

**Valerie Anderson**

University of Portsmouth, UK

**Reframing doctoral pedagogy for the knowledge economy. (0108)****Programme number: A2****Research Domain: Academic practice ,work, careers and cultures (AP)**

This conceptual paper draws on literature relating to doctoral education and the knowledge economy concept. It examines the epistemology of doctoral pedagogy and the knowledge production issues of the knowledge economy and offers a provocative new perspective. The paper considers critiques that the traditional PhD leaves graduates ill-equipped to contribute to the changed environment for research and innovation. It also examines the pedagogy of new forms of 'Professional Doctorate' developed to meet better the diversity of needs and expectations of research students. The analysis indicates that the epistemological assumptions of both the traditional and professional forms of doctorate restrict the extent to which doctoral graduates can contribute effectively to the knowledge economy. A further re-framing is required to enable graduates to contribute to a multi-institutional research environment requiring applied and co-created research outcomes generated through reflexive processes in trans-disciplinary settings.

**Libby Thomas<sup>1</sup>, Gabriel Reedy<sup>2</sup>, Elaine Gill<sup>1</sup>**<sup>1</sup>School of Medical Education, Kings College London,, UK, <sup>2</sup>Kings Learning Institute, Kings College London, UK**Becoming a doctor: how simulated practice can legitimise medical students' participation in clinical practice. (0140)****Programme number: A3****Research Domain: Academic practice ,work, careers and cultures (AP)**

Using phenomenological techniques, this study explores the learning that occurs in final year undergraduate medical and nursing students after an interprofessional full-patient simulation course. Legitimate peripheral participation is used as a lens through which to interpret some of the findings of this study. Quotes from student interviews and focus groups are used to illuminate and illustrate the critical thinking that goes on in this exploration. The key finding of this paper is that through simulation, medical students on clinical placements may be able to shift their position from observers to legitimate peripheral participants, situating themselves more centrally within a clinical practice environment. This can empower them to gain more from their clinical placements through their increased understanding of the roles they are observing, and with new confidence and knowledge to contribute.

**Lesley Gourlay**

Institute of Education, UK

**The digital university, critique and utopian fantasies (0305)****Programme number: A5****Research Domain: The Digital University and new learning technologies (DU)**

As Latour (2004) argues, political critique concerns itself with challenging large –scale dominating structures in society. In contrast, critique in education positions itself as a counterpoint to oversimplistic thinking, questionable binaries and unexamined constructs. This paper will explore the nature of critique in these two contexts, with reference to the concept of utopias (Peters and Freeman-Moir 2006). In doing so, it will analyse dominant utopian discourses surrounding open educational resources (OERs) and refer to a longitudinal qualitative study of student day-to-day entanglements with mediating technologies whose data present a challenge to these notions of simplicity and nonmateriality (Gourlay & Oliver 2013). Drawing on sociomaterial perspectives (e.g. Fenwick et al 2011) It will conclude that the role and value of critique may be analysed in terms of the extent to which it supports or challenges utopian thinking and related fantasies of free-floating social actors, monolithic social categories, fixity and power.

**Andrea Abbas<sup>1</sup>, Paul Ashwir<sup>2</sup>, Monica McLean<sup>3</sup>**<sup>1</sup>University of Lincoln, UK, <sup>2</sup>Lancaster University, UK, <sup>3</sup>University of Nottingham, UK**The problems and promises of undergraduate seminars: a Bernsteinian analysis of their ability to facilitate access to pedagogic rights. (0293)****Programme number: A7****Research Domain: Learning, teaching and assessment (LTA)**

Drawing upon a longitudinal mixed-method empirical investigation of sociology seminars in four universities over three years this paper engages in a critical discussion of the potential and the failings of undergraduate seminars in giving students access to

powerful disciplinary knowledge: associated in Bernstein's (2000) conceptual framework with students gaining access to pedagogic rights. Seminars are important because they facilitate students' understanding of disciplinary knowledge, which has been recontextualised through curricula design and pedagogic practices, and they encourage students to develop and demonstrate their skill in using this knowledge. However, our study suggests that undergraduate seminars often fail to fulfill this promise. A critical discussion of seminar teaching and how it might be improved is facilitated by using Bernstein's framework to interpret thematic analyses of videos of twelve seminars (three in each university) and interviews with the academics teaching these seminars.

**Ian Sadler<sup>1</sup>, Nicola Reimann<sup>2</sup>**

<sup>1</sup>York St John University, UK, <sup>2</sup>Northumbria University, UK

**Plurality and difference in the development of teachers' understanding of assessment in higher education. (0206)**

**Programme number: A8**

**Research Domain: Learning, teaching and assessment (LTA)**

This paper reports a study into the development of higher education teachers' understanding of assessment and practice. Dialogic concept mapping was undertaken with nine teachers from two universities. Participants constructed an initial concept map about assessment that was discussed in a one-to-one semi-structured interview. A year later a new map was created and the interview focused on change in thinking and assessment practice. Fine-grained analysis provided insight into what, on the whole, appeared small-scale evolution in understanding and practice. Interplay between understanding and practice was varied and complex: for some, understanding evolved, particular concepts were foregrounded and existing practice modified; for others, new practices were implemented in substantially different ways based on their overarching understanding; and for one participant, a significant shift in practices appeared incongruent with the original understanding of assessment. The reasons for such development and implication for academic development are explored.

**John Butcher<sup>1</sup>, Wendy Fowle<sup>1</sup>, Kieron Rees<sup>2</sup>, John Rose-Adams<sup>1</sup>**

<sup>1</sup>The Open University, UK, <sup>2</sup>NUS Wales, UK

**Part-Time Now: What can we learn from part-time HE students in Wales about embracing plurality? (0043)**

**Programme number: A9**

**Research Domain: Access and widening participation (AWP)**

Reporting data from a Welsh pilot survey and qualitative study of a UK-wide of the part-time (p/t) student experience, this paper explores who studies p/t, why p/t is chosen, and what the learning experience has been. Britain has seen a major decline in numbers (most pronounced in England) challenging those disadvantaged groups in society seeking flexible first steps, and those employees seeking to up-skill.

Data from 1,344 responses from Wales-based part-time HE students to an online survey and 25 telephone interviews suggested that although most studied to enhance future employability, gender, caring responsibilities and disability framed five critical issues:

- Reliance on savings, paid work, or personal debt
- Balance of time for study with competing personal/professional demands
- Need for flexibility to adjust intensity of studies
- Inadequate public information about qualifications, delivery and financial support
- HEIs disincentivised from prioritising p/t HE

**Sally Hancock**

University of York, UK

**'Science in action': doctoral scientists and identity construction (0122)**

**Programme number: A10**

**Research Domain: Academic practice, work, careers and cultures (AP)**

This paper explores how doctoral scientists construct and maintain academic identities during their PhD. Traditionally, the doctorate has been conceived as an academic apprenticeship, and it is assumed that academic identity develops through sustained participation in a community of practice (COP) (Lave and Wenger 1991; Wenger 2007). Using data from a two-year study with doctoral scientists, I argue that this understanding is now obsolete, on two counts. First, doctoral graduates increasingly assume a diverse range of non-academic careers and thus, the PhD ought not to be primarily considered as training for an academic career. Second, doctoral scientists are found to behave contrarily to the expectations of the COP model. I suggest that a game theory informed analysis better reveals doctoral scientists' efforts to construct identities. The application of game theory in this context is novel, and I detail its benefits as a tool of conceptual analysis over COP.

**Fiona Ross<sup>1</sup>, Di Marks-Maran<sup>1</sup>, Chris Tye<sup>1</sup>, Val Collington<sup>1</sup>, Andy Hudson<sup>1</sup>**

<sup>1</sup>Kingston University & St George's, University of London, UK, <sup>2</sup>Kingston University & St George's, University of London, UK, <sup>3</sup>Kingston University & St George's, University of London, UK, <sup>4</sup>Kingston University & St George's, University of London, UK, <sup>5</sup>Kingston University & St George's, University of London, UK

**Navigating different worlds and cultures-what are the challenges for leaders of nursing and teacher education (0055)**

**Programme number: A11**

**Research Domain: Management, leadership, governance and quality (MLGQ)**

In the United Kingdom, nursing and teacher education are relatively young academic disciplines in universities, vulnerable to the vagaries of new markets and neglected in the leadership literature.

Commissioned by the Leadership Foundation for Higher Education, this study set out to explore the scope and meaning of leadership in academic nursing and teacher education. Exploratory interviews were conducted by telephone, and where practical face to face, with a convenience sample of leaders in the UK, Europe and the United States. Framework analysis was used to capture and identify themes.

Core themes emerging were: managing the transition to a leadership role, coping with conflicting agendas, and leading change and development. Attributes of leadership were articulated in the advice leaders offered an imaginary successor. The findings highlight the contextual nature of leadership and role complexity as leaders navigate ambiguity between academic expectations and the political world of practice.

**Thierry Luescher-Mamashela<sup>1</sup>**

<sup>1</sup>Centre for Higher Education Transformation, South Africa, <sup>2</sup>University of the Free State, South Africa

**Achieving progressive ends by conservative means? Policy internationalisation in South African higher education governance in the period of 2001 to 2009 (0171)**

**Programme number: A1.1**

**Research Domain: International perspectives and context (ICR)**

The period of policymaking in South African higher education from 2001 to 2009 presents a model case of 'policy internationalisation' (King 2010). During this period the symbolic policy of national transformation goals adopted in the immediate post-apartheid period was elaborated in policy instruments borrowed, adapted, and indigenized from globalising models of HE governance. In this presentation we reflect on the extent to which international convergence leaves space for the pursuit of national transformation goals. Focusing on the national quality assurance system, we pursue the tensions and contradictions between local and global policies by revisiting the debate between Bundy (2006) and others as to whether it is possible to use conservative means to serve progressive ends (Lange, 2006). Secondly, we consider evidence of local divergence at different stages in the QA policymaking cycle and, finally, we examine the paradoxical role that external QA played in relation to the rise of managerialism.

**Tristan McCowan**

Institute of Education, UK

**Employability in African higher education: homogeneity, diversity and stratification (0172)**

**Programme number: A1.2**

**Research Domain: International perspectives and context (ICR)**

Graduate employability has become a central concern of governments and universities around the world, and a number of African countries have introduced measures aiming to address the perceived problems. This paper presents findings from a three-year study assessing institutions' incorporation of employability related policies and their outcomes in five countries: Ghana, Kenya, Nigeria and South Africa. Initial findings from the research sites confirm the existence of a significant homogenisation of discourse and to some extent policy across the countries and institutions. However, they also show a parallel process of diversification or stratification – between public and private sectors, but also between metropolitan and non-metropolitan areas, and distinct mission types. The extensive stratification of institutions means that even in the context of a rapidly expanding higher education system, deeply entrenched socio-economic inequalities are unlikely to be challenged.

**Rebecca Schendel**

Institute of Education, UK

**“Some kind of disorder”: The negative effects of modularisation on student learning in a Rwandan university context (0173)**

**Programme number: A1.3****Research Domain: International perspectives and context (ICR)**

In recent years, many African universities have attempted to improve the academic quality of their programmes by reforming their curricular structures. Such reforms often take the form of innovations first advocated in higher education systems elsewhere in the world. The result of this international policy borrowing is a marked convergence of curricular structures and definitions of academic quality. This paper considers the impact of a Rwandan university's decision to adopt a modular curricular structure modelled on the European Credit Transfer & Accumulation System. Evidence from a recent empirical study of teaching and learning at the university indicates that modularisation was adopted without sufficient consideration of how the pre-existing teaching orientations of the lecturing staff might affect the implementation of the new structure and suggests that the top-down nature of the policy change has ultimately had a negative impact on student learning.

**Shuangye Chen**

The Chinese University of Hong Kong, Hong Kong

**Revisiting the Research-Policy-Practice Nexus: Boundary Objects and Boundary Brokering (0014)****Programme number: A4.1****Research Domain: Higher education policy (HEP)**

The research-policy-practice nexus is a long-standing issue in higher education research. Although the closer linkage and greater relevance have been repeatedly suggested to improve HER impact on policy and practice, few conceptual works have been found to renew the discussion. Practices in the community of scholars and in the communities of policy stakeholders and practitioners are distinctive in nature. Contextualized in the China case, this paper deploys boundary objects and brokering to explain the current interface of actors as brokers and boundary objects across the three communities in one domain. With recognized boundary objects and boundary brokers, the learning potential between the communities have been released in boundary brokering to make better research-policy-practice nexus possible. Therefore boundary objects and boundary brokering between the three communities provides a useful theoretical lens at the institutional basis which contextualizes and fertilizes the research-policy-practice nexus.

**Ruth Whittaker, Julie Brown**

Glasgow Caledonian University, UK

**Working together to make a difference: A collaborative approach to enhancing Recognition of Prior Learning Policy and Practice in Scottish Higher Education (0170)****Programme number: A4.2****Research Domain: Higher education policy (HEP)**

Adopting a community of practice approach to enhancing and implementing higher education policy, the Scottish HEI Recognition of Prior Learning (RPL) Network is working to create an evidence base for RPL. This research has informed the development of the RPL National Framework for Scottish Higher Education for QAA Scotland. Key policy drivers for RPL at national and international levels relate to widening participation, lifelong learning and workforce development. RPL development in Scotland supports post-16 reform in Scotland; the Quality Enhancement Themes; and the work of the SCQF Partnership in developing greater awareness and use of RPL across all sectors. This work informs, and is informed by, European RPL developments through the European RPL Network and post-Bologna developments (QAA, 2012 and Whittaker, 2011)

This paper will provide an overview of the collaborative research undertaken, and the resulting development which is pushing forward the RPL agenda in Scotland.

**Michael Cosser**

Human Sciences Research Council, South Africa

**The evidence for access, mobility and progression in the pathway outcomes of previously disadvantaged students (0185)****Programme number: A4.3****Research Domain: Higher education policy (HEP)**

Two of the objectives of the South African National Qualifications Framework (NQF) are to "Facilitate access to, and mobility and progression within education, training and career paths" and to "Accelerate the redress of past unfair discrimination in education, training and employment opportunities" (RSA, 1995). This paper explores, through an investigation of the pathways into and through higher education (HE) of the cohort of students in Grade 12 in 2005, whether these objectives had been achieved a decade after promulgation of the SAQA Act. Adapting a technique devised by Robinson (2004), the paper establishes a typology of the pathways

of the 2005 cohort of students who enrolled in a HE institution between 2006 and 2010. The typology, which provides a tool for classifying pathways that can be replicated in other national HE systems, allows one to ascertain the extent to which the two NQF objectives cited above have been realised.

**Cathy Schofield<sup>1</sup>, Liz McKenzie<sup>2</sup>**

<sup>1</sup>Truro College, UK, <sup>2</sup>Plymouth University, UK

**Degrees of Freedom: Factors affecting Foundation degree students' course choices (0092)**

**Programme number: A6.1**

**Research Domain: Student experiences (SE)**

Foundation degrees (Fds) were introduced to assist the government's agendas for widening participation and address a perceived graduate level skill shortage. These two-year terminal qualifications also offer the option to top-up to a full degree on a named progression route (2+1 mode). To explore FEC students' views on their mode of study and course choice, sixty-five level 5 and 6 students completed an electronic questionnaire comprising a range of open and scaled questions. Results showed that 89% of the students preferred the 2+1 mode due to its flexibility compared to a traditional 3-year programme. The most important factors for top-up choice were the course and its location; given the option of remaining at the FEC or moving to the HEI, 75% chose to remain. These findings may encourage HEIs to reconsider the types of provision they offer in order to meet the needs of a more diverse student group.

**Liz McKenzie**

Plymouth University, UK

**Where do we go from here? The experience of Teaching Assistants after completing a Foundation degree. (0235)**

**Programme number: A6.2**

**Research Domain: Student experiences (SE)**

Following the Dearing report Foundation degrees (Fds) were introduced to provide vocationally based Higher Education (HE) and further the government's widening participation agenda. Although a terminal qualification in their own right, Fds also offer progression to a full degree, providing a flexible mode of HE study, attractive to mature learners in employment seeking part-time study. Teaching Assistants (TAs) were central to government proposals for Workforce Reforms in education; structured training for school support staff included Fds. However for many TAs completing the Fd was not the end of their participation in HE, or their personal and professional development. This paper reports a long term follow-up of three groups of TAs, (i) Fd only; (ii) Fd and Honours degree; (iii) Fd, Honours and teaching qualification, to explore their learning journeys and show the transformative effect of study, Fd and beyond, on their personal and professional lives.

**Clara Olele, Chineze Uche**

University of Port-Harcourt, Nigeria

**Creating Gender Awareness for Empowerment Towards Sustainable Development Among Female Undergraduates In Tertiary Institutions in Rivers State. (0015)**

**Programme number: A12.1**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

The Millennium Development Goals are concrete goals for sustainable development. Promoting gender equality and empowerment is one of the key issue; this implies that capacity building for women remains central to development and offers a lens through which to deconstruct gender related issues. Many workshops/seminars have and are still being organized in Nigeria for women who are already in their adulthood. This study focused on female undergraduates at the adolescent and early womanhood stages of life. the purpose is to 'catch them young' through advocacy. Sensitizing young girls/women on the need to develop their potentials, being creative and focused to enable them overcome the challenges that undermines their efforts at becoming industrious and resourceful. This study engaged young women in tertiary institutions in workshops/seminars on gender issues, women empowerment through enterprneurial skills. Pre/post tests quasi-expermentalresearch desgn was used. Data were analyzed using mean scores and standard deviation. Recommendations were made.

**Kerry Shephard, Elaine Webster, Kim Brown, Hannah Payne-Harker, Nyssa Payne-Harker**

University of Otago, New Zealand

**Exploring student empowerment for community-engaged sustainability education (0156)**

**Programme number: A12.2**

**Research Domain: Student experiences (SE)**

A diverse team of university teachers, researchers and students have collaborated to enable students to develop not-for credit learning opportunities on sustainability. Collectively we explored the parameters involved in empowering students to use their skills and their membership of the university to support the learning of student, academic-staff and town communities. We describe the methodologies involved in and results from just one of our research questions; will we be able to adequately support our students to develop, coordinate and teach a 'course'? Our data includes notes from multiple forms of communication and from semi-structured interviews and involves staff and students as researchers and as research subjects. Our results emphasise the intrinsic motivation that students bring to this enterprise and the delicate balance that needs to be found between supporting students and directing them as they find outlets for their creativity and empowered status within their university.

**Nalita James**<sup>1</sup>, **Hugh Bushe**<sup>2</sup>

<sup>1</sup>University of Leicester, UK, <sup>2</sup>University of Leicester, UK

**"I couldn't have done it without my Access tutor". Inspiring Access to Higher Education students to (re) engage with learning. (0005)**

**Programme number: B2**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

The Access to Higher Education diploma is taught in further education and offers a route into university for mature students with few or no qualifications. Drawing on project findings on Access to HE students' learning transitions, the paper articulates the commitment of Access to HE tutors in enabling these students to make successful transitions into HE in a climate of ongoing change and performativity in further education. The paper will examine how the tutors' views embodied a strong commitment to this notion, by illustrating the emotional labour they undertook in establishing supportive relationships and collaborative learning cultures in order to provide the necessary basis for changing students' understandings of themselves as learners. Finally, the paper highlights the challenges the Access to HE tutors faced in privileging their students needs versus their professional values being threatened by the encroachment of institutional regimes within the further education colleges.

**Kate Thomas**

Birkbeck, University of London, UK

**Rethinking 'Belonging' and the Student Experience (0071)**

**Programme number: B3**

**Research Domain: Student experiences (SE)**

'A sense of belonging is considered critical to both retention and success' (Thomas 2012:1). This statement is influenced by Tinto's interactionist theory of student departure (1975) which highlights integration and congruency as conditions of student persistence. In an increasingly diverse higher education (HE) landscape, who 'belongs' and to what? This paper argues that 'belonging' as recognised and validated in dominant institutional discourses is problematic in relation to the diverse experiences of part-time, mature undergraduates, whose multiple identities, cross-cut by age, gender, race and class, position them on the periphery. The paper attempts to rethink 'belonging' in HE through ideas of power, identity and space/place, employing Brah's concept of diaspora (1996) and Massey's progressive sense of place (2005) to enrich a Bourdieusian analysis. In doing so, it works in 'theoretical borderlands' (Abes, 2009) extending theoretical territory to capture the complexity of student experiences. Case study findings will illustrate the discussion.

**Gwyneth Hughes, Holly Smith**

Institute of Education, UK

**Opening the feedback 'black box': how can mass digital assessment support individual student progress?(0044)**

**Programme number: B5**

**Research Domain: The Digital University and new learning technologies (DU)**

Assessment processes are increasingly supported by digital technologies. However, this is often to enable the mass submission and marking of assignments and not to monitor and support the learning of a diversity of individual learners. However, a JISC funded project Assessment Careers at the Institute of Education, London has explored how digital technologies can support individual progress across a programme through developing a simple VLE tool to make written feedback more easily available to both students and to a range of assessors. Digital technologies can encourage learner reflection on feedback, can help assessors tailor feedback for individual progress and enable assessors to view and discuss each others' feedback as part of a developmental community. A new culture of openness about feedback practice is necessary if the potential of digital technology for assessment is to be fully

realised.

**Jacqueline Stevenson**

Sheffield Hallam University, UK

**Exploring the lifeworld of international doctoral students (0050)**

**Programme number: B6**

**Research Domain: Student experiences (SE)**

This paper reports on research with international students undertaking full-time PhDs in a UK university publicly committed to embracing plurality and difference. The purpose of the study was to gain a better understanding of the lifeworld of a small number of students and, through this, help enhance doctoral completion rates within the institution. The research uses a phenomenological approach to guide the collection of data, comprising in-depth interviews with eight students from different countries, at different points in their PhD journeys and from diverse racial, gendered and religious backgrounds. The findings are explored through Merleau-Pony's lifeworld dimensions as developed by Ashworth: selfhood, sociality, embodiment, temporality, spatiality, project, discourse and 'mood-as-atmosphere'. The paper indicates that, whilst they lead varied lives, the students share similar struggles in attempting to achieve their projects. It concludes with recommendations for changes to practice which might increase feelings of belonging on campus and enhance completion rates.

**Fabio Arico, Duncan Watson, Chris Thomson**

University of East Anglia, UK

**Assessing Student Self-Assessment: An Additional Argument for Blended Learning (0271)**

**Programme number: B7**

**Research Domain: Learning, teaching and assessment (LTA)**

This paper, by comparing and contrasting between two different assessment protocols, investigates the formation of student self-assessment skills. We operationalise the concept of self-assessment skills by measuring the relationship between student-attainment and student-confidence in their own performance. We find that, whilst student-confidence is related to attainment levels, there is a significant asymmetry across the two assessment protocols adopted. Independent of the assessment type, high-attainment students display a consistent positive association between confidence and attainment. In contrast, low-attainment students display a relationship between confidence and attainment in only one of the two assessment set-ups. We conclude that self-assessment skills are tied to the assessment format, and that low-performance students display poorer self-assessment skills when facing assessments where: (i) they evaluate their performance on a composite task; (ii) they operate under stronger time-pressure; (iii) they are exposed to a smaller number of questions; (iv) their performance is evaluated in a non-anonymously.

**Madeleine Kapinga Mutatayi<sup>1</sup>, Jan Elen<sup>1</sup>, Pierre Mukendi Wa Mpoy<sup>2</sup>**

<sup>1</sup>Ku Leuven, Belgium, <sup>2</sup>UNIKIN, Congo

**From Respondents Inconsistency to Questionnaire Unreliability (0115)**

**Programme number: B8**

**Research Domain: Learning, teaching and assessment (LTA)**

Learning approaches as well as perceptions of learning context have ever since been considered as important factors in determining learning outcomes in higher education. Most studies as well as instruments stem from Anglo-Saxon contexts. Findings have revealed strengths and limitations of the instruments. Investigations in Africa are limited.

The Democratic Republic of Congo has approximately one thousand institutions of higher Education. Few published research on students' learning approaches and perceptions of learning context. The present paper calls for more Congolese investigations on these variables. This research is based on a puzzling study from DRC with low Cronbach' Alpha values for three well-established questionnaires. Among factors affecting the unreliability of Alpha coefficients, incoherence of responses was found to be most important. The results of the study also show significant deviation from results in Asian contexts, suggesting that the results as well the quality of the instruments themselves might be context dependent.

**Ceryn Evans**

Cardiff University, UK

**What is 'widening access' to higher education in Wales? A review of the approaches adopted by HEIs in Wales to widen access? (0032)**

**Programme number: B9**

**Research Domain: Access and widening participation (AWP)**

Widening participation in higher education has been a public policy concern for decades, leading UK governments to issue policies putatively aimed at widening access to higher education opportunities to those traditionally unrepresented therein. With a focus on the Welsh context the paper explores the approaches adopted by higher education institutions (HEIs) in Wales to widen access to higher education opportunities. Interviews with widening access practitioners and content analysis of institutional widening access documents reveal the varied approaches to implementing the Welsh Government's widening access agenda. In light of these findings the research addresses broader questions about what is meant by 'widening access' to higher education and to whom and to what widening access policies in Wales are targeted at?

**Janice Malcolm**<sup>1</sup>, **Miriam Zukas**<sup>2</sup>

<sup>1</sup>University of Kent, UK, <sup>2</sup>Birkbeck, University of London, UK

**Time, space and 'real' work: researching social scientists' everyday work practices (0088)**

**Programme number: B10**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

This paper reports on a study which set out to illuminate how academic work in social science is learned, negotiated, experienced and enacted; to investigate the interactions of the competing 'workplaces' of institution, department and discipline; and to explore how connections and conflicts are experienced and negotiated by social science academics. The paper describes the challenges of conducting ethnographic research from a sociomaterial perspective in universities. Initial analysis suggests that the interactions of disciplinary practices and organisational requirements result in work fragmentation; that the organisation of intellectual, technological, social and physical space, and the negotiation, mapping and consumption of academics' time (and that of others), can enable or constrain particular forms and standards of professional performance. Divergences emerge across gender, career stages, specialisms and subject combinations, and the scholarly status of the departments concerned. These divergences suggest further routes for 'close-up' exploration.

**Sarah Jane Aiston**

University of Hong Kong, Hong Kong

**Transgressing the power/powerless divide: Hong Kong women academics (0233)**

**Programme number: B11**

**Research Domain: Management, leadership, governance and quality (MLGQ)**

Leadership in higher education is not inclusive, and 'significant others' are not being engaged in the decision-making processes of the academy. Leadership is implicitly constructed as male and male academics are positioned as powerful, whilst women academics are positioned as powerless. This paper explores the narratives of senior academic women who have successfully negotiated and transgressed the powerless/powerful divide. Based on interviews with the most powerful academic women leaders in Hong Kong, the paper will reflect on how these women have transgressed the power/powerless divide, their experiences of crossing that boundary and how they have constructed and made sense of their identities as lone academic female leaders. Particular attention will also be paid to the cultural context within which these women are positioned.

**Frances Chetwynd**, **Chris Dobbyn**, **Helen Jefferis**, **John Woodthorpe**

The Open University, UK

**Data mining: a useful student retention tool or what we knew already? (0148)**

**Programme number: B12**

**Research Domain: Student experiences (SE)**

This paper describes an on-going project that investigates the use of an Artificial Neural Network (ANN) to predict students who are at risk of failing the final End of Module Assignment (EMA) in an Open University Level 1 Computing course. At the OU, with its open entry and widening participation remit, the percentage of Level 1 students who are not retained, or do not progress to higher level study, is significantly higher than at conventional universities. The research aims to identify the major indicators that students will either fail the final assessment or fail to complete the module. Historical student data, including grades achieved, timeliness of submissions and social factors were used to train the ANN. Data from current students is then presented to the ANN with the aim of predicting which category of result the student would fall into – pass EMA, fail EMA or not complete the module.

**Tamson Pietsch**<sup>1</sup>, **Meng-Hsuan Chou**<sup>2</sup>

<sup>1</sup>University of Sydney, Australia, <sup>2</sup>Brunel University, UK, <sup>3</sup>Nanyang Technological University, Singapore

### **Organising scholarly exchange: the Rhodes Scholarships, 1903-1913 (0134)**

**Programme number: C1**

**Research Domain: International perspectives and context (ICR)**

Established in 1903, the Rhodes scholarships were founded with the express purpose of creating an international cadre of leaders who, by forging personal relations with each other during the period of their study in Oxford, would "render war impossible". Targeted initially at the British colonies of white settlement (Canada, Australia, Southern Africa and New Zealand) and also the United States and Germany, the programme has expanded over the course of the last century to also include African states, India, and for a time also Malaysia and Singapore. It was the model for the Fulbright Scholarships and is frequently cited as a model by many newer schemes. As one of the longest running schemes of scholarly exchange the Rhodes offers an ideal context for examining questions about the organization and efficacy of scholarly exchange across the twentieth century.

#### **Peter Fine**

UCL Eastman Dental Institute, UK

### **An Investigation into General Dental Practitioners' Perceptions of the Influence of Postgraduate Dental Education on General Dental Practice. (0116)**

**Programme number: C3**

**Research Domain: Student experiences (SE)**

This study investigates the perception that General Dental Practitioners (GDPs) have about their postgraduate education. Since the advent of Continuing Professional Development (CPD), amongst all professional groups the effectiveness of various methodologies for CPD has been questioned. This study looks at a specific group of professionals (GDPs) over a longitudinal study (5 years), of which there is very little previous literature.

Initial results would indicate that the programme and teaching protocol are well received by students and staff. The diverse group of GDPs engage in didactic teaching and hands-on practical work, in small groups; the social aspect of the sessions being perceived to be as significant as the educational elements.

The prescriptive nature of dental CPD, as imposed by the General Dental Council in the UK, needs to be questioned as to its effectiveness, reliability and appropriateness.

#### **John Anchor**

University of Huddersfield, UK

### **The earnings expectations of EU business school students. (0232)**

**Programme number: C4**

**Research Domain: Higher education policy (HEP)**

The earnings expectations of approximately 1500 first year university students of business and economics are reported on. The data were collected using a questionnaire, which was distributed to students in ten higher education institutions across four European countries (Czech Republic, England, Poland and Portugal). Students were asked to estimate their expected earnings with and without a university degree at two points in time. Earnings expectations were found to vary within as well as between groups, namely by country, gender, education level, experience and probability of being obtained. Despite the variations, some common patterns are identified; namely that students are rather uncertain about their earnings prospects; expect their earnings to increase with education and experience, and to grow faster and further with a university degree.

#### **Fiona Averill**

University of the West of Scotland, UK

### **'Say Cheese' – Photovoice and Over 50s Women: To exercise is to socialise. (0253)**

**Programme number: C7**

**Research Domain: Learning, teaching and assessment (LTA)**

This paper will consider how my experiences of using photovoice in a research pilot study, informs teaching and learning in higher education. The aim of the study was to see and hear the feelings of a group of older women's experiences in an Over 50s exercise class using photovoice, an ethnographic visual method. Two volunteers from the group took photographs of the women before, during and after their class, which were verbally analysed, collated and themed. Their five themes highlighted the group's feelings of their

exercise class with "blethering" and "the perfect ending" being the key findings i.e. socialising. I identified aspects of the research process that could inform teaching and learning to Sport Development students on two levels. Firstly, using distinctive qualitative research methodologies and methods and secondly the principles of ethnography and photovoice could enhance the learning of research methods for students.

**Tina Byrom<sup>1</sup>, Nic Lightfoot<sup>2</sup>**

<sup>1</sup>Nottingham Trent University, UK, <sup>2</sup>Sheffield Hallam University, UK

**'I didn't really know the reputation of any of them to be fair': widening participation and higher education choice (0239)**

**Programme number: C8**

**Research Domain: Access and widening participation (AWP)**

Student choice of higher education (HE) institution has been identified as problematic, reflecting class based positions and re-enforcing perceptions of an HE hierarchy (Shattock 1996). Universities are increasingly involved in a 'game' in which their status in a wider educational field is frequently used by students as they consider where they will study. This research takes this theme up and explores influences on university choice of students who have been identified as 'first generation' students across three post-1992 institutions. Semi structured interviews were held with a total of 16 students at the beginning of their first year of study. Findings presented here reflect students' views on the main influences on their choice of university, further contributing to debates that centre on differentiated higher education experiences according to class.

**Yvonne Hillier**

University of Brighton, UK

**Higher education and its communities (0023)**

**Programme number: C9**

**Research Domain: Access and widening participation (AWP)**

This paper examines how government policy has encouraged universities and higher education institutions (HEIs) and their community group partnerships to work together to engage in building economically successful societies. It argues that partnerships between a university and its communities exist within a complex set of often competing policy demands. It outlines a series of research projects undertaken as part of a university community engagement programme (CUPP) with its local communities in a deprived coastal town on the south coast of England. Despite the success in collaboration between the university and its communities in this locality, there are challenges for continuing the relationship of university researchers and the local community. The paper concludes by identifying how these challenges threaten the sustainability of future higher education and community collaboration.

**Paula Burkinshaw, Louise Bryant, Vicky Ward, Allan House**

University of Leeds, UK

**Making the most of Athena Swan: how research can help (0078)**

**Programme number: C11**

**Research Domain: Management, leadership, governance and quality (MLGQ)**

The Athena Swan Charter recognises higher education institutions working for gender equality through an awards scheme. In 2011, the Chief Medical Officer warned she did not expect to short-list any NHS/University partnership for 2015 funding for NIHR Biomedical Research Centres and Units where the academic partner had not achieved at least the silver award (Davies, 2011). Although this resulted in many medical schools developing gender equality strategies there is little research on gender equality interventions and no robust evidence base to help medical schools prioritise resources.

This paper describes a project whereby a Russell Group medical school aimed to provide evidence to underpin its application for an Athena Swan silver award. The research project included a literature review of gender equality interventions in academic medicine; an investigation of staff views towards a range of interventions using Q Methodology and a series of focus groups to discuss and validate the findings.

**Réka Plugor**

University of Leicester, UK

**Multiple Status Positions of University Students: Snapshots from England and Romania (0231)**

**Programme number: C12**

**Research Domain: Student experiences (SE)**

The paper introduces and discusses the concept of Multiple Status Positions (MSP) which captures the complex experiences and perceptions of university students holistically. Topical life history interviews were conducted with 42 male and female final year university students from different social and disciplinary backgrounds in England and Romania to find out their motivations, experiences and perceptions about the activities they engaged in while at university and their view on the interconnections between their studies, extra activities and future (career) plans. The analysis of these multiple status positions provides an opportunity to look in detail at how the pathways from education to work are organised in two different institutional contexts in Europe.

**Paul Ashwin<sup>1</sup>, Andrea Abbas<sup>2</sup>, Monica McLean<sup>3</sup>**

<sup>1</sup>Lancaster University, UK, <sup>2</sup>University of Lincoln, UK, <sup>3</sup>University of Nottingham, UK

### **Relations between undergraduate students' accounts of sociology and their approaches to sociological research (0190)**

**Programme number: C2.1**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

Advocates of close of the research teaching nexus argue that engaging students in research offers them an important way of developing more critical relations to knowledge. However, this argument is based on the assumption that engagement in research will in some way transform students' understanding of their disciplines. This paper examines this assumption by analysing the relations between sociology students' accounts of sociological knowledge (what they think Sociology is as a discipline) and their approaches to conducting sociological research (how they report the outcomes of a research project). This is based on a phenomenographic analysis of interviews with sociology undergraduate students over the course of their undergraduate degrees, and their approaches to research exhibited in the texts of their final year, research-based, dissertations. Our initial findings suggest that students' engagement in research in itself does not transform their relations to sociological knowledge. This has important implications for the research-teaching nexus.

**Didi Griffioen**

VU University, The Netherlands

### **Conceptions of Truth in Higher Education: A Pillar of Research-Teaching-Nexus (0191)**

**Programme number: C2.2**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

As future professionals, students in higher professional education are expected to learn to apply and create new knowledge. In deciding how to create an educational programme to result in these aims, not only conceptions of 'knowledge', but also the notion of 'truth' is an important part of the debate. In deciding how to connect research and teaching, 'research' can be considered a (but not the only) procedure to provide 'evidence' for the relation between reality and its reflections. This article reports the development and first results of an instrument to measure academics' conceptions of truth. Based on a newly developed measurement instrument academics were asked to share their perception on what can be considered 'true'. A combined PCA and PRINCALS analysis results in four latent factors on truth and three clusters of academics. Implications for the connection of research and teaching are discussed.

**Isabel Huet**

Kingston University, UK

### **Research and Teaching nexus in post 92 Universities: Tensions and challenges (0193)**

**Programme number: C2.3**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

This paper presents early findings of a larger study that looks for an understanding of how the growing research environment in post 92 Universities is effectively connecting research and teaching, as well as the contextual factors that discourage it.

The paper begins to contextualise the study by bringing into the discussion the tensions and challenges that academics are facing in the sector. The data findings shed light on how research active academics and institutional senior managers perceive the R&T nexus, their actual practice and the implications that it brings for students' production of knowledge and academics' motivation.

The findings of this study lead to a further discussion: Is it possible that there might be a negative relationship, such as ever-increasing pressure on academics for research output and teaching quality that might in the end compromise the quality of both?

**Lisa Lucas**

University of Bristol, UK

**The Future of Research and Teaching in UK Universities? (0197)****Programme number: C2.4****Research Domain: Academic practice ,work, careers and cultures (AP)**

Changing conditions of academic work and the idea of 'unbundling' of academic activities potentially raises questions as to the future of knowledge production within universities across the sector. The significance and benefits associated with the link between research and teaching, which has been argued for by a number of researchers both for academic work and the potential positive benefit on student learning is, therefore, perhaps being questioned as the conditions of undertaking research and teaching changes across the sector. This paper will draw on data across two qualitative research projects, which were based on interviews with academic staff across a range of UK universities and also a quantitative analysis of data from the Higher Education Statistics Agency (HESA) to look at the question of academic work in relation to research and teaching and how this might be currently changing within the UK higher education sector.

**Carol Taylor<sup>1</sup>, Carol Robinson<sup>2</sup>**<sup>1</sup>Sheffield Hallam University, UK, <sup>2</sup>University of Brighton, UK**Not Product but Process: Rethinking the Ethics of Student Engagement (0060)****Programme number: C5.1****Research Domain: Learning, teaching and assessment (LTA)**

Ethics is a markedly under-researched dimension of the expanding field of student engagement. This presentation argues that there is a compelling case for situating ethics at the heart of student engagement practice, theory and policy. The paper utilises empirical case studies, and relates these to a bricolage ethics framework inspired by process philosophy, which includes concepts from Aristotle (phronesis), Arendt (natality and plurality) and Barad (entanglement). We use this framework to formulate a process notion of ethics-in-action which takes us beyond ethics as a product of institutional Ethics Review Boards, or as an either/or choice between deontological and consequentialist positions. Instead, we argue that rethinking the ethics of student engagement as a process which combines situated ontological becoming, practices of acting well in-relation, and a bricolage of varying approaches, offers more flexible theoretical tools to better understand and evaluate the ethical complexities entailed in contemporary student engagement practices.

**Julie Wintrup, Kelly Wakefield, Hugh Davis**

Southampton, UK

**Learner engagement in MOOCs: research using the UK Engagement Survey and interviews. (0068)****Programme number: C5.2****Research Domain: Learning, teaching and assessment (LTA)**

This paper presents findings from research into MOOC learner engagement, elicited through the UK Engagement Survey, and interviews with learners (ongoing). Learners reported substantial engagement in higher order learning, reflective and integrative learning, and current research and research methods. They reported forming new understandings, making connections with previous knowledge and experience, and exploring knowledge actively and creatively. Many felt intellectually stretched and challenged, found themselves thinking about ideas critically and felt better informed. Up to a quarter regularly interacted or collaborated with others. Differences between the two MOOCs researched, suggest particular forms of engagement are sensitive to pedagogic approaches and curricula. Interactivity remains an area with scope to be developed however, along with opportunities for more student-generated and applied forms of learning. We conclude that these are important areas to develop, if MOOCs are to form part of an accredited new route to widen access to higher education.

**Ed Foster**

Nottingham Trent University, UK

**What about the doubters? Trying to engage all students with their studies (0100)****Programme number: C5.3****Research Domain: Learning, teaching and assessment (LTA)**

This paper explores the relationship between students who have considered withdrawing from their studies (doubters) and theories of student engagement, particularly engagement with academic studies. We will share findings uncovered during the HERE Project (2008 – 2011), part of the "What Works? Student Retention & Success" programme. These include reasons why students doubt in the first place, what helps them to remain and how engaging with their studies is crucial to their retention and success. We will explore

some of the institutional changes put in place in response to the HERE Project work, particularly around transition into the first year. These include work on induction, academic course tutorials and a learning analytics student dashboard. Finally we will explore some of the findings from our most recent research into student doubters that strongly support some actions, but also point out some of the problems putting student engagement research into practice.

**Abbi Flint**

Higher Education Academy, UK

**Partnership learning communities (0168)**

**Programme number: C5.4**

**Research Domain: Learning, teaching and assessment (LTA)**

This paper will draw together aspects of theory, underpinned by published examples and evidence from practice, to develop a new way of framing community in learning teaching, which embraces the notion of engagement through partnership. This notion of 'partnership learning community' is central to a recently published Higher Education Academy conceptual model and framework for partnership with and between students in learning and teaching in higher education (AUTHOR). By synthesising aspects of the scholarship of both partnership and community, this may facilitate an approach to student engagement that accommodates the plurality of perspectives and diversity of staff and students working and learning within higher education. This focus also identifies a number of fundamental challenges and tensions at the heart of learning and teaching in the 21st century.

**Alex Buckley**

The Higher Education Academy, UK

**The UK Engagement Survey 2014: findings and implications (0260)**

**Programme number: C5.5**

**Research Domain: Learning, teaching and assessment (LTA)**

Student engagement surveys have become prominent throughout the world, due to their basis in extensive research, the substantial evidence for their validity and reliability, and the value that institutions place on the data for the enhancement of learning and teaching. In 2013, the HEA co-ordinated the first multi-institution administration of a student engagement survey in the UK. The UK Engagement Survey was repeated in 2014, with 36 participating institutions. This presentation will describe the findings from the survey, focusing on those results which contribute to our understanding of important pedagogical differences. The presentation will also explore the challenges and benefits of using student engagement data for the enhancement of learning and teaching.

**Michael Solem<sup>1</sup>, Helen Walkington<sup>2</sup>, Sarah Dyer<sup>3</sup>, Martin Haigh<sup>2</sup>, Shelagh Waddington<sup>4</sup>**

<sup>1</sup>Association of American Geographers, USA, <sup>2</sup>Oxford Brookes University, UK, <sup>3</sup>University of Exeter, UK, <sup>4</sup>Maynooth University, Ireland

**A Capabilities Approach to Teaching and Learning in Higher Education (0058)**

**Programme number: D1**

**Research Domain: International perspectives and context (ICR)**

This presentation is based on the GeoCapabilities project funded by the U.S. National Science Foundation and E.U. Comenius program.

GeoCapabilities is a transatlantic project that is researching the purposes and values of geography in schools and universities. The theoretical framework is based on Amartya Sen's and Martha Nussbaum's "capabilities approach" to human welfare development.

The interest driving the GeoCapabilities research is whether teachers and teacher educators can use capabilities principles to identify a "shared purpose" for geography in education that transcends national boundaries, despite the considerable variation in the content and sequencing of geography as expressed in national curriculum standards and frameworks.

This paper will report the outcomes of an international workshop that resulted in an analysis of how the capabilities approach might inform teaching and learning in geography in higher education.

**Martin Gough<sup>1</sup>, Rob Fraser<sup>2</sup>**

<sup>1</sup>De Montfort University, UK, <sup>2</sup>University of Kent, UK

**Research Student Perspectives on Supervisor/Advisor Approaches to Supervision (0282)****Programme number: D3****Research Domain: Student experiences (SE)**

This is a discussion of a project which has surveyed research students in universities across the world. It enquires into their perception of their needs with respect to the approach to the supervisory relationship adopted by their supervisor or advisor. It conceptualises the contribution of the supervisor as comprising three main aspects: expertise in the research area; support for the student; balancing creativity and criticism. Whereas the presumption of many would be that the most important attribute of a supervisor is expertise in the field of enquiry adopted by the student, the main finding from this survey is that, in the eyes of students, non-expertise-related characteristics are more desirable than expertise-related ones. This finding raises questions about certain ontological claims concerning academic work and life.

**Ray Bachan**

University of Brighton, UK

**Grade Inflation in UK higher Education (0072)****Programme number: D4****Research Domain: Higher education policy (HEP)**

This paper examines the continual increase in the proportion of 'good' honour degrees awarded by UK universities since the early 1990s. This trend has brought with it the charge of 'grade inflation' that may be a result of falling standards in UK higher education. This issue has been raised in government which brings into question the usefulness of the current degree classification system. Using university-wide data we find evidence of grade inflation in UK higher education since the mid-2000s after controlling for changes in university efficiency in teaching and a rich array of factors assumed to influence degree outcome. The data employed allows several other sub-themes to be explored. We confirm the findings from previous research that a student's pre-entry A-level score, region of domicile and previous schooling impacting on degree performance. This paper contributes to the relatively thin UK literature that exists on the issue of 'grade inflation'.

**Thushari Welikala**

King's College London, UK

**Cultural interfaces: new conditions that inform student experience within international higher education contexts (0306)****Programme number: D6****Research Domain: Student experiences (SE)**

Dr Thushari Welikala, King's College, London.

Student experience is increasingly becoming a key focus in higher education research mainly as a response to policy requirements. The changing nature of student experience within international sites of education, however, has largely been under theorised (Welikala and Atkin, 2014). Cross-cultural learning experiences have often been researched and interpreted in terms of holistic and tightly bounded notions of national cultures. Drawing on the synthesis of the analysis of interview data collected for three studies which explored student experience across geo-political contexts, the paper identifies that student experience is simultaneously being informed by three conditions; multicultural condition; intercultural condition and an emerging post-culture condition. Using Heidegger's account of being and time and the temporal in existence, it argues that the 21st century student experience transcends locations bounded in space to move towards new forms of ontological engagements that shape new forms of knowing

**Ernst Buyl**

Ghent University, Belgium

**Concept mapping as a tool to visualize and enhance the knowledge structure of the master's dissertation: an empirical exploration in the field of communication sciences (0252)****Programme number: D7****Research Domain: Learning, teaching and assessment (LTA)**

This presentation reports on the use and usefulness of concept maps as a tool in the context of master's dissertations in an epistemologically diverse department. Thirty-seven students were asked to draw a concept map of the knowledge structure of the dissertation they had started to prepare. A preliminary analysis of the structure and contents of the collected maps suggests that most students still adhered to a linear vision of knowledge. Most maps displayed relatively little variance in terms of the number of concepts

and meaningful links between them, and no correlation was found between these measures and the actual assessment of students' writing tasks. This suggests that concept maps may be more useful as a pedagogic tool embedded in the context of supervision meetings rather than as a diagnostic instrument.

**Iaine Keane, Manuela Heinz**

National University of Ireland, Galway, Ireland

**Social Class in Initial Teacher Education (ITE) in Ireland: Considering the Formal Categorisations and Self-Classifications of 2013/2014 Postgraduate Post-primary ITE Entrants (0183)**

**Programme number: D8**

**Research Domain: Access and widening participation (AWP)**

The Diversity Profiling Initial Teacher Education (DITE) in Ireland research project, funded by the Irish Research Council, is a national, mixed-methods, cross-sectional, longitudinal study. It seeks to gather and analyse background and attitudinal data from applicants and entrants to initial teacher education (ITE) programmes in order to compare their socio-demographic profiles, their experiences with and beliefs about diversity, and their career motivations.

In this paper, drawing on the project's first applicant cohort dataset (from an online questionnaire), we examine 2013/2014 entrants to postgraduate post-primary ITE (Professional Diploma in Education) programmes in the seven Irish universities, focusing in particular on participants' socio-economic group profile (using Central Statistics Office (CSO) categorisations), their related self-classifications, and their explanations for this classification. We discuss changes in the socio-economic profile of ITE entrants from 2006-2013, institutional socio-economic profile differences, and our participants' self-positioning, encapsulating their reaction to the concept of social class categorisation.

**Jill Jameson, Hugh Joslin, Sharon Smith**

University of Greenwich, UK

**An ESRC HIVE-PED Research Report: How age, gender, class and industry frame complex, pragmatic, delayed progression patterns to higher education for apprentices in England (0309)**

**Programme number: D9**

**Research Domain: Access and widening participation (AWP)**

Apprentices are a growing, increasingly important constituency of part-time learners in England. The numbers of those achieving level three advanced apprenticeships increased from 45,500 in 2008-09 to 95,000 in 2012-13. Given the recent dramatic fall in part-time recruitment to higher education, it is important to improve understanding of the apprenticeships constituency, which represents both a new focus for widening participation and an emerging work-based market. Recent research by an ESRC/ government-funded Higher Vocational Education and Pedagogy (HIVE-PED) specialist team has shown that the progression rate of apprentices into higher education in England increased to 18.8% for a cohort of students tracked for seven years from 2005-06. Based on ground-breaking new evidence, this paper provides information about complex different progression patterns and the interplay between demographic and sectoral factors which determine the pragmatic, delayed journeys apprentices make and the differential extent to which apprenticeships provide a vehicle for social mobility.

**Kathleen M Quinlan**

University of Oxford, UK

**Emotional regulation in university teaching: a theoretical analysis of two case studies (0227)**

**Programme number: D10**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

Although teaching is emotionally demanding, teachers' emotions and emotional development are under-researched and under-theorised, particularly in higher education. This paper draws on Gross' (2001) process model of emotion regulation to analyse two case studies of university teachers' use of emotion regulation in teaching. Gross' model emphasizes five points along a timeline of emotion generation during which adults can regulate their emotional responses. The case studies contrast reappraisal processes with emotional suppression, but also open discussions of the three other emotion regulation processes in his model. Implications for research, teaching and educational development are highlighted.

**Sharon Gedye, Emily Beaumont, Debby Cotton**

Plymouth University, UK

**The Impact of Discontent (0103)**

**Programme number: D11**

**Research Domain: Management, leadership, governance and quality (MLGQ)**

The student voice is central to raising standards in Higher Education. The ability to complain, both formally and informally, has been promoted and facilitated over the last decade (Behrens, 2013). Coupled with an increasing consumer culture, this has resulted in a rise in official complaints. There has been more than a three-fold rise in complaints to the Office of the Independent Adjudicator (OIA) between 2005 and 2013 (OIA, 2014). Despite this back-drop, there is a paucity of evidence on the impact of student complaints on improving teaching and learning. This paper reports on preliminary findings from a study into student complaints and will examine: how student complaints are improving teaching practice and raising standards; the impacts that complaints have on teaching practice and standards; the ways that complaints are used to improve practice; and staff perceptions and experience of student complaints in terms of staff behaviours, practice and staff-student relationships.

**Anna Po-yung Tsui, Hang-yue Ngo**

Chinese University of Hong Kong, Hong Kong

**Students' Perceptions of English-medium Instruction in a Hong Kong University (0016)**

**Programme number: D12**

**Research Domain: Higher education policy (HEP)**

This paper attempts to examine English-medium instruction (EMI) policy implementation in a Hong Kong university by studying the students' perceptions. A survey was conducted in March and April 2014 after which 606 questionnaires were collected. Four factors, "English for career", "English for learning", "English for internationalization" and "Preservation of tradition", emerged that had differential effects on students' university life satisfaction and intention of migration. Though students did not perceive the threat of English in enhancing their subject matter knowledge, they were concerned about their academic results, motivation to learn and in-class discussion due to EMI. Some perceived the risks of traditional language attrition and culture loss in the university. In addition, variations of perceptions of the four factors were found across students of different disciplines. The study also provides implication on the "brain drain" issue since young and educated people have a high tendency of migration.

**Deborah Steele, Paul Ryan**

Newman University Birmingham, UK

**Students perceptions of internationalisation in a higher education institution. (0188)**

**Programme number: E1**

**Research Domain: International perspectives and context (ICR)**

This case study forms part of the development of a strategy to internationalise a university and concentrates on the perspectives of 'home' students.

The mixed methods research took place over 18 months, a survey of students (n=149) from across the university in 2013 exploring student's perceptions of intercultural learning and teaching, a focus group (n=6) to gain a deeper understanding of issues uncovered in the first survey, followed by a further survey of students (n=96) in 2014 which focussed on student understanding of internationalisation.

The analysis show three themes: Learning to study and work within other cultures, expectations of the university in creating opportunities to learn about the world out there and the considerable barriers faced by this group of students in taking up some of those opportunities. The research concludes with a number of considerations and recommendations for internationalisation to meet the needs of non-traditional, multicultural students.

**Camille Kandiko Howson**

King's College London, UK

**Student engagement in the UK: Cognitive testing survey items (0076)**

**Programme number: E3**

**Research Domain: Student experiences (SE)**

Recent work has stressed the important links between educational gain and the pedagogical practices undertaken within institutions (Gibbs 2010, 2012). This led to a pilot Higher Education Academy (HEA) project exploring the viability of using items derived from the US-based National Survey of Student Engagement (NSSE) in the UK. NSSE aims to evaluate student engagement with activities

likely to enhance their learning outcomes (Kuh 2001).

Items from NSSE have been cognitively tested (Kuh 2001; Ouimet et al 2001), but not extensively in a UK context. The initial pilot HEA project made modifications to the NSSE items to reflect the different context, developing into UKES. Testing was required to evaluate the robustness and validity of the student engagement items. This paper provides an evaluation of student understanding and validity of a selection of student engagement items derived from NSSE, across a range of institutional, subject and student characteristics.

**Maureen Spencer, Heather Clay**

Middlesex University, UK

**From practical idealism to the ideology of the market: Whitehall and higher education, 1963 - 1983. (0146)**

**Programme number: E4**

**Research Domain: Higher education policy (HEP)**

The paper reviews official perceptions of the objectives of higher education from the response to the Robbins Report, 1963 to the radical changes proposed by Thatcher Government twenty years later. It draws on departmental and Cabinet files in the National Archives to review reactions by ministers and officials to Robbins's predominantly humanistic Report. These reactions are contrasted with the promotion in Whitehall of market oriented objectives twenty years later, particularly in a Report prepared in 1983 for Thatcher by the Central Policy Review Staff of the Cabinet Office and recently opened under the thirty year rule. The paper argues that during the nineteen sixties politicians and officials were reluctant to develop a coherent defence of liberal education and concepts of the public good in higher education. This defensiveness contributed to making higher education all the more vulnerable to the market ideology which took hold in the 1980s.

**Mette Ginnervskov Hansen**

Aarhus University, Denmark

**“Go West” – The impact of core-periphery differences on student encounters in an international study environment at a Danish university (0265)**

**Programme number: E6**

**Research Domain: Student experiences (SE)**

As made apparent by its internationalisation strategies, Aarhus University welcomes, indeed almost celebrates, cultural diversity within its student body and as such regards the internationalisation of university education as the foundation for the creation of a cosmopolitan mindset among its students. From these strategies we nevertheless learn little about the structural mechanisms – previous and present – that may impact, even hamper, such commendable aspirations. In light of this, the paper will explore in what ways ‘cultural encounters’ is perceived and felt by the students coming from countries often categorised as peripheral. Specifically this paper will, on the basis of a fieldwork among international master students at Aarhus University, investigate students’ reflections on the West (the core) and accordingly discuss how such asymmetrical relations impact and to some extent shape student encounters.

**Kerri-Lee Krause**

University of Western Sydney, Australia

**Assuring academic standards through inter-university peer review: A sector-wide approach (0144)**

**Programme number: E7**

**Research Domain: Learning, teaching and assessment (LTA)**

The Australian higher education sector is experiencing massive legislative and regulatory reform. In this context, the focus on ways to evidence quality and demonstrate assurance of standards has sharpened considerably. This paper reports on a national project, funded by the Australian government through the Office for Learning and Teaching, designed to test an inter-university blind peer review methodology for assuring academic standards in disciplinary contexts. The paper outlines the outcomes of a three-year project involving 11 Australian universities and 12 discipline areas. The aim was to develop and test a relevant and feasible way to assure the validity, reliability and comparability of assessment outcomes and academic standards in equivalent university programs across the nation. The methodology builds on the higher education tradition of robust peer review and tackles the associated Tertiary Education Quality and Standards Agency imperative to demonstrate sector-level, self-regulated, robust approaches for assuring quality and standards.

**Rosemary Borup**

Staffordshire University, UK

**Education Adds Value, but how can HEIs demonstrate this to Employers? (0177)****Programme number: E8****Research Domain: Access and widening participation (AWP)**

Introduction Universities are encouraged to engage with employers through academic programmes. Such programmes are expensive, and it is increasingly important to demonstrate tangible returns on investment (ROI), or expectations (ROE)). However ROI/E is not generally part of academic vocabulary.

Purpose To explore employers' needs and expectations for tangible returns from University collaborations, to propose a model for course design incorporating ROI/E.

Design/methodology/approach Focus groups with managers engaged with WBL programmes, in depth interviews with managers supervising learners.

Findings Initial research indicates strong demand from employers for the measurement and demonstration of 'returns' from University programmes.

Research limitations/implications Follow up work with individual employers to develop and test a model with a WBL cohort is planned.

Originality/value This model will assist HEIs to design WBL programmes, importantly also help corporate budget holders to demonstrate ROI/E from academic programmes, thereby encouraging more collaborations, in turn improving alignment of HE with industry needs.

**Alexander Masardo, Robin Shields**

University of Bath, UK

**Changing patterns in vocational entry qualifications: student support and outcomes in undergraduate degree programmes (0262)****Programme number: E9****Research Domain: Access and widening participation (AWP)**

This paper reports on initial findings from a Higher Education Academy-funded study on how well students with vocational qualifications are supported in the new higher education policy environment. Combining longitudinal analysis of Higher Education Statistics Agency data with in-depth qualitative work with student focus groups and staff interviews, this mixed methods study provides an insight into both macroscopic trends and underlying explanatory factors. By providing concrete evidence of changing outcomes for students with vocational secondary qualifications we offer an evidence base for national policymaking and teaching and learning practice within UK Higher Education institutions. The results of the study will show how a changing policy landscape is affecting how the higher education system is able to inspire future generations from diverse educational backgrounds.

**Barbara Read<sup>1</sup>, Carole Leathwood<sup>2</sup>**<sup>1</sup>University of Glasgow, UK, <sup>2</sup>London Metropolitan University, UK**Social precarity in HE: age, seniority, and the lived experience of academic marginality and loss (0268)****Programme number: E10****Research Domain: Academic practice, work, careers and cultures (AP)**

In recent years there has been an increasing 'casualization' of the academic labour force in HE, with a steady rise in the number of fixed-term, insecure, and 'flexible' academic job positions. Importantly, such conditions of precarity and exclusion disproportionately affect 'academics, those who have recently gained postgraduate/doctoral qualifications. The aim of this paper is to explore the fears and 'lived experience' of precarity, particularly in relation to age and occupational seniority, as articulated by 71 academic staff who took part in a qualitative email interview study concerning academic life and experience funded by the SRHE, supplemented by additional email interviews conducted for the paper.

**Malin Henningson, Lars Geschwind, Anders Jörnsten**

KTH Royal Institute of Technology, Sweden

**University Strategies on Affiliated Faculty (0244)****Programme number: E11****Research Domain: Management, leadership, governance and quality (MLGQ)**

The question raised in this paper is: what are the strategies and expectations on affiliated faculty from HEI management? The paper presents a comparative study between two Swedish HEIs both operating in the field of technology. 23 interviews, of which 11 with HEI management and 12 with affiliated professors, have been undertaken. Results show that the faculty is growing organically and

less strategic than expected considering it being a high profile issue at both HEIs. Tensions are found, concerning for example mobility and the relation between affiliated and regular faculty. As well as on whether it is the company or the individual that is in focus. Results reveal that high but divergent expectations from different levels of management are placed on the affiliated faculty. The study has also shown how affiliated faculty can be used as a strategic tool in different phases of the development of a HEI.

**Elina Lehtomäki<sup>1</sup>, Hanna Posti-Ahokas<sup>2</sup>, Josephine Moate<sup>1</sup>**

<sup>1</sup>University of Jyväskylä, Finland, <sup>2</sup>University of Helsinki, Finland

### **Global Connectedness in Higher Education: Student voices on the value of cross-cultural learning dialogue (0126)**

**Programme number: E12.1**

**Research Domain: Student experiences (SE)**

The study explores how sense of global connectedness can be enhanced by creating opportunities for cross-cultural dialogue in higher education. The results emphasise the added value of diversity (geographical, disciplinary, cultural, social) students construct through a course combining knowledge, actions and reflections. Students' experiences of significant learning and conducive activities analysed in this study suggest that designing an integrated approach of contents, contexts and activities for critical engagement in global dialogue and knowledge generation in higher education can open up new perspectives to students in education and thereby increase their sense of global connectedness. The research findings address internationalization of higher education, contribute to the development of international study programmes and enhance inclusion of global issues in higher education policies, curricula and practice.

**Samar Mansour, John Anchor, David Taylor**

University of Huddersfield, UK

### **The Evolution of Universities' Internationalisation Strategies: the Student Social Experience (0234)**

**Programme number: E12.2**

**Research Domain: Student experiences (SE)**

Due to the increasing numbers of international students in UK higher education, investigating how higher education institutions manage to integrate international students and respond to cultural diversity on campuses is crucial. Analysing the social strategy formation processes and evaluating the outcomes of planning strategically for students' social experience can help to identify best practice for a first class international student experience. This paper has a dual purpose. The first is to explore how universities' social strategies are formed and where they lie on Mintzberg's deliberate/emergent continuum, which leads directly to the second purpose; to examine universities' strategic priorities and the importance of the international student social experience within the context of strategic planning. The paper introduces a conceptual framework which highlights the way in which the social experience can be embedded as a strategic priority for achieving socio-academic integration and, as a consequence, mutual benefits for international students and universities.

**Ellen Carm, Tone Horntvedt**

Oslo and Akershus University College for Applied Sciences, Norway

### **Internationalization of Higher Education, experiences from a TVET student exchange program between Oslo and Akershus University College for Applied Sciences (HIOA), Norway and Kyambogo University (KyU), Uganda. (0237)**

**Programme number: F1**

**Research Domain: International perspectives and context (ICR)**

The paper has a twofold objective, a) explore the impacts of Internationalization of HE through a student exchange program, and b) identify conditions contributing to the quality of such programs. The paper applies the educational rational (Tjeldvold, 1997) as the point of departure, investigating overall policies and strategies, further identifying the implementation at the institutional levels down to the experiences as reflected by the students. Action research (McNiff, 1999) is applied, building on the paradigm, reflective practitioner (Shön, 1999), contributing to institutional and individual professional discourses and innovative action in the field of internationalization. The study revealed the importance of shared visions and objectives among collaborating institutions, as well as shared expectations, also including academic staff and students. That relates to transparency and reciprocity/clarity in the planning and implementation process including supervision and support provided from both institutions involved, and professional recognition of the staff involved in international work within HE.

**Rowena Murray<sup>1</sup>, Larissa Kempenaar<sup>2</sup>**

<sup>1</sup>University of the West of Scotland, UK, <sup>2</sup>Independent, UK

**Negotiating research, other academic roles and life: An evaluation of a long-term approach (0018)****Programme number: F2****Research Domain: Academic practice ,work, careers and cultures (AP)**

Research productivity plays an important role in academic careers. However, the process of negotiating research, other roles and life in competitive times has not been fully explained (Barcan 2013, Fowler and Proctor 2008, Leitch 2009, MacIntyre and MacIntyre 1999, Pollard and Oancea 2010). This paper reports on an evaluation of research development during nine writing retreats (Murray and Newton 2009) run at one university over one year. We collected and analysed responses of 67 participants' about written outputs and other outcomes. Participants reported changes in how they thought about their research, writing practices and their role as researchers through attending retreats. These retreats transformed their experience of working in a university and prevented a potential disconnect between research and other academic roles. This paper argues that this intervention enabled the articulation of research with other academic roles and life and created conditions for growing healthy research cultures at this university.

**Janet Lowe<sup>1</sup>, Vernon Gayle<sup>2</sup>**<sup>1</sup>University of Stirling, UK, <sup>2</sup>University of Edinburgh, UK**From lifelong learning to youth employment: the future for higher education in Scotland's colleges (0046)****Programme number: F3****Research Domain: Student experiences (SE)**

We explore aspects of the experience of higher education students in a Scottish college within the context of widespread contemporary concerns about youth unemployment. Analysis of published data reveals a shift in the demographic profile of higher education students in colleges in favour of young people, with a decline in opportunities for older students. Survey data from one college explores new dimensions of the work/life/study balance and compares the experiences of school leavers, young adults and adults. The relationship between work and/or family life and study is significant in influencing the quality of the students' experience. Young part-time students, many of whom were Modern Apprentices, achieved a more successful work/life/study balance compared with full-time students in paid work. Combining work with study may help to prepare students for transition into a difficult labour market. The different priorities of older lifelong learners should continue to be recognised as their numbers decline.

**Donald Fisher**

University of British Columbia, Canada

**Higher Education, Globalization and the Re-structuring of the State: A Comparison between British Columbia, Ontario and Québec (0080)****Programme number: F4****Research Domain: Higher education policy (HEP)**

The work on academic capitalism, marketization and accountability leads into a discussion of the re-structuring of the state. As a way of contributing to this discussion, we have compared the evolution of higher education policy in three Canadian provinces between 1980 and 2010. The work is housed in the developing tradition of Policy Sociology and draws on both documentary analysis and interviews. We argue in this book that as higher education has become more central to the legitimization and accumulation functions served by the state, so higher education policy has been more closely tied to economic and social development. In general, we conclude that higher education policy at the federal and provincial levels has been driven by a changing political and economic imperative.

**Mark Johnson**

University of Bolton, UK

**Beyond the Pedagogic models of Technology Enhanced Learning: An inquiry into the conditions for the construction of educational theories (0254)****Programme number: F5****Research Domain: The Digital University and new learning technologies (DU)**

The purpose of this paper is to critique the approach to 'modelling learning' as justification for e-learning interventions which has given rise to a variety of different pedagogical and technological interventions from VLEs to MOOCs. The paper focuses on Laurillard's influential conversational theory highlighting its cybernetic heritage. The relationship between this cybernetic heritage and Kantian characterisation of the transcendental subject provides the ground for identifying three key problems. Addressing these three issues, I draw on recent work in the study of information, attachment theory and realist philosophy to open up new critical avenues that explore

the conditions for development in both practice and theory online by examining specific instances on online activity.

**Sharon Gedye, Emily Beamont**

Plymouth University, UK

**Student Articulations of their own Employability (0102)**

**Programme number: F6**

**Research Domain: Employability, enterprise and graduate careers (EE)**

Despite the considerable focus on employability and extensive research in this area that has taken place over the last fifteen years there is still a limited understanding of what the term 'employability' means to undergraduates. Tymon (2011, p9) terms this group 'the missing perspective'. As primary stakeholders, it is important that we focus on understanding student perspectives on their own employability. This paper aims to contribute to this under-researched area. It builds on work previously conducted by the research team (Beaumont and Gedye, 2013; Beaumont et al, 2014) with Marine Sport Science students and expands it to incorporate students from other Hospitality, Sport, Leisure and Tourism (HLST) related programmes. Our research provides insights into differences in articulations of employability that relate to disciplinary differences between vocational and non-vocational programmes and the stage of the student as they progress through their programme.

**Myshele Goldberg**

University of Strathclyde, UK

**Inspiring Future Academics: The Human Element (0297)**

**Programme number: F7**

**Research Domain: Learning, teaching and assessment (LTA)**

Shrinking contact hours and an increasing focus on technology implies that all teaching methods are equal. In line with international trends, Scottish universities are shifting resources away from undergraduate teaching in order to stay afloat financially – but by doing so, they fail to recognise the relational, human element of education. I argue that this practise is eroding the foundations of the higher education sector.

Building on in-depth interviews with 35 sociology academics across Scotland, I examine the important role of teacher-student relationships in attracting new academics to the profession and facilitating their development.

**Robin Shields**

University of Bath, UK

**Following the Leader? A social network analysis of UK Higher Education Institutions on Twitter (0176)**

**Programme number: F8**

**Research Domain: Management, leadership, governance and quality (MLGQ)**

This paper uses methods of social network analysis to analyse a large-scale dataset on twitter activity in UK Higher Education Institutions (HEIs). Specifically, it examines the interactions between 6,000 twitter accounts associated with HEIs, looking at how accounts follow each other, participate in shared conversations, and communicate directly through twitter, highlighting the diversity and plurality of the social media network and looking at how new social media technologies will reshape the sector for future generations. The analysis concentrates on how factors such as institutional prestige (operationalized through rankings), spatiality, and domain (e.g. research centres, internationalisation, athletics etc) relate to whether and how twitter users interact with one another. The study was funded by the Leadership Foundation for Higher Education.

**Rachel Barton**

Sheffield Hallam University, UK

**Neoliberalism and the reinvention of leadership identities in higher education (0204)**

**Programme number: F10**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

This paper considers the leadership identities of Principal Lecturers for whom leadership is an express purpose and function of their role. Taking the changes occurring in higher education as the context, and drawing on Ball's (2012, p18) description of neoliberalism as "'in here' as well as 'out there'" the study explores how neoliberal ideals are pervading thoughts and practices and contributing to

the creation of leadership identities. Informants expressed a range of descriptions of leadership, which offer complementary and competing subject positions. These accounts suggest a diversity in leadership practice which conflicts with the simplistic idea that continues to dominate, of the solo leader. The identities which emerged both drew on and contested neoliberal ideals and discursive interventions (Ball, 2003) and provide new ways of understanding what it means to be a leader and engage in leadership in higher education.

**Anna Round**

Northumbria University, UK

**'Throwing your students in the lake' – discursive and communal learning in a disruptive model of business education (0280)**

**Programme number: F11**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

This paper examines student transitions to higher education and associated understanding of their learning on an innovative BA programme in entrepreneurship. Learning takes place in teams, where students undertake business tasks and establish their own company by the end of the programme. Rather than traditional formats for business education involving lectures, seminars and examinations, the bulk of teaching takes place through discursive 'coaching' sessions supported by independent student learning individually and in groups. Depth interviews with students at the end of the first year showed substantial learning gains in criticality, tolerance of risk and uncertainty, and willingness to examine multiple viewpoints. Relationships with tutors were collegial and discursive, and all students had developed considerable motivation and skills for independent learning. A transactional view of education had been comprehensively rejected in favour of a communal and discourse based 'idea of university'.

**Diogo Casanova, Paul Mitchell, Ronnie Chan, Latasha Rambarran**

Kingston University London, UK

**Redesigning learning spaces through students and academics contributions: the role of participatory design (0121)**

**Programme number: F12**

**Research Domain: Student experiences (SE)**

Participatory design is a trend for designing products and services which suggests that end-users become active participants in the design of what they consume. This concept originated in the Scandinavian countries, matches with new trends in learning and teaching in which learners construct their knowledge by dialogue, discussion and negotiation, hence through participation and engagement. Simultaneously, it also implies that institutions embrace plurality and diversity of perceptions by joining different stakeholders in designing aspects of the learning and teaching process. In this paper we present a research experience in its preliminary stage wherein using a Participatory Design approach we will re-design technology-enabled learning spaces by combining the perceptions of students and academics in individual and group design sessions. We aim to build the foundations for discussing learning spaces as a dynamic and co-designed concept that can bridge the gap between students and academics.

**Robert Fleming**

BC Council on Admissions and Transfer, Canada

**The Tale of a Canadian CAT, or, Less Preciousness and More Permeability: Credit Transfer and Student Mobility across Post-Secondary Boundaries in British Columbia (0117)**

**Programme number: F9.1**

**Research Domain: Access and widening participation (AWP)**

Drawing upon British Columbia experiences and research since the establishment of BC's Council on Admissions and Transfer, this paper examines how some post-secondary boundaries have been effectively crossed to facilitate "possibly the most extensive credit accumulation and transfer arrangement in the world" (Bekhradnia, p. 19), while preserving educational integrity among autonomous institutions. Foundational to the success of the BC Transfer System has been overcoming institutional "[preciousness] about the linking of their status with that of the prior experience of their student body" (Watson, p. 22). The relative parity of esteem is informed by principles of fairness, understanding, transparency, and trust—supported by collaborative research on student performance, transfer effectiveness, and mobility. The resulting model enables access, flexibility, and efficiency for diverse learners, while maintaining quality, for BC transfer students "are just as successful at university as are direct entrants, and have the grades to prove it" (Lambert-Maberly, p. 7).

**Claire Gray**

Plymouth University, UK

**Implementing marketised Higher Education: The view from the street level. (0090)****Programme number: F9.2****Research Domain: Higher education policy (HEP)**

English Higher Education (HE) provision through partnership arrangements with Further Education Colleges (FECs) has seen particular growth since the introduction of the Foundation Degree (FD) in 2001. Although a growing literature relates to what is increasingly referred to as College Based Higher Education (CBHE) there has been little attention paid to the mechanism of partnership as the means by which universities franchise programmes through FECs. As a conduit of massification in England, the partnerships between colleges and universities have represented an avenue by which increased numbers of what are often called 'non-traditional' students can access HE. This paper provides a commentary on the findings from recent empirical research into the operationalisation of partnership in three English HE partnerships. Drawing on the bottom-up policy implementation tradition it provides an overview of the dilemmas between competition and collaboration within an increasingly marketised HE environment.

**Arti Saraswat**

University of East London, UK

**Understanding part-time College Higher Education (0296)****Programme number: F9.3****Research Domain: Access and widening participation (AWP)**

This paper draws on findings from a study on College Higher Education in England. Further Education (FE) Colleges deliver higher education (HE) to about 8 per cent of the total population of HE students and a majority of College HE students study on a part-time basis. Part time HE is noted to be vital to meet the changing skills needs and for economic growth. The recent patterns of an overall decline in the part-time HE enrolments across the HE and FE sectors have been of concern to the institutions as well as policy makers.

The College Higher Education project has been funded by the Association of Colleges and the Department for Business, Innovation and Skills. The project has three key strands- motivations and experiences of part-time students to study HE in FE colleges; institutional perspectives on the reasons for decline in part-time students; and employer perspectives on part-time college HE.

**Sylvie Lamoureux, Alain Malette**

University of Ottawa, Canada

**Going beyond the « luck of the draw » : Improving the experience of college transfer students at a large research university (0152)****Programme number: F9.4****Research Domain: Access and widening participation (AWP)**

In 1965, Hills, building on work dating back to the 1920's, documented the 'shock' students from further education institutions (colleges) experience when they transfer to higher learning institutions (universities). Almost fifty years on, college transfer students in many educational jurisdictions continue to experience "transfer shock" as they integrate universities. In Ontario (Canada), there has been increasing government support and policy to facilitate the credit transfer for students who pursue university degrees after college. The University of Ottawa, a large research university, is seeing an increase in transfer students. This paper will present findings from a mixed method study exploring the experience of college students as they transfer to this research-intensive institution. Analysis revealed actions the University could implement to improve the college transfer student experience, including ensuring that equivalent credits did not appear to be granted based on the "luck of the draw".

**Mark Causapin, Timothy Groombridge**

Zayed University, United Arab Emirates

**"Characteristics of Mathematics Word Problems That Affect Comprehension Among University-Level English Language Learners in The United Arab Emirates"? (0279)****Programme number: G1****Research Domain: International perspectives and context (ICR)**

The United Arab Emirates has chosen English to be the medium of instruction in its universities as it rapidly develops its educational system. Language proficiency has become a critical factor in student learning, as seen in mathematics classrooms where students struggle to grasp mathematical concepts not only due to the actual content, but also because of the language barrier. The conceptual density of mathematics text together with the different writing style, the lack of context clues, and the inclusion of text, visuals, and

diagrams adversely affect comprehension. This paper presents the initial findings gathered in an ongoing research project that aims to identify the syntactic, semantic, and visual structures that affect comprehension among Arab English Language Learners in a university in the UAE. A cohort of randomly selected students were invited participate in personal interview surveys where different versions, or “treatments,” of mathematics word problems were presented.

**Emmanuel Mogaji**

University of Bedfordshire, UK

**Why isn't my professor a black woman? A clue to gender inequality in higher education from websites and prospectuses. (0020)**

**Programme number: G2**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

The United Kingdom is considered a racially and culturally diverse country, so scholars in the field of gender studies need to explore questions such as: what are the prospects for a black woman in UK universities? This study aims to provide a deeper insight into Gender inequality in higher education as portrayed through the websites and prospectuses of UK universities which adds another perspective to the understanding of this issue.

Results show that the presence of black female lecturers or professors was insignificant. In an extreme example, one of the universities featured 47 staff members in its prospectus with no black academics, whether male or female. Findings suggest that the marketing communication materials of the UK universities still convey a subtle message about the state of racial and gender equality in academia. Universities must strive to show a diverse institution by featuring more individuals from minority groups.

**Monica McLean<sup>1</sup>, Andrea Abbas<sup>2</sup>, Paul Ashwin<sup>3</sup>**

<sup>1</sup>University of Nottingham, UK, <sup>2</sup>University of Lincoln, UK, <sup>3</sup>Lancaster University, UK

**A 'promising space': Universities' critical-moral mission and its educative functions. (0284)**

**Programme number: G3**

**Research Domain: Student experiences (SE)**

Attention had been drawn to a 'hollowing out' of universities' purposes to serve only economic interests, and there is thinking about how to reclaim a critical, moral role in society. Inspired by contemporary utopian studies (Cooper, 2014; Levitas, 2011, 2013), the paper draws on Habermas's writings about the social role of universities; on Sen and Nussbaum's capabilities approach adapted for education; and on Bernstein's theories about knowledge distribution. Focusing on the teaching function, the aim is to develop a theoretically-informed and practically feasible vision of a university education which is personally transformative and produces critical citizens and workers. Research evidence from a range of projects on university education reveal 'promising spaces' (Cooper, 2014). We claim there is reason to believe that by prioritising knowledge it is possible to preserve and recreate a critical role for universities, even though the conditions are inclement and unequal.

**Rosemary Deem<sup>1</sup>, Sally Barnes<sup>2</sup>, Gill Clarke<sup>3</sup>**

<sup>1</sup>Royal Holloway, UK, <sup>2</sup>University of Bristol, UK, <sup>3</sup>University of Oxford, UK

**'Social science doctoral training policies and practices: perspectives on recent developments and organisational consequences of the UK transition to collaborative doctoral training' (0278)**

**Programme number: G4**

**Research Domain: Higher education policy (HEP)**

The paper explores the organisational and other consequences of a recent move to collaborative multi- and inter-disciplinary social science doctoral training centres (DTCs) in the UK and locates this in the history of doctoral training policies orchestrated through the Economic and Social Research Council (ESRC) since the early 1990s. This includes drawing upon personal narratives of the three authors to reflect on the implementation and impact of those changes over the last 22 years. The rationales put forward for the various policy shifts by ESRC are analysed, as are the processes, intentional and unintentional effects of the recent DTC policy on research training, collaboration, university autonomy, strategies and finances, student diversity and other internal and external stakeholders such as employers. The findings are also more widely applicable to other countries interested in exploring the pitfalls as well as the highlights of collaborative provision of doctoral education.

**Eileen Kennedy<sup>1</sup>, Morag Gray<sup>2</sup>**

<sup>1</sup>Laureate Online Education - University of Liverpool, UK, <sup>2</sup>Institute of Education, UK

**“The voice serves as feedback”: students' affective experiences of an online doctoral programme (0142)**

**Programme number: G5****Research Domain: The Digital University and new learning technologies (DU)**

For future generations of learners in the globalised context of higher education, online programmes will become an increasingly viable and popular option, particularly for the time-pressed professional seeking to embark on postgraduate study. However, we still have a lot to learn about what it feels like to learn online and what teachers can do with technology to make the most the potential of online learning. Studies show that online students use highly emotional language to describe their experiences, indicating that learners feel a great deal online (Reilly, Gallegher-Lepak, & Killion, 2012). This paper will draw on Wetherell's (2012) exploration of affective practice to theorise online learners' responses to technology and suggest ways of harnessing the potential of technology to create supportive and effective learning environments online. Thematic and narrative analysis of interview research conducted with Laureate Online Education-University of Liverpool EdD students will be presented.

**Sarah Horton-Walsh<sup>1</sup>, Sarah Montano<sup>2</sup>**

<sup>1</sup>Coventry University, UK, <sup>2</sup>University of Birmingham, UK

**How do I decide on a Year in Industry (YINI) Placement: Assessing the Credibility of YINI Opportunities: A Qualitative Content Analysis Approach (0211)****Programme number: G6****Research Domain: Employability, enterprise and graduate careers (EE)**

The need for graduate employability skills is of current concern for government, industry and Universities. Very recently, Woolcock (2014) argued that companies are having difficulty filling graduate vacancies as students do not have the required employability skills. A Year in Industry (YINI) is acknowledged as an important way for students to gain such skills. Yet there is little practical assistance as to how students can assess the multiple sources of advice and information, when they apply for a YINI to gain these much needed skills. We present a qualitative content analysis approach as a way to begin to understand how students can establish the credibility of the various sources of YINI information to aid their decision-making. Our research clearly identifies a gap in current academic practice and will have a practical application to enable students to access a framework for assessing YINI placement information.

**Nils T. Hagen**

University of Nordland, Norway

**Coauthored doctoral dissertations: Quantifying the candidate's share (0112)****Programme number: G7****Research Domain: Learning, teaching and assessment (LTA)**

The new norm for doctoral dissertations in many fields of modern science is a thesis comprised of several coauthored papers or manuscripts. The prospective candidate joins a research team, and the doctorate is then based on that individual's contribution to a collaborative effort. Such candidatures hinge on the verifiable academic achievement documented by an accumulation of partial authorships. The candidate's share of credit is rarely specified numerically, but can be estimated from information in each paper's byline. Quantification of the candidate's share of credit provides baseline data for the comparison of theses from established doctoral programs, and may contribute to reducing the ambiguity of existing doctoral guidelines by providing an attainable benchmark for new candidates. This presentation provides a general outline of the quantification procedure, expanded by detailed examples of credit partitioning for doctoral candidates working in small to medium sized research teams consisting of their supervisors and other collaborators.

**Jeroen Huisman, Jelle Mampaey**

Ghent University, Belgium

**Branding in Higher Education: A Speech Act Theory Perspective on UK Universities (0034)****Programme number: G8****Research Domain: Management, leadership, governance and quality (MLGQ)**

In an age where universities are under various pressures from different stakeholders, these organizations may be confounded how to brand themselves towards these stakeholders. This paper analyses university branding through welcome addresses of UK universities. We have created a database with all welcome addresses – available through the Internet – sampled in 2005 (45 cases) and in 2014 (50 cases), allowing for cross-sectional and longitudinal analyses. The analysis focuses on how the universities get their

message across. We draw on Speech Act Theory (Searle 1969, 1979) to investigate the style of university branding. The analysis found significant differences across and within university groups; status-related differences between institutions playing an important role.

**Fran Beaton**

University of Kent, UK

**In limbo? Practitioners who teach: professional identities and professional development (0120)**

**Programme number: G10**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

This research project investigates the experiences and perceptions of professional practitioners in disciplines such as Health, Law and Performing Arts, simultaneously engaged in HE teaching. It addresses three main questions. What do practitioner academics identify as tensions and opportunities of their dual roles? What influences their self-perception as members of a disciplinary community? Finally, what are the implications for their professional development?

There is a rich literature about academic socialisation, the development of professional identity and the nature of academic disciplinary work. How do these apply to people in dual/parallel roles? Recent studies (eg Boyd & Harris 2010; Shreeve 2011) have considered factors and experiences more specific to practitioner academics' construction of their roles and identities. Evidence suggests that they may experience disorientation and insecurity in attempting to make sense of very different practices and contexts. This research project contributes to the debate about responsive, context-dependent professional development.

**Diane Simpson**

University of Lincoln, UK

**Social work education and carcerality (0118)**

**Programme number: G11**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

This doctoral study examined the experiences of social work practitioners who became social work academics. Interviews with social work academics from five English universities explored career pathways, transition experiences and engagement with academic identities and roles, conceptualised within a Foucauldian theoretical perspective. There is a growing body of knowledge about the experiences of practitioners from various disciplines who become academics in their field (Field, 2012; Findlow, 2012) but notably, there is a lack of empirical evidence about social work practitioners. Using and extending Foucault's (1991) concept of disciplinary power (which theorises about how society is regulated through observation and social norms), this paper argues that academic practice of social work educators is encapsulated within a carceral (controlling) network in which they are "docile bodies" (Foucault, 1991: 138) subject to observation, actively challenging "normalising judgements" (Foucault, 1991: 177) and part of the disciplinary mechanism of surveillance and normalisation of students.

**Brett Bligh<sup>1</sup>, Michelle Flood<sup>2</sup>**

<sup>1</sup>Lancaster University, UK, <sup>2</sup>Royal College of Surgeons in Ireland, Ireland

**Leading questions about Learning Spaces: The constrained voice of academic denizens in Higher Education estates management consultation(0274)**

**Programme number: G12**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

The upsurge in recent scholarship on Learning Spaces indicates a renewed interest in the relationships between the built environment of HE and pedagogical practice. Yet, typically, the role of academic practitioners when learning and teaching spaces are designed, commissioned and refurbished remains confined to formalised consultation phases within wider processes driven by Estates managers. This paper focusses on the experiences of those academics who participate in such consultation processes, examining how they articulate their own voices about pedagogy and space and how their ability to do so is constrained by the manner in which they are consulted. Such experiences have hitherto been poorly documented within the literature on Learning Spaces. We consider these experiences as attempts by academics to assert their values within the context of established institutional infrastructures, such as policy-level Estates strategies, procedural norms of campus planning, and professionalised recipes for estates production.

**Alison Farrell<sup>1</sup>, Sandy Kane<sup>2</sup>, Cecilia Dube<sup>2</sup>, Steven Salchak<sup>3</sup>**

<sup>1</sup>National University of Ireland Maynooth, Ireland, <sup>2</sup>University of Johannesburg, South Africa, <sup>3</sup>George Washington University, USA

## **'Empowered Empathetic Encounters': a key success factor in the building of effective international inter-institutional collaboration (0114)**

**Programme number: H1**

**Research Domain: International perspectives and context (ICR)**

In this article we propose the idea of 'Empowered Empathetic Encounters' as a key success factor in the building of effective international inter-institutional collaboration. By empowered empathetic encounters we mean the supported pivotal occasions where one meets with colleagues with whom one wishes to collaborate in face-to-face settings to try to understand, in a meaningful way, each other's concerns and what it means to live and work in each other's contexts. In our work we combine our personal and collective experiences with an analysis of these in the context of the existing literature. In this way, we wish to engage in a process of 'thinking the cultural through the self' (Probyn 1993) and 'thinking theory through' one's own experience (Mann 2008, 10 - emphasis in original). We suggest that engaged encounters of this nature can provide the bedrock for successful, long-term collaboration.

**David Hay**

King's College London, UK

## **An anatomy of bioscience image-making: divides and loop-holes in between research and teaching (0022)**

**Programme number: H2**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

In this paper, recent research of scientific image-making process will be combined with new empirical analysis of close-reading images, drawing and accompanying interview data among leading pharmaceutical researchers and their students. The work explores the sharp divide between the image-making practices of original research (with its preference for material data) versus the "literary turn" included among the explanatory (and inferential) image-types of textbooks, reviews and the majority of lecture presentations. Nevertheless I will also explore some of the loop-holes whereby these two different cultures sometimes interact and sustain each another, pointing at an ability to toggle back and forth between material knowledge-work and talk about it as a source of new creative insight. My paper will suggest a variety of drawing-based research methods which might also become a new repertoire of teaching in university science.

**Hazel Messenger**

London Metropolitan University, UK

## **Pausing at the threshold: using arts based enquiry to promote reflective, appreciative learning on entering an 'identity workspace' (0067)**

**Programme number: H3**

**Research Domain: Student experiences (SE)**

Creating opportunities for individuals to develop purposeful identities in order to promote well-being and prosperity is central to the mission of higher education practice across the world. This in turn requires purposeful approaches and the use of pedagogical time and space founded on authentic and value-based academic practice. Petriglieri and Petriglieri (2010:44) consider that a community, whether it be an institution, a course or a cohort may be regarded as an 'identity workspace', a safe space for 'identity work'. Key to the creation of such a space is acknowledgement of its liminality and the uncertain identities of individuals entering it. This paper reports on an arts-based strategy which is used as a rite of passage to mark entry to postgraduate study which aims to develop collaborative communities where self-awareness, working with others and leadership development are promoted through experiential learning opportunities.

**Anna Robinson-Pant, Anna Magyar**

Centre for Applied Research in Education (CARE) University of East Anglia, UK

## **The role of recruitment agents in the internationalisation of higher education (0192)**

**Programme number: H4**

**Research Domain: Higher education policy (HEP)**

UK universities have placed great emphasis on the role of recruitment agents in attracting international students, but there has been little recognition in HE research and policy of their possible influence on student expectations and their subsequent experience of academic engagement. Although concerns have been raised about ethics, advocating codes to regulate agents' practice, such debates have diverted attention from the process of HE commercialisation which led to the need for agents in the first place. This

paper reports on a scoping study which set out to reconceptualise the role of agents within the HE internationalisation policy agenda through literature review, agency website analysis and interviews with agents. A critical investigation into agents' practices and relationships with UK universities is important not just for marketing purposes, but for exploring the ways in which HE is changing due to commercialisation and the implications for student experience, admissions processes and internationalisation strategy.

**Kerri-Lee Krause**

University of Western Sydney, Australia

**Disruptive change, transforming cultures: Approaches to university-wide curriculum renewal through blended learning (0285)**

**Programme number: H5**

**Research Domain: The Digital University and new learning technologies (DU)**

This paper outlines a whole-of-university systems approach to undergraduate curriculum reform with a focus on technology-enhanced curriculum design. In 2013 the university embarked on a 3-year whole-of-university curriculum renewal process. Academic departments undertook a comprehensive mapping of undergraduate academic programs, reviewing the alignment of course and subject learning outcomes, assessment and learning activities. Academic Program Directors identified opportunities for embedding technology-enhanced learning and assessment in the respective academic programs. The university's Blended Learning Strategy has been integral to this process with its focus on renewing curriculum and assessment design through the blending of face-to-face engagement with technology-enhanced learning, enabled by a progressive rollout of ipads to successive undergraduate cohorts. This three-year strategy has recently undergone a mid-point review. The paper provides an overview of the approach adopted together with an exploration of the cultural shift that has taken place across the institution, and the outcomes of evaluation to date.

**Daniel Jackson<sup>1</sup>, Mike Molesworth<sup>2</sup>**

<sup>1</sup>Bournemouth University, UK, <sup>2</sup>University of Southampton, UK

**Understanding university students' involvement with business consultancy: an audit and review of barriers and motivations (0159)**

**Programme number: H6**

**Research Domain: Employability, enterprise and graduate careers (EE)**

Understanding how universities engage with business is increasingly important, yet relatively under-researched. In this paper we present the findings of a national audit and four case studies of university business services that involve students. We find different models of Student Enterprise Unit exist with respect to their links to research and education. By far the most significant role for Student Enterprise Units is to support teaching by providing live briefs and assessed projects to students. Another model of student enterprise involves greater collaboration between staff and students, which often takes it away from assessed work. This model often successfully integrates staff knowledge exchange, research and education. However, this model is a minority venture due to the risk and challenge it represents. Findings are then discussed in the context of ongoing debates around institutional strategies towards enterprise activities, and the place of enterprise within the curriculum.

**Geoffrey Hinchliffe**

UEA, UK

**The Space of Reasons: The role of academic judgement in assessment (0217)**

**Programme number: H7**

**Research Domain: Learning, teaching and assessment (LTA)**

The Cave in Plato's Republic gives a powerful, even uncompromising metaphor of life without education, without knowledge. It portrays what I call 'epistemic dependency', in which the mental horizons are limited, cramped and worthless. The contrast with the cave in Plato lies in the sunlit uplands of knowledge and philosophy. But how are we to conceive this if we are reluctant to embrace the Platonic forms? Paul Hirst, in his 'Liberal Education and the Nature of Knowledge' gives us one celebrated version of how to conceive knowledge. But in this talk I also want to explore the idea of the 'space of reasons', elaborated by John McDowell in his 'Mind and World'. If we situate knowledge in the space of reasons it becomes something that is contestable and dynamic. Our knowledge is demonstrated not only by understanding but also through judgement.

**Paula Burkinshaw, Jane Cahill, Jackie Ford**

University of Leeds, UK

**Women in Leadership: Absent talent in UK HEIs (0131)****Programme number: H8****Research Domain: Management, leadership, governance and quality (MLGQ)**

This paper provides insights from one of the outcomes of a White Rose university consortium research project exploring plurality and difference in higher education within the professoriate. Leeds, Sheffield and York universities worked together to explore the absences and aspirations of women in professorial leadership (Morley, 2013b). Each university facilitated seminars and one-to-one interviews with professors that sought to elicit working life experiences, constraints and success stories in relation to career advancement in the academy. Preliminary findings are reported in this paper.

The paper illuminates key themes from the participants' accounts and seeks to make recommendations on ways in which the findings contribute to embracing plurality and difference in higher education (Saunders et al., 2009). The paper further highlights the researchers' experiences of collaborative working across three very different HE institutions and their ambitions for the next steps in this longitudinal research project.

**Sue Webb**

Monash University, Australia

**Understanding the geographies of educational aspiration on mobilities and widening participation (0163)****Programme number: H9****Research Domain: Access and widening participation (AWP)**

This paper contributes to the growing discussion of geography and education to understanding educational aspirations and inequality and participation in higher education (Taylor, 2009). Drawing on a qualitative community and neighbourhood-based study conducted in areas of low socio-economic disadvantage in the urban fringe of two large cities and two geographically remote regional and rural sites in Australia, the paper explores young people's (16-25 years of age) post-school educational aspirations and choices. The study uses a Bourdieusian framework and acknowledges 'the spatial turn' in education as a way of understanding the effects of place on people's lives, imaginaries and mobilities (Massey 1999, 11). The paper extends understanding of participation and non-participation in higher education based on theories of social networks (Fuller et al. 2011; Heath et al. 2008) by drawing attention to the emotional geography of place.

**Paul Blackmore**

King's College London, UK

**Critiquing the idea of a prestige economy (0225)****Programme number: H10****Research Domain: Academic practice ,work, careers and cultures (AP)**

Recent work on the idea of a prestige economy (Blackmore and Kandiko, 2012) has been largely sociologically-based, drawing on Bourdieu's ideas of capital and habitus to propose departments as sites of prestige. Current exploration of this field problematises this limited conceptualisation of prestige in three ways. Firstly, it contains an assumption that the organisation is best seen as a structure. Network theory offers a way of moving beyond this approach. Secondly, a more psychologically-based account of prestige would explore ways in which prestige seeking and recognition meets basic psychological needs and assists effective functioning in a complex world. Thirdly, use of the term "prestige economy" privileges a self-interested view of human endeavour. Developments in the theory of social capital suggest a place for collective altruism. The significance of these wider views of prestige for further research in the field will be considered.

**Feng Su<sup>1</sup>, Margaret Wood<sup>2</sup>**<sup>1</sup>Liverpool Hope University, UK, <sup>2</sup>York St John University, UK**Towards a shared dialogic space for professional learning in higher education (0151)****Programme number: H11****Research Domain: Academic practice ,work, careers and cultures (AP)**

In this paper, we have developed the concept of dialogic space to elaborate our view of the importance of creating future academic practice together in relationship with others in a higher education context. We see scope and potential for the dialogic space as a forum for 'interthinking' to engage the voices of stakeholders in contributing to the development of more democratic understandings about academic practice and reforms in higher education. In the paper, a vignette has been used as a methodological approach to

illustrate the possibility of creating such dialogic space. At the end of the paper, wider implications of using dialogic space in professional learning in academic contexts have been discussed.

**Neil Harrison<sup>1</sup>, Steve Agnew<sup>2</sup>**

<sup>1</sup>University of the West of England, UK, <sup>2</sup>University of Canterbury, New Zealand

**Constructing university students' attitudes to debt: a cross-national study (0084)**

**Programme number: H12**

**Research Domain: Student experiences (SE)**

Since the 1990s, it has been increasingly common for higher education students in the UK to pass into debt – it is now approaching being a universal experience. Indeed, many countries now have systems that require students to borrow to meet the direct or indirect costs of their higher education. Each of these systems is unique in its history, scale, operating procedures and the meaning attached to debt by students and wider society.

This paper will report the findings of an international study using quantitative data from England, New Zealand and the US. The sample comprises 496 full-time 'home' undergraduates on business or social science programmes who completed an online questionnaire around four months into their first year. Factor analysis was used to explore the data, with four attitudinal dimensions being isolated. Of particular note, debt anxiety was found not to be related to the perceived educational utility of debt.

**Simon Marginson**

Institute of Education, UK

**The social implications of high participation higher education systems (0119)**

**Programme number: J1**

**Research Domain: International perspectives and context (ICR)**

In the last three decades expansion of tertiary education has been a major worldwide social and economic tendency, affecting all dimensions of higher education and society. In many countries over 60 per cent of the school leaver age cohort participates in tertiary education, more than half at degree level. Mechanisms and experiences of high participation vary by system. While the Nordic systems are comparatively egalitarian, with lesser differences between institutions in positional value, opportunities are more stratified (albeit in different ways) in the US, UK, Japan and Russia. For research many unexplored questions arise in relation to value formation, stratification, equity, the drivers of participation, and commonalities and differences between systems. The overarching question is: 'What are the implications of a society with universal participation in higher education?' The paper reports on a multi-country inquiry with participants from nine high participation systems. First papers will be ready in December 2014.

**Richard Watermeyer<sup>1</sup>, Jamie Lewis<sup>1</sup>**

<sup>1</sup>University of Surrey, UK, <sup>2</sup>Cardiff University, UK

**Exploding the myth of public engagement as a 'good thing' for research careers (0033)**

**Programme number: J2**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

Public engagement (PE) as an activity undertaken by academics is frequently presented unproblematically and typified by a normative depiction of it being an inherently 'good thing'. However, the extent to which it is a 'good thing' for academic identity, praxis and careers is largely unconsidered and instead rather weakly compensated for by proclamations from senior academics, most often members of the professoriate, who extoll the virtues of public engagement in the contexts of its enabling interdisciplinarity and synergy between non-typical knowledge partners.

This paper presents the findings of a series of interviews (n=40) with predominantly early and mid-career academics distinguished for their PE activity and their perspectives on the impact of being PE intensive on other aspects of their academic identity, principally research, and their career development. Respondents reveal a host of negative side-effects correlated to their PE activity and a sense of PE being deleterious to research careers.

**Julie Rattray, Ray Land**

University of Durham, UK

**Hoping for Transformation: positive psychological well-being as a mediator of liminality (0199)**

**Programme number: J3****Research Domain: Student experiences (SE)**

Liminality represents the 'unknown' of threshold concept research. It is the elusive 'black box' that researchers are trying to gain purchase on. Some students are able to cope with the liminal phase and others appear to struggle. This issue is now occupying threshold concept research as greater understanding of liminality will support the development of both curricula and pedagogical tools that meet the needs of an increasingly diverse body of learners. The current paper adds to this discussion by considering the potential for psychological and affective factors to provide an answer. If we accept that threshold transformations involve both a conceptual and ontological change in the learner then arguably both cognitive and psychological factors might mediate the transformation. Drawing on work from the domain of positive psychology the paper explores the potentially mediating function of characteristics such as hope and resilience as a means of supporting threshold transformations in learners.

**Craig Gaskell, Elizabeth Hayton**

University of Hull, UK

**Higher education campus trajectories: causes and consequences (0275)****Programme number: J4****Research Domain: Higher education policy (HEP)**

This paper summarises work carried out to recognise the future trajectories of higher education campuses. Building on previous work funded by the Leadership Foundation for Higher Education this paper outlines different campus models adopted in the UK higher education system and the forces driving this diversity in a period of significant change for the sector. The impacts of policy on different models are deliberated and a number of potential trajectories for campuses have been identified with discussion of the implications of these for the sector as whole.

**Petros Lameris<sup>1</sup>, Denise Whitelock<sup>2</sup>**

<sup>1</sup>Coventry University, UK, <sup>2</sup>The Open University, UK

**Essential Features of Serious Games Design: Search and Analysis Process (0105)****Programme number: J5****Research Domain: The Digital University and new learning technologies (DU)**

Research on games both as learning scaffolds and as tools for increasing motivation and engagement has been conducted with intensive research rigour since the 1980s. However, academics and practitioners alike seem to be overwhelmed by the plethora of game features and their association with teaching and learning components. A challenge which may impede this line of research is the lack of consensus in terms of conceptualising in-game dynamics and learning features for designing, using, re-using or repurposing serious games. This paper outlines the process of searching, retrieving and analysing a synthesis of evidence on the use of serious games for supporting academics' efforts to understand the overarching attributes necessary to design pedagogically-driven serious games. It draws material from a range of disciplinary fields based on a corpus of items selected and analysed to represent key themes from a wider-evidence base for supporting serious games design and use in higher education.

**Rob Jones**

Newcastle University, UK

**Exploring the Role of Extra-Curricular Activity in Developing Employability and Graduate Identity. (0009)****Programme number: J6****Research Domain: Employability, enterprise and graduate careers (EE)**

This paper explores the role of extra-curricular activity in developing employability and graduate identity. Initially, it examines the concept of employability, contrasting two models of how employability is developed. The first being based around the acquisition of skills which, once acquired, can be transferred to the workplace. The second being based on the concept of graduate identity and emphasises the importance of employer culture and professional context, noting the requirement of graduates to stake a claim of belonging within this context during the recruitment process.

Next, the role of extra-curricular activity is examined through the perspectives of focus groups of undergraduate Business students. I examine whether the reported experiences of these students accords with either of the two models of employability. I find evidence that the reported behaviours are more consistent with the graduate identity model which appears to provide a more rounded explanation of students' behaviours and perspectives.

**Kerry Dobbins, Sara Brooks, Mark Rawlinson, Jon Scott, Robert Norman**

University of Leicester, UK

**Using 'learning outcomes' in higher education: where is the evidence? (0047)**

**Programme number: J7**

**Research Domain: Learning, teaching and assessment (LTA)**

Learning outcomes are statements of what a student should be able to do, know and understand at the end of a learning period. Despite debates about their appropriateness in higher education, our research illustrates that learning outcomes are being implemented without any substantial evidence-base to validate them. Surveys and interviews with students and academic staff begin to address this gap. Results suggest students find learning outcomes useful and use them in varied ways to support their studies; however, issues regarding precision and clarity were raised. The danger of learning being restricted by learning outcomes was also recognised, though not viewed as inevitable. Similarities and differences were apparent in how academics from different disciplines understand and enact learning outcomes. Responses from this group further indicate more nuanced understandings concerning the purposes of learning outcomes than is evident in current literature-based discussions.

**Harriet Barnes<sup>1</sup>, Martin Lockett<sup>1</sup>**

<sup>1</sup>Quality Assurance Agency for Higher Education, UK, <sup>2</sup>Ashridge Business School, UK

**The impact of the UK Quality Code for Higher Education on alternative higher education providers(0164)**

**Programme number: J8**

**Research Domain: Management, leadership, governance and quality (MLGQ)**

This paper will present the findings of a research project carried out by the Quality Assurance Agency for Higher Education in the UK, in association with Ashridge Business School, and supported by the Quality Strategy Network. The project analyses how a significantly updated regulatory framework (the Quality Code) has affected the UK higher education system, in particular 'alternative providers'. A first study focused on degree-awarding bodies found that the Quality Code had a broadly positive, but incremental, impact. The second study has found that the impact of the Quality Code on alternative providers has been high and greater than on degree-awarding bodies. The most challenging sections of the Quality Code for alternative providers include student engagement and information. The study concludes that regulatory changes have accelerated the development of quality management in alternative providers, with significantly increased organisational attention to many aspects of higher education quality.

**Kirsten Merrill-Glover**

University of South Wales, UK

**Widening Participation through Work-based learning; An Epistemological dilemma. (0205)**

**Programme number: J9**

**Research Domain: Access and widening participation (AWP)**

This paper considers the widening participation activity of some Welsh Universities through work-based learning for adults in employment via short accredited courses. Epistemological and educational dilemmas facing higher education institutions and their relevance to the debate are highlighted. I.e the transcending of neo-conservative models of knowledge to a pervasive ideology that university curricula should necessarily be tailored to the needs of the economy. The ramifications that this may have for a consensual understanding of what is deemed 'powerful knowledge' are considered as are parallels and differences in key basic assumptions of dominant discourses. These are contextualised within ongoing research seeking to determine the relationship between short-course higher education engagement and routes to 'powerful knowledge' and the ramifications for students of the curriculum and pedagogic approaches on offer through such widening participation activity.

**Derek Watson<sup>1</sup>, Lynne Hall<sup>1</sup>, Sarah Tazzyman<sup>2</sup>, Colette Hume<sup>1</sup>**

<sup>1</sup>University of Sunderland, UK, <sup>2</sup>Leicester University, UK

**Closed for business! Academic engagement in third stream activity (0248)**

**Programme number: J10**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

Universities are committed to engaging with business and community, adopting strategies that incorporate 'third stream' activities in response to government policy. With third stream activity often ineffectively monitored and few studies on academic participation,

there is a lack of evidence on academic engagement in third stream. To address this issue, a study of 166 academics, at all levels from lecturer to dean, was conducted at five Business Schools. Using an on-line questionnaire, academics' participation in, and perceptions of, third stream were investigated. Results identify little participation, with only 9% of academics engaging in third stream. The approaches used to encourage academics in engaging with business were rated poorly, incentives were considered to be low value, infrastructure was criticised and benefits were seen to be for the University rather than the individual. With workload cited as a key barrier, our results suggest that third stream is not embedded in academic activity.

**Vanita Sundaram<sup>1</sup>, Carolyn Jackson<sup>2</sup>**

<sup>1</sup>University of York, UK, <sup>2</sup>Lancaster University, UK

**Is 'lad culture' a problem in Higher Education? Exploring the perspectives of staff working in UK universities. (0314)**

**Programme number: J11**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

This paper reports on findings from a national research project on 'lad culture' in higher education. The project explored staff perspectives on 'lad culture', drawing on data from six higher education institutions (HEIs) in the UK. Within each institution, interviews and focus groups were conducted with staff with varying levels of responsibility for students, ranging from senior management to campus security staff and resident tutors. Very preliminary findings suggest that some staff at HEIs acknowledge the need to tackle 'lad culture' in a pro-active manner; that 'lad culture' manifests itself in similar ways across settings in terms of sexism and homophobia; and that gender equality must be embedded at every level of the institution in order for lad culture to be tackled sustainably. We suggest that HEIs should critically reflect on ways to enhance existing structures, policies and practices to create contexts which are conducive to gender and sexual equality.

**Vivien Rolfe**

University of the West of England, UK

**Open all hours: Opening-up education to inspire future learners and teachers. (0240)**

**Programme number: J12**

**Research Domain: Higher education policy (HEP)**

The global open education movement involves a variety of initiatives ranging from access to educational resources, to short courses and degree programmes. We are presently in a situation where the technological advances and global demands have outpaced our thinking behind the practice, and the question arises, how do the cultural and ethical values that are the mainstay of a campus-based education translate to these new opportunities online?

This paper reviews the literature and reveals several dimensions relevant to the ethical debate, such as inclusivity and learner diversity. Free open courses clearly attract global participants in large numbers, albeit requiring internet access and a good level of motivation to learn. Open educational resources are shared within communities to supplement learning and teaching. The different forms of initiative present different sets of challenges, and new paradigms for online learning are emerging as are changing roles for both the learner and the teacher.

**Kathryn Hill<sup>1</sup>**

<sup>1</sup>University of South Australia, Australia, <sup>2</sup>Durham University, UK

**Bright Lights: Internationally educated female students and their approach to managing their study commitments.(0025)**

**Programme number: K1**

**Research Domain: International perspectives and context (ICR)**

An often-held view in education is that female students might be less confident than their male counterparts, in high demand academic programs. So too is the impression that international students also struggle to match their home country educated classmates. This paper presents preliminary findings from an ongoing doctoral study into academic behavioural confidence, indicating that international students do not lack confidence, nor do female international students fare worse than their locally educated classmates. Rather, the findings suggest that female international students have a far more buoyant level of confidence, particularly in their perception of ability to manage their study workload.

**Peter Kahn**

University of Liverpool, UK

**Critical perspectives on methodology in higher education research (0053)****Programme number: K2****Research Domain: Academic practice ,work, careers and cultures (AP)**

If the higher education sector is to meet the needs and expectations of current and future generations of learners and academics, then it is important that emancipatory concerns are given close attention. This conceptual study grounded in critical realism highlights the connection between methodologies employed in higher education research and the nature of the sector. We consider one specific example, looking at how the incorporation of social relations in a research setting represents one generative mechanism that influences the nature of the research as it emerges, thereby affecting whose needs and aspirations are served. The study seeks to lay the ground for further analyses that connect generative mechanisms incorporated in different approaches to research into higher education with the emancipatory potential of the field. Such understanding may assist further in developing approaches to research that are distinctive to research into higher education.

**John Holford**

University of Nottingham, UK

**R.H. Tawney and the Idea of Higher Education (0270)****Programme number: K4****Research Domain: Higher education policy (HEP)**

This paper argues that R.H. Tawney's ideas on higher education should contribute to contemporary debates about its nature and role. Tawney's views originated in a pre-1914 critique of Oxford; they developed as a result of his experiences on the Western Front, through engagement with educational policy and reform, and through teaching, especially in adult education. His critique covered policy, purpose, methods, organisation, finance, research, and social composition.

Discussion of 'the idea of the university' too often leaps from Humboldt and Newman to Clark Kerr and Robbins. For the former, university students inevitably came from the (male) youth of social elites; for Kerr and Robbins, inequality of opportunity was of little more than historical interest. Tawney's call for a HE 'for all' which was 'generous, inspiring and humane' challenges dominant trends in today's policy thinking, for which 'social mobility' legitimises HE's role in intensifying inequality and reproduction of social elites.

**Kirsteen Macdonald<sup>1</sup>, Cathy Minett-Smith<sup>2</sup>**<sup>1</sup>Middlesex University, UK, <sup>2</sup>University of Bedfordshire, UK**When a prop becomes a hurdle: effectively scaffolding the level 4 learning experience (0166)****Programme number: K5****Research Domain: The Digital University and new learning technologies (DU)**

This study considers the impact of learning innovations on a large, level 4 module, focusing on the effective use of educational technologies to scaffold the learning experience and support a diverse body of students.

Utilising an action research reflective approach, the presenters evaluated the effectiveness of incremental teaching and learning enhancements over a period of 11 years. Advances in educational technology enabled existing support to be adapted allowing evaluations to consider whether the technology enriched or detracted from the student experience. Consequently, this resulted in the construction of an effective blended learning approach.

The extended longitudinal aspect of the study provided a unique opportunity to reflect on the sustained impact of enhancements. Consequently, this differentiates the study from others as the findings are based on an historical evaluation of the collective impact of incremental developments rather than a snap shot in time assessment of a particular innovation.

**Masahiro Tanaka**

Hirosaki University, Japan

**A Study on the Employability of Law School Graduates in Japan (0039)****Programme number: K6****Research Domain: Employability, enterprise and graduate careers (EE)**

The purpose of this paper is to describe the employability of law school graduates in Japan. More precisely, the paper attempts to

delineate the following:

- ? Law school graduates' career routes outside the legal sphere
- ? Career support systems at law schools
- ? Successful career models for graduates who fail the National Bar Examination

The paper then argues that law schools are discouraged from improving their career support systems for non-legal professionals because they are evaluated largely by the percentage of successful graduates who pass the Bar Examination. If a law school's percentage of graduates who pass the Examination remains below half the average, the school will suffer a significant reduction of governmental subsidies and problems with its accreditation process.

**Ray Land**

Durham University, UK

**Toil and trouble: troublesome knowledge as counter-discourse to neoliberalism. (0266)**

**Programme number: K7**

**Research Domain: Learning, teaching and assessment (LTA)**

Neoliberal discourse constructs the learner in HE as a consumer of services. Through the use of consumer satisfaction surveys and module evaluation scores, corporatist discourse has put students and their teachers in an oppositional stance, to intensify internal market competition between colleagues and courses. Teaching to satisfaction ratings sets different parameters for what counts as education, and as quality. The discourse is antithetical to critical or transformative notions of pedagogy, and interwoven with empty signifiers of excellence and narratives of graduate success. Teaching becomes risk averse and learning is depicted as comfortable and non-problematic. Students' 'pedagogic rights' (Jenkins and Barnes 2014) of transformation, hard work and challenge, where liminality and uncertainty trigger different ways of thinking, modes of knowledge and deep personal change, are curtailed. The Threshold Concepts Framework, emphasising transformation through troublesome knowledge, liminality and shifts in subjectivity – offers a timely and necessary counter-discourse to the commodification of learning.

**Anna Jones**

Glasgow Caledonian University, UK

**Leading University Teaching: Exploring the rationale, decisions and evidence (0107)**

**Programme number: K8**

**Research Domain: Management, leadership, governance and quality (MLGQ)**

The aim of this study is to develop a clearer understanding of the leadership of teaching in universities. Despite a growing emphasis on leadership in higher education there is little evidence about how teaching leadership is conceptualised and practiced and what lies behind decision-making regarding institutional teaching policies. The project has two key objectives: the first is to understand how teaching leadership is defined, distributed and practised; the second is to consider what forms of evidence influences those with leadership responsibilities for implementing changes in teaching policy and practice. The findings suggest that leadership of teaching is not always informed by research evidence, that the rationale for decisions vary depending on the role of the decision-maker and that good ideas are not always captured or communicated. Leadership of teaching is often patchy and fractured.

**Vicki Trowler**

University of Edinburgh, UK

**Negotiating Contestations and "Chaotic Conceptions": Engaging "Non-Traditional" Students in Higher Education (0013)**

**Programme number: K9**

**Research Domain: Access and widening participation (AWP)**

That the student population is changing has become a popular refrain. Yet, literature concerning "non-traditional" students in higher education is characterised by a multiplicity of meanings and assumptions - seldom spelled out - ascribed to the term, which is nonetheless imbued with analytical and predictive significance. This paper uses early data from an ongoing study to illustrate the importance of conceptual clarity in a study of engaging "non-traditional" students, illuminated through the lens of the Marxian notion of "chaotic conceptions". Unlike "fuzzy concepts", "chaotic conceptions" are not simply poorly constructed abstractions or concepts whose precise meaning varies according to context, but instead do real ideological work in disguising interests and inequities. Examples of students who define themselves as "non-traditional" in the context of their own university studies illuminate the problems of deploying such "chaotic conceptions" for purposes beyond description.

**Olga A Burukina**

Moscow State Institute for Tourism Industry, Russia

**Becoming a Researcher in Russia: Professional Training, Self-Study and Amateur Attempts (0310)****Programme number: K10****Research Domain: Academic practice ,work, careers and cultures (AP)**

Now and then one has to come across allegations written by foreign scholars or journalists claiming that there are no researchers or sciences in today's Russia at all, which sounds naïve and unprofessional revealing the authors' lack of knowledge, non/professional engagement or ethical deficiencies. Despite all possible political challenges and economic instability and the Russian government's policies, Russia has been surviving and generating world-famous scholars in every fundamental and applied science. The paper reports findings from a non-funded study focusing on the paths and obstacles to be become a researcher in contemporary Russia, based upon an online survey and personal interviews with PhD students and their supervisors. The paper reveals the need for special programmes and courses of research methodologies, academic writing, leadership and project management and raises the issue of the Russian economy's (lack of) need for researchers.

**An Verburgh, Wendy Schouteden, Jan Elen**

University of Leuven, Belgium

**Lecturers' general and contextualised research conceptions across disciplines (0141)****Programme number: K11****Research Domain: Academic practice ,work, careers and cultures (AP)**

Lecturers research conceptions are considered as an important factor in lecturers' choices to integrate research into their teaching. In this study lecturers' research conceptions are studied. More specifically the general conceptions of what attributes constitute research and the contextual interpretation of these attributes of 70 lecturers in hard and soft sciences are studied, in order to see whether their general and contextualised research conceptions differ according discipline. The study illuminates that lecturers from different disciplines identify similar general attributes of research and make comparable differentiations according to their context. Although the relative frequency of the general research attributes as well as the desired mastery of students differs according disciplines, the professional relevance of research permeates in both disciplines.

**Jim Pugh**

Staffordshire University, UK

**Have higher tuition fees changed student perceptions and higher education choices? (0137)****Programme number: K12****Research Domain: Higher education policy (HEP)**

Have higher tuition fees changed student perceptions on entering higher education?

The sharp rise in tuition fees in England between 2011/12 and 2012/13 provides an opportunity to re-examine the ways in which the costs of participation in higher education are incorporated into students' decision-making on. This study exploits this policy change by comparing the views of first year undergraduates in the first year of higher fees with the views of second year undergraduates who were the last cohort on the lower fee structure at one post 1992 university.

627 survey responses, analysed within SPSS, across a range of subject disciplines have been used to provide an analysis of how student's price sensitivity has influenced their choice of going to university and what factors of attending university they consider import.

**Yvonne Wayne**

Glasgow Caledonian University, UK

**College Connect Strategy 2013-2020: The Development of an Institutional Strategy to Support Articulation(0178)****Programme number: K3.1****Research Domain: Student experiences (SE)**

In June 2013 the Scottish Government's Post-16 (Scotland) Bill was approved, a central proposal of which is to establish stronger links between Scotland's Colleges and the university sector to support students to articulate into years two or three of degree programmes from Higher National Qualifications. This paper provides an overview of the articulation landscape in Scotland, in

particular the Articulation Hubs which have been in receipt of discrete funding from the Scottish Funding Council since 2008 to support growth in articulation. It further examines how Glasgow Caledonian University has underlined its commitment to increase the levels of articulation into the University and to providing appropriate support to students entering degree programmes with advanced standing through the development and implementation of its College Connect Strategy 2013-2020.

**Yvonne Wayne**

Glasgow Caledonian University, UK

**College Connect: Enhancing the Student Experience of Articulation (0181)**

**Programme number: K3.1**

**Research Domain: Student experiences (SE)**

Glasgow Caledonian University (GCU) has a long history of supporting articulating students, which has included a number of discrete projects and also acting as the lead institution for the Greater Glasgow Articulation Partnership (GGAP), a Scottish Funding Council (SFC) funded initiative charged with increasing the level of articulation and developing a sustainable infrastructure to support articulation.

In order to ensure that these students are adequately supported the University has devised the College Connect Strategy 2013-2020. College Connect takes a triangulated approach, addressing both staff and student development and is informed by a research strategy. All three strands are interconnected but the focus of this paper is development work undertaken through College Connect to enhance both the student and staff experience of articulation.

**Robert Ingram**

Glasgow Caledonian University, UK

**College Connect: Enhancing the Evidence Base for Articulation (0184)**

**Programme number: K3.2**

**Research Domain: Student experiences (SE)**

This proposal is part of a set of papers submitted under the SRHE research domain of 'Student experiences'. This paper considers the importance of research into the learning and teaching experiences of students who study for a sub-degree level higher education qualification at college and then progress into a degree programme at university. The paper provides an overview of both previous research undertaken by the author which has informed policy-making in this area and current research which is closely aligned to the objectives of Glasgow Caledonian University's new College Connect Strategy 2013-2020. The aim of the current research is to contribute to the Strategy's goal of developing a new holistic model of tertiary education delivery to prepare students for the transition from college into university and further enhance their student experience.

**Jennifer Johnson, John Taylor, Lisa Anderson**

University of Liverpool, UK

**Analysing the transformational effects of UK higher education on Chinese female students (0263)**

**Programme number: L1**

**Research Domain: International perspectives and context (ICR)**

Large scale teaching of international student cohorts is highly significant for HEI's both culturally and financially. However, successful pedagogical integration of such students needs careful attention. HESA (2013) shows China far surpasses any other non-EU country of origin of students in the UK, with 83,790 students in 2012-13 rising by 6% year on year, whereas Indian students fell 25% to 22,385.

This research examines why Chinese students seek to undertake UK postgraduate education and considers the effects of education upon them individually and transitionally. The backdrop of traditional gender views is explored, especially modern challenges faced by female Chinese students which permeate their educational experiences and their sense of relative value.

Pedagogically, UK HE has traditionally taught unsurprisingly from Western perspectives. However, this type of teaching may not be addressing the particular needs of female Chinese students. This research aims to understand the experiences of educational transition through individual narratives.

**Sara White, Desi Tait, Janet Scammell**

Bournemouth University, UK

**Qualitative Analysis of the Value Base of Student Nurses. (0054)**

**Programme number: L2**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

The value base of nursing has been identified as having a profound influence on the caring practices of nurses. In the United Kingdom (UK) several influential reports on standards in healthcare have criticised the recruitment strategies adopted by universities, arguing that nurses are recruited who lack the values to develop and deliver compassionate care. Accordingly the present BU undergraduate nursing curriculum is underpinned by the humanising values framework (Todres & Galvin, 2013). An element of which is philosophical values and beliefs and how these affect our personal and professional behavior and how these are key to the care and service we offer clients. To explore this nurse educationalists audited a Values Clarification Exercise (VCE) completed by 1st year students and explored it using a qualitative content analysis. This presentation will offer the findings.

**William Locke**

Institute of Education, University of London, UK

**Global University Rankings: Impacts on Universities Worldwide (0062)**

**Programme number: L4**

**Research Domain: Higher education policy (HEP)**

University rankings are becoming an instrument of political, administrative and personal decision-making as well as a mechanism for universities to signal their quality to various actors within HE markets. Universities transform themselves under rankings pressure. Some changes are beneficial and allow universities to use their resources in a more effective way, while others may be harmful since they can distort missions and create perverse incentives.

This paper draws on an international research study that endeavors to answer the question: How do university rankings challenge and affect institutions of higher education in different countries? The study covers research universities in 11 countries in different regions of the world and is being undertaken by a team of experts from each country. The author of this paper is the UK member of the research team. Empirical data consists of interviews with key university managers and academics, analysis of additional documentation and observational evidence.

**Petra Molthan-Hill, Helen Puntha**

Nottingham Trent University, UK

**'A SPOC with a Twist: The Sustainability in Practice Certificate' (0272)**

**Programme number: L5**

**Research Domain: The Digital University and new learning technologies (DU)**

This paper presents preliminary findings on how students perceived a newly developed online certificate at a large UK HEI. The holistic approach chosen encompasses various trends in the Higher Education Sector - digital inclusive learning, interdisciplinary thinking, real-world problem solving, collaborative working, students as co-creators of the curriculum and education for sustainable development.

The certificate was offered as an option in addition to their degree and about 3300 students chose to give it a try. A questionnaire was sent afterwards to all 3300 students whether they completed the certificate or not; further investigated in two focus groups: What can we conclude from the students' feedback about how they view such education? Do they value collaborative working, online learning, and do they care about sustainability?

206 students responded, generally the feedback was very positive and students seem to have embraced the new learning technologies applied in the certificate.

**Deborah Anderson**

Kingston University, UK

**"Employer Insights": a case of embedding employability in the curriculum (0051)**

**Programme number: L6**

**Research Domain: Employability, enterprise and graduate careers (EE)**

This paper will report on "Employer Insights" a teaching initiative designed to embed employability in the curriculum by linking classroom theory to practical realities of the workplace. Current literature suggests that good learning leads to good employability, with skills and qualities developed during a degree course being very similar to those sought by employers. However, this link needs to be made explicit to students. "Employer Insights" is an explicit employability initiative which involves small groups of

undergraduates visiting employers to film a brief interview on current marketing trends, along with hints for finding a job in marketing communications. Qualitative and quantitative evaluation suggests a positive student experience and a shift in understanding of roles and skills required in the marketing communications workplace.

**Ines Langemeyer<sup>1</sup>, Ines Rohrdantz-Herrmann<sup>2</sup>**

<sup>1</sup>University of Tübingen, Germany, <sup>2</sup>Karlsruhe Institute of Technology, Germany

**Humboldt's Come-Back? Approaches of research-oriented teaching validated and scrutinized on the basis of an empirical Analysis (0223)**

**Programme number: L7**

**Research Domain: Learning, teaching and assessment (LTA)**

To improve the conditions of students' learning, research-oriented teaching is currently fostered by the Federal Ministry of Education and Research (BMBF) and universities rediscover the potential to see research and teaching as a unity. This was the starting point for researchers on teaching and learning at the Karlsruhe Institute of Technology (KIT) to undertake an empirical analysis of research-oriented, research-led, and research-based elements of teaching. It was based on a survey used to explore different approaches and correlations at the KIT which was then transferred to a survey at the University of Tübingen. Thus, uses and aims of research-led and research-oriented teaching are compared.

The paper presents the results of the first surveys at the KIT and the University of Tübingen. By means of factor and regression analyses, the distinction between different approaches is validated and correlations with attitudes, reasons, and conditions are calculated.

**Anna Mountford-Zimdars**

King's College London, UK

**Meritocracy and the University: What universities are looking for (0094)**

**Programme number: L8**

**Research Domain: Management, leadership, governance and quality (MLGQ)**

Answering what is the purpose of admission is at the same time at the heart of admissions and a difficult question because the answer permeates all aspects of admission. This can span working with young children to enhance their attainment and knowledge about university to from pre-admissions engagement with potential applicants to selection, and admission processes and post-decision communication with applicants. Admissions discussions progress to the academic and social experience at university and what graduates do after they finish their undergraduate studies. In a well-designed admissions system, all activities and processes for admission align with the underlying purpose of admission and the purpose and mission of the institution. This submission will draw on the responses from admissions professionals and academics to show the similarities and differences in the purpose of admissions to universities in England and the US. The presentation is based on a chapter for a forthcoming single-authored book.

**Caroline Wright<sup>1</sup>, Chris Taylor<sup>1</sup>, Gareth Rees<sup>1</sup>, Stephen Drinkwater<sup>2</sup>, Rhys Davies<sup>1</sup>**

<sup>1</sup>Cardiff University, UK, <sup>2</sup>Swansea University, UK

**Widening Access in higher education: Analysis using linked administrative data (0097)**

**Programme number: L9**

**Research Domain: Access and widening participation (AWP)**

Access to higher education (HE) has become a controversial area of policy, as successive UK administrations have sought to balance increasing student fees with ensuring that HE is open to individuals from as wide a range of social backgrounds as possible. This research replicates work done in England (Chowdry et al., 2013) by using a unique, linked individual-level data set to analyse the key determinants of young HE participation in Wales. Analysis of 3 cohorts of data (2005-2007), shows that not all of the socioeconomic difference in HE participation arises at the point of entry to HE but is largely explained by the fact that students living in more deprived areas do not achieve as highly as their more advantaged contemporaries. That said differences according to socioeconomic status (and other factors) remain highly significant even after including prior attainment.

**Carole Davis**

Middlesex University, UK

**Supporting academics in challenging times: New thinking on teaching observations (0286)**

**Programme number: L10****Research Domain: Academic practice ,work, careers and cultures (AP)**

Ten academics in Engineering and Computing Sciences were observed teaching on three separate occasions over the course of one semester. The post-teaching observation feedback and the ensuing learning conversations were recorded and analysed using a grounded theory approach. Teaching observation events provided the context of a safe space where essential conversations could take place, along with a critical exploration of the subjective experience of the participants.

Findings showed a complex and expansive range of teaching activities revealed by teaching observation and later discussed in learning conversations between the participant and action researcher. The research was strongly grounded in the participants' experiences and highlights the tensions and shortcomings within current teaching observation practices. The findings especially challenge the notion that they be can be used as both an appraisal tool and for developmental purposes. The paper concludes by suggesting a conceptual framework for effective teaching observation practice.

**Margaret Wood<sup>1</sup>, Feng Su<sup>2</sup>**

<sup>1</sup>York St John University, UK, <sup>2</sup>Liverpool Hope University, UK

**Reconceptualising 'spaciality' in professional learning in English higher education settings with a church heritage. (0203)****Programme number: L11****Research Domain: Academic practice ,work, careers and cultures (AP)**

This paper examines the interplay of dialogue, space and professional learning in faith-based higher education settings in England. This paper is conceptual and theoretical in nature and is underpinned by the literature, including the work of dialogist philosophers. Empirical data is drawn on to inform our conceptualisation of spaciality and our discussion of the dynamic interplay of space and place.

The research explores the dialogic spaces in the professional learning of academics in these settings. The implications of participation in the plurality of discourse and its relationship to learning in the different 'spaces' of academics' professional lives are drawn out.

**Vincent Carpentier, Tristan McCowan**

Institute of Education, University of London, UK

**Towards an index of stratification in higher education (0179)****Programme number: L12****Research Domain: Higher education policy (HEP)**

In addressing the issues of sustainability, equity and quality in higher education, it is essential to assess the extent to which opportunities for students are uneven across a system. Stratification is a key characteristic of contemporary higher education systems around the world, expressing itself through different institutional types (public/private, academic/vocational, old/new etc.) as well as historically accrued prestige. The paper examines the ways in which the effects of stratification can be evaluated or estimated through an index, leading to potential international and intra-national comparisons. The stratification index established here aims to assess, aggregate and compare key institutional characteristics relative to admissions, student outcomes, funding and research, so as to gauge the relative equity or inequity of the opportunities provided to students entering higher education. This paper aims to engage with the rankings debate by introducing a crucial missing element, that of the equity of distribution of opportunities across the system.

**Eun Kyung**

The University of Melbourne, Australia

**A new regionality of East Asian universities: the hybrid self in the global higher education environment (0064)****Programme number: M1****Research Domain: International perspectives and context (ICR)**

There has also been a growing attention paid to the current collaborative practices between East Asian universities. The current regional engagement between East Asian universities is a new, emerging and complex phenomenon, which requires theoretical examination for deeper understanding. Understandings and practices of East Asian universities are significantly related to their engagement in the process of globalisation. This emergent global education policy field interacts with the national or even multiple dimensions of policy field, and shapes our knowledge on the relationship (or interactions) between education policy and the process of globalisation. This paper interrogates the rationales behind the current and emerging regional cooperative arrangements between East Asian universities, and to project the dominant and likely patterns of the cooperation. Ultimately, this study concerns the

hybridization of East Asian universities' regionality in the globalized higher education environment, as a product of their cross-border collaboration.

**Julian McDougal<sup>1</sup>, John Potter<sup>1</sup>**

<sup>1</sup>Bournemouth University, UK, <sup>2</sup>Institute of Education, University of London, UK

**Curating Knowledge Exchange: Let Us Mess About (0196)**

**Programme number: M5**

**Research Domain: The Digital University and new learning technologies (DU)**

This paper explores the potential for curation to offer a productive metaphor for the convergence of digitally mediated learning across and between home / lifeworld and formal educational / systemworld spaces – or across the public and private spheres.

In so doing, we propose a model in progress that can more profoundly refashion higher education provision, beyond mere utilisation of 'the digital' towards a reconstruction of knowledge and of 'the expert'. We see students' 'needs and expectations' in this light. We draw conclusions from our interdisciplinary research to argue that the acceptance of transmedia literacy practices as a cite for rich educational work between and across all disciplines cannot be harnessed by MOOCs or blended arrangements of on and offline learning alone. Rather, these new affordances of genuine 'knowledge exchange' can only be grasped if matched by a convergence of a more porous educator-student expertise.

**Alexander Seal**

University of Surrey, UK

**'Learning' Transitions in International Student Mobility – The Voices of UK Higher Education Students(0086)**

**Programme number: M6**

**Research Domain: Student experiences (SE)**

This paper presents the findings from a project that explores the motivations and aspirations of UK students who decide to complete a period abroad as part of their UK degree. To date, research that has been conducted on international student mobility has tended to either focus on students who have come to the UK in search of higher education, or UK students who have travelled abroad for the whole of their degree. The discussion of this paper specifically focuses on the decisions and experiences of a significant group of young people who have chosen to incorporate a period abroad, either through a study placement, work placement, or as part of a dual degree. The project's findings into students' views towards learning whilst abroad is explored and discussed in relation to future career aspirations. This is framed by exploring the changing nature of employability in increasingly internationalised labour markets.

**Steve D'Aguiar, Neil Harrison**

University of the West of England, UK

**Returning to learning: gender, ethnicity and re-entry into postgraduate study (0085)**

**Programme number: M6**

**Research Domain: Employability, enterprise and graduate careers (EE)**

It has often been argued that many graduates lack the 'work-readiness' skills that render them employable (e.g. Confederation of British Industry 2008). Conversely, others (e.g. Brown 2003) argue that the graduate labour market is congested and that those missing out on graduate employment do so due to a structural 'opportunity trap' that privileges the privileged.

This paper uses three large-scale national datasets from the UK to explore this field, including the Destinations of Leavers from Higher Education surveys. It reports analysis of 22,207 individuals who graduated in 2007, and works from the hypothesis that those entering the workforce and then returning for taught postgraduate study are primarily doing so due to underemployment following graduation.

Those returning tend to be high-achievers from elite universities in low-skill work after graduation, as well as women and those from minority ethnic communities; this suggests a mix of individual and structural factors at work.

**Rebecca Lees**

Kingston University, UK

**Feedback use in Formative Assessment – are academics practising what they preach? (0057)**

**Programme number: M7**

**Research Domain: Learning, teaching and assessment (LTA)**

The massification of higher education has resulted in larger, more diverse classes has forced a focus on assessment for learning and a rise in the use of online formative assessment methods. Formative assessment has the remit of providing feedback opportunities that facilitate modification to improve both teaching and learning activities. This study aims to examine how academics use formative assessment feedback to improve teaching effectiveness, which has been relatively overlooked in the literature. Six academics using online formative assessments to supplement teaching on large first year social science classes were interviewed, followed by a scrutiny of the online assessments used. Although the academics acknowledged the online methods as facilitating student self-reflection on their learning, the potential for academic to use these outcomes to reflect on their teaching effectiveness went entirely unrealised. Staff development is recommended on formative assessment implementation, focusing on monitoring formative assessment outcomes to support constructive teaching modifications.

**Rebecca Boden, Catherine Butcher**

University of Roehampton, UK

**We build the road as we travel: Reconfiguring the university (0158)**

**Programme number: M8**

**Research Domain: Management, leadership, governance and quality (MLGQ)**

Universities have moved away from being organisations based on the social exchange of knowledge for facilities, status and recognition towards more contractually-based corporate entities which undertake teaching or research work for payment. Rather than being socially-orientated, high-trust, self-directed organisations with collegiate control, universities are increasingly managerially driven and controlled, hierarchical organisations which compete in markets and are low-trust, with burdensome regimes of surveillance and audit. This has significant repercussions on teaching and knowledge creation.

Co-operatives are based on principles of user-ownership, are self-directed, independent, and committed to the common interests of members and wider society. We argue that they offer significant prospects for beneficial reform and trace the primary changes necessary for such transition in terms of ownership, organisation, control and finances. Co-operative forms could cut students' costs, radicalise pedagogies and curricula and enhance the research imagination to significant social, cultural and economic benefit.

**Carmen Vidal Rodeiro, Nadir Zanini**

Cambridge Assessment, UK

**The role of the A\* grade at A-level as a predictor of university performance (0083)**

**Programme number: M9**

**Research Domain: Access and widening participation (AWP)**

In summer 2010, the A\* grade at A-level was awarded for the first time. This grade was introduced to help HE institutions to differentiate between the highest achieving candidates and to promote and reward greater stretch and challenge. Exploring HESA data and making use of multilevel regression models, this research investigated for the first time the relationship between achieved A\* grades and performance at the end of three year courses in HE institutions in the UK.

The results of this work showed that, when prior schooling and other background characteristics were accounted for, the number of A\* grades was a good predictor of achieving either a first or at least an upper second class degree in both Russell and non-Russell Group universities. Furthermore, specific subject-level analyses revealed that the number of top grades in some A-level subjects was associated with good degree outcomes in specific degree subject areas.

**Linda Evans**

University of Leeds, UK

**The publishing game in academic life: Journal editors' and authors' perspectives on power and professionalism (0147)**

**Programme number: M10**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

Set against the backdrop of the performativity culture that defines the 21st century academy, this paper presents selected, preliminary findings of a funded study of academic journal editors' professionalism. The perspectives were sought of academic journal editors and authors representing 7 broad disciplinary groups. Data were gathered through an online questionnaire that yielded over 800 responses, and through follow-up interviews. The findings reveal widespread recognition that journal editors exercise power within their academic communities, but for the most part this was considered neither malignant nor obstructive, and the broad consensus was that editors are generally effective, conscientious, fair and proficient, and the system within which they operate fit for purpose. Criticisms and complaints were nevertheless articulated: editors were perceived as sometimes abrogating their editorial responses,

being insensitive to authors' needs and preferences, and occasionally behaving unethically. Editors downplayed their potency and some provided examples of their occasional impotence.

**Oili-Helena Ylijoki**

University of Tampere, Finland

**Conflicting temporalities in academic work: experiences of senior and junior social scientists (0215)**

**Programme number: M11**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

The project format has been a common response to the turbulent and rapidly changing environment in all organizations, including academia. This is evident especially in university research which is increasingly conducted in large projects on external, competitive funding. This paper explores how the project format shapes the temporal orders of research practices and work experiences of academics. Empirically, the paper is based on in-depth interviews with 15 senior academics and three focus group discussions with junior academics. All interviewees were Finnish social scientists.

The project format is rooted in linear, standardized and abstract clock time, involving the commodification, control, compression and colonization of time. The paper argues that its dominance promotes economic rationality, instrumental orientation, accountability, short-terminism and speed valorization in research work. It also strengthens the stratification of staff across and within projects. Yet, within certain limits, academics are able to reshape the project format for their own purposes.

**Rajani Naidoo**

University of Bath, UK

**Beyond Imperial Standardisation: Higher Education and Global Wellbeing (0218)**

**Programme number: M12**

**Research Domain: Higher education policy (HEP)**

Higher education is central to solving pressing global issues of our time. A key challenge is to move beyond the fetish of national competition and methodological nationalism in order to focus on the potential contribution of higher education to global wellbeing. While contemporary conditions facilitate international collaboration, higher education is itself implicated in new forms of competition and imperialism. In addition, the dissemination of a neo-liberal market based model and the rise of global rankings leads to 'imperial standardisation' which straitjackets definitions of higher education success across diverse national contexts and contributes to global hierarchies and rising social injustice. Deviations from the neo-liberal model and the rise of China as a challenge to global power relations is highlighted. The 'well-being regimes' framework which combines the work of Esping-Anderson with Amartya Sen is applied to develop a conceptual analysis of the contribution of higher education to global well-being.

**Maggie Andrews**

University of Worcester, UK

**How might universities recognise and reconcile multiple forms of knowledge about the past, and how do different approaches to this potentially inform ideas of the future of Knowledge Production (0157)**

**Programme number: M2.1**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

For feminists Universities have never had a monopoly over the production of knowledge and for example women's history has developed within and beyond the academy. In the new millennium media has increasingly provided significant spaces within which gender roles are interrogated, debated, and discussed enabling the production of feminist knowledges. Within this specific context, the AHRC's funding of researchers to work with the BBC, on their World War One at Home project, presents an interesting case study of engaged research with potential to inform ideas of the future of knowledge production. This collaboration involved working across different institutional and professional cultures, which had clashing perceptions of research, knowledge and time management. This inevitably led to both synergies and challenges. Now and in the future, it will be suggested working with the media may nevertheless provide useful insights not only into the production of feminist knowledge but also its dissemination.

**Michael Buser**

University of the West of England, UK

**Mobilising desire through play and games in community-based research and learning (0124)**

**Programme number: M2.2****Research Domain: Academic practice ,work, careers and cultures (AP)**

This paper looks at how the 'the future' is mobilised in community-engaged research by reflecting on the role of play in collaborative research and learning environments. The essay draws on examples where play and games were designed to tap into human desires and open up new affective politics. The first part considers the nature of play and the emergence of 'pervasive games' as critical and educational tools. Subsequently, I discuss the utopian aspect of these games, foregrounding the notion of desire. The paper concludes with reflections on the role of play in collaborative research and learning environments.

**Keri Facer<sup>1</sup>, Johan Siebers<sup>2</sup>**

<sup>1</sup>University of Bristol, UK, <sup>2</sup>UCL, UK

**The Fantasy of a University (0189)****Programme number: M2.3****Research Domain: Academic practice ,work, careers and cultures (AP)**

In this paper we will address an underlying common image of the university that merits critical reflection. This is the fantasy that the university can tell us how to live and what we need to know in complex contemporary knowledge conditions. In our paper we analyse this through two AHRC funded collaborative research projects, one investigating different temporal regimes that co-exist in communities; the other investigating the intergenerational communication of wisdom in the context of youth work in angling. Using participation observation methods and philosophical critique, these projects are used to shed light on the role of fantasy and utopia in the idea of the co-produced research today, and new relations between university and society that might emerge if the underpinning aspirations of such fantasies are acknowledged.

**Carenza Lewis**

University of Cambridge, UK

**Knowledge, impact and legacy in community heritage research projects: Cambridge Community Heritage and beyond (0238)****Programme number: M2.4****Research Domain: Academic practice ,work, careers and cultures (AP)**

This paper presents the aims and results of Cambridge Community Heritage (CCH) in 2012-13, which involved a team of ten University of Cambridge researchers in Archaeology, History and Anthropology in 28 projects collaborating with more than 5,000 members of diverse communities of place, occupation, interest and identity researching communities' chosen heritage projects. Selected case studies explore the diverse range of outcomes, which included new knowledge about aspects of heritage, new resources for future generations, new and strengthened research networks within and beyond communities and the university, and a range of wider societal benefits as the projects built capacity for the heritage and education sectors and developed social capital within individuals, groups and communities. The paper concludes with a consideration of broader issues surrounding the ways in which beneficial social legacies of such heritage-related community projects can be identified, nurtured and propagated and recorded.

**Tim May, Beth Perry**

University of Salford Manchester, UK

**'Transmission or Transformation? Lessons from between the University and Communities of Practice' (0167)****Programme number: M2.5****Research Domain: Academic practice ,work, careers and cultures (AP)**

The context of the knowledge-based economy has generated a wealth of academic interest in the relationship between knowledge, place and the role of the university in society. Its distinction may lie in the production of bounded knowledge that is open to doubt through the exercise of peer review. However, the drive to engagement with different communities of practice goes against the idea of bounded knowledge. Against this background, this paper examines these issues through experience of collaborative working through support from the AHRC and Mistra Urban Futures. Underpinning this is a call to greater reflexivity from researchers on the relationship between theory, policy and practice to produce leading, engaged and critical social research. That, however, is a challenge for the expectations placed upon knowledge. Therefore, we propose a different role for the future organization of research for engaged practices between the university and communities.

**Mihaela Kelemen<sup>1</sup>, Susan Moffat<sup>2</sup>**

<sup>1</sup>Keele University, UK, <sup>2</sup>New Vic Theatre, UK

**'Animating' the future of community based research (0224)****Programme number: M2.6****Research Domain: Academic practice ,work, careers and cultures (AP)**

We draw on our own experiences resulting from a project funded by the AHRC Connected Communities programme that sought to 'Bridge the gap between academic rigour and community relevance'. Drawing on cultural animation techniques that brought together academia and community in a neutral and safe space, the 'Bridging the gap' project explored what counted as actionable knowledge for communities and what made knowledge relevant, useful and practical at their end, particularly as these communities were in crisis. The issue at stake was whether knowledge co-created with communities and related stakeholders could meet the double hurdle of scientific rigour and practical relevance. By adopting a Pragmatist approach which sees knowledge and experience as intertwined, our project not only co-created new forms of knowledge, learning and being that were relevant to the participants but, more importantly, introduced and animated new possibilities for doing community based research that meet the relevance/rigour hurdle.

**Lisanne Wilken**

Aarhus University, Denmark

**Making sense of diversity: Differences that make a difference in international education (0258)****Programme number: M3.1****Research Domain: Student experiences (SE)**

Taking its departure in a research project which explores the internationalization of university education in Denmark, this paper discusses how students attending international study programs at a Danish university make sense of the diversity they encounter and how they relate it to their understanding of international environments. The purpose of the exploration is to contribute to our understanding of the ways differences are perceived and given meaning in an international environment and how different kinds of diversity may be constructed as more or less desirable.

**Erin Sanders - McDonagh, Carole Davis**

Middlesex University, UK

**Exploring Intersectionality and the Student Experience: Intersections of Ethnicity, Gender and Religion amongst Criminology and Sociology Students (0195)****Programme number: M3.2****Research Domain: Student experiences (SE)**

Research into students' experiences of higher education has explored how different forms of oppression impact a students' ability to effectively navigate HE institutions and the extent to which they affect students' ability to complete their degrees. This paper will draw on findings from a qualitative piece of research with students at a post-1992 institution about their experiences of oppression in gender, religion and ethnicity. Presenting our preliminary findings based on in-depth interviews and related progression data, this paper will connect with emerging strands within critical pedagogies around insectionality in the classroom. It will highlight the importance of exploring different intersections of oppression in higher education, together with the implications for practice and suggest recommendations for further research.

**Jason Schaub**

Buckinghamshire New University, UK

**Men's Progression Issues on English Social Work Courses: what do we know, and what is missing? (0194)****Programme number: M3.3****Research Domain: Student experiences (SE)**

This paper outlines the current knowledge base for men's experiences of studying social work in the England, and presents the findings from an regression analysis of quantitative progression data from 2006-2011. Given the relatively limited knowledge of these experiences, this paper also examines the findings from other literatures in order to inform this study, including nursing and primary school teaching educational literature. Men progress more poorly than women in social work, nursing and primary school teaching courses. The quantitative analysis was conducted with data obtained from the GSCC of student progression on under- and postgraduate social work courses. Some potential reasons for these progression issues are identified from the related and the wider educational literature. Also noted are areas for further study to support a more diverse, representational profession.

**Ourania Filippakou<sup>1</sup>, Ted Tapper<sup>2</sup>**<sup>1</sup>University of Hull, UK, <sup>2</sup>Oxford Centre for Higher Education Policy Studies (OxCHEPS), New College, UK**The New Universities of the 1960s: From the Quasi-State's Model to Mission Group Pressures (0209)****Programme number: M4.1****Research Domain: Higher education policy (HEP)**

This presentation embraces two inter-related objectives: to analyse the foundation of the seven new English universities of the 1960s and to assess the impact upon their identities generated by the rise of the so-called mission groups. The foundation of these seven universities was orchestrated by the University Grants Committee, which decided that the increasing demand for higher education was to be met in part by founding new universities. This centralised initiative contrasts vividly with the foundation of the mission groups which was undertaken by the universities and split the new universities into three camps: the 1994 Group, the Russell Group and the non-aligned. The recent demise of the 1994 Group is indicative not only of the increased potency of market forces to determine university self-images, but also of the potentiality for new, more heterogeneous groups to emerge and promote change in UK higher education.

**Ourania Filippakou<sup>2</sup>, Gareth Williams<sup>1</sup>**<sup>1</sup>Institute of Education, UK, <sup>2</sup>University of Hull, UK**Higher Education: Public good or Private commodity? (0226)****Programme number: M4.2****Research Domain: Higher education policy (HEP)**

Mass higher education accompanied by ideological shifts towards perceiving higher education primarily as a major contributor to economic growth, and privatisation of its finance have been the dominant features of English higher education during the past quarter century. This has brought some benefits but also dangers: growing inequality, short term rather than long term drivers of policy and management, and the neglect of benefits other than the economic ones. In England this is resulting in an inevitably very diverse system being treated as if all its manifold objectives and activities served similar ends. We argue that while some aspects can legitimately be considered as private there are many of its functions which serve a much wider public interest.

**Catherine Montgomery<sup>1</sup>, Vivienne Caruana<sup>2</sup>**<sup>1</sup>University of Hull, UK, <sup>2</sup>Leeds Metropolitan University, UK**The emergence and significance of transnational education in internationalised higher education(0257)****Programme number: M4.3****Research Domain: Higher education policy (HEP)**

This paper focuses on the significance of transnational higher education to institutional and structural change in higher education. Transnational higher education (TNE), where students study on a 'foreign' degree programme whilst remaining in their home country, is a rapidly developing phenomenon. Universities across the UK, for example, are now operating 1,395 TNE programmes and 73 overseas campuses have been established with 454,473 students involved in TNE (British Council 2013). Transnational higher education in the global context, is being played out in an environment where supra-national, regional, national and institutional levels of structure and agency interact and as a result it is likely to have wide-ranging implications for policy, quality assurance systems and structures, governance models, regulatory frameworks and student and staff experiences of learning and teaching. The presentation draws on a qualitative synthesis of a comprehensive literature review of published research on transnational higher education appearing between 2007 and 2014.

**David Palfreyman, Ted Tapper**

Oxford Centre for Higher Education Policy Studies (OxCHEPS), UK

**Towards the Marketization of English Higher Education? (0212)****Programme number: M4.4****Research Domain: Higher education policy (HEP)**

With reference to the imposition of variable tuition fees, this paper analyses the emergence of a market in English higher education. The shift from the public funding of fees to requiring students/their families to meet tuition costs was driven by a combination of economic crisis and the increasing potency of the idea that higher education was a private good. The paper examines the features

which make it a highly regulated market, but claims that it is not without its benefits – certainly as the only alternative appears to be public parsimony. However, there are a number of reforms that are needed if the market model is to function more effectively, and there should be a continuous dialogue between the dominant interests to determine how it should operate to maximise those goals that it is agreed the system should achieve.

**Gareth Parry**

University of Sheffield, UK

**Recoupling sub-bachelor qualifications and further education colleges (0219)**

**Programme number: M4.5**

**Research Domain: Higher education policy (HEP)**

Following their advance in the post-war years and their eclipse under binary policies from the 1960s, sub-bachelor qualifications and their coupling with further education colleges have been rediscovered as policy goals in English higher education. The shifting relationships between these qualifications and further education institutions are part of the hidden history of the English system. The sectors and institutions in which vocational diplomas and certificate have been taught derive from larger policies and movements. In the modern era, these qualifications have never been the exclusive preserve of non-higher education establishments, despite attempts in the 1950s to recognise area colleges for this purpose; and efforts since the 1990s to concentrate these levels of higher education in the further education sector. The anomalies, overlaps and ambivalences accompanying this history have injected into these zones a remarkable degree of complexity, with implications for democratisation of access and processes of diversion.

**Brian Salter**

King's College London, UK

**Comparing institutional change in higher education and medicine: the politics of knowledge control (0214)**

**Programme number: M4.6**

**Research Domain: Higher education policy (HEP)**

This presentation will analyze the politics of knowledge control which shape the policy-making process in two areas of social policy: higher education and medicine. The contention is that policy-making in these areas has been restructured in recent years along broadly similar lines as modes of governance and established power structures have responded to an increase in the pressure of market forces. The presentation will demonstrate that the politics determining how knowledge production is controlled and how knowledge resources are allocated is not a form of politics confined solely to the higher education system. In the UK the politics of medicine are informed by precisely these kinds of considerations and provide a useful analytical foil to an understanding of the power struggles of higher education.

**Kathleen M Quinlan**

University of Oxford, UK

**Conceptualising emotion in research on teaching and learning in higher education (0132)**

**Programme number: M5.2**

**Research Domain: Learning, teaching and assessment (LTA)**

There has been a rapid increase in research attention to emotional experiences in higher education in the past 10 years. However, research on emotion in education remains under-theorised. Existing theories (and their related literatures) are scattered in pockets in various disciplines and research groups operating in different countries, focusing on different levels of education. Operating within separate silos, there is little cross-fertilisation or dialogue between disparate perspectives. This synthetic review is intended to advance the theoretical discourse in the emerging subfield of emotions in higher education by presenting six different conceptual stances toward the role of emotion in learning and teaching in higher education. Arising from a wide-ranging review of the literature, these six illustrative stances, each with different educational implications, are drawn broadly from educational and positive psychology, sociology, cultural theory, and transformative learning theory.

**Martha Caddell<sup>1</sup>, Fiona Boyle<sup>2</sup>**

<sup>1</sup>The Open University in Scotland, UK, <sup>2</sup>Queen Margaret University, UK

**Making Internships Meaningful: The Challenge of Encouraging Reflection and Skills Articulation (0128)**

**Programme number: N6**

**Research Domain: Employability, enterprise and graduate careers (EE)**

Currently considerable emphasis is being placed on embedding employability and skills development in core university curriculum content as well as providing additional support and development to enhance links between learning and work. Yet there is a risk that this has become so 'embedded' that students struggle to identify and articulate the skills and knowledge they have developed at university to employers.

This paper draws on student application data, reflective commentary and focus groups with students engaged on the Third Sector Internships Scotland programme. This national, university-led initiative offers insights into the diversity of student capacities, the particular challenges faced by specific groups of students, and the implications this has for employability. The paper explores the challenges students face articulating their skills and experience and (re)presenting themselves at the study/work interface. It concludes by posing critical pedagogic questions about how universities can best support students at this key transition point.

**Phil Wood, Wasył Cajkler**

University of Leicester, UK

**Understanding learning-exploration of the use of Lesson Study as an approach to developing learning with international Master's students (0247)**

**Programme number: N7**

**Research Domain: Learning, teaching and assessment (LTA)**

Shulman (2004) makes the case for pedagogy becoming a community-based process requiring explicit interrogation, debate and discussion of teaching and learning, critiquing the often individual and hidden pursuit of pedagogic change.

Over the past three years a group of lecturers at the University of Leicester have developed the use of Lesson Study, an approach to pedagogic innovation which relies on collaborative investigation by lecturers of 'learning challenges' faced by students.

This presentation will outline the Lesson Study approach as well as giving an overview of the findings from our work with students from an MA in International Education course. This work has not only led to insights useful for pedagogic change and curriculum development, but also more general insights which have allowed us to develop the notion of 'pedagogic literacy' as an alternative framework to Scholarship of Teaching and Learning

**Sara Karlsson, Lars Geschwind**

KTH Royal Institute of Technology, Sweden

**Evaluation as a management tool in academia (0246)**

**Programme number: N8**

**Research Domain: Management, leadership, governance and quality (MLGQ)**

Nowadays, the use of evaluation as a strategic management tool is widespread in academia. It is not only used in governmental inspection schemes, but also, increasingly, by higher education institutions themselves. In this paper, a Swedish university is discussed as a case in point. This university has, in the last seven years, initiated two assessment exercises in the area of research, one in education and one in administration. Empirical data shows that the rationale behind the projects has been the need to respond to external demands related to quality. This is interpreted as a strategic move to protect the legitimacy of the university in an ever more competitive environment. Data also indicates that the evaluation projects have been used to further internal change agendas. Some early consequences are identified, e.g. in the area of research.

**Ana Baptista<sup>1</sup>, Ana Cabral<sup>2</sup>**

<sup>1</sup>Queen Mary University London, UK, <sup>2</sup>University of Aveiro - CIDTFF, Portugal

**LOOKING BEHIND THE MIRROR: Who am I as a teacher? (0175)**

**Programme number: N10**

**Research Domain: Academic practice, work, careers and cultures (AP)**

In Portugal, there is an absence of CPD courses directed to Higher Education (HE) teaching staff, since they are not compulsory and do not influence teachers' career progression. Thus, the need for intervention in this area is overwhelming. Within this background, at a HE institution CPD modules were designed, aiming to address several issues on HE Pedagogy. The first session intended to act as an 'ice breaker', by triggering a self-reflection of the participants' identity as practitioners. Therefore, to enhance participants' self-

reflection on their practices and their views about themselves as teachers, we proposed a reflection around five questions. Individually, participants were invited to randomly attach their short answers in white A3 sheets using sticky notes. A qualitative analysis of 22 participants' answers of several academic domains, and of the main aspects approached in the groups' discussions are the basis for presenting the results and for stimulating the discussion.

**Jan McArthur**

Lancaster University, UK

**And the inferior faculties shall inherit the Academy...: the Humanities and the future of higher education(0290)**

**Programme number: N11**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

This paper provides a conceptual exploration of the role the Humanities must play in the future of higher education. Taking inspiration from Kant's distinction between superior and inferior faculties, I argue that the importance of the Humanities lies in the very features that are often used to marginalise or undermine these disciplines: such as the alternative epistemological practices and less direct economic applications. The paper considers various ways in which the Humanities have been justified in the past, but acknowledges that such efforts have failed to provide an enduring or influential justification for these disciplines, particularly within a climate of neoliberalism. Thus, this paper is an effort to both regroup our thinking on the importance of the Humanities to higher education as a whole, and suggest new ways of taking forth these arguments – robustly and assertively – within the current social, political and intellectual contexts.

**David Jennings**

University College Dublin, Ireland

**Mindful of the Future: Improving Student Assessment (0087)**

**Programme number: N5.1**

**Research Domain: Learning, teaching and assessment (LTA)**

The assessment process and the ability to reliably evaluate a learners progress is fundamental to education (Biggs, 2003; Trotter, 2006), furthermore the chosen modality asserts an undue influence over the consequent learning behaviour of students (Hamdorf and Hall, 2001).

This paper proposes that the effective use of mindfulness as a metacognitive skill in the assessment process in third level education can alleviate critical issues with student engagement, performance and retention.

The paper captures the impact of mindfulness on current academic practices through a series of narrative inquiries. The data is taken from a range of discipline bases and highlights a myriad of approaches from an academic perspective.

It concludes with guidelines for faculty and students to enable them to deploy the practice of mindfulness within the assessment regime and in support of learning.

Key Words: Mindfulness, Assessment, Stress, Transition to higher education, Feedback

**Xue Zhou, Christopher Smith**

Coventry University, UK

**Unearthing students' self-perspective on their intercultural sensitivity and skills development: enhancing students' holistic experience (0017)**

**Programme number: P1**

**Research Domain: International perspectives and context (ICR)**

Language acquisition and well recognised degree are the key expectations for the international students in UK. However, intercultural competence, as the key skill of global citizen, has not being paid great attention and regarded as the one of learning outcomes by the English as second language students. Thus, this paper adopted semi-structured interview to investigate in how international students perceive the impact of the one-year abroad study on the development of intercultural competence. The findings showed that the students' communication skills and intercultural sensitivity has improved through the interaction with multi-national classmates and lectures in the university, as well as the social activities outside of schedule class times enhance students' holistic experience. The analysis of the data also suggests that multi-stages students' reflection should be encouraged to adjust the pre-departure goals, modify the learning styles, evaluate and adopt the different culture.

**Fabio Riccardo Arico, Kathleen Lane**

University of East Anglia, UK

### **Does it Click? Assessing the Role of a Student Response Systems in the Formation of Academic Self-Efficacy Beliefs within a Diverse Student Population (0243)**

**Programme number: P5**

**Research Domain: Learning, teaching and assessment (LTA)**

This paper addresses the role of Academic Self-Efficacy (ASE) as a catalyst for success in Higher Education. We analyse data collected within an undergraduate module to evaluate the effectiveness of teaching innovations aimed to enhance student ASE. Our investigation develops three contributions to the research on ASE in Higher Education: (i) accounting for diverse student views; (ii) accounting for role played by Student Response Systems (SRS); (iii) contributing to a wider mixed-methods project on the role of ASE. We find that students respond positively to SRS, even though opinions about their effectiveness are divergent. Divergent opinions appear to be driven by different learning-styles, rather than student background. High-performing students display consistent study-habits, while low-performing students experience a transition across the academic year. SRS use does not directly affect student ASE beliefs. SRS are rather regarded as a complementary device to be combined with constructive pedagogies and staff exhibiting engaging behaviours.

**Chantal Davies**

University of Chester, UK

### **Defining the Future: an exploration of perceptions of employability of undergraduate minority ethnic students (0019)**

**Programme number: P6**

**Research Domain: Employability, enterprise and graduate careers (EE)**

This paper will explore initial findings of a project undertaken by the researcher into the experience of minority ethnic students in HE. It will consider how these initial findings have implications for further research into domestic undergraduate student perceptions of how their ethnicity may impact on future employability. There is a significant body of work in relation to widening participation, employability, and minority ethnic performance, retention and progression within HE. Equally, there is a body of quantitative data as to minority ethnic student progression into the labour market. However, there is a paucity of work in the area of minority ethnic student perceptions of employability and whether this may be linked into the data suggesting disproportionate ethnic representation within the labour market. This paper will explore the theoretical context in this area and will explore how future research may provide an evidential base for institutional and national policy development.

**Sing Kai Lo, Qun Xie, Mingxia Ji, Winnie Wing Mui So**

Hong Kong Institute of Education, Hong Kong

### **The Status Quo of Tools for the Critical Appraisal of Educational Research (0082)**

**Programme number: P7**

**Research Domain: Learning, teaching and assessment (LTA)**

The main purpose of this study was to examine, compare and evaluate essential features and quality aspects of different appraisal tools that have been evolved for systematic reviews in educational research. A comprehensive search of critical appraisal tools used for systematic reviews of educational research was conducted. The commonality and features of the methodological quality and impact assessment components of the different appraisal tools were then examined and categorized. By identifying and summarizing systematically the most essential features and methodological quality aspects of the appraisal tools that are conducive to educational research, it is believed that researchers will be provided with a better understanding of some common standards of appraisal tools for assessing the methodological quality, and hence level of evidence, of educational research. Finally, suggestions for further research regarding appraisal tools for systematic review in the education field are also offered.

**Elaine Clafferty, Barry Beggs**

Glasgow Caledonian University, UK

### **The Triple C Model for Student Retention, Progression and Completion Matures (0129)**

**Programme number: P9**

**Research Domain: Access and widening participation (AWP)**

A structured methodology for the optimisation of HEI student retention, progression and completion known as the Triple C Model has existed for over a decade and has been shown to result in very significant and repeatable improvements in these important areas. The paper describes how this model has evolved from its early implementations to become a mature and reliable way to consistently

optimise student retention. The paper illustrates how this mature version of the model is now having beneficial influences on the general student learning environment and discusses some of the limitations, difficulties and challenges that have been experienced.

**Pete Cannell, Alison Gilmour**

The Open University in Scotland, UK

**'A sector in transition': exploring the nature of professional development in the Scottish HE sector (0301)**

**Programme number: P10**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

In the recent past the HE landscape has been marked by significant change related to scale, new technologies, and the diversity of the student body (Brew, 1995). However, the implications of such developments for professional development and support for teaching staff arguably require greater consideration. In Scotland the QAA quality enhancement framework has provided a stimulus for research into this area, and this paper explores the findings from a research project entitled Staff: enhancing teaching which comprised a work strand of the 2011-2014 Enhancement Theme, Developing and Supporting the Curriculum. The cross-sector project engaged with staff from the nineteen HEIs in Scotland to investigate the nature of professional development. Using a mixed method approach of interviews, cross-sector workshops, and a small-scale survey of teaching staff, the paper highlights the key characteristics of professional development, issues and challenges, and areas worthy of more detailed research.

**Jude Fransman<sup>1</sup>, Sandy Oliver<sup>2</sup>, Paul Manners<sup>3</sup>, Sophie Duncan<sup>3</sup>**

<sup>1</sup>Open University, UK, <sup>2</sup>Institute of Education, University of London, UK, <sup>3</sup>National Coordinating Centre for Public Engagement, UK

**Pluralities of engagement: Negotiating difference in the 'research literacies' of academics and practitioners through the development of a new journal of public engagement (0160)**

**Programme number: P11**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

This paper reflects on the development of a new international journal of public engagement with research. It draws specifically on analysis of an event which brought together practitioners and academics from different sectors (science communication, heritage, public health, civic participation, international development, community design) to unearth experiences of research engagement and analyse ways of translating and representing those experiences as journal contributions. Guided by Star and Griessemer's concept of the 'boundary object' (1989) and Strathern's notion of 'fractionality', (1991) this paper explores how multiple experiences and literacies can at the same time be recognised and mobilised into a single artefact (the journal) and common project (principles for research engagement.) The paper concludes by drawing on the interrelated fields of 'academic literacies' (e.g. Lea and Stierer 2011) and 'digital scholarship' (e.g. Weller 2011) to highlight strategies for achieving this, including use of multimedia, peer-writing support and interactive spaces within/around the journal.

**Andrew Gunn**

University of Leeds, UK

**From Wilson's White Heat to Cameron's Catapults: The role of Academic Research in Industrial Policy- 50 years of change. (0264)**

**Programme number: P12**

**Research Domain: Higher education policy (HEP)**

This presentation analyses the changing policy agenda concerning academic research in a broader framework considering the policy areas of civil research and industrial policy. The research uses a political science policy analysis approach involving analysis of major UK Policy Reviews, Government Bills and Acts of Parliament from 1963 to the present. The study identifies how the conventional wisdom on the role of research in innovation and the politically desirable type of state intervention in the innovation process, have both evolved throughout the 50 year period transforming these policy areas. Alongside this, increased attention has been paid to the outcomes flowing from all public funded research, resulting in a substantial accountability agenda. The presentation explores where academic research has been situated relative to the changing nature of industrial policy, the rising expectations the state places on academia, and the changing role of academic research in delivering economic change through policy interventions.

**Anna Smolentseva**

National Research University - Higher School of Economics, Russia

**Where Soviet and neoliberal discourses meet: the transformation of the purposes of higher education in Soviet and Post-Soviet Russia (0149)**

**Programme number: P12****Research Domain: Higher education policy (HEP)**

This paper presents the results of political discourse analysis which had an objective to analyse the role of higher education in Soviet and Post-Soviet Russia over last decades. The study focuses on the search and analysis of the categories defining purposes and tasks of higher education in a larger societal context (society, economy, etc), traces the changes in the discourse constructions over several decades. The data base involved over 30 governmental documents released from 1956 to 2013.

The basic dichotomy in relation to the purposes and role of higher education unfolds between vocational training (which is a determining factor in the economic development) and personal development/education (which is a condition of social development). The balance of these two poles, economic instrumentalism and social instrumentalism, changes throughout the history. The paper identifies continuities in the political discourse and connects Soviet and neoliberal agendas.

**Wendy McMillan**

University of the Western Cape, South Africa

**"People form their own support systems - like forming their own families": the role of family and friends in the transition to University (0007)****Programme number: Poster****Research Domain: Student experiences (SE)**

Transition to university is challenging. Relationships with family and friends ease transition. Social relationships provide access to 'social capital' – to resources such as information and dispositions. Some social capital is better matched to university expectations and reward systems. This qualitative study, with a cohort of 15 first-year dentistry and oral hygiene students, investigates how family and friendship support is provided, and whether some relationships provide social resources better matched to university expectations. Data was collected from focus- group interviews in the first academic year and individual interviews in the second. Interviews were transcribed, and coded for themes from the literature. Findings suggest that family provides 'attachment' support and 'quality' friendships ease transition into university practices. Middle-class social relationships provide valuable social capital. The study shows how social relationships work as mechanisms to facilitate transition. It provides a theoretical framework for examining the relationship between social relationships and social capital.

**Brenda Leibowitz<sup>1</sup>, James Garraway<sup>2</sup>, JeanLee Farmer<sup>3</sup>**

<sup>1</sup>University of Johannesburg, South Africa, <sup>2</sup>Cape Peninsula University of Technology, South Africa, <sup>3</sup>Stellenbosch University, South Africa

**"Remaking the Social Order": the significance of concerns and commitments in the trajectories of academic developers in South Africa (0010)****Programme number: Poster****Research Domain: Academic practice ,work, careers and cultures (AP)**

Abstract Summary: We present the trajectories of three academic developers in South Africa. We suggest there has been coherence between our days involved in the struggle against apartheid, and our careers as academic developers today. We have worked with a narrative approach to auto-biography in order to increase our reflexivity, and recommend this method for academic developers in other higher education settings.

**Donald C Cole**

University of Toronto, Canada

**Options for inter-disciplinary research training – short courses versus collaborative programs in global health (0104)****Programme number: Poster****Research Domain: International perspectives and context (ICR)**

Higher education institutions have explored options to provide opportunities for learning, mentoring and cross-disciplinary collaboration in global health research yet comparative evaluation is limited. This paper outlines evaluations of short courses sponsored by LMIC and Canadian institutions and a University of Toronto based collaborative PhD program. Strengths of the SI short courses included the short timeline for development, a rich mix of new researchers across universities and institutes, and the substantial funding attracted. The Collaborative Program has built links across disciplinary programs and provides excellent professional skills development. Drawbacks of the short course included the lack of formal course credit, wide heterogeneity in methods training among

participants, and cost (primarily travel & accommodation). Resource constraints, additional workload for the students and responsibilities for faculty are challenges for the collaborative program. Both options fostered networking and skill development among new researchers and supported the development of collaborations.

**Rebecca Turner, Rong Huang, Oxana Overjuc, Lynne Wyness**

Plymouth University, UK

**Networks of support: examining the role of mentoring in supporting new lecturers to develop their teaching practices (0035)**

**Programme number: Poster**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

Mentors are commonly used to support newcomers to a workplace in developing the knowledge and skills integral to their professional practice. Following the professionalization of university teaching, teaching mentors have become central to the support new lecturers typically receive, assisting in contextualising the general, theoretical and practice-based principles of their role. In this paper we present data collected from 13 new lecturers and their mentors to examine the support they drew on whilst developing their practice. In particular we consider issues relating to the selection of mentors and how this can impact on the support afforded to the mentee. We also examine other sources of advice and guidance drawn upon by new lecturers to provide insights into workplace integration. We conclude by considering mechanisms to structure mentoring relationships in order to promote professional learning.

**Rowena Murray<sup>1</sup>, Beverley Yamamoto<sup>2</sup>**

<sup>1</sup>University of the West of Scotland, UK, <sup>2</sup>Osaka University, Japan

**How do academics 'do internationalisation'? (0074)**

**Programme number: Poster**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

Internationalisation is a strategic aim of many universities. Internationalisation research has explored diversity in curricula and among students. What has not been explored to the same extent is the place of internationalisation in academic work. We evaluate our internationalisation work using our institutions' and Times Higher Education criteria. This evaluation shows that we contribute to our institutions' strategic aims, but that personal processes are not made visible in such strategies and accounts. We find that our work requires small amounts of financial support, explicit moral support from our institutions and considerable good will on our part. In addition, trust, a sense of a shared mission and spontaneity are instrumental in how we 'do' internationalisation. Recognising that these criteria are difficult to quantify, we maintain that they have value for our universities, our students and ourselves and therefore suggest that they be considered in the planning and accounting of internationalisation work.

**Kay Guccione**

University of Sheffield, UK

**The role of trust in the student-supervisor relationship: developing authority and authorship in doctoral candidates. (0081)**

**Programme number: Poster**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

Barriers to making progress in academic writing may have emotional, attitudinal, or motivational roots and PhD students expect emotional, as well as intellectual support from their supervisor. The presence or absence of trust in an organisation stems from the behaviours of front-line managers, and encompasses demonstrating predictability, benevolence and integrity, as well as technical competence in crafting trusting relationships that help employees build the confidence to accept challenging tasks. This study defines a role for trust in building effective student-supervisor relationships that enable development of an authoritative writing voice in the doctoral candidate. Through interview and questionnaire data collected during a thesis coaching programme, this study defines three broad categories of barriers to PhD completion: unclear expectations; lack of confidence; and isolation in the academic environment, and also demonstrates that an off-line mentoring partnership can be successful in helping repair a relationship with the doctoral supervisor.

**Cathy Schofield<sup>1</sup>, Pauline Kneale<sup>2</sup>, Debby Cotton<sup>2</sup>, Karen Gresty<sup>2</sup>, Jennie Winter<sup>2</sup>**

<sup>1</sup>Truro College, UK, <sup>2</sup>Plymouth University, UK

**Collaborate, publish or be damned? Patterns of academic publishing between institutions offering higher education(0095)**

**Programme number: Poster**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

Undertaking research, and publishing the findings, are vital for individual academics and higher education institutions alike, as such output enhances reputations and serves as evidence of quality productivity upon which future funding may be secured. Through analysis of author affiliation of a range of social science and humanities journals it was found that academics from older universities were the most productive and more likely to publish discipline-specific research in the higher ranked journals and enter into international collaborations. Post-1992 universities published more pedagogic papers related to their discipline in the mid-ranked journals which is where they undertook international collaboration. Further education colleges were greatly under-represented and published purely pedagogic research. The patterns of publication may be explained by the traditions of the institutions involved, where the newer universities may have previously been teaching-intensive institutions, or that the older universities have an embedded research culture and a reputation.

**Hanne Kirstine Adriansen, Karen Valentin, Gritt B. Nielsen**

Aarhus University, Denmark

**Placing knowledge: mobility in internationalised higher education (0106)**

**Programme number: Poster**

**Research Domain: International perspectives and context (ICR)**

Internationalisation of higher education is premised by a seeming paradox: On the one hand, academic knowledge strives to be universal in the sense that it claims to produce generalizable, valid and reliable knowledge that can be used, critiqued, and redeveloped by academics from all over the world; on the other hand, the rationale for strengthening mobility through internationalisation is based on an imagination of the potentials of particular locations (academic institutions). Intrigued by this tension between universality and particularity in academic knowledge production, this paper presents preliminary findings from a project that study internationalisation of higher education as an agent in the interrelated processes of place-making and knowledge-making. The project is based on three case-studies. In this paper, focus is on PhD students' change of research environment. This is used as a case for studying what comes to count as e.g. relevant, good, true knowledge, to whom, where and why.

**Susan Harris-Huemmer<sup>1</sup>, Philipp Pohlentz<sup>2</sup>, Lukas Mitterauer<sup>3</sup>**

<sup>1</sup>University of Wuerzburg, Germany, <sup>2</sup>University of Magdeburg, Germany, <sup>3</sup>University of Vienna, Austria

**Evaluations on diversity in German higher education: developments and examples (0127)**

**Programme number: Poster**

**Research Domain: International perspectives and context (ICR)**

Since the Second World War German higher education has undergone some large changes: shifts from elitism for the few to education for the masses, German reunification and the Bologna Process have all left their mark. Student demography within German universities has also witnessed great changes. Far more young people are entering German higher education, from increasingly diverse academic backgrounds and countries. In its spring workshop, the working committee on higher education (AK Hochschulen) of the Society for Evaluation (DeGEval) investigated which evaluations are presently specifically examining diversity in German HE. Which particular instruments are being employed? Where are evaluations on diversity being conducted? Furthermore, are results leading to changes in university strategy on diversity and equity? This paper presents some examples of current evaluations on diversity being undertaken in Germany.

**Camila Devis-Rozental, Sue Eccles, Marian Mayer, Janie Jones**

Bournemouth University, UK

**Developing Socio-Emotional Intelligence in First Year Students (0135)**

**Programme number: Poster**

**Research Domain: Student experiences (SE)**

This paper draws on previous literature to demonstrate the importance of integrating opportunities for first year HE students to enrich their socio-emotional intelligence within learning development tutorials. The rationale for it is to enhance students' experiences by developing abilities such as self-reliance, resilience, social awareness and confidence amongst others. These will assist them to engage, succeed and achieve during their academic journey. It will assert the need for this development support to be carried out within a holistic context, not as a stand-alone subject, by experienced academics with a student centred approach, who understand the individual nature of student engagement and tailored support. It draws on preliminary findings from research carried out in a UK H.E institution, which emphasises that if these competences are learned and practiced early within a student's HE journey, they can

successfully make transitions, engage with and succeed in their studies, enhancing their student experience.

**Jana Fiserova**

Staffordshire University, UK

**Videos: not just for the flipped classroom (0150)**

**Programme number: Poster**

**Research Domain: The Digital University and new learning technologies (DU)**

Literature demonstrates that there are clear benefits to using videos and the flipped classroom model. However, as higher education is more competitive and customer satisfaction driven than ever before, it is worth investigating whether students would appreciate and engage with such a model before implementing it into teaching. Therefore the aim of this research is to investigate whether students have a preference in the way vodcasts (video-podcasts) could be used and whether they find them suitable for teaching at university at all. Student access to technology is also explored together with their preferred length and format of video-podcasts. A convenience sample of 32 second-year Business School students was used for this pilot research study. Findings show that students do like the idea of using video-podcasts but not to the extent that they would like to replace lecturers by technology.

**Donna Hurford, Bente Kristiansen**

University of Southern Denmark, Denmark

**Identifying and addressing international teachers' complex needs (0161)**

**Programme number: Poster**

**Research Domain: International perspectives and context (ICR)**

This Danish university-based study was designed to collect data from relatively new international teachers concerning their initial needs when they started working at the institution as university teachers. In addition, the data collection included teachers' views on the potential of an online resource as a way to address these needs. The data indicate diverse and inter-connected needs including administrative, organisational, pedagogic, institutionally cultural and intercultural. Further layers of complexity are revealed in the notion of 'institutional culture' which includes an array of co-existing faculty and departmental cultures.

Our aim is to clarify what are the needs of our new international teachers. Our empirical data point to needs in three different categories: 1. Administrative Information, 2. Cultures and Systems and 3. Pedagogy. We are interested in identifying how these categories are connected and to what extent they are related to internationalisation. The poster will present our findings and suggest ways forward.

**Ibrahim Alharthi**

University of Liverpool, UK

**Parental involvement in choosing a university and a degree: a perspective from Saudi Arabia (0180)**

**Programme number: Poster**

**Research Domain: International perspectives and context (ICR)**

This paper looks at how parental involvement in choosing a university degree in Saudi Arabia is perceived. It highlights the formalities and regulation side as well as the social side showing that there are no formalities for such involvement but its presence is acknowledged among students, parents, and senior academics as well. Interviews with decision makers in higher education revealed strong belief in effects of parental involvement and how students' decision may be influenced. Highlighting this involvement could encourage researcher to study it in more detail and study its potential effect on universities communication to society to create better awareness and understanding.

**Laura Pérez Skardhamar, Joyce Kling**

University of Copenhagen, Denmark

**The International Classroom: Teaching beyond stereotypes How can we develop our understanding of engagement with the international classroom and avoid the pitfalls of stereotyping different student groups? In this paper, the presenters propose that in order to develop an international dimension in a Danish higher educational setting, classrooms should be seen as inclusive of both "home" and "international" players. From an ethnographic approach supported by participant observations, the presenters give concrete suggestions for interacting with the international classroom in reference to educational development. Current higher education research on internationalization will be discussed in relation to the topic of teaching beyond stereotypes. In relation to this, the importance of making tacit knowledge about the diverse learning experiences and academic The International Classroom – Teaching Beyond Stereotypes (0186)**

**Programme number: Poster****Research Domain: International perspectives and context (ICR)**

How can we develop our understanding of engagement with the international classroom and avoid the pitfalls of stereotyping different student groups? In this paper, the presenters propose that in order to develop an international dimension in a Danish higher educational setting, classrooms should be seen as inclusive of both "home" and "international" players. From an ethnographic approach supported by participant observations, the presenters give concrete suggestions for interacting with the international classroom in reference to educational development. Current higher education research on internationalization will be discussed in relation to the topic of teaching beyond stereotypes. In relation to this, the importance of making tacit knowledge about the diverse learning experiences and academic cultures of the players in the classroom is emphasized. In addition, the presenters point to the crucial role of introducing didactics and approaches for including students' diverse learning experiences and contextual competencies.

**Tobias Nolting**

Baden-Wuerttemberg Cooperative State University, Germany

**The dual study concept of the Baden-Wuerttemberg Cooperative State University – New perspectives for an effective collaboration between science and business (0207)****Programme number: Poster****Research Domain: Employability, enterprise and graduate careers (EE)**

This case study presents the concept of the Baden-Wuerttemberg Cooperative State University (DHBW) as a new way of integrating theory and practical experience in a close partnership between universities and businesses. The DHBW provides a new and, in Germany to date, unique organizational structure in the tertiary education sector. It offers an innovative study model, which is based on the actual conditions and requirements of the labour market. The key feature of dual, practice-oriented degree programs is alternating three-month phases, with students learning theory at the university and receiving practical training from an enterprise or social institution. The strength of this way of studying lies in the fact that the curriculum changes with the needs of the economy; the degree programs reflect the current market conditions. The continuing high rate of employability offers students excellent future prospects and business partners reliable employee retention.

**Marian Mayer, Sue Eccles, Camila Devis Rozental, Janie Jones**

Bournemouth University, UK

**The Essence of Transformative Learning and HE Undergraduate Students. (0245)****Programme number: Poster****Research Domain: Access and widening participation (AWP)**

In this paper, we critique current approaches to understanding transformative learning amongst Undergraduate students. We then propose longitudinal cooperative inquiry to explore the impact of expert, highly bespoke, face-to-face learning development support on transformative learning and, in particular, to capture those 'light bulb' events - the essence of transformative learning – when students gain critical awareness of and reflect on the learning process in which they are engaged. The project will contribute to our understanding of the learning experiences of students as they enter Higher Education and how these can be best supported and developed as they progress through their studies. It will also inform institutional endeavours to mediate the barriers impacting on student retention, progression and success. The context of this project is media and humanities education, but the outcomes will be of interest to all disciplines, particularly those that incorporate vocational or practitioner-based input.

**Julie Osborn, Pauline Kneale, Rebecca Turner, Alison Bacon**

Plymouth University, UK

**Subtle Transformers: How academics shape and influence student expectations. (0259)****Programme number: Poster****Research Domain: Student experiences (SE)**

Recent changes in the funding of Higher Education in England have resulted in the student experience becoming a priority area. Measures of the students experience are perceived as playing a significant role in shaping their expectations. However, the 'value' of these data has been widely questioned. Student Charters were introduced as a tool that could influence student expectations. This paper reports on the initial phase of a longitudinal study that started in 2011 when student charters were being introduced for the first time. Eight academics from New University who had been involved in creating Student Charters were interviewed to understand the contribution they made to defining and shaping student expectations. Using Psychological Contract theory as an explanatory

framework the emergent themes highlight the key role that academics play in the formation and ongoing negotiation of psychological contracts. Other influences play a role in defining what is on offer e.g. fairness.

**Else Marie Kaasboel**

VIA University-College, Denmark

**Innovation and Entrepreneurship - A professional source of inspiration for the future of Higher Education? (0292)**

**Programme number: Poster**

**Research Domain: Higher education policy (HEP)**

The idea of inspiring future generations immediately poses the questions on what grounds and sources such an inspiration may spring from.

This paper takes as its outset in the interdisciplinary field of "innovation and entrepreneurship" as theoretical construct and a powerful socio-political strategy. The hypothesis of the paper is that the primacy of economic logic in present governance is an expression of the attempt to cope with the complexity of diversity and pluralism in value-neural terms, but it creates a fatal gap between economy and social and existential human value. Therefore, the paper suggests that it is the source of constructive inspiration as well as the crucial responsibility of academics and professionals in HE to mind and to mend this gap in ways can lead towards existential value and social-ecological sustainability.

**Louise Taylor<sup>1</sup>, Simon Boyes<sup>2</sup>**

<sup>1</sup>Nottingham Trent University, UK, <sup>2</sup>Nottingham Trent University, UK

**Scoping the Delivery of an LL.M Degree by Massive Open Online Course (0304)**

**Programme number: Poster**

**Research Domain: Access and widening participation (AWP)**

Poster Abstract:

This poster seeks to develop a rationale for the development and delivery of an LL.M (Master of Laws) degree by way of a Massive Open Online Course (MOOC).

LL.M enrolment has entered a period of recent decline (HEFCE 2013: 17; HESA 2014). Much of this decline can be accounted for by the difficulties associated with competing obligations which limit both available time and flexibility, geographical constraints, immigration and financial limitations (Swain 2013; HEFCE 2013: 19).

This poster reports on work in progress by the authors to develop an 'LL.M by MOOC' in a bid to overcome these barriers to access. The aspects represented here relate to the scoping phase of the project. In particular it presents the results of a literature review undertaken over the summer of 2014 and the results of focus groups of existing and prospective LL.M students at Nottingham Law School, Nottingham Trent University.

**Julie Rattray, Jan Smith**

University of Durham, UK

**Inducting a diverse student body: why 'giving them fish' fails (0200)**

**Programme number: Q3**

**Research Domain: Student experiences (SE)**

In UK universities, induction is an activity commonly carried out for a brief period at the start of every academic year. Most focus has been centred on undergraduate students as the transition to university has been shown to be a crucial period in retaining students, particularly those from non-traditional backgrounds. In recent years, however, the greatest diversification of the student body has come at Masters level: in very many institutions, international students will outnumber home students at the taught postgraduate level, sometimes by a quite significant margin. In some fields, part-time mature students now outnumber younger full-timers. It is argued here that induction activities have not always kept pace with these changes, and some principles are advanced for consideration to ensure that all students accessing taught postgraduate provision are given a solid foundation to succeed in their studies.

**Vladlena Benson, Stephanie Morgan**

Kingston University, UK

**Barriers to the Adoption of social Technologies in Higher Education (0136)**

**Programme number: Q5**

**Research Domain: The Digital University and new learning technologies (DU)**

The advantages of social technologies in education have been amply explored in recent research, but it is just as important to understand the drawbacks that come with the adoption of social media in learning and teaching. This paper draws on the review of literature on privacy, information security, trust, technology acceptance and other fields which help us gain an insight into why social media integration into pedagogy is slow while its proliferation into other areas is overwhelming. We report the findings of a survey of UK students on their social networking behaviour, privacy and information security concerns. Social technologies are viewed differently by the faculty, as emerged from our qualitative study of technology adoption. In order to gain a balanced insight into concerns about social media adoption in learning and teaching we present the student and instructor views. Further research directions and practical implications are discussed.

**CHARIKLEIA TZANAKOU<sup>1</sup>, AIKATERINI KASSAVOU<sup>2</sup>**

<sup>1</sup>University of Warwick, UK, <sup>2</sup>University of Cambridge, UK

**Is reflection a useful tool for teaching and learning about health and wellbeing ? (0308)**

**Programme number: Q7**

**Research Domain: Learning, teaching and assessment (LTA)**

This study explores reflection as a useful tool for teaching and learning in the context of a health and wellbeing course. The student group was comprised of nine individuals and was very diverse in terms of age, education and ethnicity. Based on portfolios of reflective exercises and reflection assignments, it is argued that using reflection enabled students to get a deeper understanding of the factors that affect health and wellbeing and an opportunity for students to make informed decisions regarding improvement of their personal wellbeing. Conditions such as tailoring the material to students' background, needs and understanding, small group size, nature of module that encourages contribution of experience, and continuous support from tutors on learning and beyond can help in engaging students with reflection and make them benefit from it.

**Lynne Hall<sup>1</sup>, Sarah Tazzyman<sup>2</sup>, Colette Hume<sup>1</sup>**

<sup>1</sup>University of Sunderland, UK, <sup>2</sup>Leicester University, UK

**Intercultural Sensitivity Learning in a Virtual Learning Environment (0241)**

**Programme number: Q10**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

In an increasingly global and multicultural society, graduates are required to have intercultural sensitivity skills and competence to enable them to communicate and interact appropriately in diverse cultures. Providing such learning in a university context can be challenging, both in selecting cultures and in providing experiential activities. This paper outlines an alternative approach to intercultural sensitivity learning, Traveller, a Virtual Learning Environment populated by autonomous intelligent agents. Traveller enables students to engage with various synthetic cultures, experiencing different behaviours and attitudes as part of an extracurricular student experience. Students (N=33) engaged with Traveller as part of a university employability initiative, where the impact of engaging with Traveller on learning intercultural sensitivity skills and competences was evaluated. Results demonstrate learning and engagement, with Traveller stimulating discourse and debate. Students were positive about the Traveller experience highlighting its potential for intercultural sensitivity learning.

**Paul Gibbs**

Middlesex university, UK

**Trust in higher education: Do Higher Education Institutes (HEIs) communicate trust well? (0028)**

**Programme number: Q11**

**Research Domain: Management, leadership, governance and quality (MLGQ)**

Trust has attracted the attention of higher education scholars in a number of forms and purposes. Macfarlane (2009), and Carvalho and de Oliveira Mota (2010) provide a review of the significance of trust within the university and the building of student institutional relationships. This includes a developing literature on student loyalty, university administration, teaching and learning, student satisfaction and marketing. The development of trust within educational institutions and the sector is important to the study of higher education. However, little has been done about investigating the trust that students who are intending to enter into higher education have in the media and in the form of information they receive to help them make decisions. The purpose of this paper is to do so, as well as to compare trust in relation to the importance of source.

**Eloise Tan, Catherine O'Mahony, Niamh Rushe**

National Forum for the Enhancement of Teaching and Learning in Higher Education, Ireland

**A national dialogue on enhancing teaching in higher education: moving towards an Irish framework of professional development (0123)**

**Programme number: Q.1**

**Research Domain: International perspectives and context (ICR)**

This paper outlines the advancement of an Irish professional development framework for teaching by the National Forum for the Enhancement of Teaching and Learning in Higher Education. There is a global need for professional development pathways that provide recognition for those engaged in teaching and learning to enhance the quality of teaching sector-wide.

The research question driving this initiative is: 'What national professional development structures can be created to recognise, inform and sustain good teaching practice that supports student learning in a diversity of contexts'? Based on an analysis of the data gathered through a mixed methods approach, we present models of national approaches to professional development in teaching. Our paper discusses how national contexts interact to create diverse approaches to professional development in teaching. These findings contribute to the global dialogue around exploring the role of national professional development frameworks in enhancing teaching in higher education.

**Emily F. Henderson**

Institute of Education, University of London, UK

**Queering the conference delegate: Disrupting the proper subject of academic mobility (0063)**

**Programme number: Q2.1**

**Research Domain: Academic practice, work, careers and cultures (AP)**

Although attending conferences is widely recognised as an important facet of academia, the role of conferences in shaping academic identities is not acknowledged in Higher Education (HE) research. Media sources and literature from other disciplines portray conferences as fundamental experiences for academics, yet they are cloaked in silence in HE-specific literature. To address this silence, this paper, which draws on autoethnographic and ethnographic data from an ESRC-funded doctoral study, offers a theorisation of being a conference delegate. Responding to Allen's (2013) call for HE scholarship to 'interrogate itself queerly', queer theory is used to conceptualise the notion of 'conference delegate'. Queer theory does not only apply to queer-identified individuals, but can also be used to interrogate any constructions of the 'natural' and 'normal' (Rasmussen & Allen, 2014; Talburt & Rasmussen, 2010); this paper culminates with a theorisation of conference delegates as queering and queered by the conferences that they attend.

**Genine Hook**

Monash University, Australia

**Queerly belonging: sole parents in higher education (0069)**

**Programme number: Q2.2**

**Research Domain: Academic practice, work, careers and cultures (AP)**

This paper draws on a queering theoretical framework to re-shape normative recognisability of postgraduate students and extends the usefulness of this theoretical framing beyond considerations of LGBTI minorities. The experiences of sole parents in postgraduate education demonstrates the usefulness of queer theory in higher education by drawing attention to how everyday normative productions of motherhood can operate as enabling constraints in higher education. I argue that the experiences of sole parents is queer because their continuum of child care-work traverses the gendered binaries of motherhood and fatherhood. This queer manoeuvre enables this research to focus on some of the ways non-normative students engage with higher education. The plurality and difference of sole parent students in higher education illustrates how factors such as financial stress, child-care obligations and academic timetabling establish the conditions of account (Butler 2005) which contributes to calls for widening participation and equitable access to higher education.

**James Burford**

University of Auckland, New Zealand

**Not writing and unbecoming: Queering doctoral 'success' (0070)**

**Programme number: Q2.3****Research Domain: Academic practice ,work, careers and cultures (AP)**

This paper responds to Rasmussen and Allen's (2014) call for education researchers to 'rupture queer cul de sacs' by taking queer concepts outside their home turf of sexuality and gender. The subjects at the heart of my paper are doctoral writers. I examine a case-study where a participant may be seen to re-negotiate her implication in social discourses of guilt about her (not) writing practices. Drawing on Halberstam's (2011) work, I contemplate whether this doctoral student might be seen to artfully 'fail' to become the 'good', 'productive' and 'self-monitoring' doctoral student conjured by the neoliberal academy. I question whether such a 'failure' might present possibilities for undoing, unbecoming, and upsetting valued subject positions of doctoral writerness. Ultimately, this paper both interrupts the logics of doctoral success and failure, as well as exerting critical pressure on what queer theorising might be imagined to do in higher education research.

**Vicky Gunn**

University of Glasgow, UK

**Inspiring Desire – Queering doctoral education to understand orientations to learning. (0073)****Programme number: Q2.4****Research Domain: Academic practice ,work, careers and cultures (AP)**

The interactions between students, the metanarratives underpinning research methodologies, and the relationship with supervisors and disciplinary norms are central to the doctoral experience. This paper looks at insights generated when doctoral level learning is queered, a process which manifests diversity and generates the need for understanding pluralities relating to how we express desires. This paper argues that LGBTQ bodies tell us about how desire, sexuality, and orientation play a role in leaning students towards or away from the imaginary and material worlds inhabited by academics in normativizing disciplines. Applying Sara Ahmed's (2006) conceptualization of the spatiality of sexuality to a case study around doctoral learning in a particular interdisciplinary context, it demonstrates how queer sexuality throws the typically tacit, unacknowledged life of the body in scholarly processes into stark relief and thus, by materializing desire and orientation, enlightens all human experience of learning, not just that of the LGBTQ communities.

**Colin McCaig**

Sheffield Hallam University, UK

**The Strange Death of Number Controls in England: choice and competition in a marketised system (0048)****Programme number: Q4.1****Research Domain: Higher education policy (HEP)**

In 2011 the UK Government introduced a reform to the system of student number controls (SNCs) designed to create a market distribution in full-time undergraduate places at English higher education institutions (HEIs) from academic year 2012/13. Around a third of places were removed from core allocations (the SNC) and institutions could recruit as many 'higher achieving' students as they wished. The changes were introduced by the Department of Business, Innovation and Skills (BIS) as an attempt to further increase choice for students and competition amongst higher education providers. This market intervention failed to lead to large scale redistribution and the policy was abandoned in December 2013, to be replaced by an uncapped system from 2015/16. This paper, based on survey and interviews evidence with key HEI policymakers, explores reasons for the demise of SNC through an examination of institutions' strategic responses to SNC and their changing marketing practices.

**Carol Taylor**

Sheffield Hallam University, UK

**The multiple curriculum: A material feminist analysis of knowledge-making in higher education (0059)****Programme number: Q4.2****Research Domain: Higher education policy (HEP)**

This paper explores the conceptual tools a 'new' feminist materialist approach offers for re-thinking the higher education curriculum. The paper engages Barad's (2007) concepts of intra-activity, entanglement, apparatus and phenomena to propose the concept and practice of 'the multiple curriculum'. Drawing on empirical evidence from two undergraduate modules in a UK university which enacted the multiple curriculum, the paper illuminates how such practices recast the student as knowledge producer, rework subject-discipline relations, and remake the curriculum as a matter of human and non-human agencies. The paper exemplifies how Barad's (2007) diffractive approach contributes to producing knowledge 'otherwise' (Lather, 2007).

**Tina Byrom<sup>1</sup>, Nic Lightfoot<sup>2</sup>**

<sup>1</sup>Nottingham Trent University, UK, <sup>2</sup>Sheffield Hallam University, UK

**'It wasn't really where the university was in the league table..': A comparative investigation of student choice of higher education institutions(0065)**

**Programme number: Q4.3**

**Research Domain: Higher education policy (HEP)**

Student choice of higher education (HE) institution has been identified as problematic, reflecting class based positions and re-enforcing perceptions of an HE hierarchy (Shattock 1996). Universities are increasingly involved in a 'game' in which their status in a wider educational field is frequently used by students as they consider where they will study. This research takes this theme up and explores influences on university choice of students who have been identified as 'first generation' students across three post-1992 institutions. Semi structured interviews were held with a total of 16 students at the beginning of their first year of study and after they had received the first set of marks for their academic work. Findings presented here reflect students' views on the main influences on their choice of university which include, the importance of fitting in, approachability of lecturers, open day attendance and word of mouth.

**Manny Madriaga**

Sheffield Hallam University, UK

**Having to negotiate whiteness in addressing black and ethnic minority gap attainment in English higher education(0066)**

**Programme number: Q4.4**

**Research Domain: Higher education policy (HEP)**

The proposed presentation exposes the ethical dilemma of addressing a sector-wide issue of unequal outcomes in one English university. Nationally, the issue of gap attainment between white and black and minority ethnic (BAME) students has been highlighted (Equality Challenge Unit 2013), where there is a 17.7% difference in 'good honours' (first or 2.1) achievement in studying for first degrees. I led a team which piloted initiatives within institution to address the unequal outcomes of white and BAME students. In doing so, extracting research information about the student experience based on 'race' posed an ethical dilemma, particularly in recognising our own positions as staff members. This presentation explains what we attempted to do and what we have learned from the process. It is hoped that this story will inform the work of other anti-racist practitioners in instituting positive change within their own workplaces for the benefit of all students and staff.

**Deesha Chadha**

King's College London, UK

**Employability in higher education: refashioning required? (0041)**

**Programme number: Q6.1**

**Research Domain: Employability, enterprise and graduate careers (EE)**

The research presented in this presentation builds on an earlier sample study in which five higher education institutions (HEIs) in the UK were investigated and compared on the web presence of the term 'employability.' The sample data provided a flavour of what these HEIs refer to when the topic of employability is mentioned. From the initial sample, the research findings suggested that in the UK model, the careers service takes on a central role when it comes to employability. However, even though the insights were valuable, it was not possible to generalise from the findings or make substantive claims. Therefore, this work is being repeated with a considerably larger number of institutions. Data is currently being collected for a total of forty HEIs from the UK to establish a more holistic understanding of the relationship between HEIs and the employability agenda.

**Peter Davies<sup>1</sup>, Neil Davies<sup>2</sup>, Tian Qiu<sup>1</sup>**

<sup>1</sup>University of Birmingham, UK, <sup>2</sup>University of Bristol, UK

**Labour market knowledge and choice of subject to study: A Pragmatic Cluster Randomized Controlled Trial (0049)**

**Programme number: Q6.2**

**Research Domain: Employability, enterprise and graduate careers (EE)**

This paper presents results from a pragmatic cluster randomized controlled trial which tests the effects on subject choices of giving 16 year old students information about differences in graduate wages by subject study. After the trial, students in the intervention schools

were substantially more likely to study mathematics and less likely to study Biology or Art. The intervention involved one structured lesson which was taught by the usual class teacher without special training. Mathematics is the only advanced level subject with a clear positive association with future earnings in the UK and US. Education Policy in the UK, the EU and the US has aimed to increase in enrolment in mathematics as in order to increase future productivity. The intervention therefore offers a highly cost effective means of achieving an increase in enrolment in mathematics at advanced level.

**Josepa Alemany-Costa<sup>1</sup>, Xavier Perramon-Tornil<sup>1</sup>, Laura Panadès-Estruch<sup>2</sup>**

<sup>1</sup>Universitat Pompeu Fabra, Spain, <sup>2</sup>University of Cambridge, UK

**In-company traineeships as a channel of Business and Economics students' employment (0111)**

**Programme number: Q6.3**

**Research Domain: Employability, enterprise and graduate careers (EE)**

The majority of students of EHEA University Degrees are undertaking traineeships, as set out in the degree outline. This research describes and analyses the methodology to obtain the students' and companies tutors' opinions, and identifies space for improvement in traineeship performance. Furthermore, some considerations are made regarding the role of traineeships in the graduates' labour integration.

**Trevor Nesbit**

University of Canterbury, New Zealand

**Final Year Accounting Internship Courses: Initial Experiences (0311)**

**Programme number: Q6.4**

**Research Domain: Employability, enterprise and graduate careers (EE)**

The purpose of this paper is to present an exploratory study into the introduction of third year accounting internship course at a New Zealand university. The paper includes a brief literature review covering the importance of internships and capstone projects for undergraduate students along with the key principles surrounding the use of such courses and the nature of experiential learning. The paper describes the nature of the internships and academic work completed by the first groups of students and evaluates the success of the introduction of the course based on the factors outlined in the literature review and on feedback from the students in their evaluation of their learning.

The paper concludes that the introduction of the accounting internships has been successful and identifies some areas for further research as they continue into the future.

**Rebecca Turner**

Plymouth University, UK

**Outputs, impact and audience: disseminating practitioner research (0036)**

**Programme number: Q8.1**

**Research Domain: Academic practice, work, careers and cultures (AP)**

Disseminating research findings is integral to the practice of being research active, it is how researchers' build their reputations and interact with their community. For research active HE in FE lecturers this is an aspect of the research process with which they experience the greatest difficulties, indeed, the absence of research published by HE in FE lecturers is indicative of this. Whilst writing for publication is acknowledged as a challenging and emotive process, as will be examined, HE in FE lecturers have to overcome greater barriers relating to them perceiving value in the knowledge they have generated. Drawing on recent research undertaken with HE in FE lecturers from one partnership network, strategies to promote wider engagement with dissemination practices will be considered as well the (unanticipated) benefits to their on-going development as HE in FE professionals.

**Yvonne Hillier**

University of Brighton, UK

**HE/FE partnerships for research and scholarly activity (0037)**

**Programme number: Q8.2**

**Research Domain: Academic practice, work, careers and cultures (AP)**

This paper focuses on the development of research practice partnerships between higher education (HE) and further education (FE)

institutions. It acknowledges the competing demands affecting practitioners in FE alongside the policy drivers that create different conditions under which research can be fostered and undertaken in both sectors. Successful models of collaboration are examined and critiqued for their sustainability in the current context of high stakes research imperatives in higher education and the performativity culture that pervades much of FE.

**Maggie Gregson**

University of Sunderland, UK

**Developing Communities of Research and Practice in College-Based HE. (0077)**

**Programme number: Q8.3**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

The Further Adult and Vocational Education (FAVE) sector is undergoing a period of transformational change at a time of significantly reduced budgets. Against this backdrop, practitioner-led research needs to provide education leaders, teachers and trainers across the sector with opportunities to develop practice at the local level, while also contributing to whole-organisational responses to improving teaching, learning and assessment through the cost-effective use of CPD budgets. This paper describes how and Education and Training Foundation (ETF) sponsored project, based upon the principles of Joint Practice Development (JPD) was used to support practitioner-researchers in the FAVE sector.

**Ann-Marie Bathmaker**

University of Birmingham, UK

**Scholarship and research activity in a stratified HE system: what are the rules of the game for HE in FE lecturers in England? (0277)**

**Programme number: Q8.4**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

Higher Education in Further Education is now a well-established part of the HE landscape in England, forming one part of a highly stratified system of higher education provision. Research and scholarly activity amongst HE in FE lecturers has become an increasing focus of attention. It forms part of the quality assurance requirements for HE providers. In a context of competition, marketization, and league tables of providers, it has also become a way of differentiating between institutions. This paper considers these issues from two perspectives. Firstly, it examines debates about scholarly activity in the context of HE in FE, locating these debates in a wider context of definitions of what constitutes and counts as research and scholarly activity in the wider higher education field. Secondly, it explores the implications of these debates for HE in FE lecturers, and considers the affordances but also the constraints that they face under current conditions.

**Sally Hancock, Paul Wakeling, Gillian Hampden-Thompson**

University of York, UK

**Pathways beyond graduation: exploring the characteristics of those who progress to postgraduate study, and the barriers perceived by those who don't (0208)**

**Programme number: Q9.1**

**Research Domain: Access and widening participation (AWP)**

Recent research notes that most postgraduate students do not enrol immediately following their undergraduate degree. However, we know relatively little about graduates' activities in the years between undergraduate and postgraduate study; and less still about those graduates who do not return to postgraduate study. This paper will share findings from two surveys undertaken by the six Russell Group universities in order to gain new insights into those aspects of entering postgraduate study which are presently not well understood. The first survey, intended for 2009 and 2012 undergraduate alumni, captured individuals' activities since graduating, including employment and participation in further study. Of particular value, this survey explored graduates' perceptions of barriers to postgraduate study. The second survey, of current taught postgraduate students, reveals the motivations and aspirations of current postgraduates, as well as the factors perceived to have enabled their transition to higher study.

**Christina Hughes<sup>1</sup>, Jackie Labbe<sup>2</sup>, Paul Blagburn<sup>1</sup>, Aysha Divan<sup>3</sup>, Neill Marshall<sup>4</sup>, John Robinson<sup>5</sup>, Parmela Vallely<sup>6</sup>**

<sup>1</sup>University of Warwick, UK, <sup>2</sup>University of Sheffield, UK, <sup>3</sup>University of Leeds, UK, <sup>4</sup>Newcastle University, UK, <sup>5</sup>University of York, UK,

<sup>6</sup>University of Manchester, UK

**Collaborative Innovations for Widening Participation in Post Graduate Taught Programmes: Addressing the Needs of those**

**'Least Likely' (0210)****Programme number: Q9.2****Research Domain: Access and widening participation (AWP)**

Our paper is a critical exploration of how six universities are engaged in collaborative innovation in postgraduate study with the aim of widening participation in postgraduate taught programmes. We are doing this by investigating new routes into Masters (M) level study and the flexible conditions that will support the needs of diverse learners. Our paper begins with what it means to 'collaboratively innovate' within the marketised, competitive individualism of UK higher education. We also outline how we are seeking to address the needs of those under-represented groups who are least likely to access postgraduate study. As we detail, the development of innovation at the postgraduate level in respect of the diversity of 'least likely' requires correlation with discipline and institutional markets, as well as creative engagement with some of the radical pedagogies that have informed undergraduate access programmes.

**Tony Strike**

University of Sheffield, UK

**Widening Participation through Taught Postgraduate Scholarships (0220)****Programme number: Q9.3****Research Domain: Access and widening participation (AWP)**

Six Russell Group universities are piloting a number of new Postgraduate Taught scholarships to students in the Widening Participation (WP) demographic. The introduction of these scholarships, partly funded by HEFCE, will enable us to explore whether funding for postgraduate education is a primary reason for the decline in UK and EU domiciled applications. The project has tested if universities have the desire to provide funding for postgraduate students, as well as whether there is unmet, blocked or latent demand for postgraduate study from graduates who would have met WP criteria as undergraduates. Factors used to define WP criteria included financial measures, deprivation data, socio-economic classification, care background or carer responsibilities. The number of eligible scholarship applications exceeded the number available by a factor of four, suggesting that students with the greatest barriers to further study are absent because they lack the financial means, not because they lack appetite or ambition.

**Tim Vorley<sup>1</sup>, Louise Banahene<sup>2</sup>**<sup>1</sup>University of Sheffield, UK, <sup>2</sup>University of Leeds, UK**The need to understand student choice in providing information, advice and guidance in making the most of Postgraduate Support Scheme (0221)****Programme number: Q9.4****Research Domain: Access and widening participation (AWP)**

This paper builds on previous research into student choice, and begins by outlining current perspectives using behavioural economics about what factors influence decision making. The intention is to challenge the assumption that more information is better, and better understand what this means for information advice and guidance to support prospective postgraduate applicants. The Postgraduate Support Scheme (PSS) project provides an opportunity to generate and reflect on insights not readily available through existing studies by drawing on our access to students, applicants and alumni. This paper will reflect on preliminary insights to understand the attitudes towards, barriers to, and plans for postgraduate study. It will conclude by exploring the appropriateness of Widening Participating (WP) techniques for postgraduates e.g. study visits and mentoring schemes, and consider what alternatives could support the uptake of postgraduate study.

**Marita Mäkinen, Johanna Annala, Jyri Lindén, Hanna Vilkkä**

University of Tampere, Finland

**Gen Y experiences of studying in higher education (0024)****Programme number: Q12.1****Research Domain: Student experiences (SE)**

The purpose of the study is to describe and analyze the experiences relating to studies of Gen Y students in higher education. The theoretical approach relies on Mannheim (1952) who defined generation as a group of people born and raised in the same general chronological, social and historical context. The interpretative phenomenological approach (IPA) served a methodological setting that reveres the students' experience worlds (Smith et al., 2009). There were 13 students who participated in the study, and the research was carried out in the form of semi-structured interviews. The data were latent content analysed (Kondracki et al., 2002; Krippendorff,

2004). Findings include three phenomenological themes as core elements: time balance, meaningfulness and reciprocal participation. Based on the results, we suggest three crucial dimensions for creating an empowering social space in the HE, namely: the social nature of teaching and learning, the social network extension of practices, and communal authenticity.

**Cathy Minett-Smith, Carol Matthews**

University of Bedfordshire, UK

**Creating business-ready graduates: Embedding a professional ethos in the 21st century learning experience (0109)**

**Programme number: Q12.2**

**Research Domain: Student experiences (SE)**

How are universities responding to the challenge of providing an education that inspires educators to create and students to become, not just graduates, but professionals with the knowledge and skills to transform, and succeed, in the workplace? Central to this presentation is the argument that in order to educate tomorrow's professionals today, we must forge effective partnerships with students in order to rethink knowledge production, exchange and sharing. The presentation draws upon the presenters' research into ways of embedding professional values in the learning experience via a partnership approach to the challenge of unprofessional behaviour in the classroom.

The presenters report on the study and extant literature to critically explore the role of professional values in the classroom as a vehicle to improve the learning experience and thereby move the discourse beyond student partnerships to extended learning community agreements.

**Sheila Trahar**

University of Bristol, UK

**Reconciling the Personal and the Political? Critical Reflections on 'Internationalising Higher Education in Israel' (0138)**

**Programme number: R1**

**Research Domain: International perspectives and context (ICR)**

For many students in Israel, higher education is where they have their first contact with those outside their faith and/or ethnic community. There is, therefore, the potential for the sector to educate for diversity in this conflicted region (Bar-Shalom, Diab & Rousseau, 2008). Being in the same classroom, however, does not necessarily reduce tensions. Academics need to be willing to facilitate interaction in a 'professional, controlled and protected manner' (ibid, p.10). An unanticipated outcome of an EU project with Israel, of which I am a partner, is that internationalising higher education and internationalising the curriculum strategies can mediate this complex process.

This paper has two aims:

- To articulate the complexities of internationalising higher education in Israel
- To share tensions experienced in working in this complex context, tensions that have engendered further important learning for me about internationalisation of higher education—my substantive area of research - and about myself

**Richard Scullion**

Bournemouth University, UK

**'Student as Producer' an idealised response to the marketisation of Higher Education: A critique based on accounts of 'student identity and practice' (0031)**

**Programme number: R3**

**Research Domain: Student experiences (SE)**

Just how 'should' scholars respond to the marketisation pressures being generated as a result of student fees, HE being seen as a 'meal ticket' to better job prospects and the ubiquitous notion of it now being all about the student experience. One appealing set of coherent responses has been through the emergent notion of 'Student-as-Producer'. The intellectual base for adopting such a strategic response to the potent perils of a marketised HE may thus be sound. This paper offers a critique of SAP because it too readily ignores (or worse still offers an idealised) picture of the new undergraduates pouring through the entrance halls of our universities in record numbers. The critique is built from several interconnected strands: the reflective experiences of embedding a SAP orientation, existing theories of identity (Cherrier 2006) and Praxis (Warde 2005) and thirdly, using insights generated from phenomenological research carried out amongst students.

**Jase Moussa-Inaty**

Zayed University, United Arab Emirates

**Do I still prefer to see a face? (0302)****Programme number: R5****Research Domain: The Digital University and new learning technologies (DU)**

More and more institutions in higher education are showing increased interest in innovative teaching and learning approaches. One such approach is related to blended learning which is a combination of both face-to-face and online delivery. This study aimed to determine student's feelings towards a blended learning class. The study utilized a qualitative method by employing text analysis of student's reflective journals. Three categories emerged, namely; F2F Preference, Blended Preference, and Converted Preference. The results showed that majority of the student's preferred F2F classes as opposed to blended classes. A significant finding of this study was the fact that despite the number of students who preferred a F2F learning experience almost all the students mentioned that they enjoyed the blended learning experience and would either take another blended course or recommend the same course to a friend. Educational implications and future research direction especially for instructional designers are also discussed.

**Bruce Macfarlane**

The University of Hong Kong, Hong Kong

**Assessment and student performativity: the surveillance of social attitudes and behavioral skills (0096)****Programme number: R7****Research Domain: Learning, teaching and assessment (LTA)**

Newer forms of assessment in higher education associated with the shift to continuous assessment are intimately connected with the growth of student performativity in higher education. This is defined as the measurement of observable student behaviours and attitudes which are audited in a public as opposed to private learning space. Drawing on a survey of almost 300 undergraduate students from a research-based university in Hong Kong, the paper reports student views of the assessment of bodily and participative performativity. Students provide both rights-based and learning-based criticisms of compulsory attendance requirements and class contribution grading. The way in which university students are now assessed marks a significant shift away from intellectual understanding towards closer surveillance of their social attitudes and behavioral skills. This constitutes a new hidden curriculum which fosters inauthentic game-playing among students and undermines their freedom of choice as adult learners.

**Rowena Murray, Larissa Kempenaar**

University of the West of Scotland, UK

**But who's counting? A follow up evaluation of one year of structured writing retreats. (0099)****Programme number: R10****Research Domain: Academic practice ,work, careers and cultures (AP)**

Evidence suggests that structured writing retreats are effective in changing research culture and culture (McGrail et al, 2006). There is less evidence this is sustained in the longer term. An evaluation following up participants of 9 structured writing retreats (Murray and Newton 2009) by one University in 2013 found that one in three participants had research output and/or were participating in writing micro-groups. However, many participants did not report their research output, as it appeared that only some participants recorded word counts. Recording word counts is recommended as a simple, effective means for early career academics to monitor and report on research activity rather than solely relying on completed outputs. This evaluation suggests that structured writing retreats have a longer term impact on writing practice and culture and should be offered to early career academics and researchers as a means of facilitating research output.

**Alan Floyd<sup>1</sup>, Diane Preston<sup>2</sup>**<sup>1</sup>University of Reading, UK, <sup>2</sup>Open University, UK**Exploring the role of Associate Dean in UK Universities (0110)****Programme number: R11****Research Domain: Management, leadership, governance and quality (MLGQ)**

Fundamental changes to the HE sector over recent years have forced universities to review their organisational management structures. Consequently, middle leadership roles such as the Associate Dean (AD) have gained in importance. Below the level of Dean, but above the level of department head, ADs are involved in largely strategic as opposed to operational duties. In supporting the Dean, they can have a critical effect on success and provide a link between the academic voice and the ever-changing demands

being placed upon University faculties. However, it is a role that is not well understood with previous research tending to look at more clearly defined positions. Building on work presented last year, this paper reports on a Leadership Foundation funded project investigating the role of ADs in UK universities. The study adopted an embedded, sequential mixed methods design and data was collected from 15 semi-structured interviews and an on-line survey (n=172).

**Joan Smith, Phil Wood**

University of Leicester, UK

**Developing doctoral students' critical writing skills through peer assessment (0249)**

**Programme number: R12**

**Research Domain: Student experiences (SE)**

This presentation reports on our current HEA Social Sciences funded project 'Developing doctoral students' critical writing and reviewing skills through peer assessment', which is work in progress.

We seek to work collaboratively to evaluate and improve our pedagogy in developing EdD students' criticality and resilience. We seek also to foster their engagement in a research community in ways that are meaningful, empowering and self-sustaining. We are using peer assessment as a device to secure this engagement: our aim is to develop postgraduate researchers' ability to give, receive and act upon constructive critical feedback, so inducting them into the process of peer review.

We report on the milestones of the project so far, which have included a critical writing weekend residential for students and the establishment of an online journal, run by and for EdD students.

**Tanja Kanne Wadsholt**

Aarhus University, Denmark

**Knowledge sharing, knowledge exchange and IC competence: Exploring interepistemological encounters in international HE at the intersection of ideologies of neoliberalism and ethical globalization (0273)**

**Programme number: S1**

**Research Domain: International perspectives and context (ICR)**

Knowledge sharing, knowledge exchange and IC competence: Exploring interepistemological encounters in international HE at the intersection of ideologies of neoliberalism and ethical globalization

While the faculty-level internationalization strategies at Aarhus University draw upon both neoliberal and ethical globalization ideologies, the general university strategy is unambiguously neoliberal. Students' development of IC competence is means to the success in the labor market and to success for businesses.

The paper maps the interaction of these ideologies in the epistemologies of three international master programs and drawing upon educational sociology and ethical theory compares it to how "different" knowledge is encountered.

Three main types of interepistemological encounters are identified:

1: Remaining other: the encounter as traces of the other

2: Becoming the same: the encounter as reduction

3: Rejecting the other: the encounter as reproduction

Finally, the embedding of IC competence in neoliberal frameworks as potential barrier to fruitful interepistemological encounters is discussed.

**Caroline Hargreaves**

Imperial College London, UK

**Doctoral alumni views in hindsight: learning through uncertainty, identifying opportunities 'if I could go back and do it now'. (0291)**

**Programme number: S3**

**Research Domain: Student experiences (SE)**

In the diverse and changing environment of Higher Education, this paper considers how the changing views of doctoral alumni can inform education and the professional skills agenda. So enabling adaptations to both inspire and meet needs and expectations of

learners and academics.

It explores doctoral alumni views of their experience and what they value for support and development of their professional trajectories, as well as my experience of working with doctoral students.

Recommendations to enhance provision include: specific development opportunities, cohort building and new case-study trajectories. The case-study trajectories are tools to facilitate the discussion of uncertainty and rationalise possible trajectories, while increasing the visibility and relevance of support departments and development opportunities.

Improved networked provision, with support and academic departments maintaining their identities and working with alumni, would engender a more supportive learning culture and community for research students and staff, and enable systematic improvement to the research environment.

**Helen Boulton**

Nottingham Trent University, UK

**Identifying The Challenges of Technologies With Transnational Post-Graduate Students (0021)**

**Programme number: S5**

**Research Domain: The Digital University and new learning technologies (DU)**

This paper will report interim findings of an 18 month project, funded by the Higher Education Academy in the United Kingdom (UK), to identify the differences in experience, expectation and engagement of using a Western designed virtual learning environment (VLE) with post-graduate students in the East. The focus of the research is a Professional Doctorate course delivered by Nottingham Trent University (NTU) and taught in Hong Kong by NTU academic staff. The research investigated the use of NTU's VLE, designed for use by Western students, and whether there is an ethno-centric bias in the use of the VLE in the delivery of post-graduate courses in Hong Kong. The paper explores challenges faced by staff and how Eastern students became engaged with the VLE as a result of the project and the impact on the Hong Kong students.

**Richard Waller<sup>1</sup>, Nicola Ingram<sup>1</sup>**

<sup>1</sup>University of West of England, UK, <sup>2</sup>University of Bath, UK

**'Project future self': The strategies used by privileged middle-class male students to secure elite graduate roles(0145)**

**Programme number: S6**

**Research Domain: Employability, enterprise and graduate careers (EE)**

This paper explores the university experiences of four working-class and seven middle-class young men who aspire to lucrative 'city' careers in finance or law. It draws on their life history narratives, charts their progress through university, the development of their career goals, their strategising to maximise their career chances and the implementation of their plans for the future.

**Emma Medland**

University of Surrey, UK

**Examining the Assessment Literacy of External Examiners (0012)**

**Programme number: S7**

**Research Domain: Learning, teaching and assessment (LTA)**

The use of external examiners has been a distinguishing aspect of UK HE since the 1830s, and one that is still highly valued. Whilst guidelines ensure comparability of procedures, the quality of the underlying practice does not inspire confidence. Subject expertise and assessment literacy underpin the examiner role. But if assessment practices are co-constructed and embedded within local institutional cultures and examiners are external to these, this will limit the extent to which co-constructed subject expertise can be utilised. As a result, the assessment literacy of examiners becomes increasingly pertinent, and yet there is little evidence to support the assumption of their assessment literacy. This paper addresses this gap by analysing the assessment literacy demonstrated within examiner reports using Price et al.'s (2012) characteristics of assessment literacy as a conceptual framework. An intrinsic case study approach is adopted, and an open thematic qualitative analysis is used to analyse the reports.

**Moir Lewitt<sup>1</sup>, Beth Cross<sup>2</sup>, Louisa Sheward<sup>1</sup>, Pauline Beirne<sup>1</sup>**

<sup>1</sup>University of the West of Scotland, UK, <sup>2</sup>University of the West of Scotland, UK

**Beyond the Looking Glass: a multi-methods approach to interdisciplinary investigation of interprofessional education (0222)****Programme number: S10****Research Domain: Academic practice ,work, careers and cultures (AP)**

Evidence for the success of current interprofessional education (IPE) approaches in terms of health care outcomes is not strong. The aim of this research is to generate an interdisciplinary understanding of key terms and issues amongst practitioners and educators, and make recommendations for IPE development within higher education settings. An interdisciplinary research approach that is heuristic, iterative and reflexive, consisting of literature reviews, discussions within the research group and interviews with practitioners and educators is being used. Discourse analysis of the literature reviews and discussions reveals areas of concordance and discordance, reflecting professional identity development and the degree to which professionals ground this identity within a complex understanding of their professional context. The entire iterative process, re-examining interprofessional understandings from multiple perspectives, is of key importance. Each step includes explicit consideration of discipline perspectives (researchers', interviewees' and literature), and the development of strategies to effectively explore relevant cultural issues.

**Pauline Reynolds**

University of Redlands, USA

**TV depictions of university life: A comparative study of the US TV show Greek and the British TV show Fresh Meat. (0281)****Programme number: T1****Research Domain: International perspectives and context (ICR)**

Higher education inspires narratives for an immense amount of popular culture texts across genre, media, and national boundaries. This qualitative study examines the US TV show Greek (2007-2011) and the British show Fresh Meat (2011-2013) to reconstruct the values and ideas about higher education represented in these shows. Cultural texts such as TV shows act as pedagogic texts that (mis)educate viewers and consumers. Shows featuring higher education provide (mis)educating messages that faculty, administrators and practitioners should know about to proactively redress misunderstandings students and others bring with them into academic communities.

**Jan Smith**

Durham University, UK

**Empty signifiers: the march to 'excellence in everything' (0169)****Programme number: T2****Research Domain: Academic practice ,work, careers and cultures (AP)**

Much is written on the competition for talent in the globalised knowledge economy, and this kind of discourse has seeped into higher education in recent years. There are regular exhortations to attract 'only the very best' into UK HE thereby maximising the diversity of the student and staff body. Once in the UK HE system, however, there seems to be a tendency towards convergence via conformity to a narrow set of performance indicators. Arguably, just as we have the opportunity to attract and retain the most plural workforce we have ever had, increasing numbers of institutions are specifying more tightly developed and monitored surveillance metrics. The stress of this process frequently manifests itself for new academics on their teaching qualification courses where policy contexts and HE politics – and the paradoxes they contain – are discussed. The discomfort of some of these 'moments' are the subject of this

paper.

**Paul Temple<sup>1</sup>, Claire Callender<sup>1</sup>, Natasha Kersh<sup>1</sup>, Lyn Grove<sup>2</sup>**

<sup>1</sup>Institute of Education, UK, <sup>2</sup>London School of Economics, UK

**The changing management of the student experience in England (0038)**

**Programme number: T3**

**Research Domain: Student experiences (SE)**

The idea of “the student experience” in higher education, as something distinct from student learning, dates from the 1990s. Recent changes in the higher education landscape, notably (but not only) the new tuition fee regime in England, have accentuated the “student as customer” idea, emphasising the importance of managing the student experience.

This paper reports on recent research, prompted by concerns about the student experience, aimed at identifying changes in university management structures and processes in response to these landscape changes; the effectiveness of these changes; and whether changes appear to differ by institutional type. The research indicates some noticeable recent internal changes related to the student experience, in response to external developments. These are common across a wide range of institutions, but with variations between research-intensive institutions and others, and which are affecting institutions’ relations with students and with academic staff.

**Anna Mountford-Zimdars<sup>1</sup>, Steven Jones<sup>2</sup>, Alice Sullivan<sup>3</sup>, Anthony Heath<sup>4</sup>**

<sup>1</sup>King’s College London, UK, <sup>2</sup>Manchester University, UK, <sup>3</sup>Institute of Education, UK, <sup>4</sup>Oxford University, UK

**Framing higher education: questions and responses in the British Social Attitudes survey, 1983–2010(0091)**

**Programme number: T4**

**Research Domain: Higher education policy (HEP)**

This article focuses on questions and attitudes towards higher education in the British Social Attitudes (BSA) survey series. First, we analyse the changing BSA questions (1983–2010) in the context of key policy reports. Our results show that changes in the framing of higher education questions correspond with changes in the macro-discours of higher education policies. Second, we focus on the 2010 BSA survey responses to investigate how attitudes towards higher education are related to respondents’ characteristics. Respondents’ socio-economic position predicts attitudes towards higher education. Graduates and professionals are most likely to support a reduction in higher education opportunities, but those who have so far benefited least from higher education are supportive of expansion. One interpretation – with potential implications for social mobility – is that those who have already benefited from higher education are most inclined to pull the ladder up behind them. This submission relates to a published article.

**Martin Oliver**

Institute of Education, UK

**Educational Resilience in the Digital University (0303)**

**Programme number: T5**

**Research Domain: The Digital University and new learning technologies (DU)**

Recent research on the digital university drawn on the concept of ‘resilience’ – however, it has done so in two unrelated ways. The first draws on systems theory to explore how Universities are adapting to the challenges they perceive from digital technologies (Weller & Anderson, 2013). The other explores students’ experiences of technology, highlighting the need for persistence and adaptation in the face of challenging situations (Gourlay & Oliver, 2013; Ross et al, 2013). However, it does not draw explicitly from prior resilience research.

To address this, this paper will review previous research on resilience, focusing on educational resilience and linking this to contemporary discussions of student persistence and learning with digital technology. A sociomaterial perspective will be developed (Fenwick et al, 2011) that both responds to the shortcomings of prior research and also offers the possibility of bridge between individual and institutional perspectives on resilience.

**Duncan Watson<sup>1</sup>, Fabio Arico<sup>1</sup>, Steve Cook<sup>2</sup>, Louise Parker<sup>1</sup>**

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University of East Anglia, UK, Swansea University, UK

**Death of the Pedagogue: Pluralism and Non-didacticism (0052)**

**Programme number: T7**

**Research Domain: Learning, teaching and assessment (LTA)**

Contest and controversy; orthodoxy and heterodoxy; critique and reject: how can economics curricula be adjusted to illustrate the multiplicity of, frequently antagonistic, explanations for observed phenomena? This paper explores one quest inspired by the pursuit of this noble aim. It commences by addressing the meaning of pluralism and placing it within the rubric of Foucault and Barthes, proposing that the application of pluralism in economics is a more complex process than has previously been acknowledged and one which is often confused with the substitution of one ideology with another. It posits that the emphasis falls too often on pedagogical issues that re-affirm hierarchical teacher-learner relationships and hinder learner autonomy and simply encourage the transmission of teacher bias. To illustrate how the instructor should instead act rather as an enlightened navigator, it addresses the practical aspects of delivery by exploring two key modules in economics.

**Neil Harrison, Richard Waller**

University of the West of England, UK

**What works and who knows: problematising 'success' in widening participation (0093)**

**Programme number: T9**

**Research Domain: Access and widening participation (AWP)**

This paper will report the first two strands of the SRHE-funded study: 'Assessing Impact and Measuring Success in widening participation initiatives'. This study aims to develop a new theory of knowledge around the demand for higher education by drawing on the professional experience of a range of expert-practitioners within the field. The first two strands comprise interviews with the nine former Aimhigher regional directors and an online survey of current directors of widening participation. This data will be contextualised within a discussion around the limited progress to date in widening access to higher education, especially to elite universities, and some of the hypotheses presented for why the existing policy interventions may not be showing the expected levels of success.

**Viviana Meschitti, Anna-Lena Vallentin, Helen Lawton Smith**

Birkbeck, University of London, UK

**Mentoring to guide women's academic careers. A review and proposition for future research (0216)**

**Programme number: T10**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

We aim to review literature on mentoring in academia, with a focus on mentoring women at an early stage of their career: mentoring has been recognised as an important issue to foster academic careers and help addressing the gender imbalance in science. However, while mentoring initiatives for women academics are flourishing, most of the experiences coming from these initiatives are not discussed in scholarly literature: this does not help to develop a reflection on the issues associated with mentoring, and to build conceptual and theoretical frameworks for better grounding future studies. As a consequence, learning from best practices is compromised, and mentoring will be difficultly recognised as a new research area. Our literature review maps research on academic mentoring, to discuss the role of mentoring in the development of women junior academics, to detect the challenges associated with academic mentoring, and to provide categories and concepts for conducting future research.

**Maja Jankowska, Maria Kukhareva**

University of Bedfordshire, UK

**What does it mean to be a foreign academic entering a British university? Experiential exploration and implications for CPD practice (0125)**

**Programme number: T11**

**Research Domain: Academic practice ,work, careers and cultures (AP)**

While there is sufficient focus on transition experiences of international students in Higher Education in the UK, the personal and professional journeys of non-UK staff have not been receiving the same level of attention. At the same time, it can be argued that there may be similarity between both groups, for example in terms of settling in, acculturation and coping. Evidence suggests that the associated stresses can negatively affect the new academics' performance, which in turn impacts on the student experience. This presentation explores views of a small number of academic staff in a UK university around the challenges they have faced and support mechanisms (or lack thereof) that were available to them. The risk of the deficit model and advantages of the strength-based

model are discussed in relation to the findings. The themes provide useful insights for future research, policy and practice.

**Julie Anderson**

Plymouth university, UK

**A study of the experience of Education Masters dissertation students; could different models of working offer further support other than the usual student – tutor dyad? (0113)**

**Programme number: T12**

**Research Domain: Student experiences (SE)**

Study at Masters level is largely under researched. This new research aims to help "address the hitherto relatively neglected area of student perceptions of the dissertation process in a professionally- based Master's degree" (Anderson, 2008, p47).

The main focus was on students' learning journey in the light of work such as that by Dysthe et al (2006) which tried other models over and above the usual student tutor dyad approach. Initial findings have indeed been that students can or think they may benefit from group working, research events and similar to share ideas and the processes involved in dissertation working.

Literature that underpins the research project is taken from nursing, social work, computing and maths as well as education (in both the UK as well as other countries). The findings therefore potentially have application across many practice/ professionally focused masters programmes in the UK and beyond.