 **UWE Learning and Teaching Conference** 

**20th June 2017**

**Inclusive not Exclusive! Designing and Delivering Curricula for All**

**PROGRAMME**

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| 8:45-9:15 | *Coffee and registration* |
| 9:15- 9:20 | **Welcome - Dr Marie-Annick Gournet**  Learning for All Hub Leader |
| 9:20-9:30 | **Brief Introduction – Prof Jane Harrington**  Deputy VC & Provost |
| 9:30-10:10 | **Keynote Address** – **Inclusivity**  **Marvin Rees** Mayor of Bristol **& Prof Steve West** Vice Chancellor |
| 10:10-10:50 | **Keynote: Striving for Inclusivity in Curriculum and Practice**  **Prof Pauline Kneale** Pro Vice Chancellor Learning & Teaching Plymouth University |
| 10:50-11:10 | **Poster Presentations** |
| 11:10-11:30 | *Coffee and biscuits*  **Poster Displays and Information Desks** |
| 11:35-13:05 | **SESSION 1** |
| A | Symposium: READY & ABLE   * **A Safe Place to Make Mistakes: An investigation into practice-based learning in providing students with real world while maintaining a safe place to make mistakes** – Myra Evans * **Journalism & Industry** – Sally Reardon * **Expertise in teaching in higher education: a new approach to defining and rewarding excellence in the disciplines and areas of practice? –** Elizabeth Cleaver & Helen King |
| B | Symposium: SELF-RELIANT & CONNECTED   * **The Freshers’ Olympiad: a competitive social event for student success helping students to make friends, start to feel they belong and practice key cognitive academic skills -** Stewart Green, Nick Plant, Rong Yang * **Achieving 100% pass rate and NSS feedback for a module: how we did it** – Jennifer Hill and Harry West * **The Sociology and Criminology tutor mentor scheme -** Richard Waller, Andy Mathers |
| C | Workshops:ENTERPRISING   * **Pebblepad and Learnpad portfolios** - Russell Brookes, Antony Hill * **The multifunctional use of pebblepad+ -** Jane Pilston, Jo Jones |
| D | Workshops: GLOBALLY RESPONSIBLE: DIVERSITY   * **Teaching innovation & accessibility -** Christien Van den Anker, Ghizzi Dunlop * **What would an inclusive architecture course look like? -** Ann de Graft-Johnson |
| E | Workshops: FUTURE-FACING *(repeated in afternoon – see workshop 6)*   * **Technology enhanced learning -** Nick Simpson * **Intuitive Learning resources -** John Sumpter |
| F | Workshops: SELF-RELIANT & CONNECTED   * **Transition to HE –** Jo Miller * **Improving student engagement with reading and independent study through reading lists -** Philip O’Shaughnessy, Matt Durant |
| 13:05-13:50 | *Lunch*  **Poster Displays and Information Desks** |
| 13:55-15:25 | **SESSION 2** |
| 1 | Symposium: GLOBALLY RESPONSIBLE   * **Let’stalkmidwifery@UWE: developing research and knowledge exchange -** Teresa Shalofsky, Jo Jones * **Perceptions of the flipped classroom at UWE Bristol -** Ben Drew, Kathryn Last * **Stand Up and Be Heard - Fear of Presentations/Public Speaking -** Rob Grieve |
| 2 | Workshops: READY & ABLE   * **Peer Assisted Learning -** Susan Whittaker, Alisha Airey * **Contextualising employability and academic skills for construction and property students -** Simon Lee, Tilly Line, Beth Lethaby |
| 3 | Workshops: FUTURE-FACING   * **Assessment feedback approaches -** Mandy Lee, Jo Miller * **In the Zone -** Oliver Haslam |
| 4 | Workshops: GLOBALLY RESPONSIBLE: SUSTAINABILITY   * **Making Sustainability a reality in the curriculum -** Vicki Harris, Helen Brown * **Interdisciplinary Education for Sustainable Health and the Environment -** Georgina Gough, Geraldine Lucas |
| 5 | Workshops: ENTERPRISING   * **Labyrinths of Lifelong Learning: A Cocktail of Social Mobility in Higher Education -** Wendy Fowles-Sweet, John Barker * **Degree Apprenticeships – what could / should differentiate UWE programmes? -** John Lanham |
| 6 | Workshops: FUTURE-FACING: TECHNOLOGY *(another chance to see this morning workshop)*   * **Technology enhanced learning -** Nick Simpson * **Intuitive Learning resources -** John Sumpter |
| 15:30-16:20 | **Panel Discussion**  **Prof Jane Harrington** (Deputy VC & Provost)**, Prof** **Elizabeth Cleaver** (Director of Learning & Teaching)**, Prof** **Pauline Kneale** (PVC University of Plymouth)**, Helen King** (Senior HE policy Advisor, HEFCE)**, Prof Paul Olomolaiye** (PVC & Executive Dean) |
| 16:20-16:30 | **Closing:** **Prof** **Elizabeth Cleaver**  Director of Learning & Teaching |
|  | *End* |

**ABSTRACTS**

**Pauline Kneale PhD, NTF, PFHEA, FRGS**

***Director Pedagogic Research Institute and Observatory, Professor of Pedagogy and Enterprise, University of Plymouth***

Pauline Kneale studied at University College London and University of Bristol, and has held academic posts at Bristol University, Trinity College Dublin, Kingston Polytechnic and the University of Leeds, before moving to Plymouth in 2009.

Her hydrology and teaching and learning expertise was recognised through her Chair appointment and a National Teaching Fellowship award in 2002. In 2010 she took up the Pro Vice-Chancellor Teaching and Learning post, and shortly afterwards the Directorship of the Pedagogic Research Institute and Observatory at Plymouth University.

Recent research has focused on developing innovative teaching and pedagogical research particularly at master’s level. In 2010 she led two open educational resources projects funded by HE Academy / JISC: ‘The Open Fieldwork (OF) Project’; and ‘Open Educational Resources for Accredited Courses for Teachers in Higher Education Educational Development’. A 2009 the British Council Education Partnerships in Africa project, ‘Engendering Entrepreneurship in Ethiopia’ project followed on from the award for White Rose Centre for Excellence in Enterprise Teaching, developing innovation in teaching across three universities. Recent work includes an edited volume on teaching at Masters level, projects on inclusive assessment and student engagement, and HEA funded projects ‘Evaluating teaching development in HE: towards impact assessment’, and ‘Learner Analytics’.

**Striving for Inclusivity in Curriculum and Practice**

Developing curriculum and telling stories of activities that work (variably) is always a challenge because within the University everyone is in a different place, and has a different understanding of inclusivity. In this session I will look briefly at the research on the learning needs of the next generation of students, because designing curriculum needs to bear in mind their styles of learning and expectations. This leads to consideration of the gaps in their leadership, learning and employability skills.

The inclusive curriculum has multiple aspects, in this session we will focus on assessment as a driver for engagement and a learning experience in its own right, influencing how well students learn. Inclusive assessment as described by Hockings (2010 p.2):

*‘ … the design and use of fair and effective assessment methods and practices that enable all students to demonstrate to their full potential what they know understand and can do.*’

Crucially, inclusive assessment is not about ‘making things easier’. It is about designing useful, authentic assessment activities and elements of feed-in, feed-forward and feedback which enable students to achieve the demands of their programme. Considering the options for authentic research and assessments, letting students explore freely, is likely to improve their engagement with their studies. Mapping the inclusive assessment and feedback experience of students is crucial, both within a year and across a programme to ensure coherence and that support is effective.

While the session may be thought to be focused on the Undergraduate experience, the principles and approach apply equally to programme design for taught Masters degrees.

**A Safe Place to Make Mistakes: An investigation into practice-based learning in providing students with real world while maintaining a safe place to make mistakes – Myra Evans**

Simulation and experiential learning are commonly used in many practice-based disciplines to provide students with a real experience of the skills they are acquiring. This paper looks at the benefits of this but examines the need for a safe place to make mistakes where they can learn from their endeavours in a controlled environment. It looks closely at the concept of “*news days”* used in journalism education but also reflects upon the need for this safe place in other disciplines including management and nursing education.

A news day is a hybrid of simulation and experiential learning where students become practising journalists in a learning environment in order to learn the trade. This growing method of teaching aligns with UWE’s vision of providing ready and able graduates equipped for the world of work and or further study. Initial research by the author has found that news days had huge benefits for the students in “doing it for real”. They were able to experience the pressures of being a working journalist whilst being allowed to make mistakes in a safe environment. This research examines this juxtaposition of ‘doing it for real’ in the public domain versus the pedagogical safety net of being in a classroom environment by comparing news day practice at two BJTC accredited journalism courses at Nottingham Trent University and UWE Bristol.

**Journalism & Industry – Sally Reardon**

The growth of journalism higher education courses in the UK and elsewhere, alongside an increased pressure to produce ‘industry-ready’ graduates has led to much debate about the nature of what is required to be a journalist. Some journalism educators have long argued against a university programme which merely reproduces iterations of past practice preferring to promote a course that seeks to challenge and critique previous practice and ideas in order to produce a more engaged and critical potential journalist. However, the turn towards the vocational in higher education works to socialise students into the profession (Mensing 2011) and seem increasingly designed to please certain types of large industry employers. They can also work to perpetuate myths and reinforce journalism practice rather than challenge it (Hanna and Saunders, 2007).

This research aims to gauge the level of socialisation journalism students carry into industry by examining the discursive construction of professional identity and values. Discourse analysis has been extensively applied to the output of news yet this approach has been underdeveloped in understanding the values and identity of those that potentially produce this output. Drawing on the tools of discursive social psychology, in particular the notion of ‘interpretive repertoires’ (Potter and Wetherell, 1987), this research examines how normative notions about journalism are constructed by journalism students and maps this onto the public and private constructions of industry practitioners and employers.

It is argued that by investigating the evolution of student discourses around their chosen profession and mapping these onto the public and private discourses of journalists and employers it is possible to evaluate how closely the educational and professional discourse coincide and where they diverge. This would be a powerful tool for educators when considering course design and implementation.

**Dr Helen King**

***Senior Higher Education Policy Adviser, HEFCE***

Dr Helen King joined HEFCE in October 2016 as a Senior Higher Education Policy Adviser working in the Learning & Teaching Policy team. Her work encompasses a range of activities including supporting the 67 small-scale ‘Catalyst’ innovation projects, providing an academic development perspective on various policy initiatives, and informing HEFCE’s ongoing strategy for learning & teaching development as it moves into the Office for Students. Her background is in the geosciences and from 1996 to 2007 she led national initiatives in discipline-specific academic development (the Earth Science Staff Development project and the Higher Education Academy [HEA] Subject Centre for Geography, Earth & Environmental Sciences). From 2007 to 2010, she worked as an independent consultant for learning & teaching projects in the UK, USA and Australia, and in 2010 had 10 months as Senior Adviser at the HEA before taking up the role of Head of Academic Staff Development at the University of Bath. She is a Visiting Fellow at the University of the West of England and her current research interest is focused around the characteristics of expertise in academic practice. She holds a Senior Fellowship of the Staff & Educational Development Association, a National Teaching Fellowship and has recently applied for Principal Fellow of the HEA.

**Expertise in teaching in higher education: a new approach to defining and rewarding excellence in the disciplines and areas of practice? – Elizabeth Cleaver & Helen King**

The rhetoric of excellence is used extensively in higher education, but its definition is ambiguous (Gillies, 2007). If such excellence is to be developed and rewarded, then there should be clear and shared understandings of what it looks like in practice. An approximate definition can be achieved by comparing relevant frameworks such as institutional promotions criteria, teaching award criteria and the UKPSF. This reveals agreement around the characteristics of good teaching practice including a dynamic interaction with students and a commitment to continuing professional development. However, there is a lack of clarity regarding the difference between threshold teaching quality and teaching excellence (Gunn & Fisk, 2013) and, with this approach, ‘excellence’ is entirely self-defined (Gibbs, 2008).

In contrast, the concept of expertise has been researched extensively in a variety of fields and professions (Ericsson et al, 2006). Broadly, the characteristics of expertise are premised on knowledge of one’s field and the acquisition and maintenance of skills through a process of deliberate practice (Ericsson et al, 1993). In higher education, these relate to:

* pedagogic content knowledge: a construct of knowledge of the subject domain and theoretical and practical knowledge of education (Gudmundsdottir & Shulman 1987); and
* self-regulated, continuing professional development (Bereiter & Scardamalia, 1993; Kreber et al, 2005) or heutagogical practice (Blaschke, 2012).

In this session we invite participants to discuss with us our alternative conception of excellence in teaching: that of ‘expertise’. We view this concept as complementary to current pedagogical theories and principles used within educational / faculty development and as something that we hope will resonate with UWE ‘expert’ academics themselves.

**The Freshers’ Olympiad: a competitive social event for student success helping students to make friends, start to feel they belong and practice key cognitive academic skills - Stewart Green, Nick Plant, Rong Yang**

The Computer Science and Creative Technologies Department at UWE Bristol has a history of running group social events for multiple awards during induction week. The main aim of these fun events is to help new students to make friends and thus to settle into their courses quickly. In 2012-13, we added a new aim:  to relate event activities to aspects of the students’ courses. Consequently, new activities involve teams of five competing for gift tokens on tasks involving communication skills, problem analysis and problem solving skills, abstract modelling skills and practical modelling skills. In addition, during a 30 minute interval in the three hour event, three ten-minute speed-networking sessions enable students to meet and chat to more new peers. Feedback from the students is overwhelmingly positive. One said: “*I enjoyed this event a lot. This is actually where I made some of my closest friends*”; and another told us: “*I found the speed networking extremely useful. For some strange reason many computer people are not the most extrovert and this was a really good icebreaker*”. We also receive constructive suggestions from them on how to improve the event. From the organisers’ point of view, the event is cost-effective: around two hundred students typically participate, but only eight staff are required to supervise and mark activities. We feel other subject areas could easily adapt these activities for their own subject areas by either replacing the activities we use for problem analysis and problem solving, communication, abstract modelling and practical modelling, or by replacing one or more of these categories of cognitive and practical skills, and then choosing appropriate activities to support each category.

**Achieving 100% pass rate and NSS feedback for a module: how we did it – Jennifer Hill and Harry West**

Assessment exercises a major influence on student learning and achievement (Boud 2007). Yet QAA reviews and pedagogic literature identify assessment practices as one of the weakest features of Higher Education (Rust et al. 2005). In terms of the student learning experience the feedback process following assessment is the least satisfactory element. This is exemplified in consistently low satisfaction scores for assessment and feedback in National Student Surveys (NSS), where most concern surrounds the timeliness, quality and effectiveness of feedback. The research presented here is based on the premise that feedback should occupy a central position within a dialogic approach to learning, teaching and assessment (Alexander 2004). We adopt a qualitative case study approach, undertaking semi-structured interviews with students from two consecutive cohorts who have undertaken dialogic feed-forward coursework on a second year undergraduate physical geography module at UWE. The assessment consists of submitting a considered draft of a coursework essay, which is discussed and evaluated face-to-face with the course tutor before a self-reflective piece is written about the assessment process and a final essay is submitted for formal grading. Using thematic analysis of transcripts we explore student perspectives of the assessment process. We test the social constructivist theory that if academic staff and students discuss feedback together students might negotiate meaning and learn to actively reflect upon feedback, developing their capacity to translate key content and ‘feeding forward’ this learning (Brown 2007; Nicol 2010). We present evidence that this process asserts a positive influence on the student learning experience in a number of inter-related cognitive and affective ways, in supporting student performance/achievement, and in enhancing NSS and TEF metrics related to feedback (Higgins et al. 2001, Sutton 2009). We finish by presenting a model of good practice for dialogic feed-forward assessment that can guide both module and programme planning and delivery.

**The Sociology and Criminology tutor mentor scheme - Richard Waller, Andy Mathers**

The primary purpose of this session is to inform the audience of a scheme that’s been running annually since 2012/13. It is funded by the Widening Participation (WP) budget in HAS, and involves recruiting and training a cohort of second year Sociology and/or Criminology undergraduates to work in a tutor mentor role with A-Level students in local schools and colleges. Whilst in the partner organisation, participants work to improve the academic performance of the A-Level students, and also offer advice and guidance regarding life at university. Whilst we can’t be too proscriptive, wherever possible we aim to recruit undergraduates from ‘non-traditional’ backgrounds as far as HE participation goes, and to get them to work with students who themselves are potential ‘first generation’ university attendees to ensure the WP outcomes for the scheme.

**Pebblepad and Learnpad portfolios - Russell Brookes, Antony Hill**

The aim of the session is to showcase the Healthcare Science Portfolio system, and how it allows students to engage at any time with Academics and placement staff throughout their course. Russell and Antony will demonstrate how the system was set up and how you can apply the principles of E-portfolios and continuous professional development into your programme so students can receive instant and timely feedback and engagement, with peers, Placement staff and academic staff at the University. We will also present testimonials from Students and placement staff to show how they have experienced using the system.

**The multifunctional use of pebblepad+ - Jane Pilston, Jo Jones**

The midwifery programme nurtures students to develop their creative talents as a means to enhance their professional practice. This is achieved through the use of student developed collaborative outputs and creative assessment as part of the enquiry based learning curriculum. Pebblepad+ is used to support the teaching and learning philosophy of the midwifery programme.

The functionality of collaborative workspaces where students in small groups have to develop collective outputs to disseminate their learning from enquiries will be explored. We will outline the advantages of this platform, where students are able to share a work space, findings, evidence and generate ideas for knowledge exchange. The creative capacity that Pebblepad+ enables in modular assessments will be shared, to include the effectiveness of this platform in supporting formative assessment. Examples of how an e-portfolio created in pebblepad+ can support the concepts of professional development and lifelong learning, to include transition from higher education to professional practice.

**Teaching innovation and accessibility - Christien Van den Anker, Ghizzi Dunlop**

In this workshop we encourage participants to reflect on how teaching innovation and accessibility can mutually benefit each other. The workshop will illustrate and problematize current practice and approaches, whilst actively engaging the participants in individual and group-based exercises. Participants will be able to raise specifically relevant issues which will allow us to make our points in relation to their concerns. We will use our recent collaboration on access and innovation as a source for examples of our learning about developing more creative ways of perceiving accessibility.

Our learning has focused on filling in a gap in the current systems of accessibility or support provision. We identified a failure to link appropriate assessment of the individual’s personal access needs, their current working style, flows and aims. Once we started to link these up, we could see exciting possibilities for future working practice and improvements to their integration through assistive technologies. By bringing together a wider perspective on access needs, the creative role of assistive technology and new working practices, we could overcome some of the barriers to both access and teaching innovation within the provided institutional systems we work in. Additionally, implementation of these corrections have given an outcome of improved physical and mental condition, enhanced technical skills, enabling application of creating teaching practice in new ways, and an overall better working experience.

We realised that the diagnosis with a condition or its effects are not the central issue for accessibility or inclusion. Instead, when we directed our thinking towards a capable, experienced person working in an environment with physical characteristics that function as barriers to inclusion, we developed a vision for a personalised and technologically specific analysis of access needs, working needs and potential applications of assistive technologies. We propose to reflect on making inclusion a focus of teaching and learning innovation and vice versa; the workshop will grow the understanding of the links between the two, once we recognise that everyone has needs and our work as teachers and learners is always dependant on others, as well as on technology.

**What would an inclusive architecture course look like? - Ann de Graft-Johnson**

At a conference held in 2005 entitled ‘The Inclusive Studio’, run jointly by the Centre for Education and the Built Environment (CEBE) and the Royal College of Art, one participant put forward the thesis that diversity in architectural education was ‘too complicated’ and advocated the notion of ‘creative conflict’ as the appropriate environment for architecture schools (Abley, 2005). Abley’s paper addressed gender specifically, but made no mention of race, ethnicity or other groups who may be under-represented within the architecture profession or education. In fact of the 37 trigger papers submitted, less than half a dozen actually addressed the notion of inclusivity and nearly all ignored social and cultural aspects, preferring instead to discuss technological inclusion. There was scant attention paid to the experience and needs of Black and Minority Ethnic (BME) groups, women, disabled people or any other person who was in any way different from the white, middle class, heterosexual male norm. Only one trigger paper at the conference discussed these groups in relation to an inclusive architectural education. The question of diversity and inclusivity in the curriculum has been ongoing over the years. In 2009 the Royal Institute of British Architects (RIBA) produced an inclusive design teaching package but to what extent this was disseminated in schools of architecture remains unknown.

Recent events such as the erasure of Pattie Hopkins from a photo shoot of top British architects form the 2014 BBC television programme ‘The Brits who built the modern world’, give evidence of how firmly embedded the image of the architect within the Western discipline of architecture as white male and able bodied. This perception continues to have an influence on the content and delivery of architectural education. This presentation challenges the stereotypes and to represent some examples of aspects of diversity within the curriculum.

**Intuitive Learning Resources - John Sumpter**

ILR is a project researching the creation and application of visual learning objects where content remains the focus, not the interface. The project was born from previous research highlighting the positive results found when student are provided access to intuitive learning resources at a time, place and pace to suit their individual learning needs.

The aim of my workshop is to highlight the advantages of using intuitive resources within their own practice, and to engage participants in a hands-on session where they can create a number of intuitive resources based on their own discipline.

By the end of the session, participants will have seen the advantages of using intuitive resources, and in a very short space of time, created an actual resource they could use in their teaching practice.

**Technology enhanced learning - Nick Simpson**

The aim of the session is to introduce (and allow delegates to experience) technology enhanced learning based innovations in the tailoring of teaching and learning resources to individual classes for civil and environmental engineering undergraduate students at UWE. Within this the session will consider the following questions:

* How to communicate complex information?
* How to promote student self-regulated learning?
* How to create a responsive teaching and learning environment?

The specific technologies include:

* Providing mechanisms for student selection. flipped classroom and self-directed learning materials.
* Student real time student feedback to shape teaching during a session.

These approaches have been implement in three modules of the BEng(hons) Civil and Environmental Engineering programme, at Level 1 and Level 2.

**Transition to HE – Jo Miller**

Jo will outline an approach to supporting transition into HE for Y1 UG students. This involves a clear focus on learning to learn in HE. This is not about study skills but about shifting views on the value and business of Y1 study as a foundation for success. For students this is about their expectations of learning and success in HE, and support for the level of independence and enquiry needed.

This shift in views is aimed at staff as well in terms of their understanding of their students’ previous educational experiences and how, in many cases, this is insufficient in preparing them for the requirements of HE.

**Improving student engagement with reading and independent study through reading lists - Philip O’Shaughnessy, Matt Durant**

This interactive session will introduce participants to [readinglists.uwe.ac.uk](http://readinglists.uwe.ac.uk/), including a case study from Adam Sheppard (FET) and asking participants to explore the pedagogical purpose, benefits and drawbacks of providing students with reading lists.  Library staff (Matt Durant and Philip O’Shaughnessy) will ask attendees to compare some typical designs and structures possible within the new online system (using real examples where possible), to understand how design can affect engagement and independent learning, and will provide a hands on opportunity to “improve” some sample lists.

**Let’stalkmidwifery@UWE: developing research and knowledge exchange - Teresa Shalofsky, Jo Jones**

The midwifery EBL programme nurtures students as researchers and offers multiple opportunities for them to disseminate collaborative, enquiry-led, research and knowledge generation within their immediate peer learning group. This encourages students to participate in knowledge exchange, become confident and skilled in research and dissemination and versed in evidence informed practice, prior to registration. The evaluation of the implementation of the EBL curriculum highlighted that there is no mechanism for students to test their theories, formulated from enquiry research, to a wider audience. Therefore, as a progression, and to further support the development of students’ personal and professional growth, the project offered an opportunity for the midwifery undergraduate research cycle to be extended to include the dissemination of student led research and enquiry to the wider midwifery, health and research communities.

The project involves the selection of specific occasions, throughout the year, where students negotiate how they disseminate their EBL findings to a wider audience. This structured approach enables existing collaborative platforms of learning to become situated within wider midwifery arenas. As student’s progress through the programme and gain confidence in their ability to actively generate knowledge through enquiry, they are supported to progress through the research cycle, become publishers of their own and collaborative research outputs and active participants within the local and national “community of disciplinary research practice” (Healey and Jenkins 2009, pg20).

**Perceptions of the flipped classroom at UWE Bristol - Ben Drew, Kathryn Last**

A LTFS project was undertaken to implement the flipped classroom approach in engineering and conduct evaluation activities on this implementation and three existing modules across two faculties that employ flipped and blended-learning. This presentation focusses on these evaluation activities, exploring the perceptions of the students who are experiencing this method of delivery and the staff employing the approach.

To assess the students' perceptions, the evaluation methods took the form of a Likert Scale questionnaire, applied before the module was undertaken and repeated on completion of the module, in order to determine whether there had been any change in the students' attitudes towards learning as result of the flipped delivery. Focus groups were also carried out for each of the modules to gain greater depth of understanding of how the students responded to and felt about the delivery approach. The qualitative feedback was augmented by students via additional qualitative questionnaires, post-it note feedback and comments on the module evaluation forms. The variation in levels, disciplines and sizes of student cohorts — 40 second year mathematics students (FET), 120 third year engineering students (FET), 160 first year and 20 final year social science students (HAS) — provide results that elucidate the positive aspects of the flipped delivery; the majority of students prefer the flipped classroom teaching and learning style compared to the more traditional styles usually experienced by them at the university. The results have also informed the aspects of the implementations that work well and no-so-well, helping to enhance the experience for following cohorts.

To gauge the staff experience of implementing the flipped approach in their modules, informal feedback was sought through discussions with the module leaders providing experiential qualitative feedback. Again, the feedback demonstrated the positive attributes of the flipped delivery, highlighting the 'buzz' in the classroom generated by students engaging with the 'active learning' environment. Additionally, some considerations on the challenges and effort associated with implementing the approach will be discussed.

**Stand Up and Be Heard - Fear of Presentations/Public Speaking - Rob Grieve**

The main aims of the Stand Up and Be Heard symposium are to share an innovative learning and teaching idea related to inclusive curricula that is future facing and enables graduates to be ready and able; to provide an overview of the Stand Up and Be Heard three-hour workshops related to fear of presentations/public speaking and to introduce colleagues to idea/strategies to support students develop these important transferable skills.

The symposium will follow the three aims outlined above and introduce the concept of Stand Up and Be Heard by including the background (personal experience), rationale and development of the workshops. By attending this symposium delegates will gain information on the main content and approach focussing on three main areas, namely; fears associated with presenting/public speaking, strategies/approaches/resources that may be beneficial and the benefits of standing up and presenting/public speaking.

**Peer Assisted Learning - Susan Whittaker, Alisha Airey**

As indicated by Couchman (2008), peer assisted practices can take a range of formats “from collaborative and problem-based learning; reviewing course material; practicing [sic] study techniques, such as planning essays; and the social and university specific aspects of student life, such as using the library or living in student accommodation.” This can be particularly important to students from different backgrounds and cultures. Chilvers’ research (2016) demonstrates how these elements have particular benefits for international students, confirming that peer learning provides a community of practice that supports the transition into their course, discipline and university student life and facilitates social integration into their course community. The international students participating in the study referred to their peers translating complex terminology and concepts using student-friendly language enabling shared understanding. The research further supports the idea that PAL can facilitate the adjustment to cultural norms and expectations, encourage social integration, motivate participation and inspire confidence in studying independently.

**Contextualising employability and academic skills for construction and property students - Simon Lee, Tilly Line, Beth Lethaby**

Aiming to share our experience of running this highly collaborative Level 2 module, we will describe how the teaching and the assessments have been structured to scaffold students skills within the context of their discipline, involved a variety of teaching staff, and delivered both theory and practice of employability, research and academic skills to underpin student achievement throughout the programme.  Co-presented by the Module Leader (Simon Lee), Faculty Senior Careers Consultant (Tilly Line) and Faculty Librarian (Beth Lethaby), the case study will include feedback of students’ experience of the module, which has been running for the past 2 years, and consider some of the actions taken as a result.  The audience will be invited to discuss the approach used, and to share their own approaches to delivering this range of skills, making this not only an opportunity to share our experience, but to discuss their own approaches with the aim that all may be inspired to try something different.  The main aim is to show how professional services such as Employability and Enterprise and the Library can be embedded within a module to great effect, and how a range of skills can be linked and delivered within disciplinary context.

**Assessment Feedback approaches - Mandy Lee, Jo Miller**

Mandy and Jo will outline a department-wide approach to consistent, progressive and transferable assessment feedback which students can use to support their academic development. This supports students in working autonomously to interpret criteria for assignments across programmes and the department.

On reviewing quantitative and qualitative feedback from students on their experiences of assessment and feedback in their programmes we found a number of issues relating to marking and feedback. We felt that, although we needed to address both issues, that that much of the discontent with marking actually related to inconsistencies in how marks were understood through the feedback given.

One of our responses to this was to develop common feedback templates to pilot across all programmes. This took the common assessment domains we already used and refined them for each level of study to ensure progression through programmes was explicit. It also took the most successful aspects of feedback forms currently used to support best practice across all of our provision. We are currently reviewing this pilot.

As well as presenting this work in more detail we are interested to find out how other colleagues respond to these challenges.

**In the Zone - Oliver Haslam**

‘In The Zone’ is a new mobile app primarily intended to facilitate situated learning experiences for students in the field. The workshop will start with a brief introduction to the app and its development so far. I will discuss some practical and pedagogical benefits, the walks developed to date and feedback received from students.

Delegates will have the opportunity to experience In The Zone themselves. Using the app, some participants will navigate to specified locations on campus (i.e. physically leave the classroom for 5 - 10 minutes) and undertake the sample learning tasks found there. Participants remaining in the classroom will be able to see responses received from participants in the field.

With all participants back in the classroom there will be opportunity to discuss the app from a staff and student perspective, consider learning activities it might enable and, if time, the chance to try the authoring mode used to create walks on the app.

**Making Sustainability a reality in the curriculum - Vicki Harris, Helen Brown**

The aim of the session is to show the potential for using the Sustainability team and our campuses to support student learning in real world settings. We will illustrate how our activities cover the ‘traditional’ environmental areas – Transport, Energy, Water, Carbon Management, ISO 14001 (an Environmental Management System), Biodiversity and Communication Engagement and Behaviour change. Integral to all these areas are wider issues of Social Justice, Citizenship and Community and Resilience and Self Reliance – key themes in UWE’s 2020 Strategy and of relevance to inclusive curricula.

We are already supporting courses where Sustainability is hardwired into the subject area eg Sustainable Business, Environmental Psychology, Human Geography and so on. However, we will show that our work has wider contextual application on courses where Sustainability issues might be slightly less visible/tangible such as the Social Sciences, Fashion and Graphic Design. Methods of teaching are interactive and provide ample opportunities for creative engagement and the Student Voice.

**Interdisciplinary Education for Sustainable Health and the Environment - Georgina Gough, Geraldine Lucas**

This session will include a presentation of a pilot teaching and learning project designed to facilitate collaborative learning between students from separate discipline areas. This was done via a 3 hour voluntary, but curriculum-driven, session which centred on the application of the UN Sustainable Development Goals to professional practice (in this case, the practice of Nursing and Midwifery).

The activity enabled students to share their respective discipline and profession-specific knowledge and to jointly explore issues aligned to professional practice. Students from the Department of Geography and Environmental Management reflected on their understanding of the concept of sustainability and had to identify non-specialist language to use to explain the United Nations Sustainable Development Goals to healthcare students. Similarly, students from the Department of Nursing and Midwifery reflected on their discipline-specific knowledge and produced a summary of the professional practice of a nurse or midwife. Students then worked together to produce an advice sheet for sustainable healthcare practice. The project aimed to enhance the student experience of both groups of students, to create an opportunity for students to experience interdisciplinary engagement, to promote self-awareness in relation to knowledge and skills and to encourage students to consider their future professional practice.

In this session, we will share our experience of organising and running such an activity with a view to enabling colleagues to learn from our experience. Student feedback on the activity will also be presented.

**Labyrinths of Lifelong Learning: A Cocktail of Social Mobility in Higher Education - Wendy Fowles-Sweet, John Barker**

UWE Bristol occupies an interesting position between hi-tech, urban employers and learners, and those less socially or economically advantaged, perhaps also from rural backgrounds. This institution’s pre-92 roots in widening participation and employer-focused learning are still maintained and driven today via UWE’s inclusion of practice-oriented learning in its 2020 strategy.

Although UWE has a very strong presence in regional widening participation approaches and activities, social mobility has a major part to play in who is likely to study at UWE. Two distinct types of learners will be considered here:

a) Full time, undergraduate students who are beginning their lifelong learning

b) Mature learners, from a workplace environment, who enter Higher Education as their careers develop.

In the first case, social mobility plays an important role the development of full time students and how they consider long term careers beyond their current focus on education.

In the second case, flexibility of learning - for learners and employers - focusses learning on both specific business requirements and individual professional development – without losing the academic foundation.

In both cases, employer needs have to be recognised when developing and delivering education, to ensure professional as well as academic requirements are met. Yet, core educational principles must also be sustained.

**Degree Apprenticeships – what could / should differentiate UWE programmes? - John Lanham**

Degree Apprenticeships have been identified by the university as a strategic opportunity and UWE is developing a portfolio of apprenticeships at Level 6 and 7 that will be launched in September 2017.  Historically apprenticeships have been operated at lower levels of the national education framework – 2/3/4 – with a strong focus on competencies and often manual skills. As the national apprenticeship model now extends to level 7 – Master’s level – what does a UWE Level 6/7 – Bachelors and Masters based apprenticeship contain ? and what would differentiate it from a similar programme offered by a competing provider ? In what way should an apprenticeship based programme differ from an equalisation conventionally delivered full time programme?

**POSTERS AND INSTALLATIONS**

**Online Staff CPD - Ghizzi Dunlop & David Corry**

The poster will be based on the collaboration between David Corry Lab Manager: Biomedical Research, his technicians team and Ghizzi Dunlop Learning technologist: Education Innovation Team HAS. We collaborated to create a fully online Staff CPD course on Risk Assessment, the processes, procedures and protocols required both nationally and internally.

**Developing Self & Society - Aida Abzhaparova**

The poster will demonstrate how by undertaking a community project students gain first-hand experience of politics, apply their academic knowledge, and develop as active citizens. Work-integrated learning: the Developing Self & Society module aims to enable students to utilise their undergraduate studies/skills to engage with the world outside of the classroom and ultimately allows students to understand the purpose and application of their university education.

**ABE placement module - Catherine Higgs**

The poster will summarise work to date on promoting effective learning communities for students on the ABE placement module. It is hoped to show that creating a better learning community and a more entrepreneurial approach from UWE colleagues can led to developing long term working relationships and benefits to UWE.

**Statistics e-Assessments -** **Iain Weir, Rhys Gwnllyw, Sam Bonnett, Richard Mourne**

Innovative pedagogy of the development of statistics e-Assessments that allow students to work alone and get instantaneous feedback. The poster reports on an inter-department/faculty L&T project.

**Different types of on-line testing, to support students’ learning and promote engagement and student retention - Karen Henderson**, **Basil Norbury, Alison Hooper, Rhys Gwynllyw**

The number of engineering students at UWE Bristol has increased substantially over the last few years and this has in part led to challenges in the delivery and monitoring of students taking the Engineering Mathematics module. We have used e-Assessment in the form of weekly tests and an online January exam under controlled condition to promote engagement in the module. This approach has enabled us to efficiently identify students who were either struggling with the module or disengaging from it and so enabled us to get some such students back on track with the module in a timely manner. We use the fully algorithmic in-house Dewis e-Assessment system to run all online tests and examinations. We have gained valuable experience in running online examinations over the last three years, holding these for over 300 engineering students in January 2015, January 2016 and January 2017. One of the major advantages to running exams in this way, as opposed to running a traditional paper-based exercise, is that students are able to receive rapid feedback on their work, because their submissions are marked immediately. It also enables academics to quickly identify those students that are at risk on the module, enabling them to specifically target such students early on in the year, at a point where interventions are likely to yield positive results. We have seen improvements in module pass rates and student retention as a result of this e-Assessment strategy.

**A ‘project’ approach to teaching - Dave Evans, Roger Heath**

To demonstrate how group working, innovative teaching techniques, assessment and feedback can be integrated into a single project: Recognising the learning outcomes- applying innovation to achieve them, structuring teaching and learning to achieve added value, the benefits for student experience- what they had to say, reflection and future developments - following the process through, the way forward.

**Retention and Success - Stewart Green, Nick Plant, Matt Amor, Pat Cottrell**

The main aim of the session is to introduce to staff in other faculties to the Student at Risk Identification and Remedial Action System (SRIRAS) (See below) for improving student continuation and success.