Antony Hill** - Delivering Successful Degree Apprenticeship *(workshop)* |
| 12 | **Myra Evans** - Learning Through Practice In Higher Education: A  Contrasting Look At Experiential Learning And Communities Of Practice *(paper)* |
|  | **Kathy Brown and Dr Thomas Webber -** Feeling Valued: A Meaningful Role For The Individual In A 900+ Undergraduate Programme *(paper)* |
| 13 | **Hannah Poore and Kyle Lewis** - A Sense Of Belonging: Library Services Working In Partnership With Academic Teams To Enhance Programme Identity In The Foundation Year For Social Science *(workshop)* |
|  | **Dr James Byron-Daniel** - Mastermind groups – fostering identity and embedding learning online *(workshop)* |
| 14 | **Dr Victoria Davenport** - Community Reach *(workshop)* |
|  | **Jamie Darwen** - Community Partnerships For Student Learning: What Can UWE Learn From Practice In The USA And Canada? *(workshop)* |
| 15 | **Wendy Fowles-Sweet** **and Dr Maryam Atoofi** - Engineering Projects: How To Achieve Scientific Depth And Consistency Of Practice *(workshop)* |
|  | **Dr Tim Swift** - Education Projects In Undergraduate Curricula *(paper)* |
| 14:30-14:45 | *Coffee and Biscuits***Poster Displays and Information Desks**  |
| 14:45-15:45 | **PARALLEL SESSION 3** |
| 16 | **Chris Baker -** Self-Efficacy The Next Big Lever In Learning *(workshop)* |
| 17 | **Dr Jennifer Hill** **and Harry West** - Building Learning Communities To Enhance Assessment   *(workshop)* |
| 18 | **Dr Jane Andrews and Mark Jones -** “Keep Taking The Tablets” (But Maybe Not In School) – How Are Students And Staff On Education Programmes Navigating Different Digital Policy Contexts? *(paper)* |
|  | **UWE Students** (Tom Lovegrove, Ben Collinson, Adil Choudhury) - Using The Flipped Classroom To Engender Collaborative Learning *(paper)* |
| 19 | **Prof Neil Willey** - Insights From Building Pgr Identities *(paper)* |
|  | **Dr Richard Waller** - Building A Community Of Learners On The Professional Doctorate In Education (Edd) Programme *(paper)* |
| 20 | **Laura Fogg-Rogers** - Engineering And Society: Embedding Active Service Learning Through Paired Peer Mentoring *(workshop)* |
|  | **Adrian Rivers** - Team Entrepreneurship - A Case Study Of A Learning Community *(workshop)* |
| 21 | **Dr John Lanham** - A Whole New Apprentice? Rethinking The Apprenticeship For Degree/Post-Graduate Level *(workshop)* |
| 22 | **Dr Amanda Webber** - UWE and Bristol Zoological Society: A Collaborative Partnership For Conservation *(workshop)* |
|  | **Dagmar Steffens** - Course Connect - Maximising Programmatic Value of External Relationships at Operational Level *(paper)* |
| 15:45-16:30 | **The Student Experience Of Learning Communities: Jamie Jordon**, Vice President Education**Closing Remarks:** **Prof** **Elizabeth Cleaver,** Director of Learning & Teaching |

# Posters

* Liz Moriarty Strategy L2020 - ramping up for September '18
* Helga Gunnarsdottir Case study of modules with multiple modes of delivery
* David Lown & Phil Gilbert Proactive Environmental Health Surveys undertaken by UWE/UCW staff and students for North Somerset, South Gloucestershire, BANES and Mendip Councils
* Oliver Haslam Get In The Zone: A mobile app for fieldwork, inductions and public engagement
* Dr Issy Bray Building capacity in evidence-based healthcare: a case study in collaborative working
* Dr Lynne Lawrance Split Identities in Biomedical Science
* Polly Wardle Bristol City Community Trust's working relationship with partner institute UWE

# Abstracts

### Dr David Tree - Integrated Programme Assessment At Brunel University London (Keynote)

Assessment is a topic of frequent discussion in the higher education sector, and currently there is considerable interest in programme level assessment. Using a case study from Biosciences I will describe an approach to programme level assessment and show the benefits and impact of Integrated Programme Assessment (IPA) on students and staff. We propose that IPA offers assessment strategies that are fit-for-purpose for learning outcome-based educational systems as it offers an approach to curriculum design that reduces over-assessment and links learning outcomes and assessment in a transparent way. It focuses on authentic and meaningful assessments, and improves student outcomes. IPA gives programmes a strong and distinct identity, requires working in partnership within and outside the institution and requires teamwork and community activity to be effective.

### Dr Georgina Gough and Rob Ingram - Effective Collaborative Working – Testing A Sandpit Approach

This session will enable attendees to develop an understanding of a sandpit approach to collaborative working. This fast-paced, highly interactive format has many potential applications, including as: a framework for interdisciplinary activity; a mechanism for developing and enhancing research-informed teaching or collaborative research/writing; a process for further embedding external parties into university activity; and more. Activity can be designed to benefit all parties (through collaborative task creation) although outcomes might differ between groups/individuals. Beneficial outcomes can include achievement of currently timeconsuming tasks in reduced time and strengthening of sense of involvement, affiliation, community, and identity for participants. In order to test the potential usefulness of this approach to activity at UWE, a pilot project is to be run immediately prior to the Learning and Teaching Conference. The impetus for this project was the involvement of presenters of this session in a sandpit event run by the Teaching Excellence Alliance earlier in the current academic year. For the UWE pilot, four interdisciplinary teams will work simultaneously to develop a proposal for a new learning offer which could be delivered by UWE. Teams include both staff and students. The results of the test event are unknown at this stage but it is hoped that the results presented in this session will demonstrate that innovative approaches to idea creation and implementation plan development are time-efficient, highly engaging, motivating, and personally developmental for attendees. In addition, we hope to showcase how such events can result in work that is more productive and less siloed in terms of output than conventional/current approaches to collaborative working The session will feature input from teams involved in the pilot event, specifically, they will present a reflection on the experience of working in this format and consider further applications of it. Future plans emerging from the pilot project will be outlined by the project leads.

### 2 Dr Helen King and Jamie Jordon - Student Engagement With Learning & Teaching Development: Sharing Ideas & Good Practice

This workshop will share a range of approaches adopted at UWE (and elsewhere) for engaging students in the development and enhancement of learning and teaching. Examples of current practice will be shared and ideas for new approaches generated. The model of students as change agents, proposed by Dunne & Zandstra (2011), will be used as the conceptual framework for discussion. To introduce the workshop, the facilitators will present the model with illustrative examples from UWE and elsewhere. Participants will discuss the model and share their own examples in small groups; they will then brainstorm ideas for new approaches and identify possible opportunities and challenges for wider dissemination across the University. Participants will have the opportunity to learn about activities taking place across the University, and the outcomes of the discussion will be written up and used to develop case studies of good practice and to inform further student partnership work being developed through the Academic Practice Directorate.



Dunne, E. & R. Zandstra (2011) *Students as change agents: new ways of engaging with learning and teaching in higher education*. ESCalate Education Subject Centre: <http://escalate.ac.uk/8242>

### 3a Dr Mario Orsi – Open Data For Science Learning?

Learning the skills required to analyse data is crucial in science. Unfortunately however, the necessary underlying maths and statistics are typically regarded as difficult and abstract by students, who as a consequence may struggle to maintain motivation and engagement. This issue is made worse by traditional teaching, where lectures on theory, in which students are mostly passive, are followed by tutorials on exercises that may not be particularly inspiring or authentic (such as typical made up textbook questions).

This presentation will report on an alternative problem-based approach where teaching and learning are built around the use of real, current, and openly available data. The availability of real-world “open” data has increased substantially in recent times, through the proliferation of public databases as well as the global push for open access to research.  Such abundant sources of real data can be exploited in the classroom to develop more authentic and relevant teaching and learning activities.

Moreover, the large scale and variety of open data can provide students with the freedom to shape their own assessment tasks, also according to personal interest and identity. For example, students can be given the opportunity to demonstrate their learning by applying relevant statistical methods to data sets of their choice. This is expected to be engaging and motivating.

Furthermore, open data can be exploited to develop critical thinking as well as to "demystify" science. In particular, activities can be conducted to revisit published findings using new data; this builds students’ confidence as they work directly through the process of recreating published research. Importantly, previous findings are sometimes not reproduced with new data, thus providing learners with first-hand experience of the provisional nature of science.

A key advantage of open data is that they are quick and free to access, so their use has the potential to drastically reduce the time and resources needed to conduct science projects. As a practical consequence, it becomes possible to offer additional opportunities to students that may otherwise be restricted to literature review projects.

This presentation will include recent examples of the use of open data in various modules run in the Department of Applied Sciences. Preliminary plans to develop a new website to share data and related resources will also be outlined.

### 3b Dr Erik Stengler - Laying The Foundation For Programme And Departmental Identity

The session will review how I transformed the Science Foundation Year to contribute to a programme identity and a sense of belonging to a Department where high impact research is conducted. Participants will gain from hearing about something that has worked and that they may want to apply and adapt to their situations.

Physics and Maths are the main content of one the four modules that Science Foundation Year students take at level 0. When I took over this module students were enjoying it, but found it very difficult to relate it to the programmes they would pursue from Year 1. This led to a lack of motivation to attend.

Over the years, I have completely transformed the module to make it explicit how the contents are directly relevant to these programmes and how what students learn is directly applied in cutting edge, high impact research conducted by staff of the Department of Applied Sciences that most probably will teach them in later years. This contributes to motivation and relatability, and also starts creating a programme identity and a sense of belonging to the community of the Department. This aligns with the changes made by the Department of registering students into the four-year programmes right from the beginning of the Foundation Year, and with the University’s drive towards “research informed teaching”.

I have achieved this by presenting the Physics topics in four blocks, themed as Forensics, Biology, Biomedical and Environmental Sciences. Obviously, the Physics is the same, but it is taught in the context of its application to each of these themes. In addition, at the end of each lecture I present one slide entitled Science@UWE where I briefly explain current cutting edge research done by DAS staff members where the Physics covered that day is directly applied.

As tutor of the Environmental Science cohort within the Science Foundation Year, I also strive to provide the students programme specific activities in the timetabled APT sessions, such as a visit to the Envirotron. This complements and reinforces other efforts currently in place by programme leaders and the Foundation coordinator, who are offering programme specific sessions and events, and including students in the mailing lists and on-line communities of the respective programmes.

### 4a Rachel Wood and James Burch - Developing The Reflective UWE Student: A Collaborative Enquiry

This paper presents the process and outcomes of a one-day benchmarking exercise carried out with invited colleagues across the University in January 2018. The day ran as a structured conversation between volunteers representing almost all University Departments and Library Services, which aimed to develop an understanding of the ‘baseline’ of practice and methods by which reflective thinking is currently taught across the Faculties in UWE. Between conversations about what, why and how we practise the teaching and learning of reflection, the day was punctuated by sessions of individual freewriting about the nature of reflective pedagogies and the problems of teaching this complex and critical skill. The final session concluded with a plenary that discussed the problems of teaching reflection and drew conclusion on gaps in the pedagogy of this approach that could benefit from further research. Using an Action-Based approach, this day can be seen as a process of co-enquiry by participants who co-created a working paper to provide a snapshot of reflective teaching practice at UWE. Following the event the two researchers are compiling and co-edited the written reflections to present a sense of current practice and a recommendations for next steps in UWE’s teaching of reflection. For the conference, the researchers will present their reflections on the process of collaboration by which this report was developed as well as their finding on reflective teaching practises in UWE. Findings from this collaborative conversation raise questions over the assessment and ethics of setting and reviewing reflective reports, the varied purpose and nature of reflective activity, and, arguably, the centrality of reflexive critique to professional understanding across a wide-range of disciplines. This enquiry was seed-funded by The Academic Practice Directorate and will inform the scope of a follow-on research proposal. It offers a model for collaborative enquiries that identify and share pedagogic practice and hopefully provide an expression of this for future development and dissemination.

Participants will be asked to discuss:

• what implications or questions do the outcomes of the project raise for their own teaching practice?

• are there ways in which the process adopted in conducting this enquiry might be developed or adapted by participants as a way of enabling effective crossuniversity collaboration on other pedagogic projects?

### 4b Dr Graham Baker - Work Based Enquiry Led Learning In Class

The aim of the presentation is to highlight and develop some possible ideas on several of the problems and challenges inherent in developing self-directed learners which will be useful for colleagues running or developing such approaches to learning. In particular we have found it difficult to facilitate engagement with and between students outside of the sessions and will discuss the paradox that to become more self-directed students need to be directed by staff. How do you ensure that the students do not become dependent on the tutors? We will enquire into the unwillingness of students to share ideas and resources within the group.

Bristol Business School (BBS) offers the Institute of Leadership and Management (ILM) level 7 certificate as a standalone qualification for Senior Managers. It is part of a suite of qualifications available for PG/ non-Business qualified Managers offering an internationally recognised professional qualification. In BBS it is delivered using the 30 credit Masters module Evidencing Work Based Learning in Leadership and Change which aims to develop self-directed learners who evidence their learning through their analysis of their own workplace experiences. They present on their chosen project in front of their managers, where possible, and are assessed through a self-reflective assignment. The students are expected to evidence their own change in practice through the assessment. Students chose a project to investigate often with the approval of the organisation and select their own theoretical approaches to make sense of their experiences. They are guided and challenged by inputs from other academics, by their learning set tutors and feedback from their learning group. The module attempts to develop the approach of a learning set where the group learn from each other and develop learning though interaction with others as a means of developing themselves as Self - Directed Learners.

The questions that will be raised by the presentation include:

* can students ever be self-directing learners within an academic/practice focused module with specific learning outcomes?
* How do you encourage engagement in work-based learning and theories in practice outside the class room when they are at work?
* How can you develop reflective practioners in people who work in non-reflective arenas?
* Is it possible to reduce the socially embedded power relations between students and staff which constructs tutors as the providers of ‘the truth’ within the classroom? How do you get away from staff being seen as knowledge providers? Is it possible to break these relations down with once a month contact?
* How do you build a learning community without constant contact? What are the online options available that work?

### 5a James Mckenzie and Kelly Goodfellow - Developing An International Partnership Between UWE Bristol And Zayed University (UAE): Exploring The Needs Of Students With Specific Learning Difficulties (Spld), Inclusive Practice, Reasonable Adjustments And Specialist Support.

Structure of the session: Presentation and Q&A

Learning Outcomes:

* To demonstrate how an international partnership developed between UWE Bristol and Zayed University.
* To show the key factors in sustaining this partnership over time to reach a successful outcome.
* To identify how this partnership may lead to change in provision at both universities, both in the short and medium term. Key Issues to be addressed:
* How the partnership developed over time including shifting priorities.
* How engagement was sustained and objectives identified and met.
* The importance of clear communication and building relationships and trust.
* How we measured success and what factors led to success.
* What the future holds for this partnership and is it sustainable.
* What we learnt and how this can inform our practice and service delivery at UWE.
* What this could mean for developing future international partnerships.

5b Mark Shand - Peer Note Banks: extending the life of a teaching session

Participants will have:

* Explored the use of [peer note banks](file:///C%3A/Users/p-petrova/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/RC1WVSLP/go.uwe.ac.uk/pnb) (the concepts and practicality of their use)
* Contemplated the challenges and benefits of student-created communities and their relationship with more formal learning
* Reflected on the learning and behaviours involved in an online group network
* Played a game with giant dice

What will happen?:

Participants will explore the use of Peer Note Banks through playing a room-sized board game (complete with giant dice and counters).

Moving their students around the board, the workshop will build the bank together and produce an effective communally-created piece of work.

‘Student’ players will be able to participate, play a card (contribute, question, disrupt, support or unengage) and collaborate with each other to succeed.

Through play, we will explore what Peer Note Banks are, how they might work and reflect on the dynamics, challenges and benefits involved in building this type of learning community. We’ll be asking if Peer Note Banks may work for you and your students – and listening to your feedback as we continue to the next stage of the project.

### 6a Laura Walker - How Might Peer Assisted Learning In Law At UWE Support Student Wellbeing?

With growing concern about student mental health being reported in the media; the time is ripe for universities to consider Teaching and Learning strategies that support student wellbeing and allow students to develop resilience. This paper takes Peer Assisted Learning (PAL) at UWE as a point in case. It is argued that PAL may support student wellbeing in accordance with principles of positive psychology and self-determination theory (SDT). SDT is concerned with supporting our natural and intrinsic tendencies to behave in effective and healthy ways. It is underpinned by the concepts of autonomy, competence and relatedness. All too often lecturers introduce external controls, monitored attendance at classes on areas of syllabuses that may not interest students and graded assessments which inevitably give students a feeling of success or failure. It is proposed that participation in PAL may preserve students’ autonomy because the content of sessions is self-directed. This maximizes students’ perception of having a voice and a choice in the learning activities in which they are engaged. In PAL sessions, students work together to learn and build meaningful relationships with peers. Students develop a greater internalisation of academic motivation, free from the salience of evaluative pressure and any sense of coercion in the classroom.

### 6b Oli Schofield - What Does Learning Together In A PAL Session Look Like?

The learning outcomes for this session are as follows:

* To explore whether there is a shared understanding of the PAL scheme
* To understand and explore *how* PAL Leaders facilitate PAL sessions

Peer Assisted Learning (PAL) is a study support scheme that UWE Bristol has adopted for many years and PAL now supports many programmes across the University. The model is intended to be adaptable so that it can work within the discipline of the programme. This session allows participants to share their own interpretation of the scheme and for colleagues to explore what PAL means for one another with different disciplinary lenses. The session will include recent research from the PAL Manager, highlighting the perceptions of staff and students across several universities.

This session with Oli Schofield, Peer Assisted Learning Manager, will include practical exercises that will model how PAL Leaders are able to facilitate learning. Many of these processes can be applied within teaching sessions or when mentoring and coaching others. It is hoped that by the end of the session participants will be able to come away with a greater sense of what the role of a PAL Leader is within a scheme that is so well invested within the University.

### 7a Marcus Keppel-Palmer - Building Legal Identities Through Pro Bono And Extra Curricular Activity

This session will be looking at identities of lawyers and of law students, and how these are developed through confidence building activity that happens outside the curriculum.

Law students traditionally enter onto the degree with an initial vocational objective, but that by the second year, many have decided not to pursue careers in the law, or at the very least are less focussed. Many find the demands of the subject are greater than expected. Many also lack the confidence to seek the competitive work experience vacation schemes offered within the legal profession. Part of that lack of confidence is predicated on the lack of opportunity in the classroom for students to develop their skills and utilise their knowledge in practical settings.

An exercise done in the third year about students’ visualisation of lawyers showed that the prevailing vision was of male, white, middle-aged lawyers who exuded confidence and knowledge.

The majority of students did not fit that image.

The Law school offers a range of extra-curricular activities which make available to students opportunities to develop their own identities and confidence in lawyers, by undertaking supervised and structured methods to utilise their knowledge and develop their “lawyering” skills. Many of these opportunities are offered in the Pro Bono context, which enables students to work with other students from all UG and PG levels, and to develop skills in a range of contexts from full face-to-face client work to wider awareness raising activities. Specific skills are also developed in the context of internal and external competitions (interviewing, mediation, advocacy). The student law society works closely with the department to offer mooting and debating competitions.

Participation (and success) in the extra-curricular activities has clear link to development of student lawyer identity with greater engagement and success in employability. However, there are challenges in creating enough opportunities for the cohort, finding the time in a cluttered timetable to do this, and also finding staff time to devote to this.

This session will consider experiences over many years in the law department

### 7b Dr Sally Reardon - Global News Relay: Reflections In Student Experience In Taking Part In An International Collaborative Live News Programme.

This paper looks at the student experience of participation in the international journalism student news programme called the Global News Relay, in terms of the efficacy of extra-curricular activities in nurturing deep learning (Marton et al 1984). For the past three years journalism students at UWE have taken part an event called the Global News Relay (GNR). The GNR brings together journalism students from around 20 universities across the globe, including Australia, Indonesia, India, Lebanon, Dubai, Bulgaria, The Netherlands, Germany, UK, Brazil and the US. Each university team is required to produce a 15 minute news segment around a chosen theme. This segment then becomes part of a programme anchored in Fresno, California and streamed live on a specific date. At UWE the GNR has been offered as an add-on to existing courses rather than part of assessed modules therefore participation is voluntary. Anyone can take part from first years to masters students. As a learning exercise it aims to; promote team work; peer-to-peer learning; develop technical skills; editorial development; experience of working to tight deadlines; engagement with the wider journalism community; and understanding of cultural and social differences in news production and output from around the world. The GNR places an emphasis on being student led so that the final product may not be very polished but is an authentic student production. The paper reflects on the experience of taking part from a teaching and learning perspective through conversations with staff and participating students, and participant observations of the production process. Feedback indicates that students found that taking part in a non-assessed activity yet one that had a set of deadlines allowed them freedom to make mistakes yet also to experience ‘real’ world pressure of putting out a programme. The paper argues that this combination intrinsic and extrinsic motivations promotes deep learning and can be an important element in students’ professional and personal development. The paper also asks how this type of activity be can incorporated into the curriculum more widely whilst holding on the elements that make these type of activities beneficial.

Marton, F., Hounsell, D. & Entwhistle, N. (1984) The Experience of Learning. Edinburgh: Scottish Academic Press

### 8 Janice St John-Matthews - Using The “Wisdom Of The Crowd” To Support Teaching And Learning In Higher Education

Coined by journalist Howe in 2006, crowdsourcing works through an institution outsourcing a function normally performed by an employee or group of individuals (Howe, 2006). However the notion of crowdsourcing continues to evolve. In the digital age crowdsourcing usually involves an open-call through participatory online activity, typically social media, providing a wider access to people internationally in less time and at a reduced cost than traditional methods (Schnek et al, 2005). Yet traditional outsourcing has been used for centuries and the practice of using the “wisdom of the crowd” can be traced back to Aristotle in the 4th century who explored the concept in his work titled *“Politics”* (Lord, 2013). The presenter for this session has a particular interest in crowdsourcing as through their doctoral studies, they are exploring the use of the tool in curriculum design processes. This seeks to capture the *“expert by experience”* voice in the development of a pre-registration healthcare curriculum through the development of an on-line community using crowdsourcing as the vehicle to achieve this. This session presents an opportunity to introduce the wider definition of crowdsourcing and how this fits with building community. The differences between crowdsourcing and concepts such as crowdlearning and crowdfunding will be highlighted. A standard conceptual framework for crowdsourcing and the challenges this presents when applied to the field of education will be shared. Examples of the use of the tool in medical and healthcare education will be presented. Finally the room will be crowdsourced on how individuals could harness “the wisdom of the crowd” via on-line learning communities to enhance the learning and teaching experiences in their respective disciplines.

### 9 UK Partners Gathering

This session is aimed at staff from our regional collaborative provision partners – FE colleges and other partners. Additionally all UWE colleagues who work with, and support collaborative provision in any capacity – professional services/academics, are welcome to join the session.

The session will cover a combination of procedural/regulatory updates – but will also allocate time to a discussion on teaching and supporting HE learning in a FE environment.

### 10 Dr Georgina Gough - Resource Pack For Running An Interdisciplinary Learning Activity On The UN Sustainable Development Goals

Interdisciplinary learning, education for sustainable development, team working and responsible professional development are central to this session. The workshop will provide attendees with resources (including templates) to plan and deliver an interdisciplinary learning event focused on professional practice for sustainable development. This resource pack is the output of a two-stage pilot project to test resources and approaches to running such an event. The pilot project concentrated on professional practice for sustainable development in healthcare but the resources pack could be applied to any discipline represented in UWE’s programme portfolio. The session will introduce the pilot project (phase two running during semester 2 2017-18) and will share the experience of staff and students engaged in the events run as part of the pilot project. The resource pack will then be explained to attendees. Time will also be given to allow staff to ask questions about the resources and to produce outline plans for their own events/students. Support beyond the session for planning and running events will be provided by Georgina Gough (UWE lead for Education for Sustainable Development). Pilot project participants will also provide support as availability allows. The model developed for wider roll out of these events is intended to be partially self-sustaining, with the staff and student facilitator development being undertaken by participants of previous events. Via such a process, events (and the supporting resources) can evolve to draw on the experience of previous participants and facilitators. This potential will be explored as part of the session.

### 11a Dr Doris Schedlitzki - Developing Apprentice Leaders - Complexities Of Recruitment And Identity Building

Context: Within the Faculty of Business and Law (FBL) we have substantial experience in developing students’ leadership and management knowledge and skills at UG and PG levels. At UG level, this has largely been on full-time degree programmes (outside workplace practice), whereas those in employment or experienced managers have sought further studies at PG level (FT and PT). PG leadership and management courses are often rooted in a work-based learning pedagogy that encourages students to integrate theory and practice through both interactive teaching sessions, independent study and embedded in work-based assessment strategies. The introduction of the new Degree Apprenticeships, and particularly the development of the Level 6 Chartered Managed Degree Apprenticeship (CMDA) standard, was welcomed as a potential means to expand this work-based, part-time leadership and management provision to UG level. FBL therefore developed a new work-based UG programme that delivers the knowledge content of the CMDA standard. The Chartered Management Institute (CMI), which had been very active in driving this standard through the Trailblazer stage, was confident that CMDA programmes would be facing immediate high recruitment numbers as it encourages organisations to proactively develop future leaders and managers through undergraduate study.

Key Issues: Recruitment onto the CMDA programme has significantly fallen short of the predicted numbers. We have had much interest from local and regional levypaying employers but as for many other HEIs and private providers, this has not turned into applications and contracts signed. Our lack of access to SMEs – which dominate the region as employers – up until December 2017, has also been detrimental for our recruitment. Feedback from employers has indicated that they do not want to use the levy to employ school leavers as apprentice leaders but prefer to use the levy to fund further development of experienced employees. Going forward we would like to explore and discuss the following questions:

* Why are organisations reluctant to invest in junior employees to become leader apprentices?
* How will practicing managers feel about signing up for a UG leadership apprenticeship?
* What complexities will this bring for managing practicing managers’ identity at work and university?

Discussion Objectives:

* To explore the hesitance of employers to invest in junior apprentice leaders and the complexities of developing apprentice leader identities amongst practising managers.
* To explore implications for recruitment onto a degree apprenticeship UG programme.

### 11b Dr Antony Hill - Delivering Successful Degree Apprenticeship

The opportunity for students to actively develop themselves through degree apprenticeships is gaining a significantly higher profile in the evolving HEI sector, and is fully aligned with UWE’s ambition for practice-oriented programmes with strong external connections. Highly successful degree apprenticeships can only achieved by delivering superb course delivery and through building effective collaborative relationships with employers. In the session we will explore some of the effective approaches and practical steps taken in the current UWE Healthcare Science degree apprenticeship (which recruits apprentices from NHS Trusts across England). We’ll build on these approaches to explore transferable ideas that could be adopted for new degree apprenticeships in the future.

### 12a Myra Evans - Learning Through Practice In Higher Education: A Contrasting Look At Experiential Learning And Communities Of Practice

According to the UWE Bristol Strategy 2020 our ambition is to be “ a University recognised for the success and impact of our professionally recognised and practice-orientated programmes”. UWE currently teaches the practice elements of journalism through experiential learning and simulation. However, with a growing trend towards apprenticeships in HE, it might be time to consider a different model. In this presentation I will examine the theoretical perspective of Experiential Learning as advocated by Kolb (Kolb, 1984) versus the Situated Learning or Communities of Practice perspective of Lave and Wenger (1991) and weigh up the pro and cons for teaching journalism. I will argue that a hybrid model combining the benefits of an apprenticeship alongside a place to safely reflect upon mistakes is a possible route forward. These findings can be applied to other practice-based courses at UWE.

### 12b Kathy Brown and Kyle Lewis - Feeling Valued: A Meaningful Role For The Individual In A 900+ Undergraduate Programme

In September 2017 a new project was launched at the University of the West of England (UWE) to provide UK law student support for prisoners and their law tutors in East Africa studying as part of the University of London external LLB. This addition to UWE’s well-established pro bono programme had two aims: (1) to provide students and tutors with access to legal resources; and (2) to thereby develop the legal library skills of Level 1 UWE students. From the outset of the project inclusivity and student leadership were the key tenets. The staff leaders of the pro bono programme wanted to break away from the safe default of selecting participants from high-performing Level 2 and 3 students for their pro bono work. This practice automatically favours students with prior experience and social capital. Supporting an inclusive programme in East Africa needed to be matched by the university’s own commitment to inclusivity and to meaningfully ‘add value’ to all our students’ outcomes. ‘Marketing’ of the programme was intentionally focussed on Level 1 students with a clear message of ‘open to all’ given. Selection has been on the basis of willingness and commitment to try. In order for this to work and to ensure that the 20 Level 1 students are able to acquire the requisite skills to carry out the tasks they are led by six Level 2/3 law students. This leads to the development, not just of core law research skills, but of marketable soft skills such as team work, leadership, time management, written and oral communication and enterprise. Students have been trusted to both create the outcomes of the project but also define the direction in which the project will eventually go. This all occurs in a space where students are treated as equals and staff supporters are merely there to facilitate a communication framework between different subgroups of the project and provide mentorship and skills development where students feel they need this. Kathy Brown and Tom Webber from Bristol Law School, together with some of the students involved in the pro bono initiative will consider the value of resourcing an inclusive activity that supports programme and individual identity. They will also discuss their experiences and outcomes.

### 13a Hannah Poore and Dr Mandy Kidd - A Sense Of Belonging: Library Services Working In Partnership With Academic Teams To Enhance Programme Identity In The Foundation Year For Social Science.

Learning outcomes:

To gain an understanding of how the programme team for the Foundation in Social Science and Library Services have worked together to encourage a sense of belonging and programme identity amongst students undertaking foundation courses. To discover what the benefits are to students who have a sense of belonging both as part of their programme and the University community as a whole. To consider how we can collaborate across faculties and professional services to increase the sense of belonging on programmes such as these in the future.

Key issues to be addressed:

Foundation Students have particular requirements. They are coming to the programme from different backgrounds, some from college and school, some returning to education after a break. The importance of creating a feeling of collegiality or belonging on the programme was highlighted as an area for focus from the previous cohort. The advantages of creating a sense of belonging and course identity. The student experience will be enhanced. Students will be more confident. This can in turn contribute to higher student retention for these courses. What are some of the difficulties in achieving this aim.

Structure of the session (Led jointly by programme lead and subject librarian):

* Group activity: The session to start with small group discussion on what attendees consider are the benefits to students of having a sense of belonging on their course and as part of the University as a whole.
* Discussions as to what could threaten these sense of belonging.
* Feedback to whole group
* Sharing of experiences from the perspective of the programme leader.
* Sharing of experiences from the perspective of the Library.
* Sharing of experiences on how the Library and the Programme team worked together to address the issues of belonging and programme identity. What was the impact of this, if any?
* Group activity: Small group discussions on how we could develop the feelings of belonging and programme identity in the future. What practical measures could we take?
* Discussion and summary

### 13b Dr James Byron-Daniel - Mastermind groups – fostering identity and embedding learning online

A mastermind group is roughly defined as the getting together of at least two people in order to co-ordinate knowledge and effort, working toward a defined purpose, in the spirit of harmony (Hill, 1990). Originally devised in organisational contexts the concept of a mastermind group was introduced to an online postgraduate degree (MSc Sport and Exercise Psychology) for the academic year 2017-18. The group was introduced as an optional, weekly term time get together for a community of students who are demographically diverse, as well as geographically distant from each other. Using an action research approach (Reason and Bradbury, 2008) both students and lectures involved in the groups will present the experience and process of taking part and running the mastermind groups, how the groups have impacted upon learning outcomes throughout the MSc and how findings from this innovative research process will inform the development of this learning method going forward. This presentation bridges the gap between research and practice in postgraduate learning online, with an emphasis on the development of the student community and how this impacts on learning and student outcomes as well as building a sustainable, adaptive and open learning community.

By attending this presentation you will:

* Learn about the development and implementation of mastermind groups
* Gain insight from a lecturer and student perspective on setting up, and being part of these groups
* Learn about the impact of this method for fostering student community and embedding learning

### 14a Dr Victoria Davenport - Community REACH

This proposal provides a template for developing meaningful relationships between UWE and low participation areas of Bristol. In addition to dissemination of a successful process for delivering on Inclusivity 2020, it will enable networking and recruitment of staff to expand the community REACH steering group and potentially deliver a new raft of collaborative community events in 2018-19.

The potential outcome of community REACH in terms of impact on the community is reflected by the feedback to our first event, which was an invitation by the UWE Robotics Society to Locklease Youth Club to attend the National Robot Wars event at UWE:

“*We had a wonderful day! Some of the YP (young persons) said it was the best trip they had ever been on. I also had a father pop in today and thank us as both his sons are now convinced they want to do engineering at UWE*!” Peter Woods-Wetton, Lead Engagement Worker, Learning Partnership West CIC

### 14b Jamie Darwen - Community Partnerships For Student Learning: What Can UWE Learn From Practice In The USA And Canada?

In February 2018, I went on a study visit to the USA and Canada, where I visited a number of universities to look at their approaches to community partnership activity and service learning. Many universities in North America have a long tradition of and well developed structures for civic engagement. Networks such as Talloires and Campus Compact have helped to embed this in the mission and culture of universities. Many have place-based strategies for civic engagement with strong connections to their local communities, enabling them to catalyse engagement and connect contributions from academic staff, professional services and students. Service learning is an important dimension to this, embedded in the programmes of many universities and educating students for civic and social responsibility.

UWE Bristol also has a long history of strong partnerships with local communities around Bristol. Many of our programmes include opportunities for students to gain real world experience through projects with local community organisations. However, much of this activity is quite “invisible”. We don’t do much to share good practice about how students learn in community settings, or develop a distinctive pedagogy for community-based learning. Community organisations find it hard to engage with us, as we don’t have transparent structures for them to propose project ideas and find the right person to work with. And we don’t do enough to tell stories and celebrate these activities, and the positive impact they have on communities around the city.

In this workshop, I will share learning from my visit to North America, and consider how this might be applied to our structures and practices at UWE. I will facilitate a conversation about community-based learning at UWE, inviting colleagues to share some of their own experience, their successes and the barriers they have had to overcome. Drawing on the experience from North America, we will look at:

* What different approaches look like
* Motivations for establishing and developing programmes
* Structures, models, governance and funding
* How students learn through these activities
* How we connect to local communities, and demonstrate positive impact for the city
* Some case studies of particular activities which have had impact

Learning outcomes:

* Knowledge of community-based learning, and how it works at a range of universities
* Application of this practice to UWE
* Consideration of how to include community-based learning in our programmes

### 15a Wendy Fowles-Sweet and Dr Maryam Atoofi - Engineering Projects: How To Achieve Scientific Depth And Consistency Of Practice

In recent years, undergraduate engineering student numbers have increased dramatically. These cohorts have reached their third and fourth years, where they are expected to produce a 30 credit project towards their degree programmes. This increase placed strain on the department’s resources, particularly staff time and ability to commit to project students. Two years ago a change of module leader coincided with the first cohort “bulge”. That year was spent trying to firefight a process once, but no longer fit, for purpose. The following year was more measured, with time spent identifying key issues faced by staff and students. Recognition that other UWE project modules faced similar difficulties enabled rethinking – new ideas and the use of some existing good practice to incrementally improve the process. By year end, the undergraduate and postgraduate module leaders concluded that much of the existing process was sound, but there were a number of inconsistencies. Supported by the department’s academic director and using student and staff feedback, in Summer 2017 they reviewed the existing processes, identifying inconsistencies and anomalies. From this, they developed a single project process, aiming to reduce the pressure on those involved as deadlines loomed. The department is currently running through this revised process’s first cycle; as expected, some issues have arisen. However, already it can be seen that less staff time has been spent on administration and marking, allowing more time to focus on the actual projects. The learning outcomes from the work done so far are:

* Adoption of a single project process for both undergraduates and postgraduates.
* Development of a staff / student guide to the process.
* Removal of an essay-based interim report, replacing with an “Interim Research Proposal” focusing on the project’s management.
* Revised marking schemes for both submission stages and the associated viva.
* Reflection within dissertations focusing on UK Standard for Professional Engineering Competence (UK-SPEC)

requirements.

Although there is still more to be done, the lessons learnt from the activity so far could be of benefit to others working with project students. The workshop proposed would explain what has been done so far and why, with time allowed for discussion about best practice from elsewhere. It is hoped that the output of the workshop would inform not only progression for engineering projects, but also those in other departments.

### 15b Dr Tim Swift - Education Projects In Undergraduate Curricula

We present an account of the way in which an education project can be embedded in an undergraduate programme. Such projects provide several desirable opportunities for undergraduates in a given academic discipline: to explore the possibility of a career in teaching; to engage in work-based learning; to reflect on the nature of education at different levels, including the interaction between learning the subject in school and at university; to develop core skills. The presentation will be based on the experience gained over several years of running a successful final year mathematics education project at UWE Bristol.

### 16 Chris Baker - Self-Efficacy The Next Big Lever In Learning

Learning outcomes:

* To understand what Self-efficacy is
* To be able to describe how self-efficacy is developed
* To understand the impact of self-efficacy on identity development and learning
* To be able to identify strategies for managing self-efficacy

Key issues to be addressed:

* How do we develop our self-efficacy beliefs?
* What impact does these beliefs have on our lives? (belonging, identity formation, learning)
* How can we manage our beliefs and those of others to become more effective

Structure of the session:

* Introduction to self-efficacy WHAT (Presenter led)
* Personal assessment of self efficacy beliefs (Delegate activity)
* Impact of Self-efficacy beliefs WHY (Presenter led)
* Creation of self-efficacy beliefs HOW (Presenter led)
* Personal exploration of efficacy beliefs (Delegate activity)
* Management of self-efficacy beliefs (Presenter led)
* Personal exploration of strategies for efficacy management (Delegate activity)
* Current research on self-efficacy / further reading (presenter led)
* Q&A session (Presenter / delegate led)

### 17 Dr Jennifer Hill and Harry West - Building Learning Communities To Enhance Assessment

In this workshop we will encourage you to reimagine assessment and feedback, supported by the latest research and evidence-informed practice, enabling you to deliver assessment that helps your students to learn, improves their performance, enhances their satisfaction, motivates them in their studies and improves their self- confidence. We will work through a series of questions accompanied by directed group discussion, asking:

* Why should we reconsider assessment and feedback in higher education?
* What is the purpose of assessment and feedback, and what does this mean for your practice?
* How can you improve your assessment literacy and that of your students?
* How does programme-focussed assessment support and enhance your practice?

We will demonstrate that an ‘optimum’ assessment approach comes from building learning communities of staff and students that deliver authentic assessment; situating learning in the context of immediate and future academic utility and prospective ‘real-world’ practice. Authentic assessment is achieved through active student engagement in a sustainable assessment process, which establishes relevant activity and studentstaff dialogue, and which encourages learner responsibility, self-regulation and self-efficacy. We will offer case studies from UWE and more widely to exemplify how this approach to assessment has enhanced the student learning experience and provided information that can help shape teaching. We will conclude by offering recommendations for practice if we are to rise to the challenge of delivering authentic assessment for life-long learning going forward.

### 18a Dr Jane Andrews and Mark Jones - “Keep Taking The Tablets” (But Maybe Not In School) – How Are Students And Staff On Education Programmes Navigating Different Digital Policy Contexts ?

The session reports selected findings from a research study which is longitudinal in nature and has covered both Education staff and student perspectives on how mobile devices can and might be used in both the learning of trainee teachers while at UWE and as tools for learning for pupils in primary and secondary schools. The UWE 2020 Strategy has a clear commitment to enabling student learning through the use of technology as shown in this quotation: “*Our Strategy 2020 is made up of four key priorities: 1. Outstanding learning All our students experiencing engaging and outstanding learning, teaching and support services throughout their journey with us; making full use of advances in technology to support their academic, professional and social growth and development*”. In potential contradiction with this affirmation of the benefits of using technology to enhance learning and personal and professional development at UWE, our study has raised our awareness of less positive attitudes reflected in policies and practices regarding technologies and personal devices in some schools at the current time. This reality means that students and staff on Education programmes at UWE need to learn to navigate potentially very different contexts of policy and practice relating to uses, or not, of technologies in learning, and, in particular, personal mobile devices. In the session we shall share extracts from our data which show students’ reported strategies for learning at UWE and for ‘keeping in touch’ with peers while on placement which include, for example, student-initiated groups using social media tools, often accessed through personal mobile devices. We shall also report on data which indicates how different students conceptualise learning with technologies in different ways. Finally we shall to report on data indicating a diversity of UWE Education staff perspectives on students’ uses of their mobile devices in their learning which once again reflect the tensions between the possible and the actual in terms of different contexts of practice and institutional policy. The data from our study leads us to pose the following questions which we intend to explore with the participants of the session:

* How are students using their mobile devices in university and on work-related placements?
* Should student-led groups be left to happen spontaneously and would it be acceptable for a cohort not to have any student-initiated, digitially-supported networks?
* How can students be prepared to be innovative practitioners while being mindful of local, institutional variations?

### 18b UWE Students (Tom Lovegrove, Ben Collinson, Adil Choudhury) - Using The Flipped Classroom To Engender Collaborative Learning

This session will discuss the how the flipped classroom approach supports collaborative learning, enhancing the understanding and learning that takes place during the facilitated contact time. The teaching of engineering at UWE Bristol has traditionally followed the conventional approach of large group lectures complemented by small group unstructured tutorials. While time-efficient from the institution's perspective, this approach has some significant drawbacks in terms of learning. The lecture time is predominated by one-way delivery of new content to a largely passive audience, with the academic unable to accommodate for the diversity of the student body and the differences in the way students learn. This didactic approach discourages active learning, and as such, the students' understanding of the topics is at a low level necessitating considerable further independent study to master key concepts. The flipped classroom approach was implemented for a semester-long, 15- credit third-year engineering module, 'Vibrational Dynamics', taught to 100 Mechanical and Automotive Engineering students. Research has suggested that this approach would help address the issues of the traditional delivery method and enhance the student experience. The prestudy material comprised course notes, exercises, examples and videos. The contact time was repurposed to become a facilitated active-learning environment involving more discourse and group working. It comprised a two-hour session with the whole cohort and small group one-hour structured tutorials in TEAL rooms (technology enhanced active learning). Evaluation was a core part of this work and the results illustrate the positive aspects of the flipped delivery, with the majority of students preferring the flipped classroom teaching and learning style compared to the more traditional styles usually experienced by them in engineering. In addition, the way the delivery was structured and run highlighted the benefits of collaboration between students and between the staff and students. In the whole cohort session, various features were included to encourage team work and use of the TEAL rooms for the structured tutorials was particularly beneficial. Students sat in adhoc teams, and worked collaboratively and effectively solving complex problems. The academic tutor facilitated this session by monitoring each group's progress and providing hints and tips as appropriate. The module evaluation results support the perception from students that these structured tutorials provided particularly effective learning environment. In addition, the staff supporting this activity highlighted the 'buzz' in the classroom generated by students engaging with this 'active learning' environment.

### 19a Prof Neil Willey - Insights From Building PGR Identities

The learning experiences of Post- Graduate Research (PGR) students at UWE are not only important in their own right but also provide useful insights into significant aspects of UWE's overall learning provision. More than half of UWE PGRs are PT, about 35% of them are international, many of them are >30 years old and many, perhaps most, of them work in partnership with external holders. PRES results in particular show that UWE PGRs face particular challenges in building an identity and that this is acutely important to them. At a national level, recent solutions have mostly been sought by organising PGRs in Doctoral Training Partnerships and similar entities. In this presentation, we will use the results of surveys of PGRs at UWE and elsewhere to explore the challenges of PGR identity and discuss the implications that they might have for all students at UWE. We'll discuss a variety of PGR development activities that the Graduate School has either initiated or been involved with that aim to help build PGR identities. In the UWE Graduate School, we have significant data sets about the experiences and the Health & Wellbeing of UWE PGRs. We run an extensive researcher skills development programme with many innovative elements, we have been closely involved with the Alliance Universities' Doctoral Training Alliance, have helped UWE lead an AHRC Centre for Doctoral Training, and contribute significantly to ESRC and EPSRC Doctoral Training Partnerships. Our data and experience suggests that differences in registration status, numerous demographic factors, and programme type have relatively little effect on the identity of PGRs as learners. Our experience suggests that flexible and remote access to PGR activities, from face-to-face to online, is useful but not essential to building identity. Overall, it is identity within the research culture of the institution that PGRs find most challenging and, for mental health & wellbeing, the supervisors and researchers as role models/interlocutors that have particularly strong effects. Last, but not least, as colleagues in other UK HE Institutions Graduate Schools and Doctoral Colleges have noticed, a dedicated space provision for PGRs, an ‘in-house home’, dedicated to PGR development affects positively PGR community cohesion and learner identity. These conclusions are partly PGR specific but their mix might help us to supplement the, often significant, focus at UG and PG level on medium-scale factors such as programmes and 'cohorts of learners' in order to provide a more integrated identity for learning.

### 19b Dr Richard Waller - Building A Community Of Learners On The Professional Doctorate In Education (Edd) Programme

This session will outline how the EdD programme team seek to enhance opportunities for support, collaborative learning, and personal and academic development of its members. The course is highly successful in terms of retention and success, and was recently recognised for its 100% student satisfaction in the 2017 PTES (Postgraduate Taught Student Experience Survey). The EdD is a part-time doctoral course for educational professionals, involving two years of taught modules followed by an independent research project taking between two and four years and resulting in a thesis of 60,000 words. There are over 60 students on the EdD across the taught and research phases, about half of whom are UWE staff, drawn from all four faculties and selected areas of professional services. Cohorts generally number between 10 and 15 participants. Part of the expectation behind the programme is that learners build what Lave and Wenger called ‘a community of practice’, and the expectation that the course is akin to a joint enterprise is emphasised during the information evening and selection interview. This is a very different doctoral journey and student experience from a part-time PhD study. To aid with the development of this collaborative identity and approach to learning, the programme team has developed a number of specific strategies, including:

• Informal ‘buddying’

• Allocation of an individual mentor

• Inclusion in academic reading groups

• Writing retreats

• An early group assessment task

• Presentations from and Q&A panels with ex-students and those from phase two

• Collaborative writing projects

These will be explored during the session, and a discussion of the applicability of these ideas in other contexts discussed. Those attending the session will hopefully reflect on and develop ideas for improving course identity and developing the process of learning together. The intention is that one or more UWE members staff who are students on the course will also participate in the session to offer their experiences of the approaches we have developed.

### 20a Laura Fogg-Rogers - Engineering And Society: Embedding Active Service Learning Through Paired Peer Mentoring

Background:

Universities occupy a vital role in the community; thus undergraduate education incorporating active service learning provides opportunities to influence communities now and in the future. One example is engineering education outreach, where engineers take part in Science, Technology, Engineering and Mathematics (STEM) activities with schools and communities. These activities have been shown to increase children's interest and engagement with science and engineering while also providing teachers with expert contributions to engineering and scientific subject knowledge.

Methods:

Students (N=45) from engineering degrees at UWE, Bristol, are taking a newly developed 'Engineering and Society' module. The module has been designed to enhance engineers' communcation skills and provide them with the evidence needed to complete the UK SPEC for Engineering Technicians. The engineering students will be assessed on their portfolio of evidence-based practice as well as a presentation of their learning about public engagement and engineering in society. The engineering students are being paired with 32 pre-service teachers taking an Initial Teacher Education degree at UWE. Training for the engineers is provided in public engagement, STEM and society, and inquiry-led science education, while training for the teachers is provided in the engineering design process and related STEM concepts. The paired students mentor each other to codevelop and deliver outreach interventions for local classes of primary school children. Ten primary schools are taking part in the project, reaching 900 children in 30 classes. This new embedded model of service learning aims to provide real-world experience and opportunities for engineers and teachers. Engineers are being urged to undertake more public engagement in order to enhance perceptions of STEM careers, and teachers are a very influential audience to work with. Indeed, research indicates that teacher professional development benefits the teachers, their school children, and the schools, and changes teachers’ attitudes towards their teaching.

Learning Outcomes:

Peer coaching, such as that used within this project, may be useful for other degree courses, as it discourages practitioners from working in isolation and instead encourages active learning discussions. This workshop will help delegates to think through which partner degree programmes or community experiences could benefit their own students. Barriers to working across faculties will be discussed, along with ideas and activities for how to overcome them. A toolkit from the pilot project is available online (<http://eprints.uwe.ac.uk/26053/7/Web%20-%20UWE%202015%20Children%20as%20Engineers%20Paired%20Peer%20Mentors%20Final%20Report%20web%20version.pdf>) and the further updates will be provided on the Science Communication Unit blog (<https://uwescicomm.wordpress.com/2017/09/11/engineering-in-society-new-module-for-engineering-citizenship/>).

### 20b Adrian Rivers - Team Entrepreneurship - A Case Study Of A Learning Community

As the name of the *BA (Hons) Business (Team Entrepreneurship)* degree suggests, learning within a “team” is central to the underlying philosophy. Since its launch in 2013, the aim was to build the identity of the programme, working in partnership with our students, so that we can learn together.

The aim of this workshop is to identify the key methods that are applied in the programme and to explore the extent to which these methods can/should be applied on other degree programmes.

Team Entrepreneurship is a practice-led programme, where students set-up and run their own projects and ventures. The course is inspired by the pioneering Finnish 'Team Academy' approach, which now operates in over 10 countries with over 10,000 students having participated.

UWE Bristol was among the first to introduce this course to the UK. Launched in 2013, we now have two cohorts of students that have graduated from the Programme, so this is a good time to review the course and capture the lessons learnt.

The Programme aims to deploy a radically different approach:

Not students But team entrepreneurs

Not classrooms But an open plan office

Not teaching But learning

Not teachers But coaches

Not simulations But real ventures

Not control But self-organising

Team Entrepreneurs from all Levels share an open plan office. They manage their learning within teams (team based learning). Each student sets their own learning objectives and study plan within a Learning Contract which they agree with their team. Most academic credit is gained through evidence of practice-, enquiry- and problem-based learning. Some assignments are longitudinal in nature (continually reviewing and updating key artifacts over the full three-years of the course). Other assignments are short-term in nature, including project teams where Level 1, 2 and 3 students work together. There is extensive engagement with external businesses, including weekly “Creative Conversations” with external speakers and “Client Projects” which solve real problems for real businesses. Cross faculty teams have been established and Law students provide advice and support to the Team Entrepreneurs.

A feature of the Programme is the collaboration between staff and students. Programme staff share the same office space as students, and this has led to a very different dynamic within the “Student Reps” forum, which they have now renamed “TE Solutions” to emphasise the goal of working collaboratively to improve the programme’s design and functioning.

### 21 Dr John Lanham - A Whole New Apprentice? Rethinking The Apprenticeship For Degree/Post-Graduate Level.

Goldberg & Sommerville's book - "A whole New Engineer" shares a journey of educational exploration that led to the creation of Olin College in the USA. The core of Olin's educational model/philosophy is centred on an holistic, enquiry led, problem based learning approach as opposed to the classic post-WW2 approach to university level engineering education that places heavy emphasis on mathematics/science/analysis. Additionally a key feature of the Olin / WNE approach are a shift in role for academics - from teacher/lecturer to coach/mentor who guides and supports a learner led journey. One key, common, feature of all apprenticeships under the current reforms is a requirement for 20% of the apprentices time to be spent on “off the job training”-OtJT. As UWE engages with the degree apprenticeships we have been working closely with our local college partners to learn from and adapt their many years of experience delivering apprenticeships at pre-degree and foundation degree level. Whilst it is useful to draw upon FE apprenticeship based practices, there is risk of simply cloning/copying the models and approaches used without reflecting on the differences in capabilities of apprentices at degree/post-graduate level. At degree level the 20% OtJT requirement creates the opportunity to provide a valuable learning activity for the apprentice, make a positive impact on the employer and still contribute to appropriate summative assessment

This workshop will explore how degree apprentices can be best supported in their learning - at the university and in the workplace - drawing upon the ideas in WNE, the experience of our FE partners and reflects the objectives of the 20% OtJT criteria.

Through a group based / workshop format the session will address the following aspects:

* the implications for academic staff with a shift from “teacher” to a mentoring / coaching role
* the implications of managing diversity of experience / learning for an apprentice cohort drawn from multiple employers
* the implications for assessment of apprentices learning that is based on employer/employment based activities

This is an exploratory workshop through which participants will hopefully gain some insight about apprenticeships and the WNE approach - but colleagues are invited to bring their experience and actively contribute. This is a new area for the university and through the workshop we are aiming to draw upon the breadth and depth of experience in relevant areas from interested colleagues.

The workshop has been allocated 60 mins and outline structure will be -

* Overview / Intro - WNE and Degree Apprenticeships
* Current FE approaches to apprenticeships
* Round table / discussion 1- academics as coaches / mentors of apprentices
* Round table / discussion 2 - managing the diversity of experiences in a cohort
* Round table / discussion 3 - assessment - issues & approaches
* Round the room feedback / knowledge sharing

### 22a Dr Amanda Webber - UWE And Bristol Zoological Society: A Collaborative Partnership For Conservation

Bristol Zoological Society (BZS) is a UWE Bristol partner institution and contributes to two degree courses and an MSc programme (FdSc Integrated Wildlife Conservation, BSc Wildlife Ecology & Conservation Science and MSc Advanced Wildlife Conservation in Practice). This collaboration gives students the opportunity to not only study with conservation professionals at Bristol Zoo Gardens, but support their learning through practical experience within the zoo setting and at BZS field sites in the UK and across the globe. In addition, BZS lecturers accompany students and UWE staff on field trips to Dartmoor, Tenerife and Madagascar. However, the collaboration is much broader than teaching and supervision, joint research projects have been successfully established between BZS and UWE Bristol. For example, current projects investigate the use of environmental DNA (eDNA) to track penguins in South Africa, look at the genetic relatedness of pancake tortoises confiscated at customs, and explore the presence of lemurs in cacao plantations in northern Madagascar. By working together on conservation research projects, both BZS and UWE Bristol staff are able to pool expertise, share resources and equipment, and exploit a wider range of funding opportunities. This is vital in order to contribute effectively to wildlife conservation. We will demonstrate the potential for strong collaborations between UWE Bristol and BZS that extend beyond teaching and student supervision. This partnership, and the subsequent sharing of expertise, benefits both the University and the Zoo, our students and conservation more widely.

Webber, A.D1\*., Kerhoas, D1., Fernandez, D2., Steer, M2. and McCabe, G1. 1 Bristol Zoological Society 2 UWE Bristol

\* *Presenter*

### 22b Dagmar Steffens - Course Connect - Maximising Programmatic Value of External Relationships at Operational Level

### Background:

At FBL, we have a wide range of contacts between external organisations and students, including for example placement providers; advisory boards; prize sponsors; guest lecturers; KTPs; and mentoring.

* We hope further to develop an authentic and meaningful narrative around FBL’s three areas of distinctiveness: practice-led outstanding learning and teaching; engagement with businesses and the region; and research that changes the future of organisations.
* As such, we hope to build a growing number of specific, measurable and recorded relationships of FBL programmes with external organisation already engaged with FBL, as well as with some new to FBL, under the banner of “Course Connect”.
* Such two-way, close relationships are going to be forged and owned between a module’s teaching team and student cohort on the one hand, and an appropriate team/department at the external organisation. We are envisaging granular connection and engagement between individuals and teams around their subject/practice expertise.
* Thus, the envisaged relationships are different from (but potentially contributing to) FBL’s strategic partnerships. We hope for the envisaged connection to be mutually beneficial at operational level.

The development and growth in number of “Course Connections” is now a KPI of the Bristol Business Engagement Centre. BBEC is the external engagement vehicle of The Bristol Business School and UWE Bristol Law School.

Discussion Paper - draft Course Connect Framework:

* Essentially sets out a proposed list of some areas/activities of engagement at module level.
* This is envisaged to serve the module leader & team and the external organisation as a ‘menu’ for shaping their particular relationship, making choices regarding contact points, depending on context.
* It is also providing a potential format for recording contact points agreed between the parties.

Depending on progress made within FBL, I may bring along a second paper setting out how we hope to go about implementing relationships like this across the three FBL departments.

The Session:

Participants at the conference session will

* Consider Course Connect as a method of achieving external partners’ impact at granular level including module design, student experience, research, and staff development.
* Explore Course Connect as a method of engaging teaching colleagues in meaningful EE, empowering them to take a lead.
* Exchange experiences and contribute to a useful and inspiring compilation of operational contact points between modules and external partners, designed to create and evidence real learning communities between the people involved.

Sample Indicative Questions for Discussion:

* Which of the engagement activities in the Course Connect Framework do you already utilise in your programme/module(s)?
* How did this come about?
* Is this a formal/long term arrangement with the external partner?
* What will happen if the individual contact leaves the organisation/UWE?
* What is its specific impact on students/staff, and on the external organisation? How is this evidenced, recorded and/or evaluated?
* What external engagement is your programme/module missing? How can such engagement be secured?
* What are barriers that you have experienced, or expect? Could they be overcome?

Jamie Jordon – The Student Experience Of Learning Communities

A presentation delivered by Vice President Education, Jamie Jordon, about the student experience of learning communities in relation to the themes of the conference. We’ll be hearing from different students engaged in a variety opportunities such as Academic Societies to being a Student Rep to talking about placements.

# Poster details

### Liz Moriarty - Strategy L2020 - Ramping Up For September '18

Learning 2020 is a strategy of change which is making a positive impact towards outstanding learning and ready and able graduates. The strategy has many work streams currently progressing which will deliver tools and approaches from September '18. This is an opportunity for colleagues to be reflective of what is available and identify with the areas which will be most useful to them.

### Helga Gunnarsdottir - Case Study Of Modules With Multiple Modes Of Delivery

This poster examines a case study of having multiple cohorts of students (distance learners and attending students) on the same programme and/or module. The key issues the poster addresses are based on the improvements which have been implemented in response to student feedback.

Student feedback (PTES 2017 and an informal Programme Evaluation in January 2017) clearly indicated that the distance learners in particular felt left out and were struggling to deal with the amount of communication which was not relevant to them.

In response the programme and individual modules were split into two separate Blackboard course runs. This allowed us to address some key issues identified from the feedback:

* Cohort cohesion: by splitting the programmes, both cohorts of students have their ‘own’ space with the most suitable tools, for example the distance learners have separate discussion forums to attending students, making it easier to find other distance learners for form study groups with.
* Improved lines of communication: having separate course runs also allows us to minimise and target the information we send out, instead of starting most announcements with ‘For the attention of distance learners/attending students only…’ This has reduced the amount of announcements on the modules.
* Ensuring the best delivery possible for the mode: although tools such as discussion forums and students’ own webinar spaces are available on both module runs, the importance of the distance learning discussion forum is recognised and encouraged to a much greater extent than for the attending students. Also, when attending students have tutorials and group work, the distance learners are presented with interactive live webinars which are better suited for this mode of delivery.
* Accessibility issues: separating the programmes and modules has enabled us to highlight the various forms of support available to each of the student cohorts, as well as improving the provision for distance learners in terms of access to online and downloadable study resources.

The relevance of this case study goes beyond modules with distance learners, as similar considerations may be required for modules involving the degree apprenticeships or other blended forms of delivery.

The aim of the poster is to share the lessons we have learned, most of which can be identified as best practice guidelines on any module at UWE.

### David Lown and Phil Gilbert - Proactive Environmental Health Surveys Undertaken By UWE/UCW Staff And Students For North Somerset, South Gloucestershire, BANES And Mendip Councils

Since 2012 environmental health students and staff from both UWE and UCW have been undertaking street surveys for 4 local authorities. This includes consultations surveys for additional and selective licencing for housing in North Somerset, assessing impact of student housing in Filton for South Gloucestershire, identifying links between poor housing and respiratory conditions in Glastonbury, housing conditions in deprived areas of Shepton Mallet (both for Mendip Council) and additional licencing / student housing review in Bath. Teams of up 25 students, local authority and UWE/UCW staff undertake the survey work over one or two days. Without the students manpower this work would take a considerably longer or would not be done at all. The poster session will demonstrate the benefits using maps, data and quotes from these surveys, local authority staff and former students gained employment since undertaking this work. It will demonstrate that students can be a useful resource that can be used to improve the condition of housing and therefore the health of the public. Dealing with the public is something that is difficult to teach however this project delivers this experience in a supervised format with experienced practitioners It will also consider the difficulties in using data collected by local authorities for published research.

### Oliver Haslam - Get In The Zone: A mobile app for fieldwork, inductions and public engagement

‘In The Zone’ is a new mobile app developed in FET to support academic fieldwork in a range of subjects. In addition to fieldwork, it is used for course, campus and city inductions; and may also be used for public engagement in projects.

You will be able to follow a short walk created especially for the conference and see examples of walks already used by UWE students. You will learn how you can use In The Zone with your own students/courses and find out about the learners, lecturers, interns and external organisations involved in the project.

You are encouraged to bring your own smartphone or tablet device and have a go yourself with In The Zone!

### Dr Issy Bray - Building Capacity In Evidence-Based Healthcare: A Case Study In Collaborative Working

Aims: UWE is part of a collaboration that brings together academic and health providers, to carry out applied health research (the Collaboration for Leadership in Applied Health Research and Care, West of England). ‘CLAHRC West’ is funded by the National Institute for Health Research (NIHR). As part of this collaboration, a UWE team are responsible for building research capacity amongst healthcare professionals in the region, to promote high quality research which addresses the needs of patients and the public. Capacity development has been identified by NIHR as a core function of the 13 national CLAHRCs. We report on the development of an innovative capacity building programme in CLAHRC West, led by UWE staff, over a 2.5-year period (May 2015-December 2017).

Methods: We carried out a training needs assessment among local stakeholders and scoped existing provision of researchrelated training in the region. This informed the development of a programme of free short courses which were targeted at health and social care professionals, including those working in local authorities and the voluntary sector. We aimed to attract staff working at all levels in these organisations and to promote interprofessional education, in order to build a research culture. We engaged a variety of educators to provide a range of one-day courses, at an introductory level, which were accessible to practitioners.

Results: During the first 2.5 years of the training programme we delivered over 60 courses and trained approximately 700 participants. Attendees came from secondary care (20%), voluntary sector (18%) and local authorities (18%). Professionals working in the mental health sector comprised 11% and commissioning 6%. Less well represented were primary care (3%) and community care (4%). There was a balance between medical, nursing and allied health professionals.

Conclusions: The training programme has been highly successful with many courses over-subscribed and all courses being well evaluated by participants. It has met the needs of local professionals as well as attracting those from other parts of the UK, suggesting the courses are both appropriate and helping to fill a gap in provision. We are building on this work to further engage audiences working in areas such as the wider determinants of health (e.g. housing and planning) and commissioning, as well as primary and community sectors. This collaboration has enabled UWE to drive a culture change in the use, understanding and application of research across the local and regional healthcare community.

### Dr Lynne Lawrance - Split Identities In Biomedical Science

Biomedical Science is a broad discipline that acts as an umbrella for a large number of sub-disciplines. This is recognized in the QAA benchmark statement that recognizes 4 distinct themes. At UWE we generally align to the clinical laboratory related theme, but also cover the broader syllabus with specialist modules in some of the other thematic areas. However, there is further complexity as even within the clinical laboratory related theme there are now 6 recognized specific disciplines: haematology and transfusion science, clinical immunology, clinical biochemistry, medical microbiology, cellular pathology and medical genetics. These disciplines all interlink and relate to each other in the diagnosis of diseases in patients, but also have their individual identities in terms of knowledge base and skill sets. The field of biomedical science is ever-changing and increasingly students at early career stages are expected to be quite general in their skills and knowledge with more specialization expected as you move up through the academic levels and career ranks. This presentation reports the early stages of a project presenting a review of the relevant background literature to demonstrate the tensions that exist and outlining the aims of the project moving forward.

### Polly Wardle - Bristol City Community Trust's Working Relationship With Partner Institute UWE

This poster will show the unique partnership between UWE and Bristol City Community Trust, depicting the alignment in values as central to the partnership. Delegates will gain an insight into how UWE and Bristol City Community Trust work (often together) in partnership. This will include processes and procedures by which both institutes work, including best practice developed. It will outline learning from the first year of running the programme and how both institutes are continuously trying to develop the programme and its processes, ensuring high quality experience for students. This poster will allow other partner institutes to see how Bristol City Community Trust collaborates closely with similar programmes at UWE, their students, staff and methods.