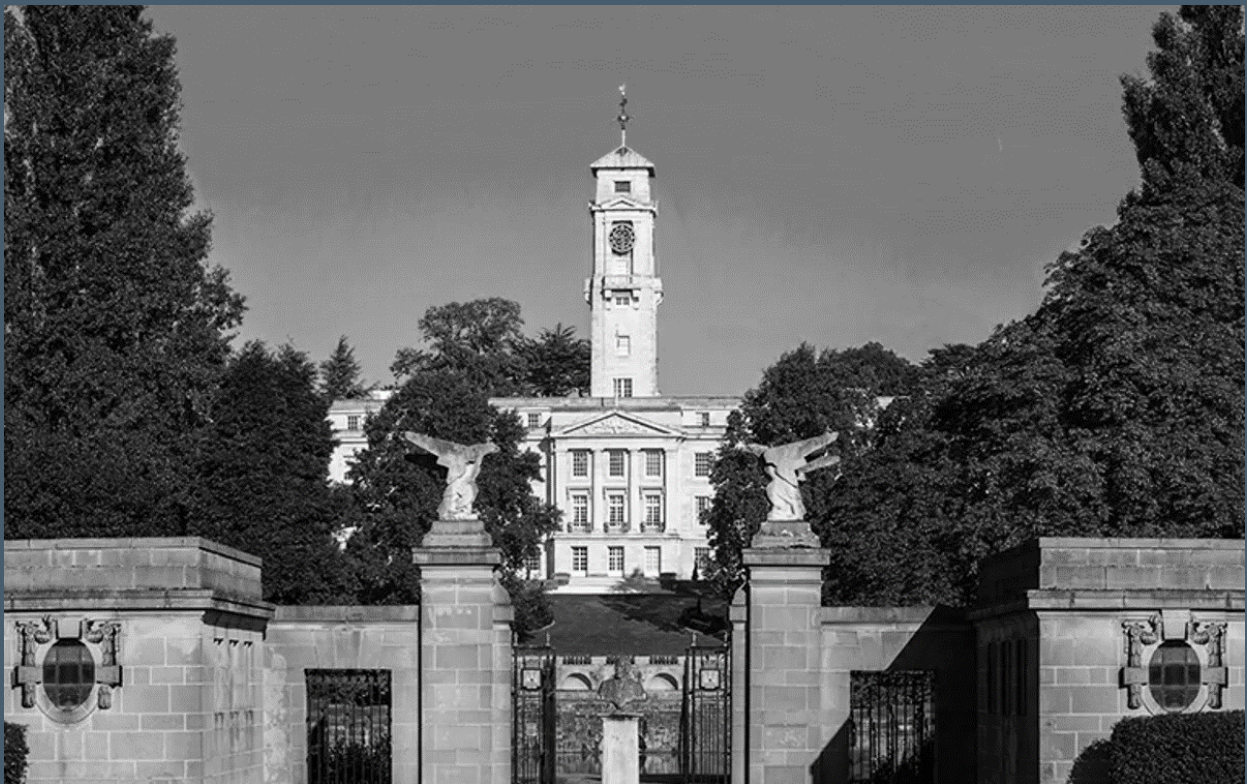


Teaching and Learning Conference 2023

Beyond Satisfaction, Student Engagement and Partnership in
Teaching and Learning



Registration: A Floor, Monica Partridge Building

Navigation

Please click on the links below to navigate to the section of the programme for the respective content;

[Overall Schedule](#)

[Joining Instructions](#)

[Keynote Speaker](#)

[Playful Activities](#)

[Posters](#)

[Pre-Recorded Presentations](#)

[Parallel Session 1](#)

[Parallel Session 2](#)

[Parallel Session 3](#)

[Parallel Session 4](#)

[Mini Programme](#)

Overall Schedule

| Time | Session |
|---------------|---------------------------|
| 9.30-9.50 | Welcome |
| 9.50-10.00 | Break |
| 10.00-10.50 | Parallel Papers Session 1 |
| 10.50-11.05 | Break |
| 11.05 – 11.55 | Parallel Papers Session 2 |
| 11.55-12.10 | Break |
| 12.10 -13.00 | Parallel Papers Session 3 |
| 13.00-14.00 | Lunch and Posters |
| 14.00-15.00 | Keynote |
| 15.00-15.20 | Break |
| 15.20-16.10 | Parallel Papers Session 4 |
| 16.15 -16.30 | Closing remarks |

Joining Instructions

For In-Person Attendees:

- The conference will be hosted in the Monica Partridge Building, University Park (formerly known as the Teaching and Learning Building).
- Accessibility details for the [Monica Partridge Building can be found here](#).
- Upon arrival, please sign in at the registration desk on A Floor Atrium (conveniently right by the tea and coffee!).
- During the day there are [playful activities](#) to get involved in, from portrait drawing, haikus and 'fail stories' – get involved.
- At the start and over lunch, there are posters and information stands in the A Floor Atrium – be sure to check them out too.
- Tea and Coffee will be available during the day and buffet lunch will be provided.
- If you have any problems on the day, please speak to one of the event staff, who will be wearing light blue lanyards at the registration desk on A Floor, or email uazdcl@nottingham.ac.uk.

For Online Attendees:

Ever since 2021's event, we have worked hard to ensure our conference offers hybrid and remote options for colleagues from across all campuses and working patterns.

This year, our Welcome, Keynote, Closing Remarks, Paper and Nano sessions will be delivered in a hybrid fashion – both physically in the room and delivered online via Microsoft Teams. There are some sessions that have also offered this functionality.

To join online is simple – simply click the MS Teams link for the session you'd like to attend as found in the [Mini Programme](#) at the appropriate time. Please try to ensure our microphones are off to avoid any unnecessary distractions.

Please note, if a session does not have an MS Teams link, then it is not available online. The Welcome, Keynote, Closing, Paper and Nano sessions are all online, with some exceptions where specifically requested.

The Welcome, Keynote, Closing, Papers and Nano sessions will be recorded (except where requested not to be recorded) and available subsequent to the event on the [Teaching and Learning Conference Sharepoint](#).

Keynote Speaker

Professor Ruth Healey

Title: Beyond Satisfaction: Student Engagement and Partnership in Learning and Teaching

Session: Keynote 14.00-15.00

Session Link: [Click here to join.](#)

“Universities need to move towards creating inclusive scholarly knowledge-building communities. ... The notion of inclusive scholarly knowledge-building communities invites us to consider new ideas about who the scholars are in universities and how they might work in partnership.” (Brew 2007, 4)

“The concept of ‘listening to the student voice’ – implicitly if not deliberately – supports the perspective of student as ‘consumer’, whereas ‘students as change agents’ explicitly supports a view of the student as ‘active collaborator’ and ‘co-producer’, with the potential for transformation.” (Dunne in Foreword to Dunne and Zandstra 2011, 4)



Ways of engaging students in higher education as partners in learning and teaching is arguably one of the most important issues facing higher education in the 21st Century. Partnership is essentially a process for engaging students, though not all engagement involves partnership. It is a way of doing things, rather than an outcome in itself. This *interactive* session will unpack what is meant by students as partners and examine ways in which students may be engaged as partners through the three themes of the conference: 1) Curriculum Design, Development, and Delivery, 2) Beyond the Formal Teaching Curriculum, and 3) A Partnership Learning Community. We will also discuss the values which should underpin student-staff partnerships and explore how the ideas discussed may be applied at Nottingham.

Biography

Ruth Healey is a Professor of Learning and Teaching in Higher Education at the University of Chester, UK where she has been since 2009. In 2016, she joined Healey HE Consultants. She has actively researched into learning and teaching issues since 2004. Her pedagogic research interests include teaching for social transformations, debates, ethics, and students as partners. Ruth has written 50 pedagogic publications and given over 70 workshops, presentations, and keynotes in

10 different countries. Ruth's article about the 'power of debate' was short-listed for the *Journal of Geography in Higher Education (JGHE)* Award for Promoting Excellence in Teaching and Learning 2012-13. She became a Senior Fellow of the Higher Education Academy (HEA) in 2014; in 2017 was awarded a National Teaching Fellowship (NTF); and in 2019 was awarded one of nine inaugural fellowships of the International Society for the Scholarship of Teaching and Learning (ISSOTL).

She has participated in five Collaborative Writing Groups, and lead three more: in 2012 for the International Society for the Scholarship of Teaching and Learning (ISSOTL) in Hamilton, CA; in 2018 for the International Network for Learning and Teaching Geography in Higher Education (INLT) in Quebec, CA; and, in 2019 for the Geography and Education Research Group of the Royal Geographical Society (GeogEd) in Bristol, UK.

She is on the Editorial Board of the *Journal of Geography in Higher Education* (2009-) and is one of the inaugural Editors of the *International Journal for Students as Partners* (2016-). In 2018 she was a Group Leader at the International Students as Partners Institute at McMaster University. In 2023 she began a fixed-term, part-time secondment with the Centre for Academic Innovation and Development (CAID) at the University of Chester as a University Innovation Fellow.

Playful activities

Throughout the day there are various playful activities for in-person attendees to get involved in:

| Activity | Location | Time |
|--|--|-----------------|
| <p>Anonymous Fail Stories: We've all tried something in teaching and learning that hasn't been successful or as successful as we thought it would be. In this activity, we are celebrating failure and the times things have gone wrong.</p> <p>Enter the confessional booth and share a time when you've tried something that has not worked.</p> | Monica Partridge, A04 | All Day |
| <p>Haikus: "Teaching and learning Conference is a good place For inspiration"</p> <p>Haikus are potentially great way to process information and help with memory. For this activity, write a haiku about something you have heard about and found interesting at the conference. Your haiku should have 3 lines with 5 syllables in the first line, 7 syllables in the second line, and 5 syllables in the third line. Peg your haiku on the line for all to admire.</p> | Monica Partridge, Atrium, A Floor | All Day |
| <p>SU Crafts: Fancy creating some lovely badges about student engagement? The Students' Union will have their badge maker for you to create badges and talk about the unique experience around student engagement and what a student-led, democratic environment looks like.</p> | Monica Partridge, Atrium, A Floor | Lunch, 1-2pm |
| <p>Collaborative Portraits: Unique outcomes arise when each of us contribute with an individual viewpoint. Considering this... come and make some unique art!</p> <p>We will be creating collaborative portraits together today at 13.30 in the Performing Arts studio. Models provided! No art experience necessary at all, just a willingness to join in.</p> | Monica Partridge, Performing Arts Studio | Lunch, 1:30-2pm |

Posters

Posters will be on display throughout the day and can be found in the Atrium on A-Floor of the Monica Partridge building. Details for these poster submissions on display can be found below. Additionally, an archive of digital posters submitted for the Teaching and Learning Conference can be found on the [Teaching and Learning Conference SharePoint](#).

Poster 1: Sustainability in the undergraduate medical curriculum: What is the environmental impact of poor prescribing and what can we do about it?

Author/s: Lillie Henning and Alistair Warren

Abstract: Health care delivery has a significant environmental impact, England's health and care system is responsible for an estimated 4-5% of the country's entire carbon footprint. As future healthcare professionals, medical students have a responsibility to make changes wherever we can and to educate ourselves and others to improve its sustainability. In 2021, over 1 billion NHS prescriptions were dispensed, costing almost £10 billion. The UK government estimated that up to 10% of these did not need to be given and may have even caused harm¹. Each unnecessary prescription results in unnecessary environmental damage, however awareness among the medical community is lacking on how poor prescribing impacts the environment.

This poster presentation will focus specifically on inhalers, diclofenac, and antidepressants, as these are widely prescribed, and evidence of poor prescribing and disposal practice exists in relation to them². The presenter will aim to educate and engage not only those in the medical field, but also a wider audience, as changes can be made by all individuals to mitigate the environmental impact of poor prescribing and drug disposal. The presenter will recommend how and where outcomes from this research can be incorporated into the medicine curriculum at the University of Nottingham and elsewhere. This will be through a media campaign on the importance of correct drug disposal, teaching on the benefits of social prescribing as a non-clinical alternative to antidepressants, and seminars on the topics highlighted presented by pioneers in the field at Nottingham.

Poster 2: Promoting partnership and co-creating the student experience – The SACA scheme.

Author/s: Lore Ayonrinde and Deeksha Ganesh

Abstract: Student partnership, particularly co-creation, refers to active collaborations between staff and students in the diverse processes of teaching and learning, to improve the student experience. This process focuses on empowering students to actively share the responsibility for designing, delivering, evaluating, and enhancing their own education as opposed to the alternative approach of treating them as consumers who have little contribution to how their educational experience is designed. The purpose of this poster is to showcase the award-winning staff-student partnership scheme being led by educational excellence team of the university. The Student as Change Agents (SACA) has been an ongoing scheme at the University that was piloted in 2014/15. Since then, it has developed in collaboration with students, moving from an unpaid NAA module to a fully financed role that pays students who are a member of its project teams. Its main aim is to increase student engagement by facilitating students working alongside staff partners with the goal of improving the university teaching and learning experience for all. The poster highlights the scheme's ability to initiate and improve student engagement by encouraging staff and students to work together to co-create across the university. This is with the aim of having student input in the process of improving the student learning experience. This poster consists of the purpose of the scheme, the benefits of the scheme, participation, uptake, contribution, and application.

Poster 3: Effective Communication Between Laboratory Science PhD Students and Public Collaborators Improves Research Involvement and Engagement

Author/s: Joanne Stocks

Abstract: Although patient and public involvement (PPI) in clinical research is now routine, PPI in laboratory research is less common. Incorporating PPI into their new research now has the added expectation that doctoral students become public speakers, mentors, writers, and editors with the added personal challenges reported by some researchers including imposter syndrome, social anxiety and concerns about public discomfort with animal research methods.

One way to address this is by integrating PPI into the doctoral programme of laboratory science students. The Student Patient Alliance (SPA), is a programme developed at the University of Birmingham which formally partners up PPI contributors and PhD students.

This poster and pre-recorded poster will align with the conference themes Approaches to Student Engagement and Partnership in Teaching and Learning: Beyond the Formal Teaching Curriculum and A Partnership Learning Community.

It aims to describe how, with support from the University of Birmingham's Rheumatology Research Group, the SPA scheme was implemented within the University of Nottingham's School of Medicine. Insights gained from interviews with PPI collaborators will be presented in understanding how effective communication between PPI collaborators and PhD students was, the challenges faced, and the benefits achieved.

Effective communication skills using plain English were developed through the SPA buddy scheme. Students gained more confidence in engaging the public and patients in their research. Adoption and adaptation of the SPA programme could be implemented in further doctoral training programmes to allow students to develop skills for research dissemination, impact, and engagement.

Poster 4: Co-creating an Inclusive Framework to Support Postgraduate Researcher Success

Author/s: Rachel Van Krimpen and Alice Haslam

Abstract: An increased focus and urgency has been placed on increasing diversity within postgraduate researcher populations in the UK in recent years, but less consideration has been given to how support mechanisms may need to be adapted to meet the needs of an increasingly diverse postgraduate researcher community.

In this poster, the outcomes of the Quality Assurance Agency (QAA)-funded 'Defining, Measuring and Supporting Success for Postgraduate Researchers' Collaborative Enhancement Project will be explored, with a particular focus on the co-creation approach which was used to deliver the project. This project is the first in the sector to engage with the specific issue of supporting postgraduate researcher success through a diversity lens.

The objectives of the poster will be to:

- Reflect how postgraduate researchers were involved in the design of the project from the outset.
- Explore the role of postgraduate researchers in taking on leadership of the delivery of the project via paid placement opportunities, and the benefits to both the project and the individual PGRs of this approach.
- Summarise outcomes of the project and key recommendations for institutions, departments, and supervisory teams to effectively support postgraduate researchers from diverse backgrounds.

We will maximise engagement with the poster by including reflective questions, and the use of bespoke illustrations created to support dissemination of the project.

This proposal aligns with Priority 4 of the ESE SDP, as it focuses on joint creation of an inclusive student experience for postgraduate researchers.

Poster 5: A proposal for a student-focussed feedback interface

Author/s: Nigel Owen

Abstract: Providing feedback is crucial in the learning process, as it allows students to identify their strengths and weaknesses and make improvements. However, the current feedback system can be overwhelming for students, with feedback spread across multiple platforms and formats. To address this issue, the poster will propose a student-focused feedback interface that centralises all assessment feedback in one place.

This feedback tool aims to provide a space for constructive and focused feedback that encourages students to engage in and reflect upon the learning process, leading to positive learning outcomes and results. The interface could be developed on the Moodle system, accessible to both students and academic tutors. It will enable students to view all their assessment feedback in one place, organised by module and assessment type, and presented in a clear and concise format, highlighting their strengths and areas for improvement.

By providing a clear understanding of their strengths and areas for improvement, the feedback interface can help students to engage in and reflect upon the learning process, leading to a deeper understanding of the subject matter. Moreover, the feedback interface will facilitate communication between students and academic tutors, fostering a collaborative learning environment that empowers students to take ownership of their learning. This interface is expected to make it easier for students to access and review feedback, leading to better engagement and reflection, and ultimately, positive learning outcomes.

Poster 6: Scoping a University of Nottingham Global Interprofessional Education Network

Author/s: Maria Kordowicz

Abstract:

Background: The Centre for Interprofessional Education and Learning (CIEL) is one of the most established interprofessional education centres in the UK and internationally, delivering interprofessional activities to around 6000 students from 13 health and social care programmes at the University of Nottingham each academic year. Interprofessional education has a multitude of well-documented evidence-based benefits to student wellbeing and sense of belonging, their future clinical practice, upholding patient safety and quality of care to mention a few.

Aim: As considerations of what constitutes a global community are salient in the pandemic recovery phase, it is paramount to learn from one another about what effective interprofessional education means globally and to espouse interprofessional values by working across institutions and borders. CIEL has received Strategic Innovation Funding from the University of Nottingham to carry out a scoping exercise to assess the feasibility of a global network, plus its scope for sustainability. This nano talk will outline our approach and preliminary findings from the scoping exercise.

Methods: Two hybrid collaborative events will be designed and held in Nottingham with international student and staff stakeholders in order to scope the feasibility of the network through facilitated discussion, interactive workshopped elements and focus groups. A gap analysis and insight gathering survey will be designed and distributed to higher education institutions internationally.

Results: Preliminary results from the scoping exercise will be in the form of survey results and qualitative information capture. The scoping exercise will result in the creation of a Next Steps Strategic Plan to inform and drive forward the design and founding of a Global Interprofessional Education Network.

Conclusions: If deemed feasible through the scoping exercise, the project will support the founding and building of a new self-sustaining global network, aligned to CIEL, to be at the forefront of innovation in interprofessional pedagogy, research, and practice. The network will be co-created with other higher education institutions across the world to help connect students and staff and provide an international interprofessional education experience.

Pre-Recorded Presentations

An archive of pre-recorded presentations submitted for the Teaching and Learning Conference can be found on the [Teaching and Learning Conference SharePoint](#). These may not all be live at the initial point of publication of this programme.

Details of these presentations can be found on the SharePoint and below:

Video 1: Digital tools for improving accessibility of comprehension tasks in mathematical disciplines.

Author/s: Mark McCorquodale and Luis Neves

Abstract: The authors report an ongoing project to explore how the format of reading material used to support curriculum delivery within mathematical disciplines can be optimised to improve accessibility.

Instructors in engineering and physical science disciplines routinely direct students to instructor-prepared material for comprehension tasks that introduce or reinforce concepts. In disciplines with significant mathematical content, instructors routinely prepare these notes using LaTeX - a markup language that offers specialist functions for the typesetting of mathematical notation, which can be published in a range of document formats. The original motivation for the project stemmed from a desire to identify alternative publication formats that removed barriers experienced by students with support plans when accessing reading resources currently published in traditional document formats.

Following initial testing, the project now seeks to improve the wider student experience through exploring the modality with which the student body access written learning resources and how this experience may be enhanced through digital technology. In particular, the project uses student surveys to explore perceptions relating to the use of digital tools, such as screen readers and contrast adjustments, to improve comprehension of resources published in different document formats.

In this presentation, the authors will report preliminary findings and note key implications associated with the extent to which students' awareness of comprehension aids may limit their effectiveness. The paper is designed to disseminate key findings to instructors and facilitate discussion and collaboration with learning technologists.

Video 2: Student involvement in Quality Assurance as the Student Partnership Process

Author/s: Russa Yuan

Abstract: Higher Education Institutions (HEIs) are increasingly willing to adopt quality assurance (QA) to pose impacts on universities' competitive advantages, improving institutional and sector image, interest in developing partnerships, and leading to increased demands for internationally acceptable reputation (Ewell, 2010; Sultan & Wong, 2014). In practice, students are co-creators or co-producers of the teaching and learning process and its outcomes. Of particular importance is the extent to which the students' own assessment of QA. self-viewed involvement would offer insights of how far the intended learning outcome is achieved from their own perspective. Therefore, student partnership, as the key theoretical lens in this project, is a highly relevant process of student involvement in teaching and learning activities (Deeley & Bovill, 2017; Holen et al., 2021).

Student partnership posits that "students actively participate in shaping and co-producing their education, rather than merely receiving it passively" (Williamson, 2013, p. 8). It has been considered as an umbrella term for a broad range of practices including student engagement, participation in learning community, student-staff co-creating assessment, etc. Student participation would enhance students' understandings of their self-development, reinforced by role expectations and empowerment (Cook-Sather, 2014). Inspired and informed by the potential benefits to the students of a partnership approach to QA involvement, the aim of this project examines the significance of involving students in the QA in enhancing their self-perceived employability. Conducting a small-scale survey among university students, this project is expected to investigate how student involvement in QA would lead to a resituating of one's self as well as intellectual reconceptualization of one's capacities to analyze pedagogical practice. Overall, this project aligns with Strategic Priority 4 Student Experience.

Video 3: Bridging the gap: the role of graduate students within medical education development.

Author/s: Milap Rajpara, Manishaa Vairavan, Ed Tyrell, and Christine Johnson

Abstract: Post-pandemic medical education includes a greater role for online resources and alternative delivery forms. Current graduate students offer unique perspectives on medical education pre- and post-pandemic. This National Institute of Health Research Internship aimed to allow graduate students to gain teaching and leadership skills through developing undergraduate resources, alongside evaluating the unique role of graduate students within medical education.

Graduate students joined the University of Nottingham primary care education team as interns during their elective period. A two-month timeframe was offered for interns to develop their leadership and team-work skills, working with experienced educators to develop teaching resources in their chosen area of interest.

The interns redeveloped an online package focusing on the fundamental principles of reflective practice, existing within a new undergraduate-level module. Tasks included brain-storming innovative teaching options, collecting, and evaluating qualitative feedback from peers alongside developing teaching materials through an iterative approach.

The final teaching package incorporated multimedia components including quizzes and worked examples to enhance the student learning experience. This material was implemented into the undergraduate medical curriculum, awaiting feedback from the first student cohort to use the materials.

The interns felt empowered within the educator role, developing their teaching and leadership skills. Incorporating innovative teaching methods and students' ideas increased resource quality. The education team benefited from fresh perspectives of highly experienced students alongside benefiting from interns offering unique resources of time investment and peer-referencing to support resource development. Overall, graduate interns could play a unique role as expert students in optimising medical education delivery.

Video 4: Psychology Merry Mixer 2022: Student- Staff Celebration to enhance social connections and positive wellbeing.

Author/s: Patricia M. Ang and Christine Leong

Abstract: At institutions of higher learning, we prioritize cognitive development and intellect of our students. The global pandemic has heightened our awareness that social relationships, and mental health support for students needs to remain a priority, even as we enter current "post-pandemic" beginnings.

Students from larger schools/ departments may get 'lost' amidst hundreds of students in their cohort, One medium sized school, the School of Psychology at the University of Nottingham Malaysia, has seen steady growth over the years but is still able to cultivate a 'family' type environment. Here, opportunities are created to bridge staff-student divides and build mentoring relationships. This is done through formal academic events that are staff led; but another important channel are student-led activities via the UNM Psychology Society, PsychSoc.

Some activities in 22/23 were the 1st Year Psychology students' induction, talks by a clinical psychologist and an ABA practitioner, and a Psychology Quiz competition night.

Schools/ Departments that proactively support students' social-emotional development, mental health, and where peer networks are facilitated - are those that embrace a holistic framework. Literature has shown that having regular contact with their peers and lecturers is a form of protective factor for university students (Baik, Larcormbe & Brooker, 2019).

This video poster presentation aims to provide a snapshot of the 2022 Merry Mixer, the final event jointly organized by PsychSoc & SOP. We aim to immerse you into the sounds, smiles, sparkles, and social connections from that night; a collaborative effort that led to a well-coordinated year end celebration, living up to its IG invite -- "a fun-filled event filled with games, performances, food and many more!".

Video 5: Nottingham Advantage Award – “Introduction to Coding”

Author/s: John Horton

Abstract: A 2019 internal report recommended the creation of a Nottingham Advantage Award (NAA; essentially a short extra-curricular course) on coding. This arose from a survey run among recent Nottingham graduates. Asked what – in the light of the jobs they now held – would they have liked to have learnt whilst still students, many answered “Coding”.

An NAA entitled “Introduction to Coding” was written in 2022 and is now being run for its second cohort. It concentrates on coding, algorithms, and coders, deliberately avoiding any specific programming language – the aim is to introduce the *concept* of coding. There are numerous coding courses (free or otherwise) on the Web. These are very suitable for those with some coding experience but much less so for those with none; this is one issue that the NAA is designed to tackle. It is also suitable, however, for those who might find themselves working with coders but in a non-coding capacity.

Students’ applications show they are well aware of the benefit that even some knowledge of coding can bring to their career prospects. Some have already tried coding courses (for specific languages) and found them difficult; some (especially non-scientists) are nervous of applying for jobs where coding will be required. The NAA is to show them the coding landscape.

This paper is about the NAA, student applications for places on it, its reception, and thoughts on its future development. Teachers from disciplines where coding is not taught should find this of particular interest, questions very welcome.

Video 6: Fostering a sense of belonging at cross-faculty multidisciplinary masterclasses: An equality, diversity, and inclusion review.

Author/s: Suzy Plows and Ruby Hawley-Sibbett

Abstract: Since 2017, the Centre for Interprofessional Education and Learning (CIEL) has hosted an interprofessional masterclass series which is open to all students, staff, and external attendees. Each year, the masterclasses have over one thousand attendees and feature speakers from across the University of Nottingham and occasionally external speakers, too, who share their research. Topics relate to health and social care and highlight multidisciplinary working in research and good collaborative practice in professional settings.

The masterclass series was created to offer a special opportunity for students to attend a free extracurricular activity that will enhance their learning. With this offering comes the responsibility to ensure that students feel they can attend and that the masterclasses foster an inclusive environment. This is also in line with the University of Nottingham's Equality, Diversity, and Inclusion Strategy (University of Nottingham, 2019) and follows suggestions from the Faculty of Medicine and Health Sciences Inclusive Curriculum Toolkit (University of Nottingham Faculty of Medicine and Health Sciences, 2022).

CIEL collected demographic data from attendees during sign-up, post-masterclass feedback. Focus groups of student attendees were then held to gain further insight and clarification from the initial feedback. This extensive analysis helped identify groups that were under-served, identify barriers to attendance, and improve the student experience.

Video 7: Digital Skills and Blended Learning Readiness Among UNM's Students and Staff

Author/s: Mandy Sim

Abstract: This project is originally based on theme four of the UNM's Teaching and Learning (T&L) Post COVID-19 Pandemic, focusing on digital skills and blended learning readiness among staff and students in UNM. It highlights challenges and provide recommendations to the university in transitioning to blended learning post-Movement Control Order (MCO). Blended learning is regarded as the new norm but there is growing concern regarding its implementation for students, lecturers, and institutions. This is because although we are living in an era surrounded by various technological devices, we cannot assume everyone is digitally literate entirely and be dismissive of the impending struggles that we may possibly face.

Qualitative interview was used as the primary data collection complemented by a survey questionnaire. Session format will be paper presentation with questions and reflective moments in the delivery. The findings show that students and staff have the fundamental digital skills required for blended learning. Students perceived blended learning with synchronous learning online and physical offers them flexible learning but also demonstrated that they used lecture recordings extensively. The main concern among staff is the challenge of providing equal communication and engagement with both groups of students during the blended learning sessions. Moving forward, continuously students and staff engagement in the design and development of blended learning delivery is required.

Video 8: Investigating the effectiveness of instructive hints and penalty regime in student learning experience.

Author/s: Nazia Hameed

Abstract: Automated grading and feedback systems are widely used in academics by professionals to evaluate their effectiveness in enhancing students' learning experiences by providing them with real-time and prompt feedback (Conceicao et al., 2022). It will also help them in identifying the difference between their solution and the expected outputs by providing them with instructive hints (Buffardi & Edwards, 2015). To enhance the students learning experience registered in the Database module, an automated feedback software titled "CodeRunner" was introduced in the module. The effectiveness of instructive hints, automated feedback and penalty regime is investigated during this study. Surveys and interviews were conducted from the registered students to evaluate the effectiveness of instructive hints and penalty regime in improving student learning experience. After analysing the data, it is found that 83% students found instructive hints and the automated feedback helpful in understanding the module content and identifying the potential issues in their answers. 75% students agree that the implementation of penalty regime helped them to prepare well for actual assessments despite of its negative consequence on their final marks (Fuad, Suyanto and Muhammad, 2021). The findings of this study will be helpful for anyone who is teaching or helping in a module which could be assessed in an automated way where automated instructive hints could be beneficial in enhancing the student learning experience. I will design the session with my post graduate student, and I intend to use discussion and reflective moments to engage the attendees during my presentation.

Video 9: The MRI education course” – A free resource for the community to provide MRI education, across the Europe and Iran, established during the COVID-19 pandemic.

Author/s: Laura Bortolotti

Abstract: Magnetic Resonance Imaging (MRI) teaching is commonly undertaken within individual institutions as well as less frequently, but often with a wider range of experts involved in the teaching program, at national and international conferences.

The latter approach often requires delegates to travel long distances to access educational material and, combined with often expensive registration fees, precludes those who cannot afford this approach. There are a few dedicated video channels to MRI education, allowing for users to catch up on topics that they may have missed during their lecture course.

During the coronavirus disease 2019 (COVID-19) pandemic, it was commonplace to move to an online platform to deliver content. We have initiated and developed an online, open access, MRI education course to support free MR for all.

The sessions are still ongoing (record of the videos are available for the past terms only at: <https://www.ismrm.org/chapters/british-chapter/mr-edu-series/>) as well welcomed across the countries involved. The talks in each series were categorized into “physics” and “clinical applications” of MRI. If a talk on MRI safety was included, it was clearly signposted that it did not replace institutional safety requirements. Time for questions and answers was provided at the end of most talks. No funding or fees were sought for the course.

Video 10: “Probability” – Opening up a mathematical topic for arts-based students.

Author/s: John Horton

Abstract: Though universities now offer students a wide variety of courses, less consideration than formerly is given to exposing students in one discipline to the techniques of other disciplines. In particular, we still have the arts–science divide identified by CP Snow in the 1950s in his famous expression “The Two Cultures”. Although formally a mathematical technique, there is much in basic probability theory that should appeal to non-scientists. The chief challenge it offers the student (any student!) lies in understanding the scenario; calculating an answer is then secondary. (The four arithmetic operations will get one a long way in this topic – no logs, trigonometry or calculus is required.) Indeed, we can see that probability questions appeal widely to the general public when we note that they can be found on the puzzle pages of week-end newspapers.

A ten-unit course on probability was written and offered to 17 students in the Faculty of Arts via Unitemps – the students were paid to take the course and review it. The course’s style emulated that of the successful “Statistics – An Intuitive Introduction”. The paper will look at the course contents and how it was received by the 17 students. Discussion will be encouraged especially about the specific example of encouraging Arts students to discover how mathematicians tackle their subject and the more general case of students in one discipline understanding how those in other disciplines think. What practical benefits (perhaps in employment) might we expect and what personal and educational benefits?

Video 11: “Your University Journey” – An appendix for disciplines that include mathematics.

Author/s: John Horton

Abstract: “Your University Journey” has now been running for nearly ten years. It is an online Nottingham resource principally aimed at first-year undergraduates (though with a section on the transition from first year to second year). It covers areas such as library resources and reading lists, revision techniques, group work, time management and writing skills. These are all generic techniques and not restricted to any one discipline. However, there are some generic techniques – admittedly not found in *every* discipline – that are not covered. Specifically, the presence of mathematics in what might loosely be called the physical sciences requires learning techniques that are not found in other disciplines. A fundamental question, for instance, is how the presence of three or four equations on every page in a text changes how that text can be read and used. Further questions might lie around how one can find resources additional to those on a reading list, how proofs should be approached (especially in exams) and to what extent formulae should be memorised.

Those attending will be encouraged to discuss questions such as those above (each offered by the presenter with a few minutes’ background) and then be invited to pose more of their own and attempt to answer them.

Video 12: Digital Accessibility in Teaching and Learning

Author/s: Julian Tenney, Mike Clifford and Chris Ward

Abstract: Accessibility of Teaching and Learning Materials. In this interactive workshop, participants will have the opportunity to explore the accessibility issues in a range of pedagogical scenarios and come away with an appreciation of the 'spectrum of achievability' with respect to digital accessibility: from the simple things that everyone can do that make a big difference to large numbers of people, through to the more challenging aspects around accessibility that people will need support and guidance with. We'll outline the University's plans to move towards compliance with the Public Sector Bodies Accessibility Regulations (PSBAR) and describe the current programme of work that will address the gap.

Video 13: Simplifying Complex Online Submissions

Author/s: Nils Jaeger, Dave Corbett, and Claire Chambers

Abstract: In the Department of Architecture and Built Environment, a Design Studio is delivered combining several modules across multiple year groups. The focus of the Studio is around a number of activities including tutorials, posters and portfolios.

This led to a complex submission process, involving over 40 separate Moodle Assignment submission areas. It created confusion for students when selecting where they should submit. It also created an administrative burden for staff, particularly when marking. The Extenuating Circumstances process caused further difficulties as work was being marked, and then remarked after it had been resubmitted, due to the marker not being aware an EC claim had been made.

Working with Learning Technologies, the Moodle Assignment submission areas were reduced to three, an EC self-declaration tool was introduced, thus allowing the marker to download a list of students who had applied for an EC prior to marking. Each tutor was able to filter so that they could view only the students work that they were expected to mark. In addition, students could only see the Moodle Assignment submission area that was relevant to them.

In this session, we will describe the process we went through between staff in DABE and Learning Technologies, and the impact that the work has had on improving Student and Staff Experience.

Video 14: Implementation of the Developmental Student Selected Module (SSM) for struggling learners in undergraduate medical education.

Author/s: Kieron Lord, Kat Telford, Ifunanya Ikhile, Isaac Barnes, Isaac Chua, and Elizabeth Peters.

Abstract:

Background: Remediation is an essential part of medical education, yet successful remediation remains a challenge for learners, educators and institutions alike.

Whilst there has been growing focus on remediation recently, what remains lacking is a theoretical basis for remediation and an understanding of how remediation fits within the curriculum.

Without intervention, struggling learners become struggling physicians, carrying through maladaptive learning strategies into post-graduate life.

The presenters introduce the 'Developmental SSM', a remediation placement – drawing remediation out of the Hidden Curriculum into the forefront of the Intended Curriculum.

Aims/Objectives/Outcomes: The presenters will highlight the Remediation issue, then split the audience into reflective groups, requesting them to discuss what is done well in remediation/what is done poorly – Asking some participants to share their stories. Subsequently, “what does Good remediation look like?” will be posed to the audience. One key answer will be taken from each group to agree principal points pertinent to good remediation. To close, the presenters will showcase “The Developmental SSM” – our approach to the Remediation problem - Leaving audience members pondering this new teaching innovation.

Conclusion: The Developmental SSM improved students' feelings of preparedness for resits AND resulted in improved performance, with 90% of students passing the resit. We believe that remediation should not be an assessment afterthought, but an imbedded element of the curriculum, aligning this proposal well with priority 3 – Curriculum (ESE Strategic Delivery Plan).

Video 15: What do chemical engineering students learn from work-integrated learning? Job skills in the post-pandemic future

Author/s: Su-Ting Yong, Nishanth Chemmangattualappil, and Dominic Foo

Abstract: Work Integrated Learning (WIL) is a pedagogical activity designed to enhance the integration of theoretical knowledge and practical skills in authentic contexts. In this study, a WIL programme was incorporated into chemical engineering final year projects. The purpose of the study was to investigate employability skills learned through WIL industrial projects. A qualitative dominant mixed-methods research approach was used. Quantitative data was collected using an online questionnaire (n = 69) and a subset of the sample was drawn for qualitative interview (n = 15). Quantitative findings suggested that female students had significantly higher proficiency to work effectively with others than male students. No significant difference was found in other domains. Qualitative findings revealed seven insightful work-related skills in industrial projects: (1) professional relationship with industrial experts and academic supervisors, (2) virtual communication and collaboration, (3) technology skills in latest industrial software and tools, (4) motivation to undertake novel and challenging industrial problems, (5) creative and innovative strategies, (6) application of higher order thinking skills to model authentic problems, (7) inductive and deductive reasoning. The project fits the Priority 4: The strategy will put student experience at the heart of all we do. We recognise the changing of global community, so WIL will expand the chemical engineering programme to partner with industry so to ensure our graduates have real-world experience. The Covid-19 pandemic has changed how engineers work. Today, it is a necessity to embrace creative problem-solving skills and adopt various types of modern technologies to work effectively and remotely.

Post Conference Workshop

Building on this years Teaching and Learning conference, our conference keynote Professor Ruth Healey will deliver a **follow-up online workshop** focusing on the policy and practice of student engagement and partnership in learning and teaching. Through the lens of real-world case studies, the workshop provides opportunities to reflect on and explore your aspirations for staff-student partnerships within the context of your role and engage in partnership project action planning. The workshop scheduled **Wednesday 3 May 2023 12 noon - 1.30pm** (UK time) is open to all staff and students across the three campuses. If you are interested in attending, please [save the date to your calendar](#).

Parallel Session 1 - 10.00-10.50

Session 1A

Chair: Michael Clifford

Nano 1: Bringing passion and joy back from the side-lines; Enhancing Science Initial Teacher Education with Widening Participation

Author/s: Joanna Hancock, Jez Turner, and Olivia Harrison

Session 1A: [Click here to join.](#)

Abstract: This presentation will demonstrate the bespoke engagement of the Foundation Physics and Engineering team with the School of Education's Post Graduate Certificate in Education (PGCE) student teachers. It will be of interest to anyone who is interested in collaboration between Faculties and/or influencing science education in schools, and links to the key principles of the Education & Student Experience Strategy Priority 3 to co-create a curriculum informed by pedagogy and experience, and Priority 5 to diversify intake via non-traditional modes of delivery. This CPD will have impact on the competencies of incoming students and has already empowered 28 trainee teachers to become ambassadors for foundation courses for widening participation.

The complexity of intensive teaching placements alongside postgraduate studies, can side-line the passion and joy that initially inspires some PGCE students to teach science. The presenters will describe how they collaborated to design a bespoke half-day programme that synergises their experiences as school science teachers and their university roles, with the aim of restoring passion and joy into classroom teaching, and children's learning. Further, the presenters will explain the reciprocity of how the student teachers were also educated on the opportunities that foundation courses present for their pupils, to perpetuate the passion and joy, and encourage wider participation in science-related subjects. One PGCE student teacher will also describe and evaluate how the presenters demonstrated the importance of cognitive conflict in practical activities to stimulate discussions, develop pupils' problem-solving competencies and reignite passion and joy in teaching and learning science.

Nano 2: Building Confidence Through Error Learning: Empowering Students to Master Specialist Software

Author/s: Josh Khoo

Session 1A: [Click here to join.](#)

Abstract: Specialist software can be intimidating for psychology undergraduates, especially those without a computing background. Programming errors, which are prevalent, often result in high levels of anxiety and frustration, leading to disengagement with learning. While the pedagogical literature recognizes the advantages of an errorful learning approach, both students and instructors reportedly avoid this method. Students were implicitly expected to grasp the troubleshooting process through instruction on how things operate, without much guidance on how to

manage when things do not function as intended. To address this issue, a workshop with a series of incrementally challenging debugging exercises was delivered. Learners were instructed to identify errors that caused the program to malfunction and implement solutions to fix them. Learners were encouraged to view errors as a natural part of the learning process and given a framework for solving them. The workshop facilitated peer-to-peer interaction, with advanced learners taking on the responsibility of guiding their peers. After the workshop, 105 students provided feedback on their learning experience. They reported an increase in their confidence, learning, and the ability to systematically approach programming challenges. Additionally, learners expressed a desire for more workshops of this format. This approach is critical because it introduces errors in a controlled manner and reduces anxiety and frustration that may impede learning engagement. This nano-presentation will discuss the importance of implementing practices that promote learner engagement with errors in challenging areas and how this approach can be adapted to other difficult learning areas to benefit students in various subjects.

Nano 3: Exploring the Use of Technology: A Student-as-Partners Approach to Digital Pedagogy

Author/s: Amarpreet Gill, Derek Irwin, Dave Towey and Yanhui Zhang

Session 1A: [Click here to join.](#)

Abstract: This presentation serves as a tangible illustration of the Students-as-Partners (SaP) approach to curriculum innovation. SaP is a collaborative and reciprocal procedure that enables all participants to equally contribute, perhaps not always in the same ways, to the conceptualisation, decision-making, implementation, investigation, and analysis of curricula or pedagogy (Cook-Sather et al., 2014, Matthews et al., 2018). Through student-staff partnerships, we have been exploring the potential of emerging technologies, such as mobile devices, augmented reality, and virtual reality.

Since the outbreak of Covid-19, we have increased our focus on emerging technology and digital pedagogy for teaching and learning (T&L) purposes, implementing a SaP approach across several T&L research projects. Unlike traditional research projects, these projects do not give faculty and staff authority over students, but aim to give students opportunities to make decisions, and allow them to positively influence the learning process.

Through these research projects, we have experienced meaningful engagement with students, addressed weaknesses in T&L practices, and evolved the curriculum within design and engineering education. We discuss the challenges we have faced, insights gained, and the mutual benefits that we have identified from engaging in SaP practices.

Our presentation targets instructional designers and teaching staff, aligns to Priority

3 and 4 (curriculum and student experience) of the Strategic Delivery Plan for Education and Student Experience, and was co-designed with students. We will engage attendees through questions and reflective moments. We highlight strategic and sustainable practices for engaging students beyond the formal curriculum, which can directly impact T&L and research.

Nano 4: Establishing A Framework for Student Engagement and Peer Mentorship: The Project for Autonomy, Communication and Teamwork (PACT)

Author/s: Shayna Kozuch

Session 1A: [Click here to join.](#)

Abstract: This presentation explores the Project for Autonomy, Cooperation and Teamwork (PACT) as a framework for student engagement and peer mentorship. PACT is an innovative programme, introduced as an extracurricular activity Nottingham Advantage Award at UNNC. The purpose of the programme is improving the spoken English of Year 1 students while also engaging students across UNNC's campus as peer mentors to establish a peer-care culture at the university. CELE collaborate closely with the student group Vis-à-vis to recruit mentors and members. PACT Mentors receive training and support in organising weekly group speaking activities for first year students with a focus on speaking fluency through discussions and other activities. This cooperative effort between students forms the basis of PACT as a student-led, student partnership project. The student-led learning environment through PACT builds a cooperative learning environment within the university. Cooperative learning environments have a number of benefits as that they naturally lead to learner autonomy and independence (Duan, 2005). Additionally, student participants demonstrate more engagement with the university, experience increased motivation, and are more capable of reflection and self-assessment. These positive outcomes are validated through the results of student satisfaction surveys, mentor portfolios, and senior mentor final reports. Each semester, 25-30 students become mentors, and more than 170 students benefit from joining PACT groups as member to improve their spoken English.

The positive results achieved through the implementation of the PACT programme provide a framework for other institutions as a means of improving engagement, motivation, and autonomy.

Session 1B

Roundtable: Development of the Student Academic Skills (SAS) team - Roundtable discussion

Author/s: Vicki Onions, Bob Robinson, Judy Fessey, Rachel Clifton, Jenny Brignell, Holly Tench and Candace Billon

Abstract: Student academic skills support at the school was historically delivered by the Student Progress Committee (SPC). Whilst students could self-refer, most meetings were arranged following failed examinations and, generally, carried negative perceptions and lacked proactivity and engagement. In 2019 the SPC was replaced by the Student Academic Skills (SAS) team with the aim of normalising and destigmatising study skills support and increasing both staff and student's awareness of and proactive approach to this. The support and resources offered cover the 3 levels of skills which Biggs (2003) proposed are required to develop independent learners; generic, content specific and metacognitive. However, the students themselves identify the skills they want to develop allowing us to provide tailored support.

The panel brings together staff members, SAS student reps and students who have accessed SAS support and the session aims to generate an open discussion around what we offer, what we have achieved and how we might foster and develop collaboration with other schools and faculties. We aim to particularly highlight the role of the SAS student reps who feedback study skills requirements from the student body and are also involved in delivery of sessions. We hope to showcase how the SAS team success is centred around working in partnership with students to create an open dialogue around study skills resulting in increased student engagement, reflection, and self-referral. The session is appropriate for staff and students who are interested in supporting students' study skills.

Session 1C

Workshop: Collaborative practices in pursuit of effective teaching

Author/s: Jackie Cawkwell, Hazel Ramos, Ashley Storer-Smith, and Jaya Kumar

Session 1C: [Click here to join.](#)

Abstract: Current approaches to teaching recognition across the Higher Education sector, nationally and internationally, focus on individual performance, whilst the newly revised Professional Standards Framework now includes collaborative practice as a core professional value. Welcoming this addition, we are exploring how we might further develop our understanding of why collaborative practice is effective and also how we might extend our 'tool kit' and professional practices in pursuit of a high-quality student learning experience.

This workshop will initially frame the discussion with an introduction to some core concepts behind student engagement (e.g. Bovill, Cook & Felten [2011] and Bryson (Ed.) [2014]) in support of developing confidence in articulating pedagogic frameworks. We will then work through several practical exercises to highlight the importance of working collaboratively and identify opportunities for doing so including identifying potential partners- both internal and external, including a critical stakeholder (i.e. students) in a collaborative eco-system and consider how we might measure impact. The workshop will conclude with the creation of an action plan for future developments, and potential partnerships, relating to professional development.

During the workshop we will:

- Identify some core concepts associated with student engagement and with professional practice in teaching and learning support;
- Identify our institutional context, including a focus on our commitment to a tri-campus partnership, and potential career development opportunities;
- Work through some practical exercises to discuss the challenges of, and opportunities for, collaborative practices;
- Co-create a resource of professional practices and potential partners relating to collaborative working;
- Feedback with an action plan to inform evolving frameworks and practices at the University.

Session 1D

Workshop: Taster Workshop for the University of Nottingham's Curriculum Transformation Programme

Author/s: Matthew Watts, Jo Wakefield, Ellie Kennedy, Steffy Leferre, Sian Griffiths, Namra Mansoor, Ian Bainbridge, Katharine Reid

Abstract: The University has embarked on a Curriculum Transformation Programme (CTP) to enhance the way we design our programmes of study and ensure that students graduate with the attributes they need for employment and for lifelong learning. Achieving this ambitious goal requires a holistic approach to programme design that transcends modular structure. It places evidence-informed graduate attributes at the heart of a design process that is conducted in partnership with our students.

The CTP uses a set of three curriculum vision workshops, the outputs of which are graduate attributes, programme learning outcomes and learner journeys, to create the high-level vision for the redesigned programme of study. Both staff who teach on the programme and current students of the programme (engaged in a paid role as student co-creators) engage in these workshops. There are two sets of separate, parallel workshops for staff and students, before a period of co-creation between the Programme Lead (the academic leading the redesign) and student co-creators to produce an agreed set of outputs to inform the design of more detailed elements of the programme.

This workshop will introduce participants to the CTP's aims, ambitions and the curriculum design process we have developed. Participants will explore the process through small taster activities adapted from the curriculum vision workshops.

Session 1E

Workshop: Approaching Ethnic Diversity in Anatomical Education: A Toolkit for Anatomical Staff Members

Author/s: Aisia Lea, Yvonne Mbaki, Natasha Noel-Barker, and Deborah Merrick

Abstract: Anatomical education is an essential part of the medical curriculum, imparting important knowledge that will underpin students' clinical practice. Students must experience an inclusive and diverse education to fully engage with teaching, feel a sense of belonging, and reach their full potential. Furthermore, it can help diminish implicit biases and prepare future clinicians for the diverse population they will care for.

This study has explored view of second- and third-year medical students on ethnic inclusivity within their anatomical curriculum at the University of Nottingham and made recommendations to staff on how to approach ethnic diversity going forward. This study aligns with priority 3 of the University's Strategic Delivery Plan for Education and Student Experience. Students reported ethnic inclusivity and representation to be important to their learning, and desire increased ethnic representation throughout the curriculum, being relevant to future clinical practice.

Practical recommendations, underpinned by student consensus, for increasing inclusivity in anatomy teaching were captured through production of a teacher's toolkit, co-created with students, that discusses the importance of ethnic inclusivity pertinent to the sector. It includes acknowledging anatomical differences between ethnicities, confronting stereotypes, addressing a lack of resource diversity, and providing students opportunities for self-reflection.

The proposed workshop will give educators the ability to use and evaluate the toolkit and facilitate a discussion about ethnic inclusivity in medical education. Engagement with the toolkit provides a greater understanding of the importance of ethnic representation, practical methods of implementing inclusivity, alongside an encouragement to develop innovative ideas and perspectives for change.

Session 1F

Workshop: Student Partnership in Equity Interventions Workshop

Author/s: Tolu Adeyeye and Catherine Shipley

Abstract: Equity-gearred activity to reduce awarding gaps and increase retention is usually centred around student-facing initiatives which aim to increase Black, disabled, and mature students' engagement in academic and social events/programmes. This assumes that the gap is created by a deficit in these students, rather than a deficit in the institution. While the student-deficit model can be effective to small groups of students, it is difficult to translate it into institutional change (Universities UK, 2019). This is particularly the case for social identities (e.g., race/ethnicity and disability). Therefore, institutional strategies to ensure equality of opportunity can only be achieved by fostering cultural and structural change (Berry and Loke, 2011), and by partnering with students in designing initiatives that target the root of the barriers to success they face.

This interactive (double) session is for staff in APP/ESE/EDI roles, and staff whose scope involves addressing inequality, as well as those who are interested in engaging in discourse regarding 'institution-deficit' approaches. The session comprises two activities: Part One features scenarios aimed at eliciting group discussion on the barriers and experiences APP students face and encounter; and in Part Two, participants will use this (new) understanding to collaboratively create an institution-deficit intervention, which involves a student partnership element.

By the end of the session participants will have an outline of a student partnership intervention modifiable to their department/faculty, which they can take away and potentially action in order to contribute to reducing gaps in attainment and continuation.

Session 1G

Chair: Candace Veacock

Paper 1: What do EDI and Accessibility mean for learning materials writers and developers?

Author/s: Sandra Leigh and Craig Coulson

Session 1G: [Click here to join.](#)

Abstract: The inclusivity and accessibility agendas in higher education have created a welcomed focus on curriculum design, development, and delivery. This focus can be seen in projects like *Decolonising the Curriculum* and *Internationalisation of the curriculum*, which have received much interest and support recently across higher education institutions including *AdvanceHE*. On a more micro level, a vital part of curriculum design and development is the writing of teaching & learning materials. Materials used by staff and students are not only key to facilitating learning, but also essential for ensuring accessibility and relatability of the learning experience for all individuals. This necessitates careful consideration when writing learning materials. In line with [the UoN's Strategic Delivery Plan for Education and Student Experience](#) (*Priority 3 – Curriculum* and *Priority 4 – Student Experience*) and recent EDI research & scholarship, it is essential include an EDI lens when conceptualising learning materials because such materials can carry significant potential for promoting EDI values. This session explains a team project of documenting its principles for developing in-house materials to be used with international and home postgraduate students; the session aims to raise awareness of EDI values and Accessibility practices amongst materials writers and developers. Through questions and feedback from the audience, it will explore some of the impact materials can have on students and highlights strategies to avoid possible biases and micro-aggressions that contradict EDI values; it also considers practical ways of reducing accessibility issues for all individuals.

Paper 2: Student co-creation of a disability short course

Author/s: Lisa White, Helen Boardman, Raveen Basra, Lucy Bradeley, Prinesh Mistry, Thi La, Xia Tan, Charlie Roberts, and Carol Watfi.

Session 1G: [Click here to join.](#)

Abstract: In Summer 2021, student interns in the School of Pharmacy undertook a course review which included the recommendation that we needed to embed Equality, Diversity, and Inclusion training throughout the duration of our MPharm course. Separately, the University's Equality, Diversity, and Inclusion consultation (2019) showed that there was low disclosure of disability and our School Enhancement Plan noted that student awareness of support was limited.

It is well known that students who are less represented, e.g., those with a disability, are more likely to experience poor mental health and that loneliness is more prevalent. Disabled students as a marginalised population need empowerment, collaboration, and access to support services in order in order to achieve their

potential. In April 2022 we successfully bid for APP funding to provide seven internships for students in the School of Pharmacy to come together and co-create a short course in disability in Summer 2022.

This paper will present a detailed exploration of the co-creation process, hearing from student co-creators and staff members involved. Together, we will discuss the key learnings including survey findings, undertaken by students in the School and Faculty of Science, insights provided by interviews and focus groups and our personal development during the process of co-creation. We will demonstrate the short course and discuss how this has been utilised in Year 1 teaching alongside our student co-creation of a supplementary workshop. We will also discuss a student co-creation event that we held for Disability Month.

Session 1H

Chair: Matthew Jacques

Paper 1: Exploring undergraduate student perceptions of large in-person lectures in the School of Pharmacy.

Author/s: Rebecca Rickaby

Session 1H: [Click here to join.](#)

Abstract: There is much debate around the role and purpose of lectures, including how they are utilised (2,3). Indeed, the lecture format and medium of PowerPoint is often a contentious issue evoking opinions on correct and incorrect use (4). It seems evident that passive, didactic lectures lacking any active learning and engagement do not promote learning and content attainment (5). Despite this, it is clear that lectures do have value (1,6). Students appear to rate structure, elements of active learning and an enthusiastic educator that is both passionate and humorous, as key components for a 'good' or 'unmissable' lecture (6,7). Indeed, it has been argued that there are multiple benefits to lectures, namely the social context and physical human interaction (1). It has been proposed that lectures utilise 'evolved human psychology', as learning through listening and conversation was a vital tool used by our hunter-gatherer ancestors (1).

Large in-person lectures within the School of Pharmacy were converted to asynchronous pre-recorded lectures during the pandemic. This project explored undergraduate student perceptions of large in-person lectures in the School of Pharmacy. This presentation will discuss the findings, as well as involve audience participation in predicting some of the findings of this study, to see if students and staff have similar perceptions of large in-person lectures.

Paper 2: The experience of Foundation students: disruptions to teaching and learning during the Covid-19 pandemic.

Author/s: Siew Wei Gan and Mandy Siew Chen Sim

Session 1H: [Click here to join.](#)

Abstract: This study examines the learning experiences including academic performance and assessments of Foundation students at the Malaysia Campus during the first year of the COVID-19 pandemic. As learning loss is prevalent during this period, a focus on Foundation students is important because First Year Experience is crucial to their academic success in higher education. Using a concurrent mixed methods approach to enrich our study, we triangulate data from focus group interviews, a structured survey, and student performance - from two cohorts of students. One group transitioned from physical to online learning while the other group had their learning entirely online. The findings reveal challenges they faced as a result of the abrupt change to online learning, their adaptation and mitigation strategies and their responses to online assessments. Students struggled with synchronous learning and found it difficult to focus or attend synchronous classes due to technological difficulties and environmental challenges. Adaptation strategies include reliance on recordings and accessing external learning materials.

Interestingly, students' performance did not vary between cohorts that joined pre-pandemic and during the pandemic; across quantitative and qualitative modules even though additional time allowance was allocated for online assessments. These findings have useful implications for adaptation of institutional frameworks and strategies necessary to enhance support for student learning experience during periods of disruptions brought about by pandemics, natural disasters, political unrest, and other emergencies.

Session 1I

Chair: Matilda Stickley

Paper 1: Developing Self-Regulated Learning Strategies Among Foundation Students at University Nottingham Malaysia.

Author/s: Jane Davies, Salomy Sumitra Krsihna, Mandy Sim, Sharon Romeo, and Maxine Yee

Session 1I: [Click here to join.](#)

Abstract: Degrees of self-regulated learning (SRL) are dependent on students' ability to manage cognition, metacognition, and behaviour. Many secondary school students lack adequate knowledge about learning and have not developed the necessary strategies to manage it. Therefore, this study aimed to conduct an intervention programme where the students enrolled in the four foundation programmes at University Nottingham Malaysia were taught SRL strategies. The interventions consisted of a series of workshop and seminars focusing on cognitive, metacognitive, and behavioural skills which were conducted in the first week of each of the semesters. The topics covered in the workshop were based on an evaluation done on students' SRL needs and topics not covered within the foundation curriculum. Participants were then interviewed by a student researcher. Results showed that the intervention has had an impact on the students' learning strategies. Students reported gaining new strategies of studying like effective note making skills, better time management, and anxiety management. Further, these strategies helped them to be better for exams, which in turn contributed to them achieving better grades. This study aligns with the University's Strategic Delivery Plan for Education and Student Experience Priority 3: Curriculum.

Paper 2: From being social, to becoming academic, and leaving as a graduate - Transformative university transitions.

Author/s: Rita Hordosy

Session 1I: [Click here to join.](#)

Abstract: Drawing on a longitudinal research project that followed the undergraduate entrants of 2013 into, and through their university time, this conference talk provides a novel conceptualisation of transformative transitions via looking at the four dimensions of non-linearity, multiplicity, diversity, and structure. To do so, it builds on Archer's (2000, 2003, 2012) relational realist approach and work on reflexivity to show how students select and merge a diverse set of personal concerns to arrive at a modus vivendi. This conference summarises a capstone paper that closed a series of publications from a four-year tracking study. The project collected interview data from a diverse group of 40 students on a yearly basis (n1=40, n2=40, n3=38, n4=33) at an English northern red brick university. This conference talk explores the changing focus of student experiences, from the social aspects of acclimatisation, to learning to be academic, and finally, becoming a

graduate. The results presented here also point to the structural entanglements and constraints that higher education institutions and policymakers should mitigate in responding to the inequalities of access and experience. In the context of a large-scale societal crisis, such as the pandemic, it is key that we understand how university can remain a transformative experience for all students.

Session 1J

Chair: Lore Ayonrinde

Paper 1: Community in the Classroom: Students and Teachers in Partnership and Practice

Author/s: Shialing Kwa and Emanuelle Zagbayou

Session 1J: [Click here to join.](#)

Abstract: The lead presenter has previously examined confidence in the language classroom. Inclusion in the classroom community fosters student confidence, and this paper, co-delivered by a teacher and an undergraduate, focusses on practices that create an inclusive community of students acting in partnership with each other and with their teacher. It aligns with both Conference Theme Three: A Partnership Learning Community, as well as the strategic priority area Priority 4: Student Experience.

Student feedback comments consistently mention feeling comfortable in the lead presenter's classroom and specifically praise activities that require interaction with other students. To explore the importance of partnership, especially post-pandemic, the lead presenter created a survey asking their language students to define the idea of community and to answer whether they felt part of a community in the classroom, and why or why not.

An undergraduate who provided valuable survey feedback will co-deliver the paper. The co-deliverers will collaborate to share viewpoints and answer questions from the perspective of student and teacher. Using student voice in partnership with a teacher's outlook, this paper will share outcomes for teachers to take away to create an inclusive community among their own students. Strategies include working together in small groups towards a common goal, creating a relaxed atmosphere with informal activities in which mistakes can be made, and providing opportunities for students to express their ideas and exercise their choice. The presentation will involve the audience to share experiences, using classroom techniques such as anonymous interactive polls.

Paper 2: Data Analytics for Measuring the Impact and Scope of Co-Created Health Learning Objects: A Case Study of HELM RLOs

Author/s: Matthew Pears, Cherry Poussa, Heather Wharrad, Michael Taylor, Richard Windle, Kirstie Coolin, Lina Erlandsson, Aaron Fecowycz, George Gadd, James Henderson, Amanda Hill, Mary Ho, Kamila Januszewicz, Lydia Jones, Gill Langmack, Simon Riley, and Stathis Konstantinidis

Session 1J: [Click here to join.](#)

Abstract: The Health e-Learning and Media (HELM) team at the University of Nottingham has been creating and co-creating reusable learning objects (RLOs) for over a decade. To enhance the quality of their resources, HELM has collected data on the usage and impact of their RLOs, utilizing it to refine their development and design processes. This paper presents a case study that illustrates HELM's use of data analytics to evaluate the impact and scope of its co-created RLOs.

It explains HELM's co-creation process involving collaboration with subject matter experts and students globally to produce RLOs that meet their needs. The methods used by HELM to gather and analyse data are described, including monitoring user engagement, and assessing the impact of RLOs on learning outcomes.

The paper presents the case study's findings that demonstrate the impact and scope of HELM's co-created RLOs. These findings include evidence of increased engagement and improved learning outcomes among users of HELM's RLOs, as well as the diversification of their usage across different educational settings and contexts. The paper discusses the implications of the results for the design and development of co-created RLOs and the field of health and medical education, highlighting how data analytics can provide valuable insights into the effectiveness and appeal of co-created RLOs to learners.

The paper addresses the challenges and limitations of using data analytics in this context and recommends approaches to overcome them. The case study demonstrates how the results will improve co-created RLOs that meet the needs of global learners.

Parallel Session 2 - 11.05-11.55

Session 2A

Chair: Anna Bertram

Nano 1: Supporting student and staff reflection on assessment.

Author/s: Emma Whitt

Session 2A: [Click here to join.](#)

Abstract: Diversifying assessment and incorporating reflection is key to a more authentic course. On a module, an assessment (a lay article) was set to help students develop skills that are practical but are also challenging (Torrance, 1995). After the assessment, students were invited to complete a reflective task. The task was designed to help students reflect on the coursework, their approach, and think about what they would do differently in future. The questions in the task also helped staff to reflect on the objectives of the task (e.g., did students develop the skills intended), if the assessment was challenging and how students felt about the assessment.

The aim for this session is to show the task that was used, and the results found. This will be useful for anyone who sets assessments as the task could be applied to any assessment to encourage reflection for both students and staff.

Results showed that students agreed they had developed skills in writing concisely and in writing clearly. Students found the coursework challenging and enjoyable. For future coursework, students would use more evidence. The coursework was successful in being challenging and helping to develop the writing skills intended.

In this presentation, the intention is to engage the audience with questions and include moments where they can use the questions in the task to reflect on a piece of work.

Nano 2: Peer Tutoring as an Empowerment Intervention in a Foundation year Physics Module.

Author/s: Jumoke Oladejo and Sannia Mareta

Session 2A: [Click here to join.](#)

Abstract: The continuous reliance on summative assessments in foundation year science modules necessitates the provision of adequate support structures and continuous assessment tasks for monitoring the learning progress of students. Such low-weighted tasks are crucial to developing subject-specific skills and are reinforced by feedbacks and office hours to address any problems encountered by the students. Although the underutilization of these office hours remain alarming, a more discerning observation is the major disparity in those students who ask for help and those with weaker academic achievements who really need it. Whilst this may be attributed to various factors, including the stigma associated with seeking help, it is particularly concerning in STEM subjects where the perceived subject difficulty has

been known to demotivate and disengage students from their learning process, ultimately leading to student dissatisfaction, and non-retention.

Peer tutoring has been recognized as an effective student-centred support for improving subject-specific knowledge and academic achievements. In 2022 a peer tutorial scheme was proposed for a foundation physics module at the University of Nottingham Ningbo China as a means of empowering students, improving their learning experience, and enhancing their performance. This scheme also instigates a student-partnership model with year 2 students as peer tutors. More recently, a study aimed at investigating the impact of peer tutorials on student performance has been initiated. While this research is currently ongoing, this presentation will focus on reflecting on practice and sharing insights on the need, important considerations, challenges, opportunities, and lessons learnt so far.

Nano 3: Embedding employability in the undergraduate research project through a framework of authentic assessment and training support.

Author/s: Stephanie McDonald and Lee Parkin

Abstract: The undergraduate research project forms a key requirement in the psychology curriculum and contributes considerably to degree classification. In this talk we present insights from a project looking at the development of a new framework of assessment and training support for undergraduate students. Key objectives in this project include providing students with opportunities to develop and gain experience in articulating key professional competencies, to develop as independent researchers, as well as to support staff in the supervision process. We present key findings from an impact evaluation study we conducted, in the form of staff and student surveys and focus groups with students, on changes introduced in the delivery, assessment, and student engagement within the context of the UG research project on the student learning experience, learning outcomes, and impact on supervisors. We will discuss these findings within the context of curriculum design to enhance the student learning experience, key outcomes, and employability.

Nano 4: Building an Interactive Student Handbook for the digital student.

Author/s: Kay Paterson-Bassett

Session 2A: [Click here to join.](#)

Abstract: Student Handbooks are a relic from a predigital era and while they have been moved from physical books to PDFs and uploaded onto digital platforms they are structured and designed assuming a physical form. This presentation will outline the structure and student collaboration in our online Student Handbook development process as well as the intended benefits from moving away from PDF documentation and towards an interactive website structure. Intended benefits include:

- Increased accessibility for students,

- Easy links to key sections for academics providing feedback or support.
- Student Engagement data, allowing us to find out when and how students are utilising the handbook.
- Feedback mechanisms for students to identify errors, broken links, and improvements.

As this project is currently ongoing and due to be launched for the next academic year, the talk will be 5 minutes on the development process and 5 minutes on the results so far and intended benefits to students, with a call for collaboration at the end so people in other schools across the university can build on what has been developed by the school and presenter.

Session 2B

Roundtable: Beyond the formal curriculum: what can we do to reduce the awarding gap

Author/s: Dara Akanmidu, Mike Clifford, Abiodun Olatokun, and Moe Elmaghrbi

Abstract: The awarding gap in UK HE has been the subject of much discourse (Richardson 2008,2011). This gap has been attributed to various factors. Leslie (2005), for example, suggests that ethnic minority students are less likely to obtain good grades because they enter university with lower tariffs than white students. Nevertheless, evidence suggests that variations in entry qualifications are only partly responsible for the awarding gap. Indeed, the factors that can affect attainment are complex and wide ranging. Hence, a single intervention is unlikely to resolve the issue. Rather, what is required is a multifaceted approach with interventions that work cumulatively to make a difference.

The University of Nottingham's Priority 3 (curriculum) of the Strategic Delivery Plan aims to support students to achieve their academic and professional potential. Target 5 of the University's Access and Participation Plan also aims to reduce the awarding gap for students from minority ethnicities from a baseline of 18% to 9% by 2024-25. Consequently, this roundtable discussion provides an opportunity for participants to discuss and debate specific initiatives which can progress work towards reducing the black-white awarding gap within the university. It provides a platform to share ideas on what works and what doesn't. This roundtable discussion will be delivered in collaboration with BAME student representative and academic members of staff with a keen interest in this area. Specific initiatives to be discussed include targeted mentoring schemes, role models for BAME students, inclusive teaching and learning policies, support services and creation of a sense of belonging.

Session 2C

Workshop: Using co-created games to facilitate conversations about student wellbeing

Author/s: Amelia Pirie, Sabine Tötemeyer, and Daisy Hollister

Abstract: Transition to university is challenging for most students, especially when joining a highly demanding professional degree course.

A proactive approach to wellbeing encourages students to develop strategies for the challenges of being a student as well as professional life. Two interactive games were co-created by staff and students to foster discussion on how students can support peers and themselves when considering mental health awareness and wellbeing. The first, a board game style activity, is a journey through potential situations faced by students during the first year at university. The second, is a tower block game played later in the course. Both games were integrated in workshops peer facilitated by students from Years 2-5. The games contain scenarios students may face during teaching, placement and student life that were all written by students. They encourage discussion around self-care and stress management and promote group conversation around difficult topics. Both sessions also signpost resources for finance, healthcare, housing, and pastoral support; provided within the school, the university and beyond. The sessions are an opportunity for students to build trust in each other as well as in the peer facilitators. Students' feedback highlighted that they enjoyed the games, especially using scenarios they perceive as realistic, to have a starting point for discussion and interaction with older year students.

In this workshop, the attendees will have the opportunity to play the games and discuss how they can be adapted to different courses, year groups, and tutor training.

Session 2D

Workshop: Inclusive and authentic assessment - a curriculum design approach

Author/s: Ellie Kennedy

Abstract: Assessment can support learning, be authentic and meaningful to students, support success for diverse student cohorts, and foster values-driven Graduate Attributes. Meanwhile, programmes designed in a holistic way are more likely to support student engagement, satisfaction, and improved outcomes, including for APP groups. The Curriculum Transformation Programme (CTP) provides an evidence-based framework for programme teams to create integrated programme designs which embed inclusive strategies. This hands-on session offers an opportunity for all colleagues – whether involved in CTP or not – to explore how holistic programme design can create assessment which supports diverse learners and fosters positive Graduate Attributes.

Through participation in this session participants will:

- Be able to articulate core concepts around authentic assessment and inclusive assessment.
- Explore approaches to assessment which can support whole-person development, encourage students to be inclusive change-makers in society, and promote ethical, inclusive, and sustainable progress in a variety of contexts.

This workshop shares examples of inclusive and authentic assessment from across the sector. Through a series of activities, participants will draw on these to create mind maps for contextualising these ideas in their own programmes. Activities will focus on:

1. Creating Learning Outcomes that can be evidenced by diverse learners and tasks that are authentic.
2. Use constructive alignment to identify and remove “hidden learning outcomes”, which can be barriers to learning, engagement, and success.
3. Actively incorporate diversity into the learning by creating assessment which supports a growth towards active citizenship (Brown and Sambell 2020) and encourages students to become agents for change in their own lives and beyond.

Session 2E

Workshop: The Active Online Reading research Project. Moving forward.

Author/s: Anna Rich-Abad, Jamie Wood, and Anna Wray.

Abstract: The session will be presented and delivered in collaboration with a PG student. It will present and discuss the findings of the Active Online Reading Project 2021-22, funded by the Quality Assurance Agency for Higher Education (QAA) and co-directed by members of staff from three universities (Nottingham, Lincoln and University College London), with the participation of student researchers and Talis, an educational technology company. The project collected the views of students and educators from different disciplines on student experiences and academics' pedagogic approaches to online reading, a practice that has become generalised in Higher Education particularly in the wake of the Covid-19 pandemic.

The research identified several advantages of online reading in terms of accessibility and immediacy of materials. However, it also revealed challenges faced by students and staff related to understanding of content, socialisation, technological proficiency, economic obstacles to accessing appropriate technology. It also identified the different perceptions of Staff and students regarding the level of students' competency in online reading (and reading in general).

The workshop is addressed to staff and students, and it aims to advance our understanding of online reading through participative small-group discussion, considering case studies and examples of best practice. It is our intention that insights generated at the workshop will be incorporated into our ongoing research.

Session 2F

Workshop: Student Partnership in Equity Interventions Workshop

Author/s: Tolu Adeyeye and Catherine Shipley

Abstract: Equity-g geared activity to reduce awarding gaps and increase retention is usually centred around student-facing initiatives which aim to increase Black, disabled, and mature students' engagement in academic and social events/programmes. This assumes that the gap is created by a deficit in these students, rather than a deficit in the institution. While the student-deficit model can be effective to small groups of students, it is difficult to translate it into institutional change (Universities UK, 2019). This is particularly the case for social identities (e.g., race/ethnicity and disability). Therefore, institutional strategies to ensure equality of opportunity can only be achieved by fostering cultural and structural change (Berry and Loke, 2011), and by partnering with students in designing initiatives that target the root of the barriers to success they face.

This interactive (double) session is for staff in APP/ESE/EDI roles, and staff whose scope involves addressing inequality, as well as those who are interested in engaging in discourse regarding 'institution-deficit' approaches. The session comprises two activities: Part One features scenarios aimed at eliciting group discussion on the barriers and experiences APP students face and encounter; and in Part Two, participants will use this (new) understanding to collaboratively create an institution-deficit intervention, which involves a student partnership element.

By the end of the session participants will have an outline of a student partnership intervention modifiable to their department/faculty, which they can take away and potentially action in order to contribute to reducing gaps in attainment and continuation.

Session 2G

Chair: Earl Kehoe

Paper 1: Pharmacy Care Home Placement: Students as Partners in Developing a Learning Resource

Author/s: Priyanka Chandarana, Rachel Kenward, Megan James and Lewis Mitchell

Session 2G: [Click here to join.](#)

Abstract: This project focuses on pharmacy students completing a placement which contributes to professional developments. Another key focus is student as producers in creating a digital learning resource which demonstrates the role of pharmacists in care home, emphasising the importance of interprofessional learning.

A care home placement was developed where students conducted a medication audit. Following on from this, students would report back their recommendations to the care home. This placement was designed for students at the start of their second year.

We conducted this placement as a pilot initially with students who had completed their second year. Two students from the pilot were recruited to develop an e-learning resource. These students focused on potential knowledge gaps they identified when completing the pilot, these then formed the basis of the pre-placement training package for future second year students. The package is currently being evaluated via an expert panel of students, pharmacists, and care home staff. The evaluation is looking at content accessibility, relevance, and structure.

This submission aligns with priority 3 of the University's Strategic Delivery Plan and with conference theme 1. We are proposing a paper would be most appropriate to present this. The students involved in this project will also be co-presenting. We intend to engage our audience through discussion around curriculum co-creation and how we implemented this project. This will be useful for programme leads to consider student co-creation as we share the reflections of the students involved and findings from the learning resource evaluation.

Paper 2: Working with Student Engagement Associates to Improve the Existing Content of a Foundation Engineering Module

Author/s: Jez Turner, Matthew Watts, and Ola Alajaimi

Session 2G: [Click here to join.](#)

Abstract: This paper and presentation show how an existing Foundation Engineering and Physical Sciences (FEPS) module has been reviewed and improved by working with current FEPS students. The rationale behind this work has been to engage students in the learning process and enhance the student experience for future students. This links to the key principles of the Education & Student Experience Strategy that we will develop intriguing, inclusive educational

opportunities, and priority three in the Strategic Delivery Plan for Education and Student Experience that academics will work with students to co-create curricula. An existing FEPS module re-design was shown at Teaching and Learning Conference 2022, this has been developed further by working with Student Engagement Associates (SEAs). This module had disparate content and was converted into a coherent module based around a common theme (space and rocket engineering) to make it significantly more engaging. This includes practical activities that develop competencies in problem solving, circuit design, stress testing and fluid dynamics to explain The Rocket Equation. After running the module for three years, five FEPS students, who had just finished studying the module, were employed as SEAs to review and improve the existing content in the module and suggest new activities / ways of teaching. The work that will be shown will include examples of student content and one of the students will reflect on their experience of this work. If you are considering co-designing modules, learning activities or curricula with students, then please come to this presentation.

Session 2H

Chair: Jo Wakefield

Paper 1: General modules – Offering students some unconsidered trifles

Author/s: John Horton

Session 2H: [Click here to join.](#)

Abstract: Over the last few decades, many universities have produced increasingly specialised courses, even for first degrees. Some universities, though, are now countering this tendency by offering courses in Natural Sciences and Liberal Arts where several topics are studied in equal detail, especially in the early years. There remains scope, however, for degree courses between these two extremes – specialism in one subject from the outset, yet with opportunity to include short modules on very varied topics that may belong to other academic disciplines or to none at all (though retaining “academic respectability”). It may be the case that Nottingham’s move to programme-based degrees will offer such opportunities.

This talk is wildly speculative in that it suggests some topics that might fill such roles. Some ideas are for material that exists, is in use and can sit comfortably with degree courses. Other ideas are very different and certainly deserve the “extra” (in the sense of “outside”) in “extra-curricular”. The only thing to which they might be compared in recent years is the Nottingham Reading Programme that ran for several years from 2015. Further, they will relate not to students at school-level but solely as members of the university.

Discussion will be encouraged from all those present, though less in their capacity as university teachers and more in that of university graduates themselves.

Paper 2: Students as Partners in Assessment: Bodging, Showing Off and the Rule of Cool

Author/s: Colin Johnson

Session 2H: [Click here to join.](#)

Abstract: This session is focused around the design and implementation of three final-year undergraduate modules where students design their own assessment topic, based on a set of requirements aligned with the learning outcomes. The aim of these has been to:

- Motivate students by giving them an opportunity to develop something they really care about.
- Engage students with the process of transferring the research/technical ideas taught in the module into practical technology development.
- Give students experience in vital yet often neglected “bodging” skills—working on a project that draws upon a variety techniques, ideas and technologies that don’t immediately fit well together.
- Provide students with a product that they can “show off” to potential employers.

These modules are designed to provide a distinctive final year experience, where students:

- use the skills and knowledge learned across their programme synoptically; and,
- translate research/technology into the practice they need in the post-graduation workplace.

This session will discuss the following topics, using micro-breakouts for audience engagement:

- How to present such assessments to students.
- How to make sure that these align with learning objectives.
- Using ideas such as “added value” and the “rule of cool” to encourage ambition and substance.
- Marking such a diversity of assessments fairly and consistently.
- Making sure that students who struggle with the module content can engage effectively.
- Ensuring that this does not provide an excessive burden on teaching staff.
- Ongoing issues—e.g, engaging students with module material beyond their chosen coursework topic.

Session 2I

Chair: Paul Walton-Allen

Paper 1: Can work-based learning be truly represented virtually? An exploration of the application of digital pedagogy to a non-formal element of the curriculum using co-design with students and practitioners.

Author/s: Richard Windle, Gill Langmack, Cherry Poussa, Dawn Richie, George Gadd, James Henderson, Aaron Fecowycz, Matthew Pears, Fiona McCullough, Paul Hendrick, Zoe Tilley, Roger Kerry, and Rachel Royer

Session 2I: [Click here to join.](#)

Abstract: Work-based learning, delivered externally to the university and considered beyond the formal curriculum, makes up a vital part of professional courses, but has often been considered to be unsuitable for digital substitution. However, recent developments have caused a rethinking of this. The pandemic and ongoing placement shortages have acted as push factors, whilst developments in AI and VR have acted as pull factors, encouraging exploration.

For virtual placements to have validity, however, the unique pedagogical characteristics of work-based learning needs to be represented and weighted appropriately, or we risk simply producing more formal curriculum content.

In this paper we will showcase the ongoing work being undertaken in this area within the School of Health Sciences. We will present our model for aligning digital learning types to work-based learning and a student digital learning workload calculator, based on media types used and cognitive complexity, applicable to all forms of digital learning. Next, we will demonstrate a virtual telehealth placement for students, discussing its co-creation and evaluation with current students and health practitioners. Finally, we will demonstrate the development of a flexible virtual placement player environment that incorporates object-orientated learning design to enable the provision and customisation of multiple work-based placement scenarios at scale.

We invite participants to share in discussion about the nature of virtual placement experiences, how these differ from theoretical digital learning and the extent to which placements, with their context and psychomotor elements can be truly reproduced in a digital format.

Paper 2: The many faces of collaboration: the case of “Blended and Hybrid Learning Design in Higher Education.

Author/s: Neil Hughes

Session 2I: [Click here to join.](#)

Abstract: This paper presents “Blended and Hybrid Learning Design in Higher Education”, which is a University of Nottingham MOOC recently made available on the FutureLearn platform. The paper explains the project’s origins in a staff/student co-creation collaboration that involved academic staff and students from both the Faculties of Art and Social Sciences. It also sets out the pedagogical assumptions

underpinning the MOOC's design and the role played by a series of collaborations in its development. Thus, it explains the contribution to the project by academic and support staff located across both the institution and the wider East Midlands, former students, prestigious international universities such as the University of Amsterdam, and world leading experts in education technology such as Diane Laurillard, Stephen Downes, Neil Selwyn and Norman Vaughan. The paper also explains the MOOC's emphasis on the role the Arts and Humanities can make to effective blended and hybrid learning design in areas such as writing for instructional design and questions of usability and accessibility. Finally, the paper looks at the importance "Blended and Hybrid Learning Design in Higher Education" places on understanding the wider regulatory context within which blended and hybrid learning design takes and looks at the implications of recent guidance coming out of the Office for Students in this area.

Session 2J

Chair: Alison Reeves

Paper 1: The Planetary Health Report Card (PHRC) Initiative: Pharmacy student community inspired institutional change.

Author/s: Helen Boardman, Lauren Tuvey, Kiera Alexander, Haleh Hamadi, Nora Alsharija, Salma Sharaf and Katalin Kovacs

Session 2J: [Click here to join.](#)

Abstract:

Background: The climate crisis is an ever-evolving threat to human health whilst the healthcare systems itself is also a significant contributor to global greenhouse gas emissions (up to 5%)¹. Additionally, global emissions are contributing to more than 25% of global deaths from various causes including heart attack and stroke which equates to approximately 7 million deaths per year². Systemic change is needed to reduce the impacts of healthcare systems, and pharmacy professionals could be driving this change, provided they are equipped with appropriate knowledge.

Currently, no explicit requirements exist for sustainability or planetary health content to be included in the MPharm as set out by GPHC standards. The Planetary Health Report Card (PHRC) is a student-led tool used alongside faculty to grade medical and pharmacy schools involved in planetary health internationally, with a view to identify areas of improvement. Five areas are investigated - curriculum, research, community outreach & advocacy, support for student-led initiatives and campus sustainability. The Pharmacy PHRC is still in its infancy as of 2023; this research aims to assess all five areas and provide recommendations for improvement.

Methods: Research will involve a student questionnaire and interviews conducted with staff of the school of pharmacy and wider university. Through this method the questions in the PHRC metrics, and more should be answered to build a baseline of Nottingham's engagement within planetary health and sustainability.

Results and Conclusions: We are currently collecting data and will present our findings at the conference together with our recommendations for improvements.

Paper 2: Engaging students with...'. Staff-student partnership in addressing student engagement.

Author/s: Cecilia Gorla, Sally Hanford, and Lore Ayonrinde

Session 2J: [Click here to join.](#)

Abstract: This presentation provides evidence-based insights into the benefits of staff-student partnerships and is of interests to colleagues seeking deeper understanding of what keeps students engaged with learning.

Student-staff partnerships enhance students' sense of belonging ([Cook-Sather et al. \(2017\)](#) (Priority 4) and transform traditional hierarchical relationships ([Healy et al. 2014](#)) into more equitable and mutually beneficial experiences (Priority 4).

In Spring 2022, Professor Sarah Speight, Pro Vice-Chancellor for Education and Student Experience published a [White Paper](#) which draws attention to the

University's strategic plan to strengthen staff-student partnerships to improve the quality of the learning experience. The paper highlights the importance of collaborative work across boundaries and recognises students' desire to participate in decision making processes about teaching and learning.

In response, Learning Technology (LT) staff, academics and students collaborated in a staff development initiative – the 'iTeach: Engaging student with...' webinar series – to address student engagement inside and outside the classroom. The series also provided the space for data gathering that involved staff and students.

This contribution demonstrates the potentials of staff-student partnerships: it describes how joining-up different stakeholders' expertise and perspectives led to a more effective session design and provided evidence-based insights into students' experiences of engaging with teaching and learning activities (Priority 3). It also introduces an innovative approach in which the voice of staff and students complement each other (Priority 2), with the goal of improving understanding of engaged learning (Priority 3). Findings from a staff survey, a student campaign and focus groups will be presented.

Parallel Session 3 – 12.10-13.00

Session 3A

Chair: Arwa Bayoumy

Nano 1: A Student-Led Approach to Mental Health and Wellbeing Amongst Medical Students

Author/s: Aisia Lea, Bethany Tremain, Eloise Young, Georgina Shajan, Harsh Modalavalasa, Aishwarya Baskar, Alexandra Moody, Ameera Haseen, and Dilip Nathan

Session 3A: [Click here to join.](#)

Abstract: Mental health issues amongst university students are rife. Increasing mental health literacy and an emphasis on wellbeing has revealed the importance of having a plethora of resources available to students surrounding mental health and wellbeing. The Welfare Hub is a student-led community project created at the University of Nottingham Medical School to destigmatise mental health discussion, build education of mental health conditions, and share experiences of healthcare professionals regarding their mental health and university support. This paper investigated the impact of the Welfare Hub on its Instagram followers, its successes, and learning for Welfare Hub committee members. It aligns with priority 4 regarding wellbeing of the University's Strategic Delivery Plan. We incorporate discussion around improvements the Welfare Hub can make regarding content and student support.

This project identified the Welfare Hub's Instagram account was closely associated with mental health awareness and education, and that the best performing posts were those that offered positive connotations of support relevant to medical students and those that detailed lived medical students' experiences, with advice for these events. The Welfare Hub has had a positive impact on committee members and allowed them to fulfil their desires regarding destigmatising discussing mental health. A nano presentation gives educators opportunity to engage with good practice from the Welfare Hub. Future development on the basis of these findings were to produce more educational and supportive content, develop connections of the Welfare Hub both within the University and other institutions, and host events for the wellbeing of medical students.

Nano 2: Exploring Lecturers' Inclusive Formative Assessment Practices (IFAP) in Higher Education (HE)

Author/s: Eleni Meletiadou and Sobia Qazi

Session 3A: [Click here to join.](#)

Abstract: Despite increased research on formative assessment, few studies report on L3 and L4 lecturers' formative assessment practices. This study will explore lecturers' inclusive formative assessment practices (IFAP) in Higher Education using

lengthy semi-structured interviews, an online survey, and lecturers' recorded sessions.

The first instrument in this study will be an anonymous online survey which will include both open-ended and closed-ended items and use a five-point Likert scale. The second instrument employed in the study will be a semi-structured interview.

To gain a deeper understanding of the issue, explore whether lecturers actually use IFAP in their classes and have a more insightful analysis of the challenges they face in terms of implementing inclusive formative assessment practices, lecturers will be asked to share any 2 recorded sessions.

The data has all been collected for this study and the analysis is in process. This study may unravel that lecturers need the training to develop their inclusive formative assessment literacy even further and support the increasingly diverse student cohorts in HEI in the UK due to globalisation. The study will offer recommendations for lecturers and senior leadership teams in HEIs in the UK and globally.

Nano 3: Experiences of using an immersive suite to run a healthcare simulation.

Author/s: Gill Langmack and Dawn Ritchie

Session 3A: [Click here to join.](#)

Abstract: As part of the Health Education England National Strategic Vision, high quality simulation is a key teaching modality used within healthcare. Increasingly, technologies are supporting the development of physical and virtual tools to use in both creating and delivering simulation opportunities for students to learn and practise clinical skills.

One of technological options that supports the delivery of a simulation experience, is the 'immersive suite' combining sounds, and portraying images onto the walls of a room. This provides a 270° view of the environment, supporting student-led interactive experiences, where questions and pre-defined information, eg blood results and x-rays, helps to situate the student within a chaotic, potentially pressurised and time critical, yet safe, simulated clinical environment.

A unique, potentially nonlinear experience can therefore be developed and facilitated, engaging the student in experiencing, role-playing, and rehearsing complex scenarios and providing verisimilitude in any environment. We have particularly found it useful in developing an understanding of the full patient journey from, for example, the sports pitch to the resuscitation room within the Emergency Department, to the operating theatre and intensive care.

This presentation will discuss undergraduate students', postgraduate students' and faculty perspectives of this novel teaching modality providing preliminary data on student engagement and our own experiences of both what does, and doesn't work, including some of the pitfalls that need to be overcome.

Nano 4: Race and students' response to decolonisation: A case study of undergraduate criminology curriculum

Author/s: Qi Chen

Session 3A: [Click here to join.](#)

Abstract: Decolonisation is emerging as a new focus in curriculum design. Although there are well-established theories on why decolonisation is necessary, less attention is paid to how students perceive and react to decolonisation. Based on observations in the third-year undergraduate module Southern Criminology, this study explores how students from different racial backgrounds respond to decolonisation. There are three key findings. Firstly, decolonising discussions seem to be more challenging for white British students. Students from ethnic minority backgrounds and students with mixed heritage accept decolonising discussions more easily. However, once the original uneasiness is gone, white British students seem to be more ready to embrace diverse perspectives in the Global South. In contrast, ethnic minority students and mixed heritage students are more interested in the decolonising discussions that are directly related to their own race, ethnicity, and heritage. They are significantly less interested in the practices and perspectives in other parts of the Global South. The findings highlight two different responses to decolonisation. The white British students' responses follow a 'shock-resistance-curiosity' route, while the responses of ethnic minority students and mixed heritage students follow a 'rebellion-anger-resignation' route. The findings can be used to inform further practices in the decolonisation of curriculum. After all, for decolonisation to be successful, top-down efforts alone are not enough. Students' motivations and interests must be understood to facilitate bottom-up changes.

Session 3B

Roundtable: Even though it might seem daunting... Go for it and become that Change" - engaging and collaborating with students towards a whole School EDI agenda.

Author/s: Tara Webster-Deakin, Jesney Swift, Grace Boyling, Hannah Grant and Jane Powell-Keilloh

Abstract: Staff-student partnerships in university work present both an opportunity and a challenge. Creating spaces in which to explore what is possible through staff: student engagement with issues of power sharing provides universities with considerable benefits (Cook-Sather & Alter, 2011; Mercer-Mapstone & Mercer, 2017). Partnership work has enhanced teaching and learning activities, pedagogical research, and the student experience (Mercer-Mapstone & Bovill, 2020). Yet, efforts to engage students in equity-seeking activities are often at risk of re-creating the very inequalities the activities seek to challenge, for example, through inviting "deserving" students to participate or prioritising some voices over others through unconscious bias (Bovill, 2016; Mercer-Mapstone, Dvorakova, Matthews, Abbot, Cheng, Felten, Knorr, Marquis, Shammass, & Swaim, 2017).

In a whole-School response to the need for improved experiences and outcomes for students from minority groups and as part of a renewed Equality, Diversity, and Inclusion (EDI) strategy, we invited students to lead EDI activity to address the issues they perceived to present the biggest barriers to an equitable and inclusive student experience. This roundtable discussion will offer colleagues the chance to question and understand the challenges and the opportunities of sharing power through partnership work from both the staff and the student perspective, hear from the students about their experiences as leaders, and reflect on the impact this cultural shift towards embedded partnership work might have in their own university school, department, or faculty.

Session 3C

Workshop: Reflection for learning and its role in student education and engagement.

Author/s: Joanna Al-Youssef and Irina Hawker

Abstract: Reflective practice in higher education has been advocated as a way to enable students to engage with their learning (Ryan, 2013, Rogers 2001). To this end, various programmes have embedded reflection in their curricula (e.g. Veleanu-Hawker and Gooch 2017). The presenters argue that encouraging students to develop insight into their learning and academic identity, through reflection, can enhance their engagement, and be the catalyst of a less functional, more empowered approach to learning and education. This, in turn, could provide students with the confidence to approach their learning more creatively. In this workshop, the presenters aim to explore the value of integrating reflection as a distinct strand, rather than an add-on to existing materials, in two stages.

The first stage is a 15-minute presentation outlining some key dimensions of reflection in teaching: cognitive awareness (Kaplan et.al., 2013), philosophical inquiry (Millett and Tapper, 2011), critical thinking (Thonney & Montgomery 2019), and mindfulness (Ergas, 2019), emphasising learning as 'experience together'. The development and implementation of a reflection strand at the Centre for English Language Education will also be briefly covered. In the second stage, participants will share their experience of reflection within their disciplines, give examples of tasks where reflection is explicitly or implicitly embedded, any key challenges faced. The aim is to identify examples of good practice and possible areas for further research and collaborations.

Session 3D

Workshop: Assessment through the lens: Humanising and theorising nutrition through photo elicitation.

Author/s: Jake Sallaway-Costello, Jemma Orr and Sarah Ellis

Abstract: The module “*Food and Society*” launched in September 2022 on the BSc Nutrition degree, responding to growing inequalities exposing the social construction of food and nutrition. To develop sociological imagination (Mills, 1959) in students from natural science backgrounds, and facilitate epistemic fluency for interdisciplinary learning (Markauskaite & Goodyear, 2017), a creative task was designed to apply social media skills to teaching and assessment of sociological interpretation.

Conceptualised as emancipatory pedagogy (Nouri & Sajjadi, 2014) for critical conscientization of nutrition disparities, “*Through the Lens*” is a photo elicitation patchwork assessment. As sessions introduce schools of social thought, students take photos in their daily life through which they interpret nutrition challenges using social theory. In under 50 words, students must theorise the value, function, threats, or opportunities of food in the social world.

The assessment produced unanticipated outcomes for the module learning experience, disrupting the School’s BAME attainment gap, and incentivising consistent module engagement, to which LCF insights attribute a >70% greater attendance than comparable modules. Novel use of Moodle substantially reduced marking workload. The assessment proactively addresses threats posed by artificial intelligence to academic integrity, by humanising and reifying social theorisation through analysis of visual material.

This workshop reflects on the first iteration of this exercise, supporting colleagues to imagine photo elicitation as patchwork assessment in their own teaching. Through an introspective transdisciplinary exercise, we will invite colleagues to start taking photos, examine their own field through the lens, and consider the pedagogic potential of Instagram-style photo captioning as creative assessment.

Session 3E

Workshop: Faculty of Science Student Consultants: Collaborators and co-conspirators on building a positive student experience.

Author/s: Chris Birchall and Helen Waters-Marsh

Abstract: The Faculty of Science has recruited ten student consultants to work alongside Education and Student Experience colleagues on designing, delivering, and promoting events aimed at addressing specific areas of the students' experience. These students have worked in small, multidisciplinary teams and have worked together as a cohort over semester 2. In addition to event work, these students have supported members of the faculty by providing feedback and acting as a focus group on several topics.

Our session aims to provide an overview of the promotion, recruitment, and training aspects of this programme. We will also discuss the areas identified by this cohort and give details of the events delivered. We would like attendees to take part in facilitated small group discussions on the benefits of student collaboration when looking at improving the student experience and how this could be expanded more widely. We will involve our student consultants in the design and structure of these discussions and will invite them to participate and share their experiences during the session if they wish to do so. We will also provide an opportunity for them to provide their feedback and thoughts on the scheme in advance if they are unable to attend. Staff feedback will also be gathered and shared.

We will discuss the lessons learnt so far on this project and our recommendations for others looking to carry out something similar and close with an open Q+A session.

Session 3F

Chair: Hazel Melanie Ramos

Paper 1: Pilot Study of a New Approach for Student Evaluation of Learning.

Author/s: John Owen, Lucy Cooker, Holly Justice, Helen Cowley, Alison Reeves, Adam Moore

Session 3F: [Click here to join.](#)

Abstract: The ESE SDP set curriculum as one of its key priorities, but a good curriculum is far more than a means of delivering the syllabus. A good curriculum actively engages students in the learning process and encourages them to develop as learners (Bovill & Woolmer, 2019). How do we know we are achieving this? Student Evaluation of Learning (SEL) is one approach, in which we ask students to reflect on their own approaches to learning and the learning environment we have created through curriculum design.

In this presentation we will outline the main, often conflicting, aims of student experience surveys. We will review the survey instruments in the literature and describe how we selected one to pilot at the University. We will present that pilot, which surveyed all the students in a large school in the faculty of science. We will summarise the key findings and recommend how SEL could be adopted as an institutional approach to gather feedback and encourage learner reflection.

We find that the response rate (12.7%) was lower than SET and SEM surveys, which was expected as SEL did not target specific modules. The results revealed differences in learning approach between year of study and between UG and PGT students. Students were broadly positive about the survey instrument. We have identified questions to refine and will extend the pilot to all faculties.

Paper 2: Co-creating a curriculum with students.

Author/s: Tom Wicks

Session 3F: [Click here to join.](#)

Abstract: The University of Nottingham has committed to a multi-year Curriculum Transformation project to redesign programmes of learning through the large-scale deployment of its own curriculum design framework. This approach includes insight and input from alumni, employers, and current students. As part of this, we recognise that whilst staff are experts in their fields and of their content, it is students who are the experts of the curriculum, as they are the ones who experience a programme of study. As such, engaging students to co-design the curriculum has been a key element of the pilot phase of this project and all programmes participating in the Curriculum Transformation project moving forward will be expected to engage students as co-designers.

This paper provides an overview of the curriculum co-design process we have developed and shares insights from student co-creators and programme leads on their experience of doing this. Student co-creators from Mathematical Sciences and Pharmacy will present some of their key inputs to their school's curriculum design and will reflect on the personal and professional benefits of being involved in the

project. Giving students complete freedom to generate ideas and working in a diverse group (including representation from all years of the course and international and UK students) were important to the success of the co-creation project. What was still more important to them was that they were valued for their work and treated as fellow members of staff.

Session 3G

Chair: Paul Walton-Allen

Paper 1: A Risk-taking Approach to Assessment for Inclusion.

Author/s: Mike Clifford

Session 3G: [Click here to join.](#)

Abstract: In their handbook of Innovative assessment in higher education, Bryan and Clegg opine that assessment that is authentic and integral to learning, supports student engagement. Nieminen takes a critical, socio-political approach, which considers assessment in its wider context of academic ableism. Assessment for Inclusion is formulated to promote the inclusion of marginalised students as fully accepted, agentic members of academic communities.

The University of Nottingham's third strategic priority area is to work with students, alumni, employers, and professional bodies to co-create curricula (academic, co- and extra-curricular), that embed our university values, support good mental health, and develop professional competencies. Hence, in this paper, we build on Atadero et al.'s approach of integrating of curriculum-based activities designed to promote the formation of engineering identities and build an appreciation for how diversity and inclusion can strengthen engineering practice. This is achieved through the co-design and implementation of a group-based team-building assessment, which emphasised the value of every group member, and an individual assessment which required students to research and to give a presentation about an engineer from an under-represented background, who deserves greater recognition.

The results of these innovative, risky assessments are evaluated through the eyes of the teacher and through the self-reflections of individual students. Session attendees are encouraged not just to sit back and enjoy the stories, but to consider how the lessons learned here can be applied across campus and perhaps to take some risks of their own.

Paper 2: Inclusivity and decolonisation of the postgraduate public health curriculum: a student-led approach.

Author/s: Emma Wilson, Gillian Carleton-Boylan, Joanne Morling, and others

Session 3G: [Click here to join.](#)

Abstract: By its very nature, public health is well-recognised as being a globally inclusive curriculum topic. The future of successful global health practice requires an international collaborative effort, and as such public health education requires all students to be immersed in a full inclusive curriculum. However, when teaching a public health curriculum in a UK higher education institution unconscious biases prioritising western approaches to medicine, academia and societal constructs are often evident. Decolonising the curriculum is vital to ensuring an inclusive curriculum which represents an accurate and comprehensive cross-section of voices and perspectives within academic disciplines. The purpose of this paper is to explore how encouraging and empowering students to be the driving force in curriculum

design and development can allow postgraduate public health programmes to fully embrace the global nature of public health knowledge and practice. The paper outlines the student-led, evidence-based processes taken to review the curriculum of the Master of Public Health courses at the University of Nottingham and makes recommendations to allow the realisation of a fully inclusive curriculum which meets the needs of a globally representative student cohort and global public health workforce. This student-led approach ensured the results were fully cognisant of student inclusivity perspectives. Four themes for the development of the curriculum were identified: 1 teaching and learning resources; 2 teaching and learning delivery; 3 assessments; and 4 student support, which reflect the need for the use of multiple and diverse epistemological perspectives in public health and global health curricular development.

Session 3H

Chair: Emma Whitt

Paper 1: Reflecting on Extenuating Circumstances and Retention rates amongst racially minoritized university students.

Author/s: Andrew Fisher and Lauren Robinson

Session 3H: [Click here to join.](#)

Abstract: This paper presents the findings of a study that investigated the propensity for applying for Extenuating Circumstances (EC) among racially minoritized students in the Faculty of Arts. Using an IPA research methodology, data was collected through focus group discussions which explored racially minoritized students' perceptions of the EC system and identifies potential interventions to support and improve their retention in higher education.

Contrary to expectations the study found that racially minoritized students had an equal propensity for applying for ECs than their white peers. But the focus groups revealed that there was certain amounts of fear of stigma and discrimination, lack of awareness, and perceived unfairness of the system. Racially Minoritized students also reported feeling unsupported when applying for EC's and expressed a desire for tailored interventions.

Given these findings the paper puts forward the hypothesis that racially minoritized students aren't fully utilizing Extenuating Circumstances (EC) and associated support, and that this in turn could reasonably be thought to be a contributory factor to poor retention rates amongst racially minoritized students. The study recommends a range of interventions, such as culturally sensitive EC support and messaging.

Paper 2: Dr Strange Tech or: How I learned to Stop Worrying and Embrace the Conversational AI.

Author/s: Dave Towey, Amarpreet Gill, Boon Giin Lee, and Matthew Pike

Session 3H: [Click here to join.](#)

Abstract: Recent advances in artificial intelligence (AI), especially in conversational AI applications like ChatGPT, have reignited discussions around how to limit student access to evolving technologies (tech). Much of these discussions allude to how the (strange) tech has made beloved assessment techniques dangerously vulnerable, or obsolete. It is still early, and colleagues in academia are still trying to formulate a response, with current strategies running from how best to block the tech, or alert to the tech's use, ... to perhaps considering how to adapt the assessments to embrace the tech.

Drawing on the traditions of autoethnography and reflective practice, this paper explores some experiences in China's Sino-foreign Higher Education system, though the lens of foreign academics. Some early deficit views of non-specialism are contrasted with more recent enthusiasm for interdisciplinarity and problem-solving focused (rather than discipline-focused) education.

Action research in teaching English as a second language (ESL), compared with software engineering's Kaizen, is used to illustrate how solutions and ideas from one discipline can have parallels in others. Aspects of two software-engineering testing approaches, Metamorphic Exploration and Testing, are also used as an example (and a further lens) for re-examining traditional ways of thinking, learning, and teaching.

This paper aligns with Priorities 3 and 4 (Curriculum and Student Experience) of the Strategic Delivery Plan for Education and Student Experience: It provides new ideas for further imagination, and re-imagination, of how we think, learn, and teach, ... and how we prepare to engage with the next generation of AI-led T&L experiences. The presentation will be delivered in an interactive, collaborative way, including through sharing of popular culture; and invitations to remember and reflect, and to try thinking differently.

Session 3I

Chair: Jackie Cawkwell

Paper 1: How can we support and report success through collaboration and partnership? A case study from a successful CATE award submission.

Author/s: Cherry Poussa, Heather Wharrad, Richard Windle, Kirstie Coolin, Lina Erlandsson, Aaron Fecowycz, George Gadd, James Henderson, Amanda Hill, Mary Ho, Kamila Januszewicz, Lydia Jones, Stathis Konstantinidis, Gill Langmack, Matthew Pears, Simon Riley, and Michael Taylor

Session 3I: [Click here to join.](#)

Abstract: Collaboration and co-design underpin contemporary academic practice. This has now been recognised by AdvanceHE through the establishment of the Collaborative Award for Teaching Excellence (CATE), a team version of the National Teaching Fellowship. The Health E-learning and Media (HELM) team received a CATE award in 2021 for digital development and contributed to the University's only other CATE award around Junior Leadership in 2018. Our collaboration involves co-design with students, colleagues, health practitioners, and patients, but is founded on an empowered collaborative core team, characterised by equality of opportunity, clarity of purpose, and the breaking down of formal barriers between academic and technical roles. This includes mapping different roles within the academic and APM job families to a collaborative co-design framework known as ASPIRE, ensuring that each is valued and provides opportunity for innovation, creativity, and advancement.

In this paper, we invite discussion on collaborative and co-design approaches. We explore the drivers and the barriers we have overcome within the HE-sector. We share how we have articulated this within our CATE submission.

We will look at the impact of this collaborative approach, for individuals (including individual awards and promotions), the team (including large international collaborative projects and opportunities), the wider university, (including global reach and reputation), and the wider health community (including user-aligned health resources).

Publications and research outputs that emerged from HELM's collaborative work demonstrate the strength and sustainability of their approach over time, serving as a model for others seeking to incorporate collaboration and co-design into their own practice.

Paper 2: Co-teaching in Learning Development: A collaborative approach to academic and information literacies.

Author/s: Joshua Rodda and Gloria Lowe

Session 3I: [Click here to join.](#)

Abstract: This paper presents the benefits of co-teaching within a higher education professional services context, utilising evidence from sessions delivered by Librarians and Academic Skills Consultants at the presenters' institution. It will

share examples of collaborative practice and set out the opportunities that co-taught sessions offer to teaching staff.

The start of the 2022/23 academic year saw the merger of the Libraries' Teaching and Learning and Student Academic Skills teams into Learning Development – a single, united team with professional expertise in academic, digital and information literacies. This move presented new opportunities for the two teams to share knowledge and to collaborate on teaching, providing a more 'whole institution' approach to supporting students. In this context, co-taught sessions also became a mechanism for Learning Development to establish itself as a community (Buckingham et al., 2021).

Based on sessions provided for History, Liberal Arts, and other cohorts, the paper explores two areas of benefit around co-teaching. Neither of these are unknown to higher education research, but both are under-utilised – certainly in a professional services context.

First, the paper examines how co-teaching can benefit staff and students in showcasing divergent methodologies and voices (Lock et al., 2016). This not only supports a wider range of learning approaches among the students, but also models collaboration – an important professional attribute.

Secondly, the paper presents this experience as a template for sessions co-taught between Learning Development and faculty, suggesting – with examples – a new avenue by which academic, digital and information literacies might be embedded into university programmes.

Session 3J

Chair: Matilda Stickley

Paper 1: Developing an intervention to support students' experiences with remote learning - an Action learning and Emotional Regulation approach.

Author/s: Risky Haslan, Hazel Ramos, Siti Khadijah Zainal Badri, Chung Jia Yiing, Soo Chooi Wen

Session 3J: [Click here to join.](#)

Abstract: Remote learning has become the norm since COVID-19 pandemic and is most likely to stay. This project aimed to help improve students' remote learning experience and wellbeing by developing their problem-solving skill and emotional regulation skill.

There were 3 stages involved: 1) pre-intervention interview and surveys (emotional intelligence (EI), coping style, and depression level), 2) action learning (AL) and emotional regulation (ER) sessions, and 3) post-intervention surveys and focus-group discussion. 14 students volunteered and completed all of the stages.

During stage 1 interviews, it was found that many participants believed they did not have adequate technological and social support. Participants highlighted that they often experienced internal conflict regarding their motivation, engagement, and home environment. They also highlighted the importance of social supports and personal development. During stage 2's AL sessions, participants were trained to solve problems while practicing their chosen leadership competencies. ER sessions, on the other hand, introduced several activities that they could use to regulate their emotions.

After the intervention, there was moderate to significant increase in their EI and problem-focused coping, and lower depression levels. FGD conducted revealed that participants found AL sessions to be the most useful in developing their skills. They felt more equipped to face challenges in their studies and not only during remote learning. They also mentioned that ER sessions had provided them with the different ways to regulate their emotion. Findings from this project are currently being used to create a toolkit that could potentially be adopted on university level.

Paper 2: Transition, Trust & Student Engagement in First Year Law Students

Author/s: Hannah Gibbons-Jones

Session 3J: [Click here to join.](#)

Abstract: This paper reflects on the extent to which academic awareness of prior learning, and the early introduction academic skills can support students during transition into undergraduate study. For the new undergraduate, prior learning experiences underpin the structure of exchange between fellow students and academics¹, and trust in the new learning environment² can be a contributory factor

to the engagement of students and their participation in the new learning experience³. It is suggested that staff awareness of transferrable skills, assessment literacy and student wellbeing⁴ provides an opportunity to support students to reflect on identity, extend their skills, to affiliate with the program⁵, and start to build trust in the school of choice⁶.

Parallel Session 4 – 15.20-16.10

Session 4A

Chair: Jackie Cawkwell

Nano 1: The University of Nottingham (UoN) Dean's Academic Health Sciences Internship – Engaging Students

Author/s: Katie Green, Zachary Singlehurst, Sonia Mota, Joanne Lymn, Aimee Aubeeluck, Sarah Redsell

Session 4A: [Click here to join.](#)

Abstract: Student engagement is a high priority for all Universities but getting active engagement beyond course requirements can be challenging. This nano presentation will showcase the Dean's Academic Health Sciences Internship which has been developed to 1) provide participants with insight and pathway into Academia and 2) enhance student/staff partnership in learning. The internship is a unique, paid, one-year long opportunity where students interrupt their undergraduate programme to work as a staff member in teaching and research. They are directly involved in developing the student experience through their roles on key strategic boards and by undertaking a student experience project. This experience enables academics to develop trusting and open relationships with the interns and other students and to hear their views and suggestions for improvements, whether this be in the classroom or at faculty level. Students gain extra opportunities, qualifications, and experience, while staff gain invaluable insight and support which can help to shape teaching and learning.

This presentation, delivered by the interns, is aimed at all academics and students who wish to learn how to develop positive and trustworthy relationships. It will showcase how students can be involved with teaching and learning outside of the classroom, and how this active collaboration can benefit student experience, education and learning needs, as well as engagement. Participants who join this session will leave feeling inspired. They will also have a greater understanding of how this opportunity can better the way staff and students work together to improve teaching and learning within the university.

Nano 2: Transition from flipped to online – how can quality and patient safety be maintained in an online non-medical prescribing programme?

Author/s: Alison Mostyn, Dianne Bowskill and Daniel Shipley

Session 4A: [Click here to join.](#)

Abstract: The Non-Medical prescribing (NMP) course qualifies healthcare professionals to prescribe from the same formulary as doctors. Between 2016-2020 we offered our NMP course in a “flipped-distance” model, offering students in Southeast England the opportunity to access online and in-person teaching from UoN using a range of technologies including interactive case studies. In March 2020 the NMP team rapidly moved teaching fully online, supporting staff in the NHS to

continue to access this critical professional qualification (one of the only academic courses continued through COVID). Quality and patient safety is fundamental.

MS Teams alongside Moodle were used to deliver synchronous and asynchronous content. The team prioritised continued use of audience response technology (ART), instrumental to the success of the flipped approach and early formative feedback. Echo360 was successfully used to deliver synchronous ART sessions; embedding “troublesome” knowledge and enabling students to integrate prescribing theory into their clinical specialism. Group work using the interactive case studies was managed using Teams breakout rooms, with staff moving between “rooms” to facilitate discussion and support learning. Assessments, governed by PSRB standards were successfully delivered online without evidence of grade inflation.

Online delivery is a sustainable teaching model for NMP which we will continue; expanding our reach across UK without requirement for students to physically attend. Thus, reducing travel costs and environmental impact, widening access to students who are unlikely to attend in person. Successful online delivery has enabled the team to further expand geographical reach of the course without reducing quality or patient safety.

Nano 3: Interprofessional collaborative learning attitudes in a new, imaging-themed, postgraduate research students’ Hub.

Author/s: Luca Marciani

Session 4A: [Click here to join.](#)

Abstract: This presentation aims to share the interprofessional collaborative learning (ICL) approach and experience within the postgraduate research (PGR) students’ Hub in the Translational Medical Sciences division (Medicine).

Firstly, the PGR Hub will be described. This brings together PGRs from different professional background (e.g., radiographers, pharmacists, dieticians) partnering under a common cross-cutting medical imaging theme. The PGRs collaboratively generate multiple learning opportunities and develop further through cross-disciplinary dialogues and knowledge sharing. Since 2014 the Hub has attracted 18 new PGR students, 12 of whom international, with funded scholarships worth £1.8million.

Secondly, data from a survey questionnaire designed to assess the students’ attitude to ICL in the Hub will be presented. This used 11 Likert scale items adapted from Schneider et al (Cureus 13: e20238. DOI 10.7759/cureus.20238). Fifteen anonymous questionnaires were sent to PGRs and 12 were returned. The data (reported here as % agreeing or strongly agreeing) showed that the common cross-cutting imaging theme of the PGR Hub helped the students to learn collaboratively (92%), and that the experience had excellent impact on their ability to solve problems (83%), helped them to become a more effective worker (92%) and developed their teamwork skills (100%).

Lastly, the presentation will conclude that the PGR Hub provides a good case study of effective practice of a partnership learning community, part of the educational eco-

system advocated in the ESE SDP (Priority 4). Future surveys will help to monitor the Hub and track impact of future interventions.

Nano 4: Enhancing our Virtual Learning Environment - Moodle 4.1 is coming.

Author/s: Suzanne Wright and Alvaro Roberts

Session 4A: [Click here to join.](#)

Abstract: Moodle, the university's Virtual Learning Environment (VLE), is being upgraded this summer to provide a more streamlined and refined user experience for all. The VLE enables staff to build more engaging learning experiences for students and is 'an environment being something that people can explore and in which they can spend time' (Weller, 2022). There will be a new module index to assist with navigation, improvements to iconography and a new theme.

This presentation will introduce you to the university's new version of Moodle with its different look and feel. Staff will be able to access a test version of the new Moodle to explore its navigation and functionality prior to the upgrade in the summer. Alongside the improvements in accessibility and the introduction of Sensus Access, this promises an exciting future for our learning environment and the delivery of our curriculum.

Session 4B

Roundtable: How Can We Better Represent Student Views on Committees? From the Student Leaders That Sit on These Committees Within Nottingham and Beyond.

Author/s: Ashley Storer-Smith and others

Abstract: This roundtable session will gather Student Officers from across the country digitally & physically to discuss their experiences of sitting on committees, what they think could be improved, and opportunities for participants to question and discuss these experiences and ideas directly with the panel. Research around the topic of student representation through governance structures have shown that there are a range of difficulties with this engagement from understanding of the issues presented; imposter syndrome; and worry of backlash (Carey, 2013; Lizzo & Wilson, 2009; McLeod, 2011). Within Alcock's (2019) personal account of their experiences of being a Full-Time Students' Union Officer on University committees, these issues arise but are heightened due to the connection between the University & Students' Union. This seems to be an effect of Commercialisation in Higher Education and the operational mindset of Student Voice (Freeman, 2016). Within research of the presenter for their dissertation these issues are still relevant and that listening to the wants & needs of these Student Leaders and reflecting on their experiences is the best way to create a more collaborative and supportive environment. This session is a direct action of this research.

Session 4C

Workshop: A digital and interactive vertical curricula map - A long term study plan.

Author/s: John Turner, Eleni Chalasti, and Harry Craig

Abstract: A challenge experienced by students, and encompassed within Theme One, can be the future and past of their studies, an understanding of where they are, and how present material fits into the context of the curricula. Through the creation of a digitally integrated and interactive vertical map of the subject material and skills content of the modules, a greater understanding of how the curricula fits together can be obtained.

The aim was to create, with graduate students, a map for young and mature students to be able to track their progress, to see what is being studied in a wider context of what they have studied and will study. The presentation aim is for academics, students, and visitors to interact and evaluate the generated curriculum map.

The objectives are to

- demonstrate the functionality of the Xerte generated vertical curriculum map.
- allow time for exploration and evaluation of the present functionality through use on multiple digital devices.
- discuss the functionality in relation to other evaluation session to generate a to-do list for continued development.

Several preliminary findings have been gathered from student led focus group of graduating students.

1. There is a “need” within a long-term program of study as individual students need to alter their career plans and prospects as the course develops rather than at its conclusion.
2. As the number of mature students increases there are more constraints that are not accounted for in present curriculum designs, sufficient preparation by students can alleviate potential challenges.

Session 4D

Workshop: Curriculum Transformation: Reflecting on Good Practice.

Author/s: Liz Evans, Helen Boardman, and Tom Wicks

Abstract: The Curriculum Transformation Project's roll out across the university signifies opportunities for radical and innovative approaches to curriculum design and pedagogy. Core to this is the creation of a collaborative curriculum design process involving colleagues and students in planning programmes structured to meet the needs of contemporary university degrees. This workshop will facilitate discussion of the potential innovations afforded by the CTP, allow attendees to reflect on best practice and provide tips and advice for enabling this work within their own units. The workshop will be led by three CTP leads from across the university who have overseen projects with different requirements and parameters and so bring different sets of experiences and expertise related to the programme design process.

The workshop will be participant-led, to enable the discussion to fit the areas of most value to attendees. Participants will be invited to submit questions in advance for discussion. There will also be a Padlet available throughout the workshop for additional questions and further discussions after the workshop's conclusion. Areas for discussion could include:

- Leading colleagues through the curriculum transformation process
- Incorporating student participation into curriculum transformation
- Innovative approaches to optionality
- Rethinking the classroom and student-centred learning
- Innovative approaches to integrating learning, student experience and research.
- Fostering interdisciplinary learning
- Working with central teams

The workshop aims to provide attendees with advice and guidance that they can apply to their own projects as well as a space to reflect on their own challenges and explore potential solutions.

You can submit questions in advance for the [presentation using padlet](#).

Session 4E

Workshop: Building a Teaching and Learning Community of Practice in the Social Sciences: using an unconference format to gather perspectives.

Author/s: Rachael Lamb and John Perry

Abstract: An unconference is an inclusive, non-hierarchical, self-managed meeting format where participants co-create the content (King, Griffin and Bell, 2021). The unconference format democratises the transmission of knowledge, reduces traditional power dynamics and allows a wide range of voices to be heard.

Unlike a traditional conference, which reinforces existing hierarchies and determines the agenda in advance, at an unconference, the topics for discussion emerge on the day as participants suggest areas for discussion, prioritise them and facilitate small group discussions themselves. As a result, unconferences widen participation and develop new opportunities to learn from diverse perspectives and connect with others with shared interests. This interactive workshop will adopt the unconference format to propose, facilitate and discuss what is most important for people interested in building a Teaching and Learning Community of Practice together in the Social Sciences. Staff and students are actively encouraged to attend and co-create this session based on learning through collective knowledge exchange.

Session 4F

Chair: Hannah Sherwood

Paper 1: Exploring the Student Perspective on how Skill-based Learning can be Optimised.

Author/s: Rachel Kenward, Priyanka Chandarana, Caroline Barraclough and Kavika Bamrah

Session 4F: [Click here to join.](#)

Abstract: The focus of this project is on fostering student professional development. We explored the student perspective on how skill-based learning can be optimised.

Community Pharmacist Consultation skills training was delivered to undergraduate pharmacists.

The training consisted of online knowledge-focused pre-work, practice via peer-learning, further practice in simulated environments with feedback followed by formative assessment in placement.

This study analysed the confidence and competence of students before and after the training. Before the training students completed a self-assessment of their confidence and competence via an online questionnaire. Students repeated the self-assessment immediately after the workshop and in the final week of a 6-month placement to investigate retention of skills. Students participated in semi-structured interviews to explore their perspectives of the training.

Results highlighted student competence and confidence was increased through practice opportunities involving peer-learning and complex simulated scenarios. Students appreciated demonstrations, being observed, and guided by an expert, and receiving immediate feedback. Students placed importance on timing of the workshop and number of students in the session. For improvement, there should be reflection-promoting discussions on rationale and integration of interprofessional learning through involving medical students in the session. This sequence of training also resulted in learning in wider contexts and general employability skills such as time-management.

Paper 2: Crime Scene Investigation (CSI) Nottingham - A context-based practical skills consolidation activity in Chemistry.

Author/s: Anna Bertram, Charlotte Clark, Kyle Galloway, Andy Nortcliffe, Oscar Siles Brügge

Session 4F: [Click here to join.](#)

Abstract: In the School of Chemistry, we are in the process of redeveloping the focus and assessment of our practical curriculum. We aspire to redesign the assessment of the practical curriculum to promote student self-assessment, reflective learning, and engagement in understanding module learning outcomes. As part of this long-term endeavour, we implemented a context-based skills

consolidation activity, CSI Nottingham at the end of the second-year laboratory module in the 2021-2022 academic year.

Students worked in teams to solve a fictitious crime, the pollution of the river Trent with toxic chemicals. The news was broken to students in a lecture via a dramatic video newsflash. Students were provided with an evidence dossier, laboratory time and a budget of the Nottingham Chemistry currency, Poliakoins, to buy experimental data and expert help. Students indicated their confidence in a range of skills before and after the consolidation activity via a questionnaire.

This paper will outline the context-based skills consolidation sessions, the questionnaire results, student feedback and plans for future developments, including Escape Rooms. In the initial part of the presentation, the audience will be treated as second-year undergraduate chemistry students and the presentation will follow the same interactive approach taken with the students. Delegates will have the opportunity to see the resources used in the sessions, including the evidence dossiers and the Poliakoins.

Session 4G

Chair: Kirsten Greenhalgh

Paper 1: Examining the role of blended learning environments on student engagement and academic outcomes for Psychology MSc students.

Author/s: Emily Burdett and Stephanie McDonald

Session 4G: [Click here to join.](#)

Abstract: More and more universities have adapted to a blended approach, during and following the pandemic. According to Jisc, a well-developed programme of blended learning can positively impact students' learning experience, academic performance, and enhance accessibility and inclusion (Clay, 2020). However, some research suggests that students feel that they are learning less than in traditional (lecture-style) approaches (Deslauriers et al., 2019). This research paper explores how MSc students in Psychology perceive a more active approach to learning within a blended environment. To do this, the project involved giving students (enrolled 2021-2022) a questionnaire to examine their perceptions of active engagement. The researchers also gained permission to access engagement data (analytics from Moodle) and achievement data (marks on modules), to examine the relationship between perceived/actual student engagement and academic outcomes/performance. The research highlights opportunities and challenges of using multiple engagement techniques.

In this paper session the presenter will share the benefits and challenges that MSc students in Psychology have identified in their reflections about their use of active approaches to learning. The presenter will identify the tools that students found most valuable, and present data that shows that students who reported being more actively engaged, were more likely to do well in their modules. The session includes a brief activity for attendees to reflect on their own engagement tools in their teaching.

Paper 2: Co-creation of three-dimensional anatomical learning resources; learning beyond the subject.

Author/s: Meghana Nair and Natasha Noel-Barker

Session 4G: [Click here to join.](#)

Abstract: The authors collaboratively present a student-led project aimed to develop a protocol for enhancing anatomical teaching within the medical curriculum. This was achieved through creating a three-dimensional scanning method to demonstrate key anatomical structures layer-by-layer. Student-projects were chosen due to individual challenges such as remote access to resources due to covid-19 or differences in learning style or enhancing the student-feedback loop. The student presenters had no prior experience with three-dimensional software and the process of rendering three-dimensional scans. The project involved problem-based group learning resulting in many positive outcomes such as co-development of resources used within primary teaching and insight into new technology and the potential for application of technology within future projects. The presenters will summarise the

project to the audience focussing on the benefits and drawbacks of student's co-creation of resources, including timelines, satisfaction, and future development. The authors wish to highlight the importance of being exposed to new software despite current teaching resources such as cadaveric dissection being the 'gold standard'. Presenters will reflect on their user experience and how this may impact them beyond the university degree aims, whilst encouraging audience members to do the same through discussion and questions. The presentation aims to encourage discussion between students, staff, and university to enhance and build on wider skill integration, engagement, and enthusiasm during programmes.

Session 4H

Chair: Namra Mansoor

Paper 1: Student Engagement - The Big Question

Author/s: Katy Voisey

Session 4H: [Click here to join.](#)

Abstract: Why do students pay their fees but then fail to fully engage? This is the big question in student engagement, and leads on to many other related questions: Is this a problem? Is it the same everywhere? Should we adapt our courses to match the reality of student engagement? Do we take the student lifestyle experience into account? Is there a mismatch between expectations of teaching staff and students? Do we need to better acknowledge different modes of engagement?

A three-pronged approach is used to answer these questions: the published literature is reviewed; open discussion is had with students to find the authentic student voice; teaching staff across a range of institutions are surveyed.

This presentation reports back on the preliminary findings and uses these to suggest positive ways forward.

Paper 2: The co-creation of an academic writing course for international students: a staff-student collaborative model.

Author/s: Shasha Li and Claudia García Albores

Session 4H: [Click here to join.](#)

Abstract: Extensive literature has identified the importance of academic writing skills in academic settings and assessments in UK Higher Education. It is also widely acknowledged that such skills can be difficult to acquire, especially for international students and are often not explicitly taught as part of a degree programme. To address this situation, at UNUK, tutors in English for Academic Purposes (EAP) in the School of Education design and deliver bespoke academic writing courses for all faculties to develop students' academic and communication skills.

This presentation aims to showcase a staff-student collaborative model to engage a small group of international postgraduate students in the School of Sociology and Social Policy in the design and delivery of an academic writing course. Feedback from students and colleagues highlighted that this collaboration between an EAP tutor, students, and subject tutors in two academic schools effectively promoted student engagement and addressed the specific concerns related to academic writing for their degree learning activities and summative assessments, including critical thinking and academic integrity. The presentation will also discuss the key factors to contribute to the success of the collaboration and challenges faced in the process and will have practical implications for all attendees involved in teaching and supervision.

Session 4I

Chair: Deeksha Ganesh

Paper 1: Short internships to build confidence in students from underrepresented groups and springboard to other opportunities.

Author/s: Judith Wayte, Sally Hall, Esther Bademosi, Lucy Gavin, Princess Obayori, Anna Glaze-Krayer, and Christian Jameson-Warren

Session 4I: [Click here to join.](#)

Abstract: Students from underrepresented groups sometimes do not have the social capital of their peers to be successful in interviews for prestigious internships. The presenters will share how they formed a partnership between the careers and employability service and a school and actively sourced opportunities for students from underrepresented groups in companies related to students' interests. This session will include hearing from 3 students who took part in this project sharing their learnings and how this experience gave them confidence to apply for prestigious year in industry opportunities or gave them more confidence with their final year project which has led to an application for a MRes. The students involved in this presentation have already showcased their learnings at a Student Experience Committee meeting gaining confidence at presenting to university colleagues and the aim is to give them further experience of presenting to a broader university audience. The session will include an opportunity to ask questions and engage in discussion directly with students and staff on the project and we have chosen this approach as it reflects one of the aims of the project in building students' confidence with personal communication and engagement.

This presentation will be of interest to colleagues involved in student transitions (final year to graduate), those interested in social justice, and the presenters will share how this model could be replicated in other schools. Our project highlights how even short, focussed internships can start to build student confidence and be a springboard for further activities.

Paper 2: Assuring Quality Health Care Traineeships for Medical and Professionals Allied to Medicine through embedding and exploiting tools across Higher Education – The HEALINT4ALL ERASMUS+ project.

Author/s: Stathis Konstantinidis, Zoe Tilley, Stan Ko, James Henderson, Carol Hall, and other.

Session 4I: [Click here to join.](#)

Abstract: To provide Medical and Professionals Allied to Medicine (PAMS) students with the best clinical learning environments, quality processes must be in place and these require innovation to assure audit material resources that are fit for purpose, can work well within the situation and provide the correct teaching and learning to train auditors.

HEALINT4ALL ERASMUS+ project conducted a literature scoping review followed by interviews and focus groups across all 6 European partners of clinicians, students and educators of service needs and best practice, in order to map standards and

requirements for clinical learning environments and develop a protocol to assess the quality of placements. Furthermore, it developed a digital interactive platform for European and national placements appraisal following user-centred design to allow the collaboration between HEIs, and HEI and placements. Finally, it co-creates a virtual interactive teaching package for training the auditors of placements following the ASPIRE framework. HEALINT4ALL brings professionals and students from Medicine and PAMS education together with experts in quality assurance standards, researchers and technologists from six countries.

Considering that students choose to do an international elective placement, lack the assurance of high quality placements, this presentation will showcase the HEALINT4ALL findings which revealed that: nursing literature is more comprehensive compared to medicine, physiotherapy or other healthcare professions; several frameworks exist offering guidelines and standards but not one single cohesive framework; Qualitative data revealed 4 themes: clinical placements versus learning organisations, organisation of learning and Quality assurance/regulation. Furthermore, the digital platform, the virtual interactive teaching package and the co-creation methodologies will be showcased.

Mini Programme

| Time | Session code | Chair | Session Type | Session | Theme | Room | MS Teams joining link |
|-------------|--------------|------------------|--------------|--|-------|------|-------------------------------|
| 9.30-9.50 | | | | Welcome – Mark Bradley | | A3 | MS Teams Link |
| 10.00-10.50 | 1A | Michael Clifford | Nano | <ul style="list-style-type: none"> • Joanna Hancock, Jez Turner, and Olivia Harrison – “Bringing passion and joy back from the side-lines; Enhancing Science Initial Teacher Education with Widening Participation”. (In-Person Presenter) • Josh Khoo – “Building Confidence Through Error Learning: Empowering Students to Master Specialist Software” (In-Person Presenter) • Amarpreet Gill, Derek Irwin, Dave Towey and Yanhui Zhang – “Exploring the Use of Technology: A Student-as-Partners Approach to Digital Pedagogy” (Online Presenter) • Shayna Kozuch – “Establishing A Framework for Student Engagement and Peer Mentorship: The Project for Autonomy, | 2 | C15 | MS Teams Link |

| | | | | | | | |
|----|-----------------|------------|---|--|-----|-------------------------------|--|
| | | | | Communication and Teamwork (PACT) (Online Presenter) | | | |
| 1B | | Roundtable | <ul style="list-style-type: none"> Vicki Onions, Bob Robinson, Judy Fessey, Rachel Clifton, Jenny Brignell, Holly Tench and Candace Billon – “Development of the Student Academic Skills (SAS) team - Round table discussion” | 3 | C14 | | |
| 1C | | Workshop | <ul style="list-style-type: none"> Jackie Cawkwell, Hazel Ramos, and Ashley Storer-Smith – “Collaborative practices in pursuit of effective teaching” | 1 | C17 | MS Teams Link | |
| 1D | | Workshop | <ul style="list-style-type: none"> Matthew Watts, Jo Wakefield, Ellie Kennedy, Steffy Leferre, Sian Griffiths, Namra Mansoor, Ian Bainbridge, Katharine Reid – “Taster Workshop for the University of Nottingham's Curriculum Transformation Programme” | 1 (CTP) | D2 | | |
| 1E | | Workshop | <ul style="list-style-type: none"> Aisia Lea, Yvonne Mbaki, Natasha Noel-Barker, and Deborah Merrick – “Approaching Ethnic Diversity in Anatomical Education: A Toolkit for Anatomical Staff Members” | 1 | C10 | | |
| 1F | | Workshop | <ul style="list-style-type: none"> Tolu Adeyeye and Catherine Shipley – “Student Partnership in Equity Interventions Part 1” | 2 | D8 | | |
| 1G | Candace Veacock | Paper | <ul style="list-style-type: none"> Sandra Leigh and Craig Coulson – “What do EDI and Accessibility mean for learning materials writers and developers?” (In-Person Presenter) | 1 | D4 | MS Teams Link | |

| | | | | | | |
|----|------------------|-------|---|---|-----|-------------------------------|
| | | | <ul style="list-style-type: none"> • Lisa White, Helen Boardman, Raveen Basra, Lucy Bradeley, Prinesh Mistry, Thi La, Xia Tan, Charlie Roberts, and Carol Watfi - “Student co-creation of a disability short course” (In-Person Presenter) | | | |
| 1H | Matthew Jacques | Paper | <ul style="list-style-type: none"> • Rebecca Rickaby – “Exploring undergraduate student perceptions of large in-person lectures in the School of Pharmacy.” (In-Person Presenter) • Siew Wei Gan and Mandy Siew Chen Sim – “The experience of Foundation students: disruptions to teaching and learning during the Covid-19 pandemic.” (In-Person Presenter) | 1 | D5 | MS Teams Link |
| 1I | Matilda Stickley | Paper | <ul style="list-style-type: none"> • Jane Davies, Salomy Sumitra Krsihna, Mandy Sim, Sharon Romeo, and Maxine Yee, - “Developing Self-Regulated Learning Strategies Among Foundation Students at University Nottingham Malaysia” (Online Presenter) • Rita Hordosy – “From being social, to becoming academic, and leaving as a graduate - Transformative university transitions” (In-Person Presenter) | 2 | D10 | MS Teams Link |
| 1J | Lore Ayonrinde | Paper | <ul style="list-style-type: none"> • Shialing Kwa and Emanuelle Zagbayou – “Community in the Classroom: Students and Teachers in Partnership and Practice” (Online Presenter) | 3 | D12 | MS Teams Link |

| | | | | | | | |
|-------------|-------|--------------|------------|--|---|-----|-------------------------------|
| | | | | <ul style="list-style-type: none"> Matthew Pears, Cherry Poussa, Heather Wharrad, Michael Taylor, Richard Windle, Kirstie Coolin, Lina Erlandsson, Aaron Fecowycz, George Gadd, James Henderson, Amanda Hill, Mary Ho, Kamila Januszewicz, Lydia Jones, Gill Langmack, Simon Riley, and Stathis Konstantinidis – “Data Analytics for Measuring the Impact and Scope of Co-Created Health Learning Objects: A Case Study of HELM RLOs” (In-Person Presenter) | | | |
| 10.50-11.05 | Break | | | | | | |
| 11.05-11.55 | 2A | Anna Bertram | Nano | <ul style="list-style-type: none"> Emma Whitt – “Supporting student and staff reflection on assessment”. (In-Person Presenter) Jumoke Oladejo and Sannia Mareta – “Peer Tutoring as an Empowerment Intervention in a Foundation year Physics Module” (Online Presenter) Stephanie McDonald and Lee Parkin – “Embedding employability in the undergraduate research project through a framework of authentic assessment and training support”. (In-Person Presenter) Kay Paterson-Bassett – “Building an Interactive Student Handbook for the digital student”. (In-Person Presenter) | 1 | C15 | MS Teams Link |
| | 2B | | Roundtable | <ul style="list-style-type: none"> Dara Akanmidu, Mike Clifford, Abiodun Olatokun, and Moe Elmaghrbi – “Beyond the | 2 | C14 | |

| | | | | | | |
|----|--------------|----------|---|---------|-----|-------------------------------|
| | | | formal curriculum: what can we do to reduce the awarding gap” | | | |
| 2C | | Workshop | <ul style="list-style-type: none"> Amelia Pirie, Sabine Tötemeyer and Daisy Hollister – “Using co-created games to facilitate conversations about student wellbeing” | 1 | C17 | |
| 2D | | Workshop | <ul style="list-style-type: none"> Ellie Kennedy – “Inclusive and authentic assessment - a curriculum design approach” | 1 (CTP) | D2 | |
| 2E | | Workshop | <ul style="list-style-type: none"> Anna Rich-Abad, Jamie Wood, and Anna Wray – “The Active Online Reading research Project. Moving forward” | 1 | C10 | |
| 2F | | Workshop | <ul style="list-style-type: none"> Tolu Adeyeye and Catherine Shipley – “Student Partnership in Equity Interventions Part 2” | 2 | D8 | |
| 2G | Earl Kehoe | Paper | <ul style="list-style-type: none"> Priyanka Chandarana, Rachel Kenward, Megan James and Lewis Mitchell – “Pharmacy Care Home Placement: Students as Partners in Developing a Learning Resource” (In-Person Presenter) Jez Turner, Matthew Watts, and Ola Alajaimi – “Working with Student Engagement Associates to Improve the Existing Content of a Foundation Engineering Module” (In-Person Presenter) | 1 | D4 | MS Teams Link |
| 2H | Jo Wakefield | Paper | <ul style="list-style-type: none"> John Horton – “General modules – Offering students some unconsidered trifles” (In-Person Presenter) | 1 | D5 | MS Teams Link |

| | | | | | | |
|----|-------------------|-------|---|---|-----|-------------------------------|
| | | | <ul style="list-style-type: none"> Colin Johnson – “Students as Partners in Assessment: Bodging, Showing Off and the Rule of Cool” (Online Presenter) | | | |
| 2I | Paul Walton-Allen | Paper | <ul style="list-style-type: none"> Richard Windle, Gill Langmack, Cherry Poussa, Dawn Richie, George Gadd, James Henderson, Aaron Fecowycz, Matthew Pears, Fiona McCullough, Paul Hendrick, Zoe Tilley, Roger Kerry, and Rachel Royer – “Can work-based learning be truly represented virtually? An exploration of the application of digital pedagogy to a non-formal element of the curriculum using co-design with students and practitioners.” (In-Person Presenter) Neil Hughes – “The many faces of collaboration: the case of “Blended and Hybrid Learning Design in Higher Education” (In-Person Presenter) | 2 | D10 | MS Teams Link |
| 2J | Alison Reeves | Paper | <ul style="list-style-type: none"> Helen Boardman, Lauren Tuvey, Kiera Alexander, Haleh Hamadi, Nora Alsharija, Salma Sharaf and Katalin Kovacs - “The Planetary Health Report Card (PHRC) Initiative: Pharmacy student community inspired institutional change”. (In-Person Presenter) Cecilia Gorla, Sally Hanford, and Lore Ayonrinde – “Engaging students with...”. Staff-student partnership in addressing student engagement” (In-Person Presenter) | 3 | D12 | MS Teams Link |

| | | | | | | | |
|-------------|-------|--------------|------------|---|---|-----|-------------------------------|
| 11.55-12.10 | Break | | | | | | |
| 12.10-13.00 | 3A | Arwa Bayoumy | Nano | <ul style="list-style-type: none"> • Aisia Lea, Bethany Tremain, Eloise Young, Georgina Shajan, Harsh Modalavalasa, Aishwarya Baskar, Alexandra Moody, Ameera Haseen, and Dilip Nathan – “A Student-Led Approach to Mental Health and Wellbeing Amongst Medical Students”. (In-Person Presenter) • Eleni Meletiadou and Sobia Qazi – “Exploring Lecturers’ Inclusive Formative Assessment Practices (IFAP) in Higher Education (HE)” (In-Person Presenter) • Gill Langmack and Dawn Ritchie – “Experiences of using an immersive suite to run a healthcare simulation” (In-Person Presenter) • Qi Chen – “Race and students’ response to decolonisation: A case study of undergraduate criminology curriculum” (Online Presenter) | 2 | C15 | MS Teams Link |
| | 3B | | Roundtable | <ul style="list-style-type: none"> • Tara Webster-Deakin, Jesney Swift, Grace Boyling, Hannah Grant and Jane Powell-Keilloh – “Even though it might seem daunting... Go for it and become that Change” - engaging and collaborating with students towards a whole School EDI agenda. | 2 | C14 | |

| | | | | | | |
|----|---------------------|----------|---|---------|-----|-------------------------------|
| 3C | | Workshop | <ul style="list-style-type: none"> Joanna Al-Youssef and Irina Hawker – “Reflection for learning and its role in student education and engagement” | 1 | C17 | |
| 3D | | Workshop | <ul style="list-style-type: none"> Jake Sallaway-Costello, Jemma Orr and Sarah Ellis – “Assessment through the lens: Humanising and theorising nutrition through photo elicitation” | 1 | D2 | |
| 3E | | Workshop | <ul style="list-style-type: none"> Chris Birchall and Helen Waters-Marsh – “Faculty of Science Student Consultants: Collaborators and co-conspirators on building a positive student experience.” | 3 | D8 | |
| 3F | Hazel Melanie Ramos | Paper | <ul style="list-style-type: none"> John Owen, Lucy Cooker, Holly Justice, Helen Cowley, Alison Reeves, Adam Moore – “ Pilot Study of a New Approach for Student Evaluation of Learning (In-Person Presenter) Tom Wicks – “Co-creating a curriculum with students” (In-Person Presenter) | 1 (CTP) | D4 | MS Teams Link |
| 3G | Paul Walton-Allen | Paper | <ul style="list-style-type: none"> Mike Clifford – “A Risk-taking Approach to Assessment for Inclusion” (In-Person Presenter) Emma Wilson, Gillian Carleton-Boylan, Joanne Morling and others – “Inclusivity and decolonisation of the postgraduate public health curriculum: a student-led approach.” (Online Presenter) | 1 | D5 | MS Teams Link |
| 3H | Emma Whitt | Paper | <ul style="list-style-type: none"> Andrew Fisher and Lauren Robinson – “Reflecting on Extenuating Circumstances and Retention rates amongst racially | 2 | D10 | MS Teams Link |

| | | | | | | |
|----|------------------|-------|--|---|-----|-------------------------------|
| | | | <p>minoritized university students”. (In-Person Presenter)</p> <ul style="list-style-type: none"> • Dave Towey, Amarpreet Gill, Boon Giin Lee, and Matthew Pike – “Dr Strange Tech or: How I learned to Stop Worrying and Embrace the Conversational AI” (In-Person Presenter) | | | |
| 3I | Jackie Cawkwell | Paper | <ul style="list-style-type: none"> • Cherry Poussa, Heather Wharrad, Richard Windle, Kirstie Coolin, Lina Erlandsson, Aaron Fecowycz, George Gadd, James Henderson, Amanda Hill, Mary Ho, Kamila Januszewicz, Lydia Jones, Stathis Konstantinidis, Gill Langmack, Matthew Pears, Simon Riley, and Michael Taylor– “How can we support and report success through collaboration and partnership? A case study from a successful CATE award submission.” (In-Person Presenter) • Joshua Rodda and Gloria Lowe – “Co-teaching in Learning Development: A collaborative approach to academic and information literacies” (In-Person Presenter) | 3 | D12 | MS Teams Link |
| 3J | Matilda Stickley | Paper | <ul style="list-style-type: none"> • Risky Haslan, Hazel Ramos, Siti Khadijah Zainal Badri, Chung Jia Yiing, Soo Chooi Wen - “Developing an intervention to support students’ experiences with remote learning - an Action learning and Emotional Regulation approach.” (Online Presenter) | 2 | C10 | MS Teams Link |

| | | | | | | | |
|-------------|-------|-----------------|---------|--|---|-----|-------------------------------|
| | | | | <ul style="list-style-type: none"> Hannah Gibbons-Jones – “Transition, Trust & Student Engagement in First Year Law Students” (In-Person Presenter) | | | |
| 13.00-14.00 | Lunch | | | | | | |
| 14.00-15.00 | | | Keynote | <ul style="list-style-type: none"> Ruth Healey – “Beyond Satisfaction: Student Engagement and Partnership in Learning and Teaching” | | A3 | MS Teams Link |
| 15.00-15.20 | Break | | | | | | |
| 15.20-16.10 | 4A | Jackie Cawkwell | Nano | <ul style="list-style-type: none"> Katie Green, Zachary Singlehurst, Sonia Mota, Joanne Lymn, Aimee Aubeeluck, Sarah Redsell – “The University of Nottingham (UoN) Dean’s Academic Health Sciences Internship – Engaging Students” (In-Person Presenter) Alison Mostyn, Dianne Bowskill and Daniel Shipley – “Transition from flipped to online – how can quality and patient safety be maintained in an online non-Medical prescribing programme?” (In-Person Presenter) Luca Marciani – “Interprofessional collaborative learning attitudes in a new, imaging-themed, postgraduate research students’ Hub” (In-Person Presenter) Suzanne Wright and Alvaro Roberts – “Enhancing our Virtual Learning | 3 | C15 | MS Teams Link |

| | | | | | | | |
|----|-----------------|------------|---|---|-----|-------------------------------|--|
| | | | | Environment - Moodle 4.1 is coming (In-Person Presenter) | | | |
| 4B | | Roundtable | <ul style="list-style-type: none"> Ashley Storer-Smith and others – “How Can We Better Represent Student Views on Committees? From the Student Leaders That Sit on These Committees Within Nottingham and Beyond” | 2 | C14 | | |
| 4C | | Workshop | <ul style="list-style-type: none"> John Turner, Eleni Chalasti, and Harry Craig – “A digital and interactive vertical curricula map - A long term study plan” | 1 | C17 | | |
| 4D | | Workshop | <ul style="list-style-type: none"> Liz Evans, Helen Boardman, and Tom Wicks – “Curriculum Transformation: Reflecting on Good Practice” <p>You can submit questions in advance via padlet.</p> | 1 (CTP) | D2 | | |
| 4E | | Workshop | <ul style="list-style-type: none"> Rachael Lamb and John Perry – “Building a Teaching and Learning Community of Practice in the Social Sciences: using an unconference format to gather perspectives” | 3 | D8 | | |
| 4F | Hannah Sherwood | Paper | <ul style="list-style-type: none"> Rachel Kenward, Priyanka Chandarana, Caroline Barraclough and Kavika Bamrah – “Exploring the Student Perspective on how Skill-based Learning can be Optimised”. (Online Presenter) Anna Bertram, Charlotte Clark, Kyle Galloway, Andy Nortcliffe, Oscar Siles Brügge – “Crime Scene Investigation (CSI) Nottingham - A context-based practical skills consolidation activity in Chemistry” (In-Person Presenter) | 1 | D4 | MS Teams Link | |

| | | | | | | |
|----|--------------------|-------|---|-------|-----|-------------------------------|
| 4G | Kirsten Greenhalgh | Paper | <ul style="list-style-type: none"> • Emily Burdett and Stephanie McDonald – “Examining the role of blended learning environments on student engagement and academic outcomes for Psychology MSc students”. (In-Person Presenter) • Meghana Nair and Natasha Noel-Barker – “Co-creation of three-dimensional anatomical learning resources; learning beyond the subject” (In-Person Presenter) | 1 & 2 | D5 | MS Teams Link |
| 4H | Namra Mansoor | Paper | <ul style="list-style-type: none"> • Katy Voisey- “Student Engagement - The Big Question” (In-Person Presenter) • Shasha Li and Claudia García Albores – “The co-creation of an academic writing course for international students: a staff-student collaborative model” (In-Person Presenter) | 2 | D10 | MS Teams Link |
| 4I | Deeksha Ganesh | Paper | <ul style="list-style-type: none"> • Judith Wayte, Sally Hall, Esther Bademosi, Lucy Gavin, Princess Obayori, Anna Glaze-Krayer and Christian Jameson-Warren – “Short internships to build confidence in students from underrepresented groups and springboard to other opportunities”. (In-Person Presenter) • Stathis Konstantinidis, Zoe Tilley, Stan Ko, James Henderson, Carol Hall and other - “Assuring Quality Health Care Traineeships for Medical and Professionals Allied to Medicine through embedding and exploiting tools across Higher Education – The | 3 | D12 | MS Teams Link |

| | | | | | | | |
|-------------|--|--|--|--|--|----|-------------------------------|
| | | | | HEALINT4ALL ERASMUS+ project” (In-Person Presenter) | | | |
| 16.10-16.15 | | | | | | | |
| 16.15-16.30 | | | Closing Remarks – Mark Bradley and Sarah Speight | | | A3 | MS Teams Link |

