

2.1 Kattie Lussier, University of Sussex, UK

Fostering capacities for development? Re-examining the role of HEI in developing countries

In recent years, capacity development (CD) has become central to international development and poverty reduction discourses and practices (Whyte, 2004). Midway to the MDGs, many actors are now realising that the traditional approaches taken to foster capacities have failed to realise their promises (Missika, 2006; Taylor & Clark, 2008). Boosted by the meta-narratives of the knowledge economy, some organisations are now turning to HE as a potential holy grail to develop human resources (WB, 2009). Using data from empirical research in Vietnam, Ghana and Tanzania, this paper provides an opportunity to rethink the role of higher education institutions (HEI) in developing countries.

Based on the conclusions of the author's doctoral research on the learning challenges of CD in Vietnam (Lussier, 2008), the paper also integrates some of the findings of the Widening Participation in Higher Education project (Morley and Lussier, 2009). Interviews conducted with 200 staff and policy makers have revealed that for a majority of respondents, the main role of HEI is to support national development. Policy makers from the three countries perceived HE as a key element to poverty reduction and saw tertiary education as critical to developing the skills, knowledge and attitudes that are necessary in all sectors of activities. In the paper, the author explores the CD problems identified during her research and discusses their implications for HEI.

The author asserts that while there seems to be a willingness of HEI to actively contribute in developing capacities for poverty reduction and socio-economic development, taking on that role would require a thorough rethinking of the policies and practices actually in place. Should universities in aid assisted countries take a conscious stand towards CD they could significantly contribute to building nations less dependent on outsider's support but that would mean challenging the way they work and the way they think. The paper concludes that, in spite of the foreseen difficulties, investing in HE is the best way not only to strengthen capacities for development but also to prevent the erosion of human capital that undermines actual poverty reduction efforts.

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2.2 Estelle Tarry, University of Northampton, UK

Thai students and Their Reasons for Choosing to Study in United Kingdom Universities

This paper seeks to consider Thai students and their reasons for choosing to study in United Kingdom universities. Through the literature review it has been identified that higher education is globally expanding. Competing knowledge-based economies with higher education institutions have led education to be considered a market commodity and consequently the marketization of higher education in competitive world markets. This is exemplified by the United Kingdom higher education policies and the resulting demand for higher education in the United Kingdom. The numbers of overseas students studying at higher education institutions in the United Kingdom is rising, with a notable increase in the number of students from South-East Asia. In its endeavour to increase its knowledge-based economy, Thailand has increased opportunities for Thai nationals to study overseas through scholarships and Government policies. The advantages of overseas degrees to individuals, these include a facility with English language, enhanced employment and promotion prospects, and increased social status, are discussed.

A study of Thai students studying in the United Kingdom has been used to explore the reality of these advantages for individual students. A case study approach was used and personal interviews with students and questionnaires with their parents and grandparents. The data was analysed using a 'categorical-content perspective' narrative method (Lieblich et al., 1998).

The paper concludes that, despite as a nation Thailand having good geographical links with other advanced countries such as Japan and China, living in an economically stable and democratic country, having excellent opportunities to access Thai universities and having no direct links with the United Kingdom, Thai students still see real advantages to studying at higher education institutions in the United Kingdom. This decision is influenced by social and cultural factors, in particular the extended family, and potential financial rewards. However as a result of studying overseas in the United Kingdom the Thai students experience and have to resolve various social and cultural tensions. They have become more individualistic in their attitudes and opinions, which are at odds with the traditional collectivist values, held by their families and deeply entrenched in Thai society.

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2.3 Elisabeth Hovdhaugen, NIFU STEP, Norway Co-Author: Mari Wigum Froseth

Mending the Master programs: an effort to improve completion rates in graduate education

In 2003 Norway implemented a comprehensive higher education reform. One intention of this reform was to make Norway more in line with the Bologna process, creating a two-cycle degree: a 3 year undergraduate (bachelor) and a 2 year graduate degree (master) (KUF 2001). At the graduate level the length of the degree did not change, but it changed the form of it. Before the reform some graduate programs, mainly in humanities and to some extent in social science, had a low level of structuring, with few classes and milestones along the way (Falkfjell & Smeby 1999). After the reform most programs had a more structured form.

Another goal of the reform was to enhance completion at all levels of study (KUF 2001). The intention was to improve completion rates in general and specifically increase the number of students completing graduate studies in two years (the estimated time to degree). Previous research has shown that few students complete on estimated time, and that this is especially true for graduate students (Næss 2003). Since the structural program changes have been greater in humanities and social science, we expect larger improvements in these fields of study than in science.

This paper examine if and how completion and dropout rates in graduate education have changed after the reform. In order to study completion rates and dropout rates for students in humanities, social science and science at four Norwegian universities we will be using data from Statistics Norway. The data is based on registered information at the individual level, and we follow the individuals over several years, as a form of longitudinal design. We will compare one cohort before the reform and one cohort after the reform, and use regression and event history analysis to explore changes in completion and dropout rate.

Preliminary analyses indicate that there has been an improvement in completion rates after the reform but that the dropout rate might not have changed significantly over time. There is an improvement in the proportion of students completing on estimated time (2 years) and in addition to this it seems as if the process of completing a graduate university degree in general is more rapid after the reform than before.

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2.4 Bill Esmond, Chesterfield College, UK

Different but equal? Narratives of structure, exception and transgression by part-time higher education students in Further Education

Around a tenth of all higher education students in England are based in Further Education Colleges: two-thirds of them over twenty-one, nearly half studying part-time (HEFCE 2009). Their numbers appear to contribute to widening participation policy through the continuing growth of part-time study and a notion that colleges are 'considerably more effective than HEIs at targeting disadvantaged learners,' (Pye and Legard, 2008:6).

Yet those who take such routes occupy a marginalised position, given the construction of distinctions between 'further' and 'higher' systems, in the context of a popular discourse that derides participants in less prestigious higher education settings, and the lower rewards available to graduates of part-time, adult study. This marginality is apparently confirmed by their neglect by educational research. Ambiguity in policy and the boundaries constructed between 'further' and 'higher' systems have been explored in relation to England (Parry and Thompson, 2002) and internationally (Garrod and Macfarlane, 2009). But there has been little attempt to give voice to those who are placed in such marginalised and transgressive categories.

In a qualitative study for an EdD thesis at the University of Sheffield, participants constructed their identity as part-time students through an othering of those in traditional student roles; yet their accounts also reflected the discursive frameworks that link colleges to geographical and classed locations, which appeared to constitute an important aspect of marginalisation. A key feature in participants' accounts was their construction of narratives of their trajectories from non-participation on leaving school to adult participation in higher-level study. Their choice among three dominant patterns of narrative reflected particular geographical or social locations, bearing out both the recent emphasis of research on the trajectories of individuals and explorations of the persistent influence of structural factors in constraining participation choice. The three types of narrative included 'structural' narratives that described social norms of non-participation in any form of education after school; 'narratives of exception' that explained their earlier non-conformance to social norms of participation in post-compulsory education through events external to their own agency; and narratives that described attempts to transgress the expectations and dispositions that characterised these two sets of social norms.

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2.5 Charlotte Barrow, University of Central Lancashire, UK

Challenging perceptions in the midst of changing identities: What is a 'non-traditional' student anyway?

Literature on the student experience bristles with the term 'non-traditional' students. However, in my institution I have never known anything but these students, and I find the term unhelpful, as I feel it does little to reduce the tendency to place students in oppositional categories or as Leathwood and O'Connell (2003) suggest, to pathologise these groups of students as deficient.

The idea of students' identities constantly evolving is a strong theme in the literature, indeed the idea is perceived as a necessity by those such as Green and Webb when they suggest that "It does not seem fruitful to conceptualize identity as a static and unchanging notion" (1997:131). Accepting the idea of identities being emergent and developing means that the kinds of research which seeks to label students as types, engaging in one kind of learning or another, as 'traditional' or 'non-traditional' could be argued to be somewhat redundant as it is acknowledged (for example, by

Baumeister and Maraven, cited in Scanlon et al 2007:227 and Mann, 2008) that as identities evolve and undergo significant changes, this may then impact upon student approaches and interactions.

Thus I am currently embarking on research that will examine the learning experiences and learner identities of these students with a view to interrogating the dichotomy between traditional and non traditional students, focusing upon their perceptions and understandings of what it is to be a learner in their current context, in their ('non-traditional') shoes.

This paper will consider attitudes and connotations towards 'non-traditional' students and review some of the work to date that has sought to identify and illuminate the identities of such students. Moreover, the paper will also come to focus upon my own identity, as student, researcher and lecturer: what are the implications of my own identities and the thresholds that I occupy, and how will these impact upon my research?

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2.6 Emily Candela, University of the Arts, London, UK

Blurring the Boundaries: Addressing Barriers to Widening Participation Through NALN's Preparation for HE Course

The nation-wide challenge of widening participation in HE is clearly evident in Higher Arts Education (HAE). The low numbers of students entering HAE from lower socio-economic groups is well documented and most progress through the 'traditional' route: A levels followed by a Foundation Diploma (Hudson, 2009). HEFCE sees FE as integral to broadening participation in HE, aiming to improve routes in for those without traditional qualifications (HEFCE, 2006). An examination, therefore, of the barriers FE students face to HE progression is imperative, and research in HAE can make a vital contribution to this wider investigation.

This paper reports on a bridging course that addresses such barriers head-on. The Preparation for Higher Education ('Prep for HE') FE to HE bridging course prepares widening participation students in their second-year of a National Diploma to apply and progress to HAE, leading from pre-application stage to HE entry. Implemented by the National Art Learning Network (NALN), a Lifelong Learning Network, the course runs at two institutions: Central Saint Martins College and Hereford College of Art.

The course equips students with HE level literacy skills, which have been identified as challenging for first-year students of many disciplines (Hudson, 2009). It focuses primarily on the critical thinking and independent research demands of HAE, emphasising the articulation of ideas. Course tutors staunchly refuse to 'dumb down' the level of discourse, but invite students to make personal connections with it, enhancing accessibility. This increases the students' confidence, particularly in talking about their own ideas, crucial to HE application interviews.

Additionally, within the college, the course fosters a critically reflective attitude. Staff are exposed to a cohort more diverse in previous educational experience and socio-economic background than those entering through a 'traditional' route, and the progression of Prep course students works to dispel the notion that non-traditional learners are a 'risky investment' for an institution (TLRP, 2008: 1) or that 'widening participation' means 'dumbing down'. Therefore, Prep for HE's impact on the FE-HE divide is two-fold; it actively engages with HE literacy demands on the very terms of the latter, and in the process of widening access and participation, takes a few powerful steps towards remoulding the culture of HE and unseating ingrained notions that non-traditional students are in deficit of the skills required to succeed at university.

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**DENBIGH 1 – CHAIR: DENISE DEAR
THEME: CHALLENGES TO LEARNING**

2.7 Fufy Demissie, Sheffield Hallam University, UK

Trainee teachers' perspectives on learning in seminars

This paper describes findings from a pilot study on trainee teachers' perspectives on their seminar learning experiences. The data were based on two in-depth interviews and an online survey. Feedback from students and tutors who participated in an earlier project had highlighted a lack of engagement by some students during seminars. The data suggest that the seminar is a complex and dynamic learning context, which the participants expressed through the following themes: parallels between school and HE pedagogy, the learning environment as a barrier to participation and engagement and identity and participation. This paper provides a detailed discussion of the methodological issues arising from the pilot data collection and the emerging themes that will provide starting points for further data collection. This work will be used to prompt discussion about stimuli/prompts for facilitating rich interview data and the pedagogy of teaching and learning in seminars.

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2.8 Madeline Hallowell, University of Nottingham, UK

Breaking the PowerPoint Habit

This paper will consider the ubiquity of PowerPoint presentations in Higher Education teaching. It will examine how the use of PowerPoint to transmit information during lectures fits with interactive models of learning and teaching, and will highlight the discrepancy between research evidence and teaching practice.

There is a surprisingly small base of evidence on the effectiveness of PowerPoint over more traditional teaching tools (Craig and Amernic 2006). Research into PowerPoint uses presents conflicting views owing to its mainly experimental methodology focussing on assessment outcomes, or solely on the teacher's perspective (Amare 2006). However, a relatively large base of evidence suggests that PowerPoint use produces educational outcomes which are no better than traditional practices such as "chalk and talk" presentations (Shallcross and Harrison 2007, Amare 2006). It is argued that the use of PowerPoint in HE encourages lecturers to take a transmission approach to teaching (Jones 2003). This paper will question this transmission model and consider adapting the use of PowerPoint within constructivist pedagogy, enabling a more interactive and collaborative learning experience in which PowerPoint can play a role if used appropriately.

Research carried out for my MA dissertation uncovered that student perceptions tend to be critical towards the use of PowerPoint in HE lectures. They report "switching off" during presentations and they felt that most presenters did not put much thought into their presentations. Most importantly they felt that lecturers did not make an effort to link the information to learning activities in an interactive way.

Yet students also recognised the potential for the technology to help construct knowledge. They suggested that presentations could be more interactive and could allow more discussion and interaction between lecturers and their peers. Potentially it would then follow that presentations would be more thought provoking leading to students engaging with a concept and building an understanding of their own.

This paper will conclude that current PowerPoint use in HE tends to fit a transmission model of teaching and learning and does not fit with constructivist pedagogy. Yet with changes in teaching practice regarding the way in which PowerPoint is used, it could become an engaging tool that promotes learning.

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2.9 Pornrawee Thunnithet, University of Southampton, UK

Approaches to Criticality Development in Literature Classrooms: A Case Study in a Thai University

Criticality is considered to be one of the most essential skills for higher education. It involves the use of different cognitive skills which do not come automatically and have to be developed. Therefore, many attempts have been made by teachers in various disciplines including English literature to integrate teaching approaches which enhance critical thinking development into the curriculum. This paper will present the initial analysis of a case study lecturer based on the application of Barnett's (1997) framework of levels and domains for criticality.

The study on which this paper is based is an in-depth case study which explores the approaches Thai lecturers utilise to foster criticality development in their students. The overall study aims to examine:

- lecturers' perceptions of criticality development;
- lecturers' teaching practices with regard to criticality developing in the literature classroom in a Thai university;
- students' perceptions and awareness of their own development of criticality;
- students' development of criticality.

In this paper, I will focus on aspects related to one case study lecturer. I will first discuss the characteristics and significance of criticality in literature classrooms in the context of Thai higher education. I will then discuss whether the teaching approaches used encourage the development of criticality in Thai students or not. I will do this within the understandings offered by Barnett's framework in addition to drawing on other themes emerging from the data.

A qualitative approach is used to integrate the data and methodology in the study. Lecturer interviews, classroom observations, documentation and field notes are examined in the study. The participant discussed in this paper is a lecturer in English literature. The research site is the English Division, Faculty of Humanities of a university in the North of Thailand. The data is being analysed using a thematic content analysis approach.

The findings from the study reveal that both the teachers and the students of literature classroom perceive the importance of critical thinking development and consider it as an essential factor to succeed in studying literature. Some factors limit the development of critical thinking in the students. These factors relate to their limited background knowledge, knowledge of critical thinking standards, possession of critical concepts, knowledge of strategies useful in thinking critically and certain habits of mind. Apart from that, aspects of traditional Thai culture and the Thai educational system are factors that affect critical thinking developments in Thai students. However, the use of certain teaching approaches in the classrooms encourages critical development in the students.

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**DENBIGH 2 – CHAIR: YVONNE HILLIER
THEME: HIGHER EDUCATION AND EMPLOYMENT**

2.10 Jennifer Bradford, Liverpool John Moores University, UK

Alumni perceptions of an employability focused curriculum

As highlighted by Yorke (2004), much developmental work is still to be done on the student experience. Research is required to identify student perceptions regarding undergraduate programmes to help universities better design programmes to meet the changing needs of the labour market and develop students' personal qualities in terms of employability (Danh Nguyen *et al.* 2005). Very little extant work on students' perceptions of employability has used the perceptions of alumni (Crebert *et al.* 2004). Having recently experienced the transition from university to employment or further study, alumni are able to offer a unique perspective as both an ex-student and a current contributing member of the working world.

This research is being undertaken as part of the Higher Education Academy funded National Teaching Fellowship three year research project 'Developing Learning and Assessment Opportunities for a Complex World'.

This paper will focus on the qualitative research investigating how alumni from the School of Sport & Exercise Sciences (SSES) at Liverpool John Moores University (LJMU) perceive their employability, and how their attitudes, mindsets, theories and beliefs regarding university relates to their personal reason for undertaking higher education. Semi-structured interview questions were based on a review of the employability research that has been undergone within the SSES. This review of the research internal to the school was supplemented by reviewing external information such as the BASES Guide to Careers in Sport and Exercise Sciences (2008) in order to support and contextualise the internal information.

17 alumni were interviewed using semi-structured interviews. Content analysis is being conducted on the transcripts to identify common themes that are occurring. Initial analysis of the transcripts is based on the structure of the interview script. The interview was split into two sections. The first section investigated how alumni perceived their employability. It also investigated how the university experience and the curriculum has impacted on the employability of alumni. Section two of the interview was designed to provide insight into the alumni attitudes, mindsets, theories and beliefs regarding the purpose/role of the university experience, their personal purpose for coming to university and their personal development whilst at university.

2.11 Marin Gross, Tallinn University, Estonia

Recognition of Prior Learning (RPL) in Higher Education policy – national and international agenda

Recognition of prior learning (RPL) has been part of higher education and adult education policy for long time, but in varying ways in different times and places. RPL comprises varying processes of assessing, documenting and giving recognition to prior learning, irrespective of when, where and how learning has taken place. The domination of formal education is challenged when RPL provides new possibilities for valuing learning and knowledge from informal and non-formal learning contexts.

The goal of RPL in Estonia is to enhance the links between different levels of education and labour market. The concept of assessment of prior experiential learning gathers the idea of lifelong learning and the notion that learning is valuable in no matter place or time learning has been acquired. Therefore learning itself is valued and not that much the fact where learning has taken place or how learning has been acquired. Assessment of prior experiential learning is a process of recognizing individuals' knowledge, skills and competencies acquired thru lifelong and life-wide learning. This paper focuses on RPL implementation in Estonian universities. A closer look is given to RPL regulations, as tools for implementing RPL. In the light of current practices and regulations RPL policy borrowing and lending forms an important area of discussion. How the policy of RPL has been developing in Estonian higher education institutions?

Methodology, Methods, Research Instruments or Sources Used:

Comparative policy analysis. Focus is on policy document analysis (legislative documents on higher education within the nation state; regulatory documents within major higher education institutions; EU regulations related to RPL implementation)

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2.12 Cherie Woolmer, University of Strathclyde, Scotland

Considering the role of higher education in the 21st Century: A pilot study of students' perceptions and their development through formal and non-formal learning in Scottish higher education.

Background

The past decade has seen an increasing focus from Government on the need for UK university graduates to be “work-ready” for a “global knowledge economy”. This has manifested in an ongoing debate about the purpose of higher education and has resulted in a focus on “skills” and “employability” in many HE policy directives. It is argued in this paper that this policy debate appears to see higher education as a commodity to serve and deliver a product (the graduate) to fulfil a predetermined economic need (as defined by policy makers). In turn, these policy messages are reported in the media and have formed the basis of much of the marketing literature (and anticipated rationale) of why individuals choose to invest in doing a higher degree.

Barnett's (2007: 7) most recent publication, *The Will to Learn*, acknowledges the importance of knowledge and skills but argues “..by themselves, these two pillars, which we may label the epistemological and practical pillars, will topple over: they need (at least) a third pillar—the ontological pillar—to ensure any kind of stable structure”.

These conflicting debates between the academy and policy raise challenging questions about the differing perceptions of the role of higher education in the 21st Century and the likely influence this might have on the expectations of new students.

This pilot study, which forms part of a wider PhD study, explores the extent to which student narratives about their development offer insight into the presence of the three pillars of development referred to by Barnett. In doing so, the discussion of the empirical data will look to critically reflect on the wider debate about the role and purpose of higher education in an increasingly skills-focused UK policy agenda.

Summary of study

The paper will report on the outcomes of a small pilot study which interviewed six first year students about their perceptions of higher education and the range of influences on their development, exploring the extent to which the curriculum and co-curriculum (such as volunteering, internships, student activism) combined to influence this. The study has drawn upon the principles of narrative enquiry and has combined interviews with a novel way of using visual prompts (identified by the participants) to elicit narratives. Drawing upon theoretical perspectives relating to identity, transformational learning and semiotics it will report on the extent to which this approach offers insights into the ways in which students understand and articulate their development.

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BEAUMARIS – CHAIR: CATHERINE MANATHUNGA THEME: ACADEMIC PRACTICE

2.13 Suzanne Morris, the University of Queensland, AU

Challenging the Social Norms of Authorship Assignment

“I’m the head of the research group and therefore am the first author on all papers from this group. It’s the way it was done when I was a student and it’s the way that it’s always been done. It’s just common knowledge that the senior researcher in the group gets top billing.”

How would you handle this situation if your senior colleague or Research Higher Degree (RHD) supervisor held this view regarding authorship of a manuscript relating to ‘your’ research? You have several options: (1) challenge the status quo and potentially damage any future chance you have for promotion/tenure/quality supervision; (2) walk away

and accept the decision; or (3) accept the decision for now, and reconvene once you obtain more information regarding authorship guidelines.

For researchers and students faced with this dilemma, option 3 would be the most desirable for resolving the problem, but for many, is not considered viable. Research on authorship guidelines inevitably leads to the 'Vancouver Protocol'. The 'Vancouver Protocol' was developed by the International Committee of Medical Journal Editors (ICMJE) and establishes a set of authorship guidelines for manuscripts submitted to many biomedical journals. These guidelines have been adopted in policies written by governments (e.g., Revision of the Joint NHMRC/AVCC Statement and Guidelines on Research Practice (National Health and Medical Research Council, the Australian Research Council and Universities Australia, 2007)), universities (e.g., University of Oxford, 2004), and associations (e.g., American Psychological Association, 1992) as minimum requirements for authorship determination.

Despite the existence of these policies, which clearly state minimum authorship requirements, issues like the one illustrated above still exist. Junior researchers and students who experience problems may perpetuate the cycle of unethical authorship practices as they progress through their careers, believing that these methods for assigning authorship are acceptable. The end result for many researchers and students who encounter unethical practices may be unwillingness to collaborate or publish in the future, increased time to RHD completion, or even withdrawal from their postgraduate degrees (Morris, 2008).

This paper will explore and challenge the social norms of authorship assignment and suggest ways institutions can change authorship practices in their organisation so they are consistent with the institution's authorship and research ethics policies.

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**2.14 Linda Kotta, University of Cape Town, SA
Co-Author: Nazeem Ahmed**

Perceptions of tutoring practices in an Engineering Faculty: legitimate text in the regulative discourse

The underlying premise of peer tutoring is that it allows for knowledge disseminated in lectures to be reinforced and elaborated on. In many South African higher education institutions, the method of instruction is largely formal lectures to large sized classes delivered by lecturers, with consolidation of material occurring in weekly tutorial programmes facilitated by senior undergraduate or postgraduate students. Evidence from the Faculty of Engineering and the Built Environment at the University of Cape Town indicates that there is great variation in the quality of tutors, tutor training, and the support provided within different courses and across the seven departments in the faculty. A research project was initiated in an attempt to understand the nature of peer tutoring in the faculty and through theory to propose a way in which to improve the programme.

The data came from opinions expressed by students, lecturers and tutors. Focus group discussions were held with tutors; an online survey was used to gather information about student perceptions of tutoring; and lecturers were asked to fill out a 'grid' which consisted of information on tutored courses with an open section for comments. Bernstein's (2003) concept of legitimate text in the pedagogic discourse was used to illuminate some of the issues.

The data indicates that in order for tutoring to succeed, lecturers need to transmit a discourse of order. This transmission entails making explicit to the tutors what is legitimate practice in the tutoring relation. This creates an ordered and structured tutoring environment, helps make the roles of the tutors more explicit and creates a platform from which the instructional discourse can operate optimally. Previous research has tended to confine the definition of legitimate text to specific content or knowledge transmitted in the instructional discourse such as correctly written essays, correctly formulated mathematical algorithms etc (Morais et al, 1992). This paper attempts to advance the idea

of legitimate text to include legitimate practices or conduct. The aim would be to make for effective interactions between tutors and students in the tutoring context. The paper argues that this transmission needs to take place within the context of the regulative discourse as an attempt by the lecturer to order the tutoring programme. If this is not in place, knowledge transmission at the level of the instructional discourse is compromised. This paper challenges the boundaries of what lecturers might consider pedagogic practice in a higher education context.

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Staff and Academic mobility in a global context: Analysing staff perceptions on teaching and research functions in Ugandan Universities.

The academic staff constitutes the major component of the community of teachers and scholars that make up a university institution (*universitas magistrorum et scholarum*) (Kasozi, 2009). The quality of a university institution is, largely, determined by the quality of its academic staff. As internationalisation becomes absolutely inevitable due to a globalised economy, there is an increased need for highly skilled personnel, and a knowledge communication system based on the internet. The study will look at the following key questions;

1. How do academics view visits abroad? What motivates staff members to be mobile and what are the benefits?
2. What are experiences of mobile professors particularly in teaching and research? What is the role and status of overseas visits in their home institutions?

There is a continued consideration that mobility of academic staff and students continues to be very much in the foreground of studies and analyses in other continents but limited in Africa. However, there are limited studies which have been carried out on the perceptions of staff mobility on teaching and research functions in developing countries like Uganda. As stated in OECD (2008), 'Quantitative evidence on the impact of mobility patterns is not readily available', and this is worse in developing countries where literature and qualitative data about mobility in general are limited. A combination of desk research and discourse analysis will be used. Text from qualitative data will be deconstructed and transcribed in an attempt to identify features in the texts relating to the theme of the investigation.

The aim of this study is to conceptually articulate varying sets of staff/academic mobility (including exchange patterns) and to lay the groundwork for further research on the relationships between international mobility and university teaching and research for development. This is in realisation of the importance of mobility and the consequent benefits to teaching and research in Higher Education institutions.

In conclusion, to uplift the standards and academic competences of staff therefore, training within and outside their own institutions is imperative. To advance the development of international skills, knowledge and understanding among academic staff and promote academic co-operation, institutional linkages among colleges and universities with staff exchanges and mobility is fundamental.

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Creating an Accessible Curriculum for Students with Disabilities at the National Centre for Prosthetics and Orthotics

The latest addition to the Disability Discrimination Act, passed in 2005, introduced a requirement for all public bodies, including Higher Education Institutions to promote and deliver disability equality across all policies and activities. An increased awareness of disability equality places new demands on educators to be proactive in ensuring their teaching does not inadvertently discriminate against people with disabilities. In responding to the University's Disability Equality Scheme, a review of the accessibility of teaching at the National Centre for Prosthetics and Orthotics (NCPO), a department in the University of Strathclyde's Faculty of Engineering, was carried out. There were specific challenges in responding to disability equality legislation due to the high content of practical and clinical work with genuine clients. This paper presents the review process, main findings and outcomes of that review. It also aims to help the audience consider and reflect on the accessibility of their own teaching.

The review commenced with an e-mail survey of all of the department's current students and recent graduates. Students registered with disability services were also invited to a focus group discussion to share their views of the accessibility of the teaching. An e-mail survey of staff was also conducted, and was later followed by open discussion at a staff meeting.

The responses to the surveys were grouped and then circulated to the authors. The focus group discussion was recorded and transcribed. The three authors independently revised the surveys and focus group discussion transcripts to search for common themes and possible recommendations. When the group met there was a high level of agreement on the recommendations and further discussion enabled additional recommendations to be added.

Key concerns of students included: information regarding different provisions for examinations; availability of lecture notes and presentations; and clarity of instructions in multiple choice examinations. Key concerns of academic staff related to: achieving core competencies required for registration with the Health Professions Council; appropriate adjustments; the student selection process; and provision of information about students with disabilities.

The main outcomes included: Raised profile of accessibility of teaching within department; increased awareness of disability issues for prospective students during selection process and support available to them; and improved processes for monitoring students with disabilities

The review process sought to raise awareness of disability equality, and challenge thinking about disability, focusing on abilities of people with disability by considering possible adjustments that might be made to broaden participation in higher education and in future employment as allied health professionals.

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Staffing the Physical and Social Aspects of University Life

The work experience of University staff lies within the context of significant change in the Higher Education Sector in the UK (Stevens, 2004), aspects of which have impacted on requirements of the built environment. An increase in the overall number of students and of part-time and mature students has created demand for flexible access to learning resources. Developments in methods of course delivery and increased collaborative group work have increased requirements for access to computer suites, whilst wireless technology enables people to work in places previously

considered social or recreational. A more customer orientated approach has contributed to an expectation of resources being available 24/7 (Barnett and Temple, 2006).

A greater number of people requiring access to an increasing variety of resources over a wider spread of hours also require flexible ancillary services. Research findings indicate the importance of the built environment to staff and student recruitment, retention, performance and satisfaction (cabe, 2005). However, the experience of the people who maintain the built environment and service the physical needs of the University population can be overlooked in the research literature considering University life.

This paper considers the initial findings of a continuing case study investigating the work experience of cleaning, catering, caretaking and security staff in a University with five sites in city centre, suburban and greenfield locations. Data is being collected through informal and formal interviews, observation and the examination of documents and personal records such as diaries and blogs.

Consideration is given to explicit work activities and to the everyday transactions with other University staff and students. Early findings indicate a role for these staff in establishing a friendly, welcoming and secure environment for students, important for engagement (Christie et al, 2008). Staff report relationships with students built over time through the regular and frequent contact occasioned by their work. A range of interactions with students cover the provision of information, orientation, emotional support, language practice, cultural exchange, reporting of concerns and signposting to student services.

Investigation will continue into the contribution of these staff to the learning and social dimensions of University life at a time when staff/student ratio has decreased and computerised course delivery increased, reducing face-to-face contact with other staff.

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ROUNDTABLE

Oxygen for the Masses: Widening Participation, Increasing Diversity and Transforming Pedagogy

Like many other OECD countries, Australia and the United Kingdom have over the past few years begun to pursue a policy of significantly widening participation in higher education in order to drive future economic prosperity and achieve social inclusion goals (DfES 2003, Bradley et al. 2008). Along with setting particular targets in terms of the percentage of young adults with tertiary degrees, both countries have seen a particular focus on encouraging and supporting students from hitherto under-represented and marginalised socio-cultural groups to access and participate in higher education. One direct consequence of pursuing this policy is of course an increasingly diverse student population that extends beyond the traditional white able-bodied middle-class demography for whom tertiary education has become a birthright, to those historically excluded from enjoying its benefits.

Within this climate, universities are increasingly challenged to provide equitable educational opportunities for all their students who might arrive with varying levels of financial security, academic ability and cultural capital. Faced with rising attrition figures, particularly in first year, higher education institutions have mostly sought to "manage" this diversity through a range of equity initiatives, including additional student support services, transition programs and a range of extracurricular activities. While important, these services, programs and activities, as Trevor Gale (2009) argues convincingly, are somewhat on the periphery of a university's core activities – teaching and research. Furthermore, they invariably place the onus to change on the individual student rather than the institution and thus do not allow for meaningful broader cultural change.

In order to address equity concerns in a more meaningful way, then, higher education needs to get out of its self-imposed epistemological cul-de-sac. Gale argues that perhaps we need to consider not only introducing different students into the higher education environment but more importantly, different forms of knowledge and ways of knowing. In this paper, I would like to begin a conversation about what some of these different epistemologies and pedagogies might look like and how they could contribute not only to equity goals, but to enhancing the quality of the university experience for all students. In doing so, it will become apparent that the theories, practices and processes that underpin our current ideas about teaching and learning continue to operate largely in an ethnocentric vacuum. Meaningful engagement with the rich diversity on our campuses therefore means breaking the epistemological suction cap and letting in the oxygen around it. Breathing in fresh air never sounded so challenging.