

Converging Concepts in Global Higher Education Research:

Local, national and international
Perspectives

SRHE Annual Research Conference

9-11 December 2015

Celtic Manor, Newport, South Wales, UK

Conference Programme & Book of Abstracts

SRHE acknowledges and thanks
Routledge, Taylor & Francis Group for sponsoring
the evening reception and the Newer Researchers Prize
Times Higher Education for publicity



SRHE Members Online Portal from Routledge

Access Studies in Higher Education, Research into Higher Education Abstracts and Policy Reviews in Higher Education (COMING 2016) online, in addition to:

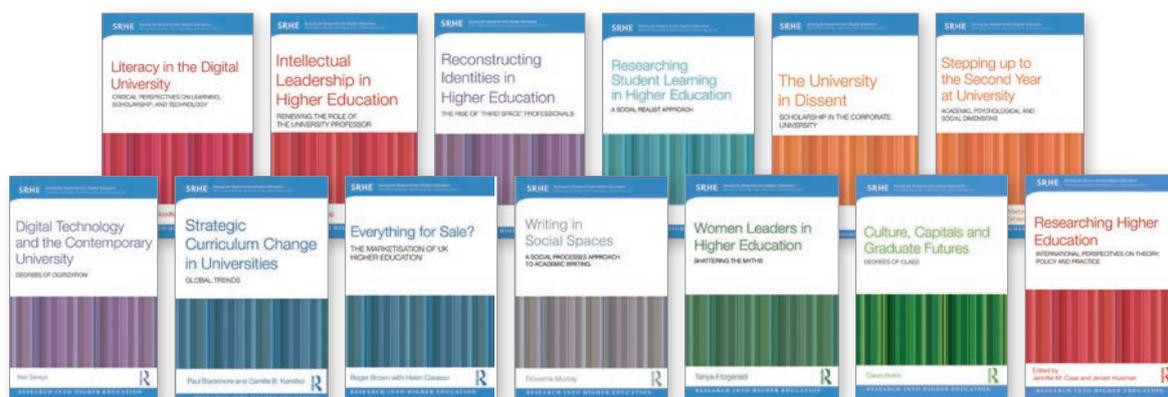
- Teaching in Higher Education
- Assessment & Evaluation in Higher Education
- Quality in Higher Education
- European Journal of Higher Education
- Innovations in Education & Teaching International
- Perspectives: Policy and Practice in Higher Education
- Journal of Marketing for Higher Education

Find out more here: srhe.tandfonline.com.

Research into Higher Education Series

Series Editors: **Jeroen Huisman**, Ghent University, Belgium and **Jennifer M. Case**, University of Cape Town, South Africa

This exciting series aims to publish cutting edge research and scholarship that reflects the rapidly changing world of higher education, examined in a global context. Encompassing topics of wide international relevance, the series covers the key areas of the international higher education research agenda, investigating domains including higher education policy, leadership and management, teaching and learning, and the academic profession.



► www.routledge.com/series/SRHE

Interested in discussing a book idea for this series? Visit the Routledge stand to speak to the editors about your proposal.

CONTENTS

2	Welcome Letter – Helen Perkins, Director SRHE
3	Conference programme at a glance Wednesday 9th December 2015 Thursday 10th December 2015 Friday 11th December 2015
6	Keynote Speakers “High Participation higher education”: think piece and biography – <i>Professor Simon Marginson</i> “ Higher Education: A Solution to, or Problem in, Rising Social Inequality ”: think piece and biography – <i>Professor Susan Robertson</i>
9	Research Domain Discussion Groups
10	Book of Abstracts
110	Posters
116	Author Index
125	SRHE 50th Anniversary year
127	SRHE Conference 2016
128	Acknowledgements

Dear Colleagues,

On behalf of the Society for Research into Higher Education, and all the individuals who have contributed to the development of the 2015 SRHE Annual Research Conference, I extend a very warm welcome to you all and hope that you will experience a lively and stimulating conference and enjoy your time at the Celtic Manor.

This year we welcome record numbers of delegates and presenters to our conference, which is both exciting and challenging. It will be a busy programme and a full timetable but we have worked hard to ensure that everything will run with our customary smoothness. In particular we have worked on providing a very clear Conference programme and Timetable in order that delegates can search out and find their way to all the events and activities and academic presentations on offer.

The Conference theme this year is:

Converging Concepts in Global Higher Education Research: Local, national and international perspectives

This international conference on research into higher education takes a bold step in addressing research issues from this perspective; examining shared research knowledge on what we know, what this tells us about delivering hoped-for outcomes and how this is evidenced. This conference will look back, look across and look forward in seeking to identify areas where our research agenda needs to go further and to look deeper, locally, nationally and internationally.

The SRHE Conference provides a stimulating forum for papers relating to research into higher education in the widest sense. The conference is intended to be highly participative and this year we have 294 papers being presented in a variety of formats: individual presentations, group discussions, 12 symposia and two poster sessions.

We also have two challenging keynote addresses which will each tackle the conference theme from a different angle. **Professor Simon Marginson** will speak about **“High Participation higher education”** and **Professor Susan Robertson** will address the related issue of social inequality from the perspective of **“Higher Education: A Solution to, or Problem in, Rising Social Inequality”**. We are delighted to welcome them both as our keynotes this year and to have them with us throughout the conference. They will also share with us their reflexions on how discussions at conference have added to these considerations in our closing plenary.

Responding to delegate feedback we have both refocused and repositioned our research issues discussion groups this year. **Research Domain Discussion Groups** in 10 key research areas will convene at the end of the first day. These will give delegates to chance to meet with colleagues with shared research interests at the start of the conference and support the renewal of current networks and help establish new ones. These Discussion Groups will be facilitated by the SRHE Conference Research Domain Lead Assessors and SRHE Network Convenors. They will feature short presentations and open forum discussion on current research issues and projects within each research domain and we will be looking to these groups to share perspectives and contribute ideas on priorities for future research funding which the Society might support through its Research Awards scheme.

The Society’s annual conferences are truly international, bringing together delegates and contributors from around the world. For those of you who have not previously attended an SRHE Conference we encourage everyone involved to do all they can to make you feel welcome and included in all aspects of the conference. I do hope that this will come across to all delegates. The conference programme provides plenty of opportunity to exchange knowledge and ideas with colleagues working on similar topics and, equally important, to enjoy some congenial downtime. I hope you will take full advantage of all these opportunities and be enthused to be part of the SRHE Community, and join us here again in 2016.



Helen Perkins, Director SRHE

CONFERENCE PROGRAMME AT A GLANCE

Wednesday 9 December 2015

09.00 -10.30	Registration	Hotel Entrance Foyer
10.45 – 11.00	Conference Welcome Helen Perkins, SRHE Director	Caernarfon Suite
11.00 – 11.45	Keynote address: High Participation higher education: Global and National Contradictions Professor Simon Marginson <i>Professor of International Higher Education University College London, Institute of Education</i> Chair: Professor Jill Jameson, SRHE Chair <i>University of Greenwich, UK</i>	Caernarfon Suite
12.00 – 12.30	Paper Presentations: Sessions: A1-A12	Breakout Rooms
12.45 – 13.15	Paper Presentations: Sessions: B1-B12	Breakout Rooms
13.15 – 14.15	Lunch	Caernarfon Foyer
13.45 – 14.15	Poster Session 1	Caernarfon Foyer
14.15 – 14.45	Paper Presentations: Sessions: C1-C12	Breakout Rooms
15.00 – 15.30	Paper Presentations: Sessions: D1-D12	Breakout Rooms
15.45 – 16.15	Paper Presentations: Sessions: E1-E12	Breakout Rooms
16.15 – 17.00	Tea / Coffee Break	Caernarfon Foyer
17.00 – 17.30	Paper Presentations: Sessions: F1-F12	Breakout Rooms
17.30 – 18.15	Research Domain Discussion Groups A series of facilitated discussion seminars focusing on selected current research questions in research into higher education.	Breakout Rooms
18.15 – 19.00	Welcome Reception	Merlin's Bar Hotel Lobby area
19.00 - 21.30	Informal Dinner for Delegates	Resort Restaurants
20.30 - 21.30	Green Paper Consultation – Consultation meeting on the SRHE response to the UK Green Paper on HE. All delegates welcome	Caernarfon Suite

At SRHE events we use coloured lanyards for our delegate badges to help participants pick out specific individuals they may wish to ask for help or to speak with particularly.

The lanyards for this event are colour coded as follows:

Black

All SRHE executive team and helpers. Do please seek any assistance required from these individuals

Yellow

Speakers at the event

Red

Trustees and Members of the SRHE Governing Council

Green

SRHE Network convenors

Blue

All event delegates

May we remind you please to wear your event badge throughout the day and at all evening events. Your conference badge helps the Resort staff identify delegates, and will be of assistance to you.

CONFERENCE PROGRAMME AT A GLANCE

Thursday 10 December 2015

09.00 – 09.30	Paper Presentations: Sessions: G1-G12	Breakout Rooms
09.45 – 10.15	Paper Presentations: Sessions: H1-H12	Breakout Rooms
10.30 – 11.00	Paper Presentations: Sessions: J1-J12	Breakout Rooms
11.00 – 11.30	Tea / Coffee Break	Caernarfon Foyer
11.30 – 12.00	Paper Presentations: Sessions: K1-K12	Breakout Rooms
12.15 – 13.00	Keynote address: <i>Higher Education: A Solution to, or Problem in, Rising Social Inequalities?</i> Professor Susan Robertson <i>Professor of Education (Sociology), University of Bristol</i> Chair: Professor Bruce Macfarlane, <i>University of Southampton, UK</i>	Caernarfon Foyer
13.00 – 14.00	Lunch	Caernarfon Foyer
13.30 – 14.00	Poster Session 2	Caernarfon Foyer
13.30 – 14.00	SRHE Annual General Meeting	Caernarfon Foyer
14.00 – 14.30	Paper Presentations: Sessions: L1 - L12	Breakout Rooms
14.45 – 15.15	Paper Presentations: Sessions: M1-M12	Breakout Rooms
15.15 – 15.45	Tea / Coffee Break	Caernarfon Foyer
15.45 – 16.15	Paper Presentations: Sessions: N1-12	Breakout Rooms
16.30 – 17.00	Paper Presentations: Sessions: P1-P12	Breakout Rooms
17.15 – 17.45	Paper Presentations: Sessions: Q1 – Q12	Breakout Rooms
19.00 – 20.00	Drinks Reception (open to all delegates) <i>Sponsored by Routledge/Taylor & Francis Group</i>	Caernarfon Foyer
20.00 – 22.30	Conference Gala Dinner	Caernarfon Suite
22.30 – 00.30	Disco (open to all delegates)	Caernarfon Suite

At SRHE events we use coloured lanyards for our delegate badges to help participants pick out specific individuals they may wish to ask for help or to speak with particularly.

The lanyards for this event are colour coded as follows:

Black

All SRHE executive team and helpers. Do please seek any assistance required from these individuals

Yellow

Speakers at the event

Red

Trustees and Members of the SRHE Governing Council

Green

SRHE Network convenors

Blue

All event delegates

May we remind you please to wear your event badge throughout the day and at all evening events. Your conference badge helps the Resort staff identify delegates, and will be of assistance to you.

CONFERENCE PROGRAMME AT A GLANCE

Friday 11 December 2015

09.00 – 09.30	Paper Presentations: Sessions: R1-R12	Breakout Rooms
09.45 – 10.15	Paper Presentations: Sessions: S1-S12	Breakout Rooms
10.30 – 11.00	Paper Presentations: Sessions: T1-T12	Breakout Rooms
11.00 – 11.30	Tea / Coffee Break	Caernarfon Foyer
11.30– 12.00	Paper Presentations: Sessions: U1-U12	Breakout Rooms
12.15 -12.45	Paper Presentations: Sessions: T1-T12	Breakout Rooms
13.00 – 13.30	Closing Plenary	Caernarfon Suite
13.30 – 14.30	Lunch and Depart	Caernarfon Foyer

EXHIBITORS AND PROMOTIONAL EVENTS AT CONFERENCE

Exhibition stands are open throughout conference in the Caernarfon Foyer.

Exhibitors this year are:

Routledge, Taylor & Francis Group
 Institute of Education Press
 Bloomsbury Publishing
 Seymour Research Ltd

PUBLICATION EVENTS DURING CONFERENCE

The editors of the SRHE journals and the SRHE / Routledge Book Series will be available to talk to delegates and discuss publication issues during the breaks at the Routledge, Taylor & Francis Group exhibition stand.

The editor of HEQ will be at the HEQ desk

BOOK LAUNCH

Wednesday 9th December 13.45–14.15 Beaumaris 1

Researching Higher Education: editors J Case and J Huisman

The latest publication in the SRHE/Routledge Book series

Thursday 10th December 11.00–11.15 Beaumaris 1

IoE Press introduction to their OA journal London Review of Education

At SRHE events we use coloured lanyards for our delegate badges to help participants pick out specific individuals they may wish to ask for help or to speak with particularly.

The lanyards for this event are colour coded as follows:

Black

All SRHE executive team and helpers. Do please seek any assistance required from these individuals

Yellow

Speakers at the event

Red

Trustees and Members of the SRHE Governing Council

Green

SRHE Network convenors

Blue

All event delegates

May we remind you please to wear your event badge throughout the day and at all evening events. Your conference badge helps the Resort staff identify delegates, and will be of assistance to you.

KEYNOTE ADDRESS

Wednesday 11.00-11.45

High Participation higher education: Global and national Contradictions

The contradictory worldwide trend to high participation higher education: Global imperialism and equalisation, national inclusion and stratification

Professor Simon Marginson

Professor of International Higher Education, University College London Institute of Education

The growth of middle income nations is driving a reduction in inequality between countries, in income and educational participation, though large gaps remain. The Gross Tertiary Enrolment Ratio (GTER) is growing by 1 per cent a year at world level and now takes in a third of the school leaver age group. The trend towards high participation systems (HPS) in higher education is sweeping across the world (Sub-Saharan Africa, Pakistan and Bangladesh are the principal exceptions)—more than 50 countries have now achieved GTERs of 50 per cent of the age cohort or more. Within most countries, however, economic and social inequalities are increasing, as in the UK; and the rapid growth of participation is accompanied by cascading stratification, fragmented quality and elite capture of ‘World-Class Universities’ in many systems. In the larger more inclusive systems now emerging higher education’s old promise to broaden social mobility is increasingly in question.

Thinkpiece

High participation higher education is in the process of becoming near-universal. In the next generation it is likely that at world level more than 50 per cent of all the school leaver age cohort will enter tertiary education, with more than a third taking qualifications into the labour markets. Yet the modern social inclusion brought about by growth in educational participation is not enough in itself to provide for democratic societies and the fuller development of human capacity and potentials. Higher education systems vary greatly in the quality of their mass institutions, the social composition of their elite HEIs, and the degree of social mobility associated with higher education. What matters is the capacity of a high participation system (HPS) of higher education to provide a broad pathway for social mobility, so that students/graduates’ opportunities and trajectories are not determined by their social backgrounds. We can call this capacity of higher education to make a difference to the social mix, ‘the allocative social power of higher education’.

Six conditions strengthen this allocative social power of an HPS. It must be said that these conditions absorb state resources and rest on a viable tax system. Not all countries can achieve them all tomorrow; and some wealthy countries do not achieve them all today. (1) Funding is largely from public sources, so that families cannot invest privately to secure an advantage, or if tuition fees are charged, income contingent loans rather than direct fees are used, repayment thresholds and conditions are generous, and there is extra support for under-participating social groups. (2) Private sector provision is closely regulated to ensure social inclusion and quality of learning. (3) Institutional stratification is modest. Research and professional training functions are broadly distributed. ‘World-Class University’ (WCU) development may be necessary to strengthen national science and elevate university prestige but WCUs are coupled with policies that ensure the second tier of higher education is strong and mass higher education is healthy. (4) The state and society value rigorous learning, and academic professionals are strong enough to maintain solid standards in teaching and assessment, and this is not undermined by a consumerist focus on student satisfaction rather than learning. (5) Autonomous institutions, and their processes of assessment and student selection, are free from manipulation by powerful families (either directly or via the state) who seek competitive advantage. This maximises the opportunity for low SES students to move up through their own efforts. (6) The scope of social regulation is extended to improve equity in graduate labour market selection.

However, the old hubris that higher education alone can create broad-based mobility and just societies should be put aside. More equal educational outcomes or greater mobility are hard to achieve in highly unequal societies, in which educational and social stratification seem to lock together. Higher education is not

the only driver of social mobility. It is necessary but not sufficient, one part of a chain of institutional effects. Thus there is a seventh condition for a strong allocative social power of higher education: (7) There is a deep-seated and widespread social consensus of support for universal high quality in education, social equality, and mobility on the basis of merit.

The question is, what are the levers that can advance us towards a fairer society and a more meritocratic higher education system? Are any of those levers in higher education, or must we wait for a sea-change in the polity and for the top 0.1% to begin to let go of the economy? And are we confined to a national strategy alone, or are there cross-border levers? Can we work with colleagues abroad to build more equal high quality higher education systems?

Biographical Note

Simon Marginson directs the ESRC/HEFCE Centre for Global Higher Education, a partnership of three UKHEIs and eight offshore HEIs, entailing 13 research projects, that will open in October this year. Simon is also Professor of International Higher Education at the UCL Institute of Education, University College London, and the Joint Editor-in-Chief of the journal *Higher Education*. Between 2006-2013 he was Professor of Higher Education at the University of Melbourne in Australia. For the last 15 years his main inquiry has been a critical realist theorisation of higher education and globalisation, including the potentials and limits of national policy and cross-border activity. Current research projects include work on higher education, stratification and inequality in the context of high participation systems; a comparative study of the public good role of HEIs in contrasting political cultures; and higher education and science in East Asia. Simon became an Honorary Fellow of SRHE at Bristol in 2005, and was the 2014 Clark Kerr Lecturer on Higher Education at the University of California Berkeley.

Thursday 12.15-13.00

Higher Education: A Solution to, or Problem in, Rising Social Inequalities?

Professor Susan Robertson

Professor of Education (Sociology), University of Bristol

Thinkpiece

When Thomas Piketty's book on *Capital in the 21st Century* was released in 2014, it became a remarkable overnight success and best seller in that it focused attention not only on the concentration of enormous wealth in a tiny social elite in countries such as the UK and the USA, but showed that their wealth had increased following the financial crisis in 2008. Yet what was particularly striking about one of Piketty's solutions was his argument for more emphasis on education and skills delivered through institutions of higher education.

In this keynote address I show that Piketty's arguments are based on an increasingly problematic assumption; that higher education sits outside of, rather than being part of, the dynamics that have given rise to rising inequalities. In this keynote address I argue there are major problems with this proposed solution.

To begin, Piketty views education as human capital, rather than seeing education as being a key social institution involved in both the production and social reproduction of capitalist societies. It is thus a key institution in producing social relations, including class, race and gender, which in turn mediate ongoing income and wealth inequalities.

Second, Piketty's dependence on comparing national statistics results in a methodological nationalist lens. Yet, as researchers increasingly show, argued elsewhere, looking at the world through a methodological nationalist lens is problematic. Over the past three decades, production and labour markets have become increasingly globalised, with important outcomes for the relationship between skill and wages in developed economies like the USA and UK.

Finally, Piketty underestimates the extent to which education itself in countries like the UK and USA has produced greater inequalities as a result of transformations in how the sector is governed, and the individual and social outcomes that have resulted.

The transformations can be linked to the income and wealth dynamics that Piketty is documenting; declining tax receipts to the state has resulted in limiting its capacity to redistribute and created a greater burden on households; education itself is a new frontier for commodification both for the state and entrepreneurs bringing it directly into the sphere of production, profit making and wealth generation; the corporate elite

have used their wealth to fund foundations which in turn promote education policies and fund programmes fostering social norms, such as individualism, entrepreneurialism, and a “winner takes all” competition mentality, all the while displacing state responsibility and accountability for education delivery.

This combination of lacunae for Piketty leads to an intellectual cul-de-sac, and results in a missed opportunity to reveal the complex dynamics at work in producing income inequality, particularly since the 1980s transforming society’s education sectors and wider social outcomes. In my conclusion I advance three major challenges that we might consider to reverse the direction of travel around social inequalities and the role that a very different higher education might play in that.

Biographical Note

Susan Robertson is Professor of Sociology of Education, at the University of Bristol, UK. Prior to this, she held appointments in New Zealand and Australia. She has a long standing research interest in transformations in the wider global economy and society, and the role of education in this. Susan is founding Director of the Centre for Globalisation, Education & Social Futures (established in 2003), and founding co-editor (with Roger Dale) of the Routledge journal – Globalisation, Societies and Education. Her ongoing theoretical engagements include spatializing the sociology of education, critical cultural political economy of education and variegated regionalisms. Her recent books include: *Public Private Partnerships in Education* with Karen Mundy, Anthony Verger and Francine Menashy (published by Edward Elgar), and *Privatisation, Education and Social Justice* with Ian Macpherson and Geoffrey Walford (published by Symposium Books). Susan has been active in raising social justice questions around the nature of education governance, and has worked closely with activist groups, unions and foundations around the world to encourage a global debate around ensuring a fairer, more equitable society.

RESEARCH DOMAIN DISCUSSION GROUPS

Breakout Rooms | **Wednesday 17.45-18.15**

Presentations and open discussion forums sharing perspectives on current research issues and future research priorities

Conference delegates are warmly invited to participate in these Research Domain discussion groups, which will feature short presentations and open forum discussion on current research issues and projects within each research domain. Delegates may choose which discussion group to participate in but we hope that the majority will choose the domain in which their own work is represented, to share perspectives and contribute ideas on priorities for future research funding which the Society might support through its Research Awards scheme.

These Discussion Groups will be facilitated by the SRHE Conference Research Domain Lead Assessors and SRHE Network Convenors. They will showcase some of the research work being presented at Conference this year, provide an excellent networking opportunity at the start of Conference and offer plenty of opportunity for participant contributions.

Research Domain	Lead facilitator(s)	Breakout Room
Learning Teaching and Assessment LTA	Professor Ian Kinchin	Beaumaris 1
Academic Practice AP	Professor Paul Blackmore Professor Bruce Macfarlane	Beaumaris 2
Employability, Enterprise & Graduate Careers EEGC	Professor Helen Higson Professor Richard Blackwell	Caldicot
Postgraduate Issues PGI	Professor Pam Denicolo & PIN Network Convenors	Caerphilly
Higher Education Policy HEP	Professor Carole Leathwood Mr William Locke Dr Helen Carasso	Cardiff
Management, Leadership, Governance & Quality MLGQ	Professor Jill Jameson	Chepstow
Student Experience SE	Dr Camille Kandiko	Conwy 1
Access & Widening Participation AWP	Professor Penny Jane Burke Professor Jacqueline Stevenson	Conwy 2
Digital University DU	Dr Kelly Coate Dr Lesley Gourlay Dr Ibrar Bhatt	Denbigh 1
International Perspectives & Contexts	Dr Manja Klemencic	Denbigh 2

CONFERENCE PROGRAMME IN FULL

Wednesday 9 December 2015

A1

Beaumaris Lounge | Session A1 | [Wednesday 12.00-12.30](#)

Visual language and reasoning within interdisciplinary dialogue: lessons from SRHE Scoping Study for Interprofessional Education to Support Collaborative Practice. (0270)

Beth Cross, Moira Lewitt, *University of West of Scotland, UK*

Research Domain: Learning, teaching and assessment (LTA)

This paper reports on the interdisciplinary methodology that facilitated an SRHE funded scoping study on Interprofessional Education to Support Collaborative Practice particularly the use made of visuals to stimulate discussion and clarify analysis. Interview extracts illustrate where visuals enabled metaphoric comparison and diagrammatic reasoning to build a common understanding across differing disciplinary backgrounds and professional perspectives. Because visual language research occurs in several different communities, largely unaware of each other, visual reasoning races ahead within cognitive sciences and computer design whilst remaining undertapped and undervalued in the humanities and social sciences. This paper addresses the conference theme of conceptual convergence by looking back to draw on linguistic philosophy on the role of metaphor in thought, looking across disciplines to sharpen the terminology used to analyse visual reasoning and looking forward to apply these insights to learning and teaching strategies for graduate preparedness for interprofessional working .

A2

Beaumaris 1 | Session A2 | [Wednesday 12.00-12.30](#)

The Transition to Higher Education from Isolated Rural Coastal Communities: A Canadian Case Study (0006)

Donald Fisher, *University of British Columbia, Canada*

Research Domain: International perspectives and context (ICR)

This paper emerges from a SSHRCC/CURA project whose aim was to improve the social and economic development of multiple coastal communities in British Columbia. Whether young people stay, leave or return to their communities emerges primarily from the complex relation that ties culture, education and work together (Lucas, 1971; Looker and Dwyer, 1998; Corbett, 2007; Petrin, Schafft and Meece, 2014). We used a mixed-methods, case-study design to map the vocational and educational trajectories (Stayers, Leavers, Returners, Leavers/Returners) of all the young people (Nuxalk Nation and Civic Community) who since the early 1980s completed their education in the Bella Coola Valley. Beyond the documentary analysis we completed 178 interviews. Analysis of these migration trajectories focused on the modes of exchange between economic, cultural and community capital.

A3

Beaumaris 2 | Session A3 | [Wednesday 12.00-12.30](#)

The Prestige Economy and Mid-career Academic Women: Strategies, Choices and Motivation (0002)

Camille Kandiko Howson, Kelly Coate, *Tania de St Croix, King's College London, UK*

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

Why do women continue to be under-represented in senior positions in higher education? Higher education institutions can often be complacent having a majority of female undergraduates and a few female professors. Why do women succeed in higher education—but only to a certain point?

In this context, the Leadership Foundation for Higher Education (LFHE)-funded this research, 'Mid-career academic women: strategies, choices and motivations', as a Small Development Project. Using concept map mediated interviews this project explored the gendered nature of the prestige economy in academia and subsequently how mid-career academic women strategise their career development, and what barriers they perceive.

A4

Caldicot | Session A4 | **Wednesday 12.00-12.30**

***Unveiling scholars' conceptions of academic risk taking:
A phenomenographic study (0232)***

Catarina Figueira, *Cranfield University, UK*; **Nicholas Theodorakopoulos**, *Aston University, UK*; **Giorgio Caselli**, *Cranfield University, UK*

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

Among recent developments in the field of higher education are the increasing attention to the concept of risk and the emergence of what has been labelled as 'risk university'. This paper is part of a wider project that explores what university faculty understand academic risk taking to be and how they enact this understanding in their practice. Drawing on a phenomenographic perspective and semi-structured interviews with twenty faculty members on teaching and research appointments at a major UK university, we find that academic risk taking is experienced in five qualitatively different ways. Our preliminary results suggest that, although scholars engage in relatively similar endeavours, they may exhibit varying approaches to these endeavours due to their qualitatively different conceptions of what constitutes academic risk taking. Taken together, these findings have implications for the literature on identity construction in higher education and the debate over how academics perceive the research-teaching nexus.

A5

Caerphilly | Session A5 | **Thursday 17.15-17.45**

Academic Hunger (0236)

Sally Fincher, Sebastian Dziallas, *University of Kent, UK*

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

In this paper, we explore academic practice and culture through the lens of food. We draw on data collected as part of the Sharing Practice project where participants wrote a diary for one day a month over the course of a year. The role – and in some cases absence – of food emerged as an unexpected insight from this work. We observe how diarists report food events. We draw upon Mary Douglas' anthropological constructions (and deconstructions) of a meal and Kaori O'Connor's concept of "invisible foodscapes" to suggest that the way in which academics report their most mundane and quotidian experiences illuminate a more complex construction of academic life.

A6

Cardiff | Session A6 | **Wednesday 12.00-12.30**

Building the argument for more systemic student voice in university governance and decision-making in Australia: Learnings from the UK (0250)

Sally Varnham, **Katrina Waite**, Bronwyn Olliffe, Ann Cahill, *University of Technology Sydney, Australia*

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

Australia is moving towards convergence with the United Kingdom in its move to deregulate student fees, however, approaches to student engagement in university governance and decision-making appear divergent. While there are examples of good practice, there is a prevailing view among university managers that engagement of students on governance bodies is problematic. In 2014 our team received funding from the Australian Office for Learning and Teaching to research international student engagement practices. The research included interviews with senior personnel in universities and regulatory bodies in the United Kingdom. We discuss comparisons between the Australian and the UK context, which include trends in quality policy, and discursive constructions of students. We aim to develop a persuasive argument which will not only motivate individual institutions to develop more inclusive processes for the student voice, but also an argument which will influence Australian higher education policy.

A7

Chepstow | Session A7 | **Wednesday 12.00-12.30*****The Higher Education Field Academy: The impact of research-engaged approach to Widening Participation in Higher Education (0068)*****Carenza Lewis**, *University of Cambridge, UK, University of Lincoln, UK***Research Domain:** Access and widening participation (AWP)

The Higher Education Field Academy (HEFA) is a unique WP programme intended to raise educational aspirations by inspiring and developing skills through involving young people in original university research. Following a rigorously structured, collaboratively developed programme, HEFA learners unearth, analyse and report on new archaeological data which advances scholarly knowledge of changes in settlement and demography over millennia. This investigation forms the core of a challenging outdoor, cross-curricular scheme which extends participants' knowledge of HE, boosts their confidence and develops a range of identified cognitive, technical, social and personal skills vital to success in education and work. Over ten years, quantitative and qualitative data from more than 5,000 learners in school years 8-10 and school staff evidences the capacity of this programme to inform, upskill and inspire young people. As HEFA prepares to extend nationwide, this paper reviews its structure and impact and considers the implications for the WP agenda.

A8

Conwy 1 | Session A8 | **Wednesday 12.00-12.30*****Student debt, higher education participation, and intermediate skills development (0045)*****Claire Callender**, *University College London, Institute of Education, UK*; Geoff Mason, *National Institute for Economic and Social Research, UK***Research Domain:** Higher education policy (HEP)

England now has a higher education (HE) student funding system predicated on debt accumulation with the vast majority of undergraduates dependent on loans. Following the 2012/13 reforms of student funding in England, graduates can expect to leave HE with debts of over £44,000. Yet surprising few large-scale national studies in England have explored prospective students' attitudes towards debt in any depth, or examined its effects on their HE decisions and choices. This paper, based on ESRC funded research, will explore the initial results of a nationally representative sample survey of 2,000 school leavers (state and independent schools) and FE college students in England in their final year of study, all of whom are taking HE entry-level qualifications. In particular, it will focus on their attitudes to debt and risk-taking and how they assess HE studies against alternative intermediate-level education and training options which typically incur less debt than HE studies.

A9

Conwy 2 | Session A9 | **Wednesday 12.00-12.30*****Students' experiences of assessment feedback through analysis of the personal support networks of second year undergraduate student teachers at an English university (0253)*****Rita Headington**, *University of Greenwich, UK***Research Domain:** Student experiences (SE)

Although feedback has been described as 'contentious and confusing' (Boud and Molloy, 2013) and lacking clarity of definition (Hattie and Timperley, 2007; Shute, 2008), recent higher education practices have focused on sustainability and student involvement. Evans (2013) recognised that students supplemented the formal feedback of tutors and peers with informal feedback through personal (ego-) networks.

Social Network Analysis (SNA) techniques (Scott, 2000; Prell, 2012) were used to elicit and map the 'feedback networks' of 105 student teachers. Questionnaire, diary and interview data, facilitated the development of eight students' ego-networks. Thematic analysis of qualitative data investigated how and why students used ego-networks for feedback.

Ego-networks identified that emotional feedback and support was sought frequently through trusting relationships with family members. Informal peer feedback fostered motivation and resilience based on common goals, often confirming or extending student epistemology. Further analysis will explore whether students discriminated between or combined feedback from different sources.

A10 Denbigh 1 | Session A10 | **Wednesday 12.00-12.30**

'Wishy-washy feedback doesn't help anyone': non-traditional students' conceptualisation and understanding of feedback (0251)

Tina Byrom, Nottingham Trent University; **Nic Lightfoot**, Sheffield Hallam University, UK

Research Domain: Access and widening participation (AWP)

The use of feedback to support higher education (HE) students' academic progression has received much attention due to consistently low National Student Survey (NSS) scores across the sector in the area of Assessment and Feedback. Whilst the timeliness of feedback has been addressed within many institutions, the consistent low NSS scores would suggest that feedback remains an on-going concern (Burke, 2011; Cramp, 2011). This qualitative based study explored the ways in which non-traditional students interpreted their feedback, their conceptualisations of feedback and the forms of feedback they found useful and not as useful. Through an exploration of students' conceptualisation and interpretation of feedback and utilising a Bourdieuan perspective, this paper argues that feedback serves as an 'elimination' tool through which students can either establish a sense of belonging and close alignment with or alienation from their HE institution.

A11 Denbigh 2 | Session A11 | **Wednesday 12.00-12.30**

Pedagogic frailty: an initial consideration of aetiology and prognosis. (0026)

Ian Kinchin, University of Surrey, UK

Research Domain: Learning, teaching and assessment (LTA)

Universities expend considerable energy enhancing the quality of teaching received by their students. However, there appears to be no unifying concept that might help to integrate these efforts and increase their effectiveness. The piecemeal consideration of teaching elements such as classroom practice, assessment techniques, technology-enhanced learning and feedback (for example) fails to bring these components into simultaneous focus with the result that teaching development becomes a juggling act with little chance of keeping all the balls in the air. This paper introduces the concept of, pedagogic frailty, as an integrative term to articulate a complex situation. Pedagogic frailty manifests itself as an increased inability to adapt practice in response to changes in the environment. The aetiology of frailty is traced through interviews with academics. This recognition enables consideration of potential strategies to avoid frailty and create the possibility to enhance the teaching environment in a more integrated and coordinated manner.

A12 Raglan | Session A12 | **Wednesday 12.00-12.30**

HR Graduate Employability: An Exploration of Organisational Contributors (0292)

Emma Mullen, Northumbria University, UK

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

In the UK, Higher Education Institutions (HEIs) are striving to be more responsive to the needs of stakeholders, such as more closely aligning Higher Education (HE) with the work skills required by employers. From an academic standpoint, increasing attention is being paid to transference of 'skills' and other aspects of graduate employability from HE to the workplace. This paper outlines findings from a qualitative study into line managers' perceptions and experiences of graduates working in graduate level jobs in the UK, placing particular emphasis on the influence of organisational contributors. The context of this research is focused on Human Resources (HR) graduates, a discipline that has seen little qualitative inquiry across the Higher Education (HE), employability and HR literature. As such, this paper works towards building up a richer 'picture' of HR graduate employability and HR graduate level work.

B1Beaumaris Lounge | Session B1 | **Wednesday 12.45-13.15*****Time to move on: doctoral student and supervisor experiences of changing relationships in institutional contexts. (0123)*****Gina Wisker**, *University of Brighton, UK*

Research Domain: Learning, teaching and assessment (LTA)

Breakdowns and changes in relationships between supervisors and doctoral students are remarkably common although rarely mentioned in the literature and still under-researched. Previous work has explored the experience of doctoral 'orphans' and supervisors and students picking up the pieces and continuing with or moving on from breakdowns or changes in the working relationship: some students changing supervisors, some supervisors losing or acquiring and beginning to work anew with doctoral students. Building on a re-scrutiny of recent projects, this new work considers issues of experiences and responses to such changes. It explores perceived effects on learning, a cognitive dimension, and on wellbeing and resilience, a more personal dimension, situating the work in the institutional dimension, context and regulations.

B2Beaumaris 1 | Session B2 | **Wednesday 12.45-13.15*****Converging cultures in international higher education: An end to the Danish model? (0034)*****Hanne Tange**, *Aalborg University, Denmark*

Research Domain: International perspectives and context (ICR)

Within cultural economy 'convergence' suggests homogenization, standardization and a possible erosion of national and local differences (Appadurai 1992). Applying the term to international higher education Marginson (2011, p. 29) insists that "national practices have begun to combine, converge and synthesize", suggesting that we are moving towards a common European or global educational culture. Drawing on data collected at four international Master programs at one Danish university, the current paper presents empirical evidence that seems to support a theory of converging educational cultures. Focal points in the analysis are the three themes of BA-MA progression, internationalized curricula and the contextualisation of knowledge in international higher education. The topics are used to structure an analysis of interview statements by university lecturers, leading to a discussion of the possible consequences of convergence for national educational cultures such as the Danish.

B3Beaumaris 2 | Session B3 | **Wednesday 12.45-13.15*****Applying the Framework for Culturally Responsive Teaching to Explore the Cultural Adaptations of Teach First Beginning Teachers (0008)*****Alison Hramiak**, *Sheffield Hallam University, UK*

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

Previous research shows that beginning teachers adapt their practice to meet the needs of ethnically diverse pupils (Hramiak, 2014). This paper investigates the possibility that such teachers were not only capable of culturally responsive teaching, (CRT) but developed their practice into what I have termed culturally adaptive teaching. Qualitative data that focussed on the perspectives of these teachers in schools across Yorkshire and Humberside, (UK) were collected using a variety of methods, over the course of an academic year. The framework for CRT (Gay, 2000, Ladson-Billings, 1995) was used as a lens for data analysis. Applying this framework to teacher education, we might be able to engender a systematic policy change in teaching - a convergence of concepts - for the practical benefit of pupils. The paper addresses the conference theme of a convergence of concepts within Higher Education research, looking towards a future in which teacher education embraces divergence.

B4Caldicot | Session B4 | **Wednesday 12.45-13.15*****An autoethnographic conversation between colleagues across three different universities. An invitation to reflect on women in academia. (0274)*****Julie Anderson**, Plymouth University, UK; **Sheila Trahar**, University of Bristol, UK; **Helen Goodall**, University of St Marks and St Johns, UK

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

The experiences of women academics continue to be much discussed, in spite of notable achievements. One recent example of such discussion is the book, *The Meaning of Success: Insights from women at Cambridge* by Jo Bostock (2014). Our work builds on the latter by offering perspectives from three different HE institutions; a Russell group and a Post '92 university - and one that gained university status in 2013. Rather than using questionnaire and interview data as in Bostock's work, we explore our own experiences as women in HE using autoethnography and collective biography. In this paper we propose to share our autoethnographic conversation and invite those present to reveal any resonances with their own experiences. We "are not all the same" (Barakat, 2014, p1) but by sharing together we may better appreciate the differences and be strengthened by deeper understanding the rich variety of experiences of women in academia.

B5Caerphilly | Session B5 | **Wednesday 12.45-13.15*****'Curation' as a new direction in digital literacy theory (0024)*****Ibrar Bhatt**, Lancaster University, UK

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

This paper theorises the practices of curricular assignment writing. I approach the writing of assignments as an assemblage of digital literacies that emerge as learners use whatever tools – digital and otherwise – are to hand. Building on recent work in literacy studies, and using a sociomaterial approach, I theorise learners' complex digital literacy practices through their assignment writing. Importantly, some practices are in contrast to the digital demands imposed by normative classroom culture and policies, and others are related to how learners manage multitudes of resources, online and offline. I subsequently advance new directions in digital literacy theory as drawn from the data. One such idea is 'curation' as a digital literacy practice. I argue that understanding curation as a digital literacy practice adds value to current debates in digital literacy and educational technology, especially as researchers apply a more critical and fine-grained lens towards practices with educational technology.

B6Cardiff | Session B6 | **Wednesday 12.45-13.15*****A Model for Quality Assurance of Assessments and examinations (MQAA) (0224)*****Henriette Lucander**, Cecilia Christersson, Gunilla Lofstrom, Malmö University, Sweden

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

During the last three decades there has been an increased focus on quality assurance and accreditation of HE. But ensuring and measuring quality does not always contribute to the development of real quality in the learning environment.

This paper reports on the implementation of a novel Model for Quality Assurance of Assessments and examinations (MQAA) throughout entire educational programmes. The model is based on a structured method for visualizing learning outcomes, assessment and progression, combined with peer review and a survey. MQAA involves both teaching staff and students and the main focus is on enhancing real quality in teaching and learning.

MQAA was tested on three educational programs within a HEI in Sweden.

Results indicate that all participants found the model useful as it enabled constructive peer discussion and facilitated quality improvement. Significant changes were made at all three programs as a consequence of using MQAA.

B7Chepstow | Session B7 | **Wednesday 12.45-13.15*****Black and Minority Ethnic Student Access to Doctoral Education: Lessons Learned from Massachusetts Institute of Technology (MIT) (0325)*****Bianca Bailey Wilson**, *Imperial College London, UK*

Research Domain: Access and widening participation (AWP)

Access to higher education by black and minority ethnic (BME) students is a topic that has been discussed both by academics and policy makers alike, (Rhamie 2012; Boliver, 2013; Noden et al., 2014) and much debate of late has focused on the relatively low numbers of black professors in the UK (Grove, 2014). However, less focus has been placed on the pipeline, the number of black doctoral candidates in the UK and the experiences of BME doctoral students within the academy. Sharing the findings from a research placement at MIT, this paper will explore the targeted programmes MIT have in place to encourage BME students to consider doctoral education, their strategic approach to student diversity, and their focus on underrepresentation in STEM. This alongside the researcher's reflections will illuminate potential areas of possibility for UK institutions to encourage doctoral education to BME British students, supporting wider access to the academy.

B8Conwy 1 | Session B8 | **Wednesday 12.45-13.15*****Rationales and representations: international students in UK national policy from 1999-2013 (0095)*****Sylvie Lomer**, *University of Northampton, UK*

Research Domain: Higher education policy (HEP)

This project mapped changes and continuities in UK national policies towards international students in higher education, and critically examined discursive representations of international students therein. With the exception of Walker (2014) and Tannock (2013) there is scant literature on international student policies in the UK. An inductive qualitative thematic analysis of public policy documents was conducted. Four primary rationales were identified for increasing international student recruitment: enhancing the UK's diplomatic influence, increasing education quality, attracting income, and attracting skilled immigration. The first three were characteristic of policy under the Blair administrations. Opposition to immigration became a barrier to international student recruitment after 2009-10. Students were represented in multiple paradoxical ways as: global ambassadors, co-educators for cross-cultural knowledge, desirable workers, 'bogus' students, in academic and cultural deficit and 'the brightest and the best'. Overall, policy discourses generalised and quantified international students, and placed their interests second to those of the UK.

B9Conwy 2 | Session B9 | **Wednesday 12.45-13.15*****Differences between Students' Perception on Education: Comparing Honour and Regular Students at a Dutch University of Applied Sciences (0084)*****Didi M.E. Griffioen**, Jannet Doppenberg, Ron Oostdam, *Amsterdam University of Applied Sciences, Knowledge Center Education and Teaching, The Netherlands*

Research Domain: Student experiences (SE)

Amsterdam University of Applied Sciences (UAS) is a teaching-intensive university, which trains future high level professionals in diverse fields. This study evaluates the added value for students of honour programs as offered to high potential students since 2010. The added value is considered by comparing the perceptions of honour students and regular students on their own potential for excellence, their feeling of being challenged by their education, and their feeling of satisfaction with the educational program followed. Data is gathered through an online survey, resulting in N=924, of which on third honour students. Comparing the perceptions of both groups of students is done through a GLM procedure (in SPSS22). The results show that honour students differ from regular students in their self-perceived potential for excellence. However, no differences are found on students' perception of feeling challenged, or on satisfaction with the educational programs.

B10 Denbigh 1 | Session B10 | **Wednesday 12.45-13.15****Causes of differences in student outcomes in English Higher Education (0025)**

Anna Mountford-Zimdars, Duna Sabri, *King's College London, UK*; Joanne Moore, John Sanders, *ARC Network, UK*; Steven Jones, *University of Manchester, UK*; Louise Higham, *ARC Network, UK*

Research Domain: Access and widening participation (AWP)

This research was commissioned by the Higher Education Funding Council for England (HEFCE) to review the evidence on the causes of differential outcomes from higher education (HE) for different student groups and the steps institutions are taking to address them. There are differentials in achievement of undergraduate degrees, attainment levels in higher education, and progression to employment or further study outcomes. The research focused primarily on students from lower-socio-economic groups, disabled students, and those from black and minority ethnic (BME) groups, although reference is also made to part-time and mature students. Findings of this research are expected to inform policy interventions to address gaps in outcomes of different student groups and to support all learners in higher education to fulfil their potential.

B11 Denbigh 2 | Session B11 | **Wednesday 12.45-13.15****Researching, problem solving, critical thinking ... same ship, different bay. (0193)**

John Willison, *University of Adelaide, Australia*

Research Domain: Learning, teaching and assessment (LTA)

Research, problem solving, critical thinking, clinical reasoning and evidence based practice are terms used for big concepts that run in parallel in higher education with the implication that they are separately important and discrete. A study of explicit research skill development across multiple undergraduate degrees in diverse disciplines showed that even when graduates were interviewed about their use of research as a process in work contexts after graduation, they would use a bevy of terms such as those above, to describe the process. Evidence from this study and numerous others suggest that in fact these concepts converge, frequently having many more similarities than differences. If these are convergent terms, and the ideas behind them have a lot of overlap, why are they used so discretely? Does the lack of convergence of these concepts to some extent confound student learning?

B12 Raglan | Session B12 | **Wednesday 12.45-13.15****Bologna-style degrees in the labour market – the impact of qualification and curriculum reform in German higher education (0239)**

Hubert Ertl, *University of Oxford, UK*

Research Domain: International perspectives and context (ICR)

For the first time in 2007, a majority of new higher education (HE) students in Germany enrolled in Bologna-style Bachelor degrees, aimed at providing students with an employment relevant first degree after three years. This represents a major shift in the German HE landscape, traditionally geared towards first degrees that take a minimum of four to five years to complete.

This contribution provides a discussion of the impact of this shift on the transition of graduates into the world of work. It is based on an analysis of recent studies on graduate employment in the German context. The contribution finds that employers are, on the whole, supportive of the new Bachelor programmes and that the reforms have addressed some of the long-standing demands of employers. However, the answer to the question as to whether Bachelor degrees are enabling graduates to transition successfully into the labour market is far more ambivalent.

C1

Beaumaris Lounge | Session C1 | **Wednesday 14.15-14.45*****Partnership as non-compliance? Does 'partnership learning' create a space of meaningful engagement within the neoliberal university? (0241)*****Sarah Dyer**, *University of Exeter, UK*

Research Domain: Learning, teaching and assessment (LTA)

This paper addresses 'partnership learning', a conception of student engagement currently growing in popularity. It asks about the possibilities for and constraints on partnership within the neoliberal University. The paper draws on semi-structured interviews with 34 people engaged in partnership learning across five UK universities. Neoliberal reforms of higher education have created a need to innovate in teaching and learning and this paper asks how 'partnership' responds to this need. Analysis of the interview data pays close attention to normative framings the University, higher education, and partnership as well as interviewees' constructions of innovation, creativity and risk, and accountability. The paper makes an important contribution to debates about student engagement by attending to neoliberal restructuring of academic labour, as a factor shaping student engagement. The paper responds to Posecznick (2014: 3) call to address non-compliance and complicity within the neoliberal university.

SYMPOSIUM C2

Beaumaris 1 | Symposium C2 | **Wednesday 14.15-17.30*****Researching Higher Education: International perspectives on theory, policy and practice*****Discussant:** J Case, *University of Cape Town, South Africa***Chair:** S Clegg, *Leeds Beckett University, UK***Symposium overview**

The Society for Research into Higher Education was formed as a learned society in 1965. Twenty fifteen, therefore, marks the Society's 50th Anniversary year and as part of marking the event the Publications Committee asked the SRHE Book Series Editors to put together an Edited collection. The resulting book is titled *Researching Higher Education: International perspectives on theory, policy and practice* and provided an opportunity for researchers to put forward Chapters reflecting on policy, theory, and practice developments across the decades and to write about important trends in higher education research and the challenges facing higher education.

This symposium is based on the book and presents a selection of papers which give insight into the extraordinary richness, complexity, and diversity of topics and approaches to researching higher education. Moreover, the papers in the symposium as the title suggests reflect the international contexts of higher education research. The trends and patterns analysed have global reach but also challenge us to think about the extent to which the frameworks for research and practice are still dominated by what one of the contributors refers to as a Western episteme.

The symposium is framed by the introductory paper *More than the sum of its parts: higher education research explored* which was commissioned by the Editors Jennifer Case and Jeroen Huisman as the final Chapter to reflect on the overall shape and contribution of the book. The argument of 'more than the sum of its parts' is that reading across the Chapters gives the reader a richer conceptual understanding of the scope, conceptual frameworks, commonalities and differences than the individual Chapters taken separately can achieve.

The symposium provides an opportunity to put this hypothesis to the test. In presenting a range of papers from the book the symposium will encourage participants to debate both commonalities and differences across the papers presented. It is rare for readers to be able to engage directly with multiple authors of edited collections, but in the spirit of the 50th anniversary this is what the symposium hopes to achieve. We also hope that the symposium, and indeed the book, will contribute to shaping the patterns for research into higher education into the future and give us pause to identify gaps as well review what we have achieved so far.

C2.1 Beaumaris 1 | Symposium C2 | **Wednesday 14.15-17.30*****More than the sum of its parts: higher education research explored (0011)***Sue Clegg, *Leeds Beckett University, UK*

Research Domain: International perspectives and context (ICR)

This paper argues that the papers which make up this symposium constitute more than the sum of the parts. The papers taken together offer a fuller picture of the field than would be possible by taking them individually. It draws on contributions in order to make some general observations about commonalities and differences in higher education research. The paper has four themes. The first of these concerns the issue of the inside and outside of higher education and their relations. The second theme is criticality. One of the peculiarities of research into higher education is that we are, to a large extent, researching ourselves and criticality exerts itself in a number of ways not the least of which is through our own normativity. The third, closely related, theme concerns the diverse nature of theorising/researching itself and notes the various literature authors are deploying. The final theme is absences.

C2.2 Beaumaris 1 | Symposium C2 | **Wednesday 14.15-17.30*****Mind the gap: the chasm between research and practice in teaching and learning with technology (0016)***Linda Price, Adrian Kirkwood (*retired*), **John Richardson**, *Open University, UK*

Research Domain: International perspectives and context (ICR)

Although there has been considerable research in uses of technology in higher education, a problem still remains in relation to theoretically underpinned developments and how they impact positively on practice. This is underlined by the imprecise manner in which enhancements in learning are understood and characterised, particularly in relation to uses of technology. What have not been well modelled are the inter-related factors in understanding the associations between learning, teaching and technology. Typically, existing research is under-utilised, and research and practice tend to develop without cross-fertilisation. The gap between research and practice in the use of technology in teaching appears to be systemic across higher education and is certainly a problem worthy of further attention. This presentation explores current research in teaching and learning with technology in order to model how we might narrow the gap between research and practice.

C2.3 Beaumaris 1 | Symposium C2 | **Wednesday 14.15-17.30*****Public Engagement in Higher Education (0030)***Richard Watermeyer, *University of Warwick, UK*; Jamie Lewis, *University of Warwick, UK, Cardiff University, UK*

Research Domain: International perspectives and context (ICR)

Public engagement in higher education (PE-HE), particularly in the UK, has both an established history that reflects many of the founding principles and aspirations of academic service and university life, and a more recent genesis as a policy artefact. The intention of this presentation is to contrast the two and illuminate how differences in the ideological composition of academics as agents of 'public' knowledge and the manifestation of public engagement within an externally imposed policy framework for universities, produces tensions that complicate rather simplistic and normative accounts of PE-HE. We provide a critical socio-historical treatment of public engagement to consider not only its evolution as an aspect of academic citizenship but what this evolution tells us about the changing nature of higher education and specifically the practice of research.

C2.4 Beaumaris 1 | Symposium C2 | **Wednesday 14.15-17.30*****Studies on curriculum in higher education: a systematic review (0033)***Johanna Annala, Jyri Lindén, Marita Mäkinen, *University of Tampere, Finland*

Research Domain: International perspectives and context (ICR)

This paper is based on a systematic literature review that gives a comprehensive and critical perspective upon studies on curriculum in higher education over the last ten years. On the basis of the review, four conceptualisations of the curriculum were identified; namely, 1) curriculum as control over contents, 2)

curriculum as producing competences, 3) curriculum as negotiating of potentials and 4) curriculum as empowerment. These categories are distinct from one another in terms of their orientation in relation to knowledge and ownership. The study shows that the concept of curriculum does not have a shared meaning and no widely shared theories. Many borders need to be crossed in research on curriculum in higher education: between higher education studies and curriculum studies, between disciplinary boundaries, and between local, national and global boundaries.

C2.5 Beaumaris 1 | Symposium C2 | **Wednesday 14.15-17.30**

The professional development of academics as teachers: Reconsiderations (0038)

Brenda Leibowitz, *University of Johannesburg, South Africa*

Research Domain: International perspectives and context (ICR)

This presentation considers some of the key theoretical resources that have informed research on professional development over the past six decades, their similarities and differences, and the implications of these theories for strategizing professional development. The bodies of literature surveyed are loosely categorised as: early approaches or atheoretical; phenomenographic; the practice-based and socio-material; and critical and social realist. Each body of literature has advantages and disadvantages. Salient themes or points for debate which emerge from the discussion include: the significance of context, the significance of texts and codified knowledge, perspectives on social justice and the significance of personal human properties such as agency versus sociality and materiality. The presentation concludes with a consideration of how professional developers can work and talk across paradigms, such that one can communicate and collaborate maximally, without compromising on depth and rigour.

C2.6 Beaumaris 1 | Symposium C2 | **Wednesday 14.15-17.30**

Reassessing the employment outcomes of higher education (0040)

Heike Behle, Gaby Atfield, Peter Elias, Lynn Gambin, Anne Green, Terence Hogarth, Kate Purcell, Charikleia Tzanakou, Chris, Warhurst, *Institute for Employment Research, UK*

Research Domain: International perspectives and context (ICR)

The role of higher education in society and the economy has been changing controversially over the last decades, including a move from an elite system preparing a select few for the higher paying professions to a mass system educating 'everyone for everything'. In the UK, the increasing individual costs of participation and the current recession have indicated the need to reassess the outcomes of higher education.

This paper discusses the development of over-arching themes, specifically graduates' employment prospects, the jobs they enter, and the wages they will earn, and additionally, implications for the social mobility. Depending on their subject/course choice and the higher education institution attended, the decline in the average graduate premium, implications for the organisation of graduates' work with consequences for the boundaries between graduates' and non-graduates' occupations are identified. Employment outcomes of higher education need to be reconceptualised to take the discussed changes into account.

C2.7 Beaumaris 1 | Symposium C2 | **Wednesday 14.15-17.30**

Internationalisation of Higher Education (0063)

Sheila Trahar, *University of Bristol, UK*; Wendy Green, *University of Tasmania, Australia*; Hans de Wit, *Hogeschool van Amsterdam, The Netherlands*; Craig Whitsed, *Murdoch University, Australia*

Research Domain: International perspectives and context (ICR)

Universities, through teaching, research and community engagement, contribute to the flows of information, technology and people across the globe, with the potential to become key partners in developing sustainable, more equitable societies within, and across national borders. Enacting such a commitment to social justice, however, means imagining a university that is transformational, rather than transactional in its relations with various stakeholders.

This paper explores complexities of internationalisation of higher education. Reflecting critically on research conducted in the last 50 years, we consider the insights gained, and reflect on contextual limitations. We

discuss how globalisation and internationalisation are being reconceptualised and enacted in different higher education contexts, foregrounding the notion of global citizenship, implications for internationalisation of the curriculum and English as the lingua franca. We seek to problematise dominant discourses and methodological approaches, calling for a social justice agenda through which international higher education can develop global responsibility and citizenship.

C2.8 Beaumaris 1 | Symposium C2 | **Wednesday 14.15-17.30**

The role of disciplinary knowledge in higher education curriculum practices (0091)

Jyri Linden, Johanna Annala, Marita Mäkinen, *University of Tampere, Finland*

Research Domain: International perspectives and context (ICR)

Following the basic ideas of the 'crisis of curriculum' research tradition (e.g., Priestley, 2011; Wheelahan, 2010), we discuss how the problematic role and meaning of disciplinary knowledge becomes visible in higher education curriculum practices. Our aim is to understand the curriculum processes where the role of disciplinary knowledge is redefined and where it seeks balance with new learner-centred strategies. Following curriculum theoretical starting points, we are interested in how curriculum processes reconcile these different disputes.

After the general description of the field of study, we open up a few important theoretical ideas on why disciplinary knowledge has been challenged and displaced from the centre of curriculum. Finally, we briefly introduce a few examples from our previous study. These examples represent the conceptual domains where the role and meaning of disciplinary knowledge are negotiated in curriculum practice.

SYMPOSIUM C3

Beaumaris 2 | Symposium C3 | **Wednesday 14.15-16.15**

Mobilites, Silences and Social Change: Charting New Agendas in Higher Education

Discussant: V Papatsiba, *University of Sheffield, UK*

Chair D Hoffman, *University of Jyväskylä, Finland*

Purpose

The purpose of this symposium to substantively and theoretically problematize the silences that explain the ways in which transnational academic capitalism is misrecognised within supra-national, national, institutional and local settings in higher education. These papers spotlight the unanticipated consequences and implications of uncritical, comparatively non-viable and empirically dubious approaches that characterise higher education policy, procedure and practices that manifest as the key challenges in our focus. In moving toward a comparative design that contrasts higher education policies and practices, our purpose concerns new participative agendas that depart from exacerbating social stratification, whether established, persistent patterns education has failed to address for decades or misrecognised emergent patterns within higher education.

Transnational patterns of mobilities across societies have emerged simultaneously with 40 years of sustained focus on internationalisation. However, the established conventional mobility valorised in higher education within systems and institutions bears little resemblance to emergent mobilities, across generations and regions, shaping global socioeconomic realities. Easy to miss is a lack of critique focused on educations' persistent inability to impact global social mobility challenges under the banners of access or internationalisation. What has gone missing in the shift from liberal to neoliberal ideology and the international agenda-setting driving the modernisation of higher education is obscured in a set of key challenges spotlighted in this Symposium. Specifically, tensions between transnational social dynamics linked to neoliberalism and the way in which global challenges manifest amidst misrecognised remnants of liberal ideals and normative hopes resting on assumptions that ceased to exist in country after country in trends that were spotted in the last decades of the 20th century. Liberal assumptions and traditions are further obscured by methodological nationalism(s) which render invisible the fact that key issues avoided in policy debate are more important than what those engaged. Foremost is a critical focus on the stagnant framing of equity, grounded in the historical potential of inclusion once linked to massification and social mobility that played

out over generations in several countries in the 20th century. In its place are circumscribed assumptions of mobility routinely conflated and confused with short-term geographical or international mobility measured in weeks or months, mirroring the short-term thinking endemic to neoliberal managerialism, across several occupational sectors, ironically, fueling scholarly precariousness within the single global institution capable of explaining, engaging and impacting the most urgent challenges across the globe: higher education.

C3.1 Beaumaris 2 | Symposium C3 | **Wednesday 14.15-16.15**

Space, time and networks: Key research collaboration and design challenges for critical comparative higher education research (0139)

David Hoffman, *University of Jyväskylä, Finland*; **Cecilia Rios-Aguilar**, *University of California, Los Angeles, USA*; **Amy Scott Metcalfe**, *University of California, Los Angeles, USA*; *University of British Columbia, Canada*

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

A set of key challenges facing higher education researchers considering international comparative research is illuminated by the highly iterative relationship between collaboration, design and execution (Hoffman & Horta in press; Torres-Olave et al. in press). In the context of this Symposium, the authors advance three key focal points highly relevant to our transnational research team as we operationalize our scholarly agenda, in terms of the substantive themes presented in our Symposium. Our points of focus concern: firstly, scholarly collaboration practices; secondly, international research team dynamics and thirdly, recent developments and methodological in comparative research, in terms of process and design (Hoffman & Horta in press; Torres-Olave et al. in press). The outcome of this paper features a research design and set of related focal outcomes well suited for the challenges articulated within our symposium, in general and critical comparative research on higher education in particular.

C3.2 Beaumaris 2 | Symposium C3 | **Wednesday 14.15-16.15**

Capacity-Building, Internationalisation or Postcolonial Education? Space and Place in Development Aid Funded PhD Training (0143)

Paula Mählck, *Stockholm University, Sweden*

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

The aim of this paper is to explore what place/space relations (Lefebvre 1991) are articulated and produced in supervision of development aid funded PhD postgraduates from Tanzania and Mozambique who are under training in Swedish Universities. Integral to this is exploring what these place/space representations produce in terms of internationalisation of Supervision in Swedish Universities. A central focus is also exploring how supervision of these particular scholars resonates and/or oppose with larger 'postcolonial knowledge relations' (Mohanty 2003, Connell 2008, Harding 2008, Mirza 2009). The research data consist of an online questionnaire (N=291) and interviews with postgraduate students (N=38) from the program. A mix method approach has been used in the analysis. The results suggests that internationalisation is multi-layered and conditioned. In this context, these transnational PhD students are at the same time welcomed as objects of capacity building and excluded from the subject position of international knowledge producing subjects.

C3.3 Beaumaris 2 | Symposium C3 | **Wednesday 14.15-16.15**

Mobilities in a changing labor market: A critical reading of emergent precariousness employment patterns in the New Economy (0191)

Blanca Torres-Olave, *Loyola University Chicago, USA*

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

The purpose of this presentation is to initiate a discussion regarding current assumptions and policy priorities about science, technology, engineering, and mathematics (STEM) education. I argue that higher education scholars must reexamine the ways in which we frame the employment outcomes of STEM degree-holders to take account of a changing labor market. The rise of non-standard employment emerges as symptomatic of a softer job market for STEM graduates. I briefly introduce findings from an analysis of STEM workforce data in the 2008-2010 US Census Survey of Income and Program Participation (SIPP). This study revealed the presence of a sizeable group of contingent STEM workers in the US beyond academia. The presentation

considers the broader implications of this phenomenon to gain a better understanding not only of the transition of STEM students into the labor market, but of the role of contingent employment in shaping labor relations and mobilities internationally.

C3.4 Beaumaris 2 | Symposium C3 | **Wednesday 14.15-16.15**

International academic mobility and social stratification (0308)

Agnete Vabø, Pål Børing, Hebe Gunnes, Rachel Sweetman, *NIFU, Norway*

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

International mobility among highly skilled “knowledge migrants” is a rapidly growing phenomena at a global scale. Our concern here is to look at effect of globalisation and internationalisation within the academic body. The data set covers all persons who started as researchers in the higher education sector in Norway in 2001, 2003 or 2005, and allows us to look at foreign researchers regarding their country of birth, their disciplinary area and their position in the academic hierarchy. We compare them to patterns among Norwegian-born academics on these issues. It is argued for the need for an intersectional perspective to clarify how gender, ethnicity and class interact in selection processes. This project is partially part of a greater contribution commissioned by the Norwegian Committee for Integration in Research as well as part of cooperation with scientists from other countries to compare migration patterns in academia.

C4

Caldicot | Session C4 | **Wednesday 14.15-14.45**

Rewarding Educators and Education Leaders in Research-intensive Universities. (0277)

Dilly Fung, *University College London, UK*; **Claire Gordon**, *London School of Economics, UK*; **Karen Leslie**, *University of Exeter, UK*

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

This study, funded by the Higher Education Academy, examines ways in which staff who teach and who lead on education (or ‘learning and teaching’) in research-intensive institutions are rewarded and promoted. Many of these institutions have been reviewing their job roles, promotion criteria and esteem indicators to reflect the growing centrality of education and education leadership to institutional missions (Locke, 2014). At a time when a new Teaching Excellence Framework for higher education is being considered by the UK government, this study examines these changes. Analysing new data gathered through a mixed-methods approach, we highlight a number of issues for institutions to consider. These include: recognition of the multi-faceted nature of contemporary academic practice; the need to articulate the differences between ‘teaching excellence’, administration and educational leadership; and the value of rewarding practices which explicitly connect education with research.

C5

Caerphilly | Session C5 | **Wednesday 14.15-14.45**

From potential to reality – the development and use of an e-portfolio in social work education. (0162)

Ian Mathews, Andrew Beeken, Diane Simpson, Heather Saunders, Rachael Hunt, *University of Lincoln, UK*

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

Students studying for a degree in social work are required to undertake 170 days of direct practice with service users in social care settings (TCSW, 2011). Traditionally students on practice placements have produced a hard copy portfolio which compiles evidence to meet a range of educational and professional requirements, as well as demonstrating key attributes such as critical thinking and reflection. Following a scoping exercise which demonstrated that there were significant advantages to using an electronic portfolio, the School of Health and Social Care at the University of Lincoln developed, piloted and introduced an e-portfolio on both its’ undergraduate and Master’s social work degree programmes. This paper provides a rationale and contextualisation for the introduction of this type of innovative digital technology and reviews the pedagogical and practical opportunities and limitations presented by the e-portfolio. This presentation will also provide an opportunity for participants to view the e-portfolio in operation.

C6

Cardiff | Session C6 | **Wednesday 14.15-14.45****Teaching, learning, and research: Diffracting the interviews of Vice Chancellors and Deputy Vice Chancellors of Teaching and Learning at South African Higher Education Institutions (0238)****Vivienne Bozalek**, Wendy McMillan, *University of the Western Cape, South Africa*

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

This presentation forms part of the National Research Foundation (NRF)-funded project entitled “The Interplay of Structure, Culture and Agency: contextual influences on the professional development of academics as teachers in Higher Education in South Africa” which was undertaken by researchers at eight universities during 2011 – 2013. Interviews were conducted at these institutions with directors of teaching and learning, vice chancellors, deputy vice chancellors teaching and learning, deans and academics at various levels regarding their perceptions of teaching and learning and the professional development in this regard. This presentation focuses on the interviews with vice chancellors and deputy vice chancellors and looks specifically at their conceptions of teaching and learning and research. The interviews are read diffractively through each other and through various conceptions of the scholarship of teaching and learning.

ROUNDTABLE C7

C7.1 Chepstow | Roundtable C7 | **Wednesday 14.15-16.15****‘I’ve been on a real journey . . . ‘ the experience of mature women students in Higher Education (0112)****Liz McKenzie**, *Plymouth University, UK*

Research Domain: Access and widening participation (AWP)

Designed as a two year Higher Education (HE) qualification Foundation degrees (Fds) were introduced with the dual purpose of providing vocationally based HE and further the government’s widening participation agenda. Evidence suggests Fds have been successful in drawing hitherto ‘under-represented groups’ – including mature women - into HE. This study presents the long term experience of a group of mature women teaching assistants entering part-time HE study from employment. These women embarked on a journey into the unknown, following locally available HE study options which fitted around their work and family commitments. Often achieving outcomes beyond their original expectations, they went on to complete not just a degree, but also a teaching qualification. All the interviewees mentioned the importance of the support they received, both financial and emotional, though with subsequent policy changes it is possible that women in a similar position now might not be afforded similar study opportunities.

C7.2 Chepstow | Roundtable C7 | **Thursday 9.45-10.15****‘What a difference an A makes’: Towards a typology of university entry routes (0127)****Richard Waller**, *UWE, Bristol, UK*

Research Domain: Access and widening participation (AWP)

This paper reports findings from the Leverhulme Trust funded Paired Peers project. This longitudinal research explores experiences of 88 students studying one of eleven undergraduate degree courses taught at both of the two universities in Bristol. The project considers the impact of the students’ social class background upon those experiences, including how the undergraduates acquire and mobilise various forms of capital during their time at university to enhance their post-graduation employment opportunities. This paper focuses upon the participants’ narrative accounts of how they came to be at UWE or Bristol. We used their stories to construct a typology of six entry routes into university:

- The taken for granted pathway
- The drifting pathway
- The derailment pathway
- The planning pathway
- The rescue pathway
- The disorganised route

These trajectories are strongly linked to class, as are the choice of university itself and the outcome of selection processes.

C7.3 Chepstow | Roundtable C7 | **Wednesday 14.15-16.15*****Mature-aged men's experiences of higher education: Australia and England compared. (0231)*****Madeleine Laming, Pamela Martin-Lynch**, *Murdoch University, Australia*; Aileen Morris, *The University of Lincoln, UK*

Research Domain: Access and widening participation (AWP)

This paper reports on a scoping study intended to improve our understanding of the challenges facing male undergraduate students, aged twenty or older when they first enrolled, as they adapt to university study. The scoping combined a review of the literature, including HE policies that affect potential students, the experiences of mature-age students and the obstacles that might prevent young men from progressing directly from school to university, with a small scale empirical study conducted at Murdoch University and the University of Lincoln. The result is a more robust understanding mature-age men's experience of transition through university, the barriers they face and the ways in which they adapt to university study, and a series of research questions informed by a new model of transition (Harris and Barnett, 2013). These questions will serve as the foundation for further study.

C7.4 Chepstow | Roundtable C7 | **Wednesday 14.15-16.15*****'Shoehorned and side-lined?' Challenges for part-time learners in the new HE landscape (0378)*****John Butcher**, *The Open University, UK*

Research Domain: Access and widening participation (AWP)

The dramatic decline in part-time HE numbers in England, and to a lesser extent Wales and Scotland, has been well documented (UUK 2013, HEFCE, 2014), but the experiences of UK p/t students is under-researched. Funded by the Higher Education Academy, we explored those experiences in order to illuminate issues of contraction and divergence across national funding and policy contexts.

An online survey of p/t students (1,945 responses) found a higher proportion of female students, many of whom carried caring responsibilities, and a significant proportion first in their families to study HE. Telephone interviews (22 participants) established: the illusion of p/t as a 'choice'; employability as a key, but not the only, driver for p/t study; flexibility needs to be better understood by providers; students fear the cost of study and struggle to balance competing demands on their time; p/t students lack a cultural identity and face inadequate advice and guidance.

C8Conwy 1 | Session C8 | **Wednesday 14.15-14.45*****The co-option of the traditional university: a narrative analysis of 20 years research and innovation policy in the UK (0208)*****Jeannie Holstein**, *University of Nottingham, UK*

Research Domain: Higher education policy (HEP)

This paper addresses the call for greater understanding of how context affects key organizational practices within higher education. Arguing that strategy is a central organizational practice we explore how strategy draws upon the policy setting in which it is produced in an empirical study within higher education in the UK. It is a study that considers strategy as narrative and is conducted within the broader 'linguistic turn' in organisational studies. Within the setting it is the narrative of the university that is regarded as strategy and is one where there are many different and deeply mythologised narratives of the university in competition. Developing the concept of narrative infrastructure we show how the different narratives of the university are reconciled in powerful emotional and ideological framing, so that strategy maintains direction and thrust, and endures. The effect is the co-option of the traditional university and a loss that may cause regret.

C9

Conwy 2 | Session C9 | **Wednesday 14.15-14.45****Engagement and Alienation amongst Business Undergraduates: A Student Voice. (0140)****Rob Jones**, Debbie Jones, *Newcastle University, UK*

Research Domain: Student experiences (SE)

Engagement and alienation have emerged as influential themes in research into learning in higher education. Successive authors have sought to deepen and refine the meaning of these constructs. However, it has been noted that the student voice is often absent from these studies leading to calls for greater exploration of student engagement from the student perspective (Trowler, 2010).

This paper reports on the learning experiences of 56 undergraduate Business students. It finds evidence to support existing themes in the literature, concerning student involvement and the influence of staff. However, it also identifies a theme, as yet unexplored, relating to students' perceptions of the relevance of their programme and the impact of those perceptions on levels of engagement and alienation.

Students reported that perceived dissonance between academic and student perspectives can be a powerful source of alienation in vocationally orientated programmes, something that has important implications for educators in these disciplines.

C10

Denbigh 1 | Session C10 | **Wednesday 14.15-14.45****'Elite' higher education participants and civil society. (0120)****Ceryn Evans**, *Cardiff University, UK*

Research Domain: Access and widening participation (AWP)

The expansion of higher education (HE) has been one of the most profound institutional changes in the UK of the past few decades. Its consequences for patterns of entry to HE and graduate employment have been well rehearsed. Yet, to date, there has been little exploration of the relationship between HE and the structuring of specifically social relations. The paper will discuss the emerging findings of a project which sought to explore the ways in which the 'massification' of HE has affected the role that graduates play in the structuring of local social relations. Drawing upon data derived from interviews conducted with a sub-sample of 50 'Welsh' respondents of the National Child Development Study (NCDS), this study compares 'elite' HE participants with non-HE participants in terms of their engagement in civil society organisations. This preliminary analysis will provide the basis for comparisons with graduates from a 'mass' HE system.

SYMPOSIUM C11

Denbigh 2 | Symposium C11 | **Wednesday 14.15-16.15****Professional judgment and higher education****Discussant:** D Higgins, *Australian National University, Australia***Chair:** A Wilson, *University of Stirling, UK*

Professional judgment is an important issue in higher education, both for students and academics.

The capacity to make and, crucially, act on professional judgment can be seen as the exercise of critical thought and critical action – what Davies and Barnett refer to as critical being – in professional contexts. It is a "wicked" competence that combines expert knowledge, confidence, caution, critical and analytical thinking with a will to act and a sense of impact. The development of such a capacity might be seen as central to the future of graduates who are likely to find themselves facing rapidly evolving problems and multi-dimensional choices in their professional lives. In addition, though, professional judgment plays a crucial role in higher education processes, as academics make decisions in relation to, for example, grading decisions, curriculum design, work priorities and institutional policies. However, the very nature of professional judgment – informed by expertise that is often implicit, highly context-dependent and often apparently intuitive – makes it very difficult to articulate.

The presentations comprising this symposium each explore a different context in which the development and exercise of professional judgment plays an important part. In each case, the authors consider local, national and international factors that influence the need for judgment, the occasions when judgments are made, and the outcomes of the judgments themselves.

Two of the presentations concern the processes academics use to reach decisions in educational aspects of their professional lives: Wilson, Howitt and Higgins's work on the assessment of undergraduate research projects seeks to surface and describe the evidence on which grading judgments are made, while Roberts's work on decision-making in curriculum design seeks to describe the actual processes academics go through, and to connect those processes to the quality of the resulting student learning. Howitt and Wilson's study of ethical judgments focuses on the development of both professional judgment and professional identity in undergraduate science students. Wilson's study takes on the informal learning spaces presented by Twitter, examining both professional judgments as exercised by professionals in those spaces and the implications for learning in professional degrees in higher education.

As well as examining different contexts for professional judgment, the papers also explore different methods by which the grounds for decisions and judgments can be surfaced, including interviews, structured reflections and diagrammatic approaches. Together, they present a thought-provoking challenge to make professional judgment more explicit in higher education.

C11.1 Denbigh 2 | Symposium C11 | **Wednesday 14.15-16.15**

Assessing wicked competences in undergraduate science research projects (0216)

Anna Wilson, *University of Stirling, UK*; **Susan Howitt**, *Denise Higgins, Australian National University, Australia*

Research Domain: Learning, teaching and assessment (LTA)

Authentic experiences of research are often presented as valuable elements of undergraduate science programmes, providing opportunities for students to develop critical thinking and a level of professional expertise within their discipline. Indeed, much of the learning that is claimed to take place within them may be described as the development of what Knight and Yorke term 'wicked' competences – the complex competences required to live effectively in world of supercomplexity . However, if this is the primary benefit of engaging undergraduates in research, it is incumbent on academics to find ways of both articulating what these competencies consist of, and surfacing evidence for their development. This need is most urgent where research projects are included as formal, graded parts of the curriculum (as is increasingly frequently the case). This paper asks the question: how might academics make professional judgments around successful learning outcomes in relation to wicked competences?

C11.2 Denbigh 2 | Symposium C11 | **Wednesday 14.15-16.15**

Becoming a scientist: students' ethical judgments on the use of data (0217)

Susan Howitt, *Australian National University, Australia*; **Anna Wilson**, *University of Stirling, UK*

Research Domain: Learning, teaching and assessment (LTA)

The ability to make professional judgments is crucial to the practice of science but is not something that is taught explicitly in many science degrees. Naïve views on the objectivity of science can be reinforced by a focus on content mastery that does not provide opportunities for students to use their own judgment. Students may see their role as learning content, rather than considering themselves as scientists in training. One consequence of this is that they apply different ethical standards to their own behaviour in the laboratory from those they expect from scientists. By providing case studies of individual scientists making decisions about data analysis and manipulation, we have prompted students to identify with these scientists as people making difficult decisions. Analysis of reflective assessments showed that many students moved beyond a naïve absolutist view to develop a more complex and nuanced understanding of the ethical nature of such judgments.

C11.3 Denbigh 2 | Symposium C11 | **Wednesday 14.15-16.15*****Untangling the web: making sense of curriculum decisions and their implications for achieving higher education purposes (0219)*****Pamela Roberts**, *Charles Sturt University, Australia*

Research Domain: Learning, teaching and assessment (LTA)

This study investigates curriculum decision making in higher education because curriculum provides a conceptual framework for achieving higher education goals and priorities. Interviews were held with 20 academics from diverse disciplines, who were both research active and committed to teaching. A descriptive curriculum model is developed that shows curriculum decision making is an iterative web, with diverse starting points and pathways. The study finds that academics' curriculum decisions are guided by their beliefs about the purposes of higher education, which shape distinctive philosophical orientations. The most innovative and effective curricula were those where academics focused on designing learning experiences to achieve their intended learning outcomes, guided by active and experiential learning philosophies. Case studies explore how academics align educational goals and learning experiences and the conditions that support educational change. The findings suggest implications for institutional and policy managers designing curriculum change initiatives to address institutional and national agendas.

C11.4 Denbigh 2 | Symposium C11 | **Wednesday 14.15-16.15*****Privacy, protection, pride and passion: professional judgment in relation to images posted on Twitter (0220)*****Anna Wilson**, *University of Stirling, UK*

Research Domain: Learning, teaching and assessment (LTA)

The advent and now almost universal use of social media means that professional life in the 21st century has gained a new dimension. In many professions, informal, distributed professional communities, often arising from a grassroots desire for more extended networks of support and connection, are coming together through social networking site such as Twitter and Facebook. At the same time, mobile phones have evolved into cameras, and casual communication is increasingly carried out through shared images. These developments create a new context for the exercise of professional judgment, and in turn a new aspect of professional life that student professionals need to be prepared for. This paper presents research into the image-sharing practices of two professional groups based on Twitter. It uses Deleuze's concepts of lines of articulation and flight to explore different influences and resulting behaviours. Finally it considers implications for the learning of student professionals in higher education.

C12 Raglan | Session C12 | **Wednesday 14.15-14.45*****Global student employability: Analysing the rhetoric of international placement messages (0059)*****Sarah Horton-Walsh**, *Coventry University, UK*; Sarah Montano, *University of Birmingham, UK*

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

Competition in the global graduate marketplace is fierce (Luekitinan, 2014). With continued demands from multiple stakeholders for universities to provide employment ready graduates, work placements are offered as a means to gaining employability skills and experience. Education is also being increasingly exported offshore (Healey, 2013) as universities are offering similar degrees at home and overseas. As part of this exporting process many universities provide sandwich degrees with work placements in the home country or abroad. Yet different countries offer different levels of placement opportunities and have different recruitment processes. Additionally, there appears little practical guidance for students when they apply for a placement as to how to assess the credibility of the sources of placement information and the content of the messages in their decision making. We address this gap through a comparative analysis between the experiences of students in Singapore, a global schoolhouse (Waring, 2013) and the UK.

D1Beaumaris Lounge | Session D1 | **Wednesday 15.00-15.30*****Exploring the limits of learning outcomes: the case of international comparisons (0279)*****Paul Ashwin**, *Lancaster University, UK*; **Rachel Sweetman**, *University of Oslo, Norway*

Research Domain: Learning, teaching and assessment (LTA)

Learning outcomes are increasingly emerging as a key tool to specify and define the impact and quality of university degrees. In this paper, we explore the varied meaning and use of learning outcomes, before considering the potential for contemporary, international versions of learning outcome approaches to undermine more local and practice-based outcome approaches. We explore the recent OECD AHELO project as an example of a particularly strong form of comparability and measurement focused learning outcomes, and argue that such forms may undermine or distract from crucial parts of the university teaching and learning experience. This is because teaching and learning processes require room for emergent and less predictable outcomes. Instead of pursuing comparison via ever more tightly standardized and generic learning outcomes, we suggest alternative ways of approaching learning outcomes that allow some form of comparison without sacrificing a focus on the higher elements of higher education.

D4Caldicot | Session D4 | **Wednesday 15.00-15.30*****Governing Women. Academic Careers. New Public Management and Gender in Business Schools (0284)*****Katja Jonsas**, *University of Roehampton, UK*

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

This qualitative study explores how the careers of academic women are constructed and sustained under condition of New Public Management (NPM), in two country contexts namely in Finland and in the UK. While there is an extensive literature exploring the exclusion and inclusion of women from academia, this paper focuses on the careers of academic women. Drawing on 25 semi-structured interviews conducted with academic women working in two business schools and utilizing practice theory this research explores how academic practices, such as teaching and research, have been reconstructed by NPM, and how this reconstruction has effected on the careers of academic women.

D5Caerphilly | Session D5 | **Wednesday 15.00-15.30*****Campus imaginaries and dissertations at a distance (0166)*****Jen Ross, Philippa Sheail**, *University of Edinburgh, UK*

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

The topic of this paper emerged from an analysis of interview data from a research project investigating postgraduate student experiences of undertaking independent research at a distance. These interviews exposed a number of 'counterfactuals' or 'if only' statements that identified difficulties or challenges in the dissertation process and attributed these to being an online distance student, while simultaneously constructing 'campus imaginaries' in which these difficulties would either not have arisen or would have been resolved by being physically located on campus. Taylor (2004) describes the social imaginary 'not [as] a set of ideas; rather it is what enables, through making sense of, the practices of a society' (p.2). Taking this definition as a starting point, can the campus imaginary be seen to enable the university and, if so, how? How should the existence of a campus imaginary shape our thinking about how we support online Masters students and their supervisors?

D6

Cardiff | Session D6 | **Wednesday 15.00-15.30****Student evaluation of degree programmes: the use of Best-Worst Scaling (0102)****Twan Huybers**, *University of New South Wales-Canberra, Australia*

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

Student evaluation instruments for degree programmes conventionally use rating scales to elicit responses. To attend to the potential drawbacks of the ratings approach, this paper reports on the use of Best-Worst Scaling (BWS) as an alternative elicitation method. BWS responses have been shown to produce enhanced discrimination between items of interest. The sample comprises recent graduates of a Business faculty at Bachelor level (n=82) and Masters level (n=181) and the data was analysed using Latent Class modelling. The results show that graduate skills are more associated with the degree programme than are teaching related aspects. Also, five student segments are identified that mostly differ in their views on the relative importance of the respective graduate skills. The ability of the BWS approach to better differentiate between evaluation items would be of interest to higher education management with a view to educational programme quality insurance and improvement.

D8

Conwy 1 | Session D8 | **Wednesday 15.00-15.30****Neoliberalism and the drivers of system differentiation: a journey from equality to equity (0098)****Colin McCaig**, *Sheffield Hallam University, UK*

Research Domain: Higher education policy (HEP)

This paper will explore several key concepts associated with neoliberalism and systemic differentiation driven by marketisation employing data analysis from two recent English system research programmes. The paper will have wider global significance in part because of its conceptual and theoretical nature, and in part because the English system is often regarded as at the forefront of neoliberal and/or marketisation agendas. The locus of the research is system-wide policymaking and institution-level implementation. The first of these is longitudinal content and discourse analyses of institutional access policy statements; the second is derived from mixed-methods research carried out among senior institutional policymakers (Pro-VC level) responding to government mandated market mechanisms. In each case data reveals the extent to which institutions engage with and respond to these neoliberal agendas in their own discourses and behaviours and how they are exemplified by a discursive and policy shift away from equality to equity.

D9

Conwy 2 | Session D9 | **Wednesday 15.00-15.30****Graduate views on access to higher education: Is it really a case of pulling up the ladder? (0145)****Duncan Watson**, *University of East Anglia, UK*; **Robert Webb**, *University of Nottingham, UK*; **Steve Cook**, *Swansea University, UK*; **Fabio Arico**, *University of East Anglia, UK*

Research Domain: Student experiences (SE)

Using as a starting point the recent work of Mountford-Zimdars, Jones, Sullivan and Heath (2013), we analyse attitudes towards expanding HE opportunities in the UK. We propose that the approach of Mountford-Zimdars et al. is flawed not only in its adoption of a multivariate logistic regression but in its interpretation of results. We make a number of adaptations, chief among them the use of an ordered probit approach and the addition of a time dimension to test for changes in attitudes between 2000 and 2010. We find attitudes towards HE expansion have intensified during the decade 2000-2010, but we uncover no evidence that this is due to graduates wanting to 'pull up the ladder', as suggested by Mountford-Zimdars et al. We argue that evidence of a widespread desire to reduce access to HE can most likely be explained by social congestion theory, internal institutional disaffection and rising tuition fees.

D10 Denbigh 1 | Session D10 | **Wednesday 15.00-15.30****'One size does not fit all': theorising the measurement of equity initiatives to deconstruct limited spatio-temporalities of purpose and impact (0072)****Anna Bennett**, *University of Newcastle, Australia*

Research Domain: Access and widening participation (AWP)

This paper provides a critical analysis of dominant assumptions about the 'measurement' of equity initiatives that are inadequate for evaluating impact. It draws on a 2015 study of equity initiatives across Australia's higher education landscape from outreach to graduate employment entitled 'The Critical Interventions Framework Part 2' recently led by researchers from the Centre of Excellence in Higher Education at the University of Newcastle, in partnership with the University of Melbourne and La Trobe University. In the paper, 'measurement' is theorised to enable development of a more accurate, contextualised and fine-tuned evaluation framework. To illustrate this reframing of measurement, an outline will be provided of the 'Initiatives Assessment Tool' that was developed to guide the project research instruments, research participants and research staff, so that both quantitative and deeper, qualitative forms of measurement could be captured and, in turn, counted. Importantly, findings from the study will also be provided.

D12 Raglan | Session D12 | **Wednesday 15.00-15.30****Understanding Student Employability Skill Development: A Critical Realist Approach (0082)****Sarah Montano**, *University of Birmingham, UK*; **Sarah Horton-Walsh**, *University of Coventry, UK*

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

This paper presents a critical realist approach to employability. We argue that critical realism informs and offers a suitable ontological framework and therefore a foundation for employability research. As Clegg noted "critical realist approaches are not as prevalent in higher education research as in some other disciplinary domains" (2005: 150) yet, we will argue that critical realism has much to offer our understanding of how university students gain employability skills. Employability is not a single person or single institutional issue but rather, it is an issue that affects multiple stakeholders and indeed society itself. This paper will show that critical realism and employability research are an ideal strategy from which to conduct research where there are multiple stakeholders. As the researcher is able to take into account the opinions of people, and the societal structures that surround them.

E1 Beaumaris Lounge | Session E1 | **Wednesday 15.45-16.15****A knowledge model of the research-teaching nexus (0333)****Gerda J. Visser-Wijnveen**, *Leiden University, The Netherlands*

Research Domain: Learning, teaching and assessment (LTA)

The nature of the relation between research and teaching continuous to be debated in higher education. Several researchers have proposed models to describe the different ways in which research and teaching can be linked. This conceptual paper presents a new model on the research-teaching nexus based on earlier models by Healey (2005) and Wuetherick and Turner (2006), aiming to do justice to issues that have been raised by researchers and academic developers. The 'knowledge model' consists of two dimensions: knowledge transmission – knowledge production, with knowledge reproduction as the middle position, and research product - research process; resulting in six variants. First, the models of Healey (2005) and Wuetherick and Turner (2006) will be discussed, second, the new 'knowledge model' will be presented, providing a description and examples of each of its six variants.

E5Caerphilly | Session E5 | **Wednesday 15.45-16.15****Technology-enhanced learning in English universities: what do students want? (0046)****Linda Evans**, Neil Morris, *University of Leeds, UK*

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

This paper presents selected findings from a funded study that examined how strategic change initiatives and the embedding of technological developments in institutions may enhance students' experience of higher education. Interviews with undergraduate and postgraduate students revealed them to appreciate TEL for the convenience it added to their lives. Lecture capture was found to be very popular, but there was little appetite for online chatrooms, blogs and wikis.

Asked if they could think of any TEL-related facility, or provision, or practice that they would like to be available or extended to them, very few interviewees were able to identify anything. For the most part, they seem to want little more than they already have, in terms of TEL provision and facilities. Yet - as a student union sabbatical officer commented - it is very difficult to know what students want because they show little interest in making their voices heard.

E6Cardiff | Session E6 | **Wednesday 15.45-16.15****Adopting Self-accreditation in Responding to Diversity of Higher Education: Quality Assurance in Taiwan and Its Impact on Institutions (0258)****Karen Hui-Jung Chen**, *National Taipei University of Education, Taiwan*

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

Taiwan Higher education implemented a dual track quality assurance system in 2012 in responding to the diversity of higher education. The self-accrediting institution can accredit provided programs without going through the external quality assurance agency. Different from other countries, the new system allows the self-accrediting institution to develop its accreditation standards for review programs. This study investigated the institution-based accreditation standards and their implications on institutional internal quality assurance (IQA). Results show that 37% of the self-accreditation indicators are new as compared with those in the accreditation track. Institutions with different histories and contexts tend to structure their IQA systems differently. Three types of models were identified for developing institution-based standards, bottom-up, hybrid, and innovative models. With a fitness-for-purpose approach and authorized autonomy, the institutions can concentrate on the institutional goals and long-term development. Making a better balance between accountability and autonomy is important to all stakeholders of higher education.

E8Conwy 1 | Session E8 | **Wednesday 15.45-16.15****Closing the Research, Policy and Practice Gap? A reflective view. (0108)****Julie Brown, Anna Jones**, *Glasgow Caledonian University, UK*

Research Domain: Higher education policy (HEP)

Educational research finds itself situated within a sometimes uncomfortable relationship with policy and practice. While this research seeks to inform both – and in turn to be informed by policy and practice, this is not always the case. One particular example of the disjuncture occurs in internal institutional research (IR). Although empirically based and producing relevant findings, the outcomes of IR are less likely to be published and therefore do not inform the extant body of research. Similarly IR is not always well grounded in the literature nor theoretically bound. This paper examines the relationship between educational research, policy and practice using one institution's model of IR as an example. It considers the ways in which research can inform policy and practice and considers some of the barriers to this.

E9

Conwy 2 | Session E9 | **Wednesday 15.45-16.15*****Independent learning and the dissertation proposal: A case study of Masters' students experiences (0221)*****G Pringle-Barnes**, *University of Glasgow*; **M Cheng**, *University of Wolverhampton*

Research Domain: Student experiences (SE)

This paper will report on the experiences of taught postgraduate students as they formulate dissertation proposals at a UK university. The dissertation proposal is here considered as a key stage of transition to independent learning. The paper draws on questionnaire and focus group data to investigate both the challenges that students experience and the strategies they employ as they direct their own learning processes. It proposes a scaffolded approach to supporting students in the transition to independent learning, through which students can practise key independent learning tasks involved in writing a dissertation proposal.

E10

Denbigh 1 | Session E10 | **Wednesday 15.45-16.15*****"Things That Make You Go Hmmm": How Analyses of Student Voice Lead to an Institutional Learning Moment (0081)*****Sylvie A. Lamoureux**, **Megan Cotnam-Kappel**, *University of Ottawa, Canada*

Research Domain: Access and widening participation (AWP)

This paper presents findings and implications of a two-year mixed methods institutional study aimed to uncover the voices of college transfer students at university. Utilizing surveys, interviews, and focus groups with students and a variety of other actors within the higher education establishment, this study 1) uncovers the barriers and challenges experienced by college transfer students, 2) identifies support services that would best benefit these students, and 3) includes findings on the implementation of some immediate actions taken during the study's second year. We focus on the successful introduction of a new credit transfer bundling system in response to students' desire for a more transparent and equitable system for credit transfer. The significance of this study is related to the importance of concerted coordinated efforts between management, academic, and support personnel to respect and act upon student voices to increase access to higher education to students from non-traditional pathways.

E12

Raglan | Session E12 | **Wednesday 15.45-16.15*****Convergent policies and differentiated contexts: developing an understanding of employability through the disciplinary lenses of students and academics in taught STEM postgraduate programmes. (0281)*****Andrea Abbas**, *University of Bath, UK*; **Rachel Spacey**, *University of Lincoln, UK*

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

This paper explores the way that the notion of employability is articulated in interviews and focus groups with academic staff and students on five postgraduate taught STEM masters as well as in curricula documents. The authors draw upon the notion of a specialised disciplinary identity, which is based upon previous work by McLean et al (2016) and the concepts that Bernstein's (2000) associated with pedagogic identity and knowledge structures to gain insight into how STEM disciplines interact with students biographies and specific local educational and employment contexts build create more nuanced and differentiated understandings of employability that that which is presented in policy.

F1

Beaumans Lounge | Session F1 | **Wednesday 17.00-17.30*****Sites of silence in the convergence: Methodologies to place gender on the teaching and learning agenda (0249)*****Katrina Waite**, Theresa Anderson, *Mukti Bawa University of Technology Sydney, Australia*

Research Domain: Learning, teaching and assessment (LTA)

While there is research on gender issues within academic and business careers and gender-skewed academic disciplines, there is little coverage of gender within the general university teaching context. From their own practice, the authors had become aware of gendered practices, and while most did not appear overtly discriminatory, they tended to result in discriminatory outcomes, particularly for women. Even more concerning is that these behaviours were occurring below the level of conscious awareness of both teachers and students. Using university grant funding, the authors developed ethnographic methodologies to explore these behaviours in classrooms and public learning spaces, and produced research evidence which surprised both academics and students. Most importantly, this evidence has helped to build an argument for conversations about change, as well as a number of principles of inclusion-minded curriculum. Although much smaller scale, the outcomes have some parallels to the 2013 Harvard Gender Equity project.

F3

Beaumaris 2 | Session F3 | **Wednesday 17.00-17.30*****Convergence and dissimilarity: Centralisation of power, but variation in practices in STEM in academia cross-nationally (0018)*****Pat O'Connor**, Clare O'Hagan, *University of Limerick, Ireland*; Pat Yancey Martin, *Florida State, USA*; Liria Veronesi, Ornella Mich, *FBK, Italy*; Gulsun Saglamer, Mine Tan, Hulya Caglayan, *ITU, Turkey*

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

This paper is concerned with providing an analytical understanding of the way decision-making power works in higher level education and research institutes cross-nationally. It draws on documentary and interview data from a purposive sample of twenty-five people involved in power structures in academic organizations in Ireland, Turkey and Italy. Drawing particularly on Lukes' (2005, 1974) work it looks first at the centralization of power at the level of strategy and resource allocation. It then identifies three kinds of practices that obscure that centralization: 'talking shops'; loyalty to positional power holders and the absence of alternatives. In contrast to the similarities existing cross-nationally in the centralization of power, there was evidence of some local variation in such practices. Local variation also existed in the perceived legitimacy of power in general, with Irish women being most likely to make visible gendered power in particular.

F4

Caldicot | Session F4 | **Wednesday 17.00-17.30*****Not just talk: Restoring pedagogy in the silent body (0368)*****David Hay**, *King's College, London, UK*

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

This paper explores the body-work of scientific knowledge-making, suggesting that the signature of science practice is the silence of an externally directed attention relating to the 'real'. In this paper I surmise the virtues of the 'literary turn', but I also indicate the problem of the contemporary appetite for talk, modelling the ways in which the science practices of material realization and perhaps the realizations of craft-work more generally, have the potential to bring quiet because of attending to the body and developing its capacity for sensory awareness. In my presentation I will use theory, drawing on the work of Natasha Myers, Jürgen Habermas, Hans Radder and Hans-Jörg Rheinberger, and case studies of scientific practice, presenting a new synthesis as well as reviewing the work of Michael Lynch, Barbara Whitmann and others in the science studies field. My purpose is a restoration of the body to the higher education scene.

F5Caerphilly | Session F5 | **Wednesday 17.00-17.30****Digital diversity in higher education (0213)****Sue Watling**, *University of Lincoln, UK*

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

The affordances of virtual learning environments (VLE) continue to be prioritised while the voices of the digitally shy and resistant are absent from a field which privileges e-learning over e-teaching. This research project applied an action research methodology to the development of an online teacher education programme creating a longitudinal study of VLE engagement by staff who teach and support learning. Participants developed digital confidence through critical reflection on a range of VLE tools and pedagogical approaches while their experiences were fed back into the iterative development of future course learning blocks and assessments. Data analysis confirmed shifts in attitude and behaviours, evidenced through an increased use of collaborative learning spaces. However, unexpected findings with regard to the digital diversity of student use of technology may need prompt attention if digital resources are to successfully enhance learning rather than diminish it.

F6Cardiff | Session F6 | **Wednesday 17.00-17.30****Exploring distributed leadership in an English university. (0278)****Dilly Fung**, *University College London*; Alan Floyd, *University of Reading, UK*

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

In the UK and elsewhere, the idea of 'distributing leadership' in universities is becoming more popular. Yet, there is surprisingly little research on this topic. This paper reports on a funded study which explored how one institution had implemented a newly conceived 'distributed' leadership model, specifically to investigate the impact of the model on the academics who had taken on the new leadership positions within the university. The study adopted an exploratory, sequential mixed methods design with in-depth interviews (n=30) being undertaken first, followed by an online survey (n=177). The findings suggest that the challenge of 'distributed leadership' in universities is complex on a number of levels: the plurality of the institutional mission; the diversity of possible leadership/management roles; the challenge of effective communication; and the effects of traditional academic values and identities, which may support but may also be antithetical to the strategic direction of the institution.

F7Chepstow | Session F7 | **Wednesday 17.00-17.30****Collegiate consistency? An exploration of the application and transition experiences of non-traditional entrants at an elite, UK university. (0328)****Sam Hillyard**, *Durham University, UK*

Research Domain: Access and widening participation (AWP)

Global research in HE is now creating a critical mass that can inform our understanding of the characteristics of sustainable and effective systems of higher education (Deem 2015). There remains tremendous sector diversity and, parallel to this, debates regarding how best policy can be researched, theorizing and applied. This paper offers a case study with both a strong theoretical flavour and empirical exploration. It puts together the intensity of competition for student populations in the slightly unusual context of an elite university's recruitment policy relating to access. Recruitment policy and practice in this HEI is then placed within its unique historic and cultural context. The paper borrows from human geography and sociology literatures that emphasize the importance of space and the cultural imaginary. The empirical data draws upon the retrospective experiences of graduates via unstructured interviews and cohorts from the late nineteen sixties to the present day.

F8Conwy 1 | Session F8 | **Wednesday 17.00-17.30*****Engaged Universities, Mode 3 Knowledge Production and Helix Systems for the Arts (0067)*****Carola Boehm**, *Manchester Metropolitan University, UK*

Research Domain: Higher education policy (HEP)

This presentation explores the potential of applying helix partnership models to the creative sector. The Triple Helix was published by Etzkowitz in 2008 providing a conceptual framework for “managing interactions among universities, business and government on common projects” (2008). Etzkowitz’s model was expanded in 2012 by Carayannis to include the third sector, and with it universities’ own civic engagements. Watson (2009, 2011 and 2014) has foregrounded this latter role; his concept of the “engaged university” (2011) advocates social enterprise and the not-for-profit sector to be considered within the helix models. The paper explores this development in relation to the role that universities play for the cultural and creative sector and how universities will need to consider new knowledge production models that allow a greater interaction between universities on the one hand, and both the public and industry on the other, e.g. for universities to become (even?) more engaged.

F9Conwy 2 | Session F9 | **Wednesday 17.00-17.30*****Higher Education, Equality & Ethnicity: The Attainment Gap – What should we be doing? (0227)*****Jane Andrews, Suki Phull**, Robin Clark, *Aston University, UK*

Research Domain: Student experiences (SE)

This brief paper draws upon part of the findings of a HEA Sponsored evaluation of work conducted in 8 Universities across UK aimed at addressing the attainment gap between BME and White students. Following a grounded theory approach, semi-structured interviews with staff at each of the institutions were analysed and three main themes identified: Organisational Sensitivities: Language: and, Ownership. This paper provides a brief discussion of the issues identifying two areas where positive change is needed in institutional practice. The conclusion highlights the complexities of the underlying issues impacting and shaping the Attainment Gap before reaffirming the need to identify and evaluate which interventions are most likely to be transferable across the Sector so as to address the issues and thus enhance the experiences of all students.

F10Denbigh 1 | Session F10 | **Wednesday 17.00-17.30*****Dignity Denied: Higher Education and Tunisian Revolution (0375)*****Voldemar Tomusk**, *Open Society Foundation, UK*

Research Domain: Access and widening participation (AWP)

For several decades Tunisia served as an example of stability and development in Africa and the Arab region. Pleasing statistics mask huge disparities, tensions suppressed by the regime and a highly centralized sector of Higher Education. While the technocrats are most likely doing their best to inspire universities responding to the country’s needs, even the World Bank has failed injecting a sense of desire for university autonomy in the monolithic sector towered by MHESR in the backdrop of some 100 m USD investments over the past two decades, while Bologna Process has allowed justifying graduating students instead of the previous 4 years just in 2.5-3 years. As new reform plans are being developed in high offices, little help seems to be on the way to those who started the Dignity Revolution – the excluded in the southern and interior governorates of the country.

F11Denbigh 2 | Session F11 | **Wednesday 17.00-17.30*****Convergence, divergence and the role of disciplinary contexts in engaging students in research-based experiences (0086)*****Angela Brew**, Lilia Mantai, *Macquarie University, Australia***Research Domain:** Learning, teaching and assessment (LTA)

In recent years, a convergence of interest and practice internationally in engaging undergraduates in research in different disciplinary contexts has been addressing the need to prepare students for professional life when knowledge is uncertain and the future is unclear. The spread of such practices is dependent upon academics' understandings of students' capabilities to carry out research and on institutional barriers being removed. Semi-structured interviews with twenty academics from different disciplines in a large research-intensive Australian university have explored academics' experiences, views of the value, benefits and challenges of implementing students' research-based experiences in different disciplinary contexts. Using a critical realist perspective the study has identified what enables and what hinders development, suggesting that how academics define undergraduate research can facilitate or hinder the spread of students' research experiences. The paper argues that differing conceptions of time and workload in different disciplinary contexts may limit or extend research experiences for students.

F12Raglan | Session F12 | **Wednesday 17.00-17.30*****Developing graduate attributes through participation in the British Conference of Undergraduate Research (0100)*****Jennifer Hill**, *University of the West of England, UK*; Helen Walkington, *Oxford Brookes University*; Pauline Kneale, *University of Plymouth, UK***Research Domain:** Employability, enterprise and graduate careers (EE)

Graduate attributes are a framework of skills, attitudes, values and knowledge that graduates should develop by the end of their degree programmes. Adopting a largely qualitative approach and using semi-structured interviews, this paper evidences the graduate attributes developed by Geography, Earth and Environmental Science (GEES) students at a national undergraduate research conference over three years. The students demonstrated intellectual autonomy, repurposing their work for presentation to a multi-disciplinary audience through conversation with and benchmarking against peers. They evidenced movement towards self-authorship, consciously balancing the contextual nature of their disciplinary knowledge with intra-personally grounded goals and values. The undergraduate research conference is an in-between space in which students express hybrid identities: a conjoining of undergraduate student and emerging graduate professional. The undergraduate research conference thereby offers students an opportunity to begin to construct their professional identities during their studies, potentially helping them to navigate into their working and wider social lives.

CONFERENCE PROGRAMME IN FULL

Thursday 10 December 2015

G1

Beaumaris Lounge | Session G1 | **Thursday 9.00-9.30**

Social Ontology and Academic Status: A case-study from the Russian Far-East (0254)

Mark Johnson, *University of Leeds, UK*; **Svetlana Naumkina**, *Elena Gafforova, Svetlana Minenko, Far Eastern Federal University, Russia*

Research Domain: International perspectives and context (ICR)

Universities worldwide have strategies for increasing status through climbing international league tables based on bibliometrics or other metrics. We present a case-study of the strategies of the Far Eastern Federal University (FEFU) in Vladivostok, Russia using Searle's social ontology of "status functions". FEFU's strategic position in the Asian-Pacific Region requires a balance of approaches to status addressing the needs of industrial collaboration with neighbouring countries, in addition to increasing impact in "Web of Science" citations. We examine different initiatives for increasing status at different institutional levels. Our status function analysis demonstrates the interconnected stratification of status functions not revealed by bibliometrics, where non-academic status enhancement can lead to academic impact later on. Revealing interconnections highlights challenges in nurturing coherent and effective status function declarations at all levels.

SYMPOSIUM G2

Beaumaris 1 | Symposium G2 | **Thursday 9.00-11.00**

Competing or converging paradigms of international higher education? Emerging dialogues between East Asia and the UK.

Discussant: S Marginson, *University College London, Institute of Education, UK*

Chair: G Williams, *University College London, Institute of Education, UK*

This research directions seminar presents five dialogic papers focusing on key issues and emerging trends in international higher education policy, leadership and pedagogy. Drawing on empirical data and case studies analysis from Mainland China, Hong-Kong, Thailand and England, the papers will focus on the contemporary policy discourses and underlying ideologies of global higher education. The symposium presents an opportunity to discuss current paradigms of higher education in East Asia and the UK in order to unsettle some of the dominant patterns of influence and open the way towards different kinds of thinking.

The symposium begins by examining international 'markets' and the ways that this idea has become influential in higher education and inseparable from the global dominance of neoliberal ideologies. With particular, although not exclusive, reference to higher education in Hong Kong, the first paper aims to bring together our exposure of the problems of 'occident' with a critique of dominant 'western' conceptions of higher education and the ways these play out in higher education policy. The next two papers provide detailed examples of the way in which the development of elites and global rankings are part of tensions between notions of regional, national and international higher education: Minzu Universities in China and Rajabhat universities in Thailand will be presented as representative case studies.

The second paper will focus on the Minzu Universities of China and will suggest that these institutions provide a lens through which to view the changing national and international landscapes of global higher education, particularly illuminating issues of equalities and inequalities through a focus on minorities and elites in the context of globalised and marketised higher education. It will, then, be argued that the tensions outlined above also have implications for countries on the periphery. Drawing on a 'glonacal' heuristic of the complex and synchronous dimensionality of higher education in the 21st century (Marginson and Rhoades, 2002), the third paper will draw parallels and discuss some of the challenges that universities in Thailand and the UK face today, particularly focusing on the politics of knowledge production.

The fourth paper, however, will attempt to transcend 'cultural barriers' and look at the extent to which mobile technologies can reconceptualise dialogic teaching and learning in global higher education environments.

Finally the fifth paper explores the concept of 'academic identity' and some of the current challenges that confront researchers in global higher education.

G2.1 Beaumaris 1 | Symposium G2 | **Thursday 9.00-11.00**

Higher education in Hong Kong and the global marketplace: Policy borrowing and the occident (0370)

Ourania Filippakou, *University of Hull, UK*; **Celeste Yuen**, *Hong Kong Institute of Education, Hong Kong*

Research Domain: International perspectives and context (ICR)

This presentation embraces two inter-related objectives: to examine the current policies and strategies that are employed by Hong Kong to attract more non-local students in order to become an educational hub in the region, and critique dominant conceptions of 'higher education' and the ways these play out in higher education policy. The paper begins by examining 'markets' and how this idea cannot be separated from the global dominance of neoliberal ideologies. This is related in turn to questions of policy borrowing. The particular pertinence of this is then emphasised by turning to a topic that, although it may seem a digression, goes to the heart of thinking in social sciences: the nature of humanism in Chinese and Occidental philosophy. Finally a return is made to aspects of international higher education in order to unsettle some of the dominant patterns of influence and open the way towards different kinds of thinking.

G2.2 Beaumaris 1 | Symposium G2 | **Thursday 9.00-11.00**

Minorities and elites in global higher education: Complexities, contradictions and the Minzu Universities of China (0371)

Catherine Montgomery, Lu Wang, *University of Hull, UK*

Research Domain: International perspectives and context (ICR)

The national and international landscapes of global higher education are complex, changing and fraught with contradictions. This paper focuses on the example of the Minzu Universities, a system of higher education institutions provided particularly for ethnic minorities in China (Qumu, 2006), as a means of exploring changing equalities and inequalities inherent in global higher education. The Minzu universities are a complex mix of providing opportunities for social mobility for the minority communities and maintaining the status quo (Li and Liu, 2011). The issue of minorities and elites in the context of Minzu Universities is explored in parallel with factors such as the global rankings which are driving and accentuating inequalities in global higher education (Marginson 2015). The paper draws on an in-depth empirical case study of three Chinese Minzu Universities (one being locally regulated), and contextualises this data against research relating to internationalisation in higher education.

G2.3 Beaumaris 1 | Symposium G2 | **Thursday 9.00-11.00**

The politics of knowledge production in higher education in Thailand and the UK (0372)

Josef Ploner, *University of Hull, UK*; **Craig Wheway**, *Rajabhat Maha Sarakham University, Thailand*

Research Domain: International perspectives and context (ICR)

Drawing on a 'glonocal' (global + national + local) heuristic of the complex and synchronous dimensionality of higher education in the 21st century (Marginson & Rhoades, 2002), this contribution seeks to identify some key characteristics and challenges universities in Thailand and the UK face today. Highlighting some shared trends and features (for example, focus on science education, internationalisation strategies, quality assurance, regional engagement), and considering the neoliberal forces which engulf the development of higher education in both countries, we argue that the ways in which knowledge production takes place in both countries, requires finely-tuned instruments accounting for the mutually constituting local, regional, national and global elements at play.

G2.4 Beaumaris 1 | Symposium G2 | **Thursday 9.00-11.00**

Mobile technologies and dialogic pedagogies in Hong Kong and UK higher education (0373)

Kevin Burden, *University of Hull, UK*; **Yen Lo**, *University of Hong Kong, Hong Kong*

Research Domain: International perspectives and context (ICR)

This paper focuses on a cross cultural perspective on the interaction of mobile technologies and dialogic pedagogy and explores how far the behaviors and expectations of undergraduate students in lectures are culturally contingent and amenable to dialogical teaching. University lectures are monological constructs which deliver information in an asymmetrical relationship between the lecturer and the student. By contrast dialogical teaching and learning emphasises an authentic two-way conversation stimulating

deeper cognitive activity. This paper compares the responses of university students in the UK with those in China (Hong Kong) around the use of a cloud based presentation and response system which aims to stimulate more dialogical learning in the lecture space. Previous studies have shown how students are more engaged and motivated in lectures when electronic response systems (EVS) are used but little is known about the value of technology to foster genuinely dialogical conversations and learning.

G2.5 Beaumaris 1 | Symposium G2 | **Thursday 9.00-11.00**

Bridging understanding: Confucian values and concerns for the self-cultivation of academic identity in China (0374)

Dina Lewis, *University of Hull, UK*; **Haifeng Liu, Wei Wu**, *Xiamen University, China*

Research Domain: International perspectives and context (ICR)

This is the final paper in the SRHE symposium 'Competing or converging paradigms of international higher education: emerging dialogues between East Asia and the UK' and it explores the concept of academic identity. The paper aims to present a dialogue between colleagues from East Asia and UK academics in order to bridge and deepen understanding of the underlying issues and challenges that confront researchers in global higher education. This paper is focused on the Xiamen Institute for Higher Education Research, the first centre established to research higher education in China. The paper initiates a dialogue exploring Confucian values and Chinese ways of thinking about academic identity formation and calls for a shift in the higher education system from quantity to quality. The question and answer format is designed to initiate a conversation to begin to surface Confucian values and Chinese ways of thinking about higher education research.

G3

Beaumaris 2 | Session G3 | **Thursday 9.00-9.30**

Social Writing Profiles (0050)

Rowena Murray, *University of the West of Scotland, UK*

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

Speaking the self involves constructing a position. Talking about writing in the first person can identify academics' social location, while constructing and/or contesting their positioning and cultural resources. Analysing first-hand accounts of writing is a way to understand how academics construct this component of academic work. This paper presents profiles of academics who adopted social writing (Murray 2015). I distilled observations, interviews and conversations gathered over ten years in three profiles: professor, researcher and academic. While using subjective accounts of writing experiences in this way may seem confessional (Swan 2008), it shows that social writing creates opportunities for academics to perform, and contest, this role. In addition, these profiles complement previous research by adding representations of writing selves to social writing theory and practice. This paper concludes by suggesting that writing profiles are a method for using self-writing – both pure and distilled – to position writing in academic work.

G4

Caldicot | Session G4 | **Thursday 9.00-9.30**

"Tagging" the literature with the Thematic Analysis Grid: a tool to facilitate collaborative research (0287)

Deborah Anderson, Rebecca Lees, Hilary Wason, *Kingston University, UK*

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

This paper will explain how the Thematic Analysis Grid (TAG), a tool designed to help students with the writing of a literature review, has been harnessed for use by staff new to research in a collaborative project. The Thematic Analysis Grid was originally developed to help students with synthesising concepts and ideas to produce a coherent, critical, well-linked piece of work. It comprises a matrix with papers listed in the rows (in date order) and themes in the columns. By using one grid shared digitally on a dropbox, researchers are able to collaborate effectively in the early literature review stage of a research project. The Thematic Analysis Grid also has applications for doctoral student supervision and can be used across disciplines.

G5

Caerphilly | Session G5 | **Thursday 9.00-9.30****Videos in higher education – why bother? (0265)****Jana Fiserova**, *Staffordshire University, UK*

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

Recent literature suggests a significant potential of vodcasting as an innovative teaching and learning tool. A core module for Business School first year undergraduates implemented the idea of using vodcasts and the students enrolled onto the module were asked about their perceptions of the suitability of videos for higher education environment and their experience with the videos which were being used in the module delivery. In line with findings from previous studies, our students seem to prefer to use videos as an additional tool for extra support and revision rather than to replace an actual lecture. Students particularly appreciate the flexibility vodcasts offer such as the option to pause, rewind and fast-forward, or the possibility of watching videos anytime and anywhere and as many times as they like. Although recording video-podcasts requires significant initial investment of staff time, academics seem to be rewarded by more motivated, confident and independent students.

SYMPOSIUM G6

Cardiff | Symposium G6 | **Thursday 9.00-11.00****Universities, collaboration and doctoral education: Exploring the challenges****Discussant:** I Lunt, *University of Oxford, UK***Chair:** D Mills, *University of Oxford, UK*

Research collaborations between academics and universities are an established aspect of scientific practice. Increasingly, higher education policy debates also see collaboration as key to research training 'excellence'. In the UK and beyond, universities are investing in regional, national and international training and capacity building 'partnerships'.

This SRHE symposium links together a set of four papers that explore the practical, geographical, financial and governance challenges presented by these new genres and dimensions of collaboration. Individual students negotiate affiliations and loyalties as they work within these new institutional cultures and with non-academic organisations, whilst universities decide how much to invest in building new relationships and shared governance. Papers will address the following areas within a UK context, but will seek to situate these developments within a comparative literature.

- 1) The emergence of regional, national and international doctoral training 'partnerships', and their relationship to research collaborations.
- 2) Student experiences of collaboration and knowledge exchange.
- 3) The role of doctoral 'centres of excellence' in fostering, or limiting, institutional collaborations.
- 4) The challenges of managing and governing research training collaborations.

G6.1

Cardiff | Symposium G6 | **Thursday 9.00-11.00****Degrees of collaboration: doctoral training and the production of the new researcher. (0339)****John Pryor**, Paul Roberts, *University of Sussex, UK*

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

This paper offers a critical examination of the working of doctoral 'centres of excellence' and their role in supporting postgraduate research and developing researchers. Two centres are investigated as contrasting cases, both supported by UK Research Councils, one based on a single institution and the other involving collaboration across several universities. The paper analyses practices and their consequences within national and (multi)-institutional policy discourses and organizational structures. These are considered against idealist, instrumentalist and educationalist rationales for higher education (Stier 2004).

References

Stier, J. (2004). Taking a critical stance toward internationalization ideologies in higher education: idealism, instrumentalism and educationalism. *Globalisation, Societies and Education*, 2 (1), 83-97.

G6.2 Cardiff | Symposium G6 | **Thursday 9.00-11.00*****Collaboration and Criticality in Social Science Doctoral Education (0343)*****David James**, Cardiff, UK

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

Across the research councils, formalised collaboration with non-academic organisations is now a fundamental feature in conception, competition, commissioning and operation of the arrangements for doctoral training. At the same time, such collaboration encompasses a wide variety of activities, for students (e.g. internships, placements, knowledge exchange events), and for the Partnerships themselves (e.g. co-funding, co-design of projects and/or aspects of training, joint supervision, new governance arrangements). This variety is echoed in the range of apparent purposes, from the general enhancement of student development (AHRC), to increased employability (NERC) to the value of students seeing how research skills and outcomes apply in a range of organisations (ESRC).

This paper draws on initial fieldwork to look at the forms that such collaboration takes, and at its advantages, disadvantages, benefits and dangers.

G6.3 Cardiff | Symposium G6 | **Thursday 9.00-11.00*****The New Regionalisation of UK Higher Education (0346)*****John Harrison**, Darren Smith, Chloe Kinton, Loughborough, UK

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

This paper advances debates about uneven geographies of higher education by critically examining new and emerging regional alliances between universities. The paper focuses on the establishment of research and equipment-sharing consortia and doctoral training centres within the UK, which has resulted in the formation of over fifty new partnerships between higher education institutions. It is revealed that each consortium operates at a variously defined regional scale, yet to date there remains no explicit attempt to account for their geographical basis. Providing the first geographic analyses of this unfolding phenomenon, we propose the metaphor of regional constellations to interpret the spatial extent of these new geographies of higher education praxis. Finally, our paper examines the motives, aspirations and mechanisms through which these new regional alliances are being constructed.

G6.4 Cardiff | Symposium G6 | **Thursday 9.00-11.00*****Collaborative governance and institutional reform (0347)*****David Mills**, Lynn McAlpine, Ingrid Lunt, Oxford, UK

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

This paper explores the challenges of collaborative governance through detailed empirical case studies of the emergence and development of three 'collaborative' ESRC doctoral training centres, based on extended interviews and documentary analysis. The paper has a particular focus on the everyday negotiations of shared management processes. We show how institutional collaborations have major costs, risks and unexpected outcomes, (Cummings and Keisler 2007), and potentially create unstable partnerships within an 'accelerated' academy (Carrigan 2015). We go on to explore how new metrics and technologies of audit and accountability potentially limit more democratic visions of inclusive and integrative collaborative governance (Emerson, Nabatchi and Balogh 2011).

G7

Chepstow | Session G7 | **Thursday 9.00-9.30*****The rise of blended professionals in higher education systems: empirical evidence from a survey in Portuguese higher education system (0301)***Teresa Carvalho, **Giulio Marini**, Pedro Videira, *CIPES, Portugal, CIPES, Portugal*

Research Domain: International perspectives and context (ICR)

In many European countries, and following NPM-based reforms, we've witnessed a blurring of the roles and tasks that academic and non-academic staff have been increasingly asked to perform in HEIs. This has brought reflection on a third space of categorization of human resources in HEIs and on the so-called blended professionals. Presenting empirical evidence from an extensive survey (with more than 3200 valid responses) directed at both professionals and academics in Portuguese HEI's, this paper aims to: i) theoretically and empirically contribute to the characterization and discussion of the phenomenon of blended professionals in nowadays Portuguese HEIs, gaining a better understanding on both their socio-professional characteristics and their perceptions on respective roles and relations between groups; ii) to compare and discern the impact of sectoral and institutional differences on both the presence and characteristics of blended professionals and on their respective perceptions on work relations and conflicts in the academia.

G8

Conwy 1 | Session G8 | **Thursday 9.00-9.30*****'From soft law to hard law' – the creation of a European Arena of Higher Education and the foundation of the University of Luxembourg (0235)*****Gangolf Braband**, Robert Harmsen, *University of Luxembourg, Luxembourg*

Research Domain: Higher education policy (HEP)

The paper focuses on the creation of a European arena of higher education and its impact on a selected case study: Luxembourg. Central to the argument is the policy nature of the European arena characterised by its soft law approach, leaving seemingly little room for directly influencing national policies. This in turn leaves open the question of how the influence is translated into the national policy context. Luxembourg offers a distinctive case study as it did not have a university when the European arena was initiated (Bologna Declaration and the Lisbon strategy of the European Commission). The analysis provides an example of how 'soft law' can be translated into concrete legal provisions ('hard law') in a national context, but it also underlines the importance of distinguishing the national arena of higher education from the European arena of higher education, focusing attention on those actors able to 'bridge' the two.

G9

Conwy 2 | Session G9 | **Thursday 9.00-9.30*****Student engagement in the UK: Defining, distilling and critiquing partnership (0003)*****Camille Kandiko-Howson**, *King's College London, UK*

Research Domain: Student experiences (SE)

Student engagement provides an instructive focus for enhancing learning, teaching and the student experience. This paper is grounded in a comparative analysis of how student engagement and related notions of partnership are construed in the UK, and implications of this within institutional settings. Three different yet overlapping aspects of student engagement will be considered: student feedback, student engagement in governance, and direct student engagement with institutional enhancement activities.

This research stems from testing survey items on partnership as part of a Higher Education Academy (HEA) project piloting a student engagement survey in the UK. Testing was required to evaluate the robustness and validity of the student engagement items. This paper provides an evaluation of students' understanding of notions partnership, and provides a critique of overstated, representational and exceptional notions of partnership.

G10 Denbigh 1 | Session G10 | Thursday 9.00-9.30

Challenging Curriculum: exploring access and equity within doctoral education and academic profession learning (0122)

Lisa Lucas, Sheila Trahar, *University of Bristol, UK*

Research Domain: Access and widening participation (AWP)

This paper reports on an international collaborative research project funded by the Worldwide Universities Network (WUN). The project focus is on the access and equity agenda within higher education and looks at the different policy contexts of Australia, New Zealand, South Africa and the UK. This paper will focus predominantly on the UK context but it will also reflect on differences and similarities across these varied national contexts. The aim of this project is to explore the concepts of access and equity in relation to curriculum in two different and under-represented domains, namely doctoral education and academic professional learning. The research undertaken for this project involves an exploratory qualitative study of academics and doctoral researchers at one UK institution in order to understand their conceptualization of curriculum within these two domains and what the perception of issues relating to access and equity within their particular contexts.

SYMPOSIUM G11

Denbigh 2 | Symposium G11 | Thursday 9.00-11.00

Critical perspectives on student engagement

Discussant: Paul Blackmore, *King's College London, UK*

Chair: Bruce Macfarlane, *University of Southampton, UK*

'Student engagement' is a nebulous and contentious term subject to multiple interpretations (Trowler, 2010). It implies a series of conceptual commitments, teaching strategies and behavioural orientations expected of students. Driven in part by efforts to improve student completion and success rates at university, and underpinned by a pedagogic philosophy based on social constructivism, the student engagement movement has its roots in the US, symbolized by the National Student Engagement Survey (from 2000). Subsequently, this survey instrument has spread to most other developed higher education systems (Coates & McCormick, 2014) and spawned multiple institutional level initiatives designed to identify and support those students deemed to be 'at risk of disengaging from their learning and their institution' (Nelson, et al., 2012:83). Yet, student engagement remains weakly theorized (Kahn, 2014) and may also be interpreted as a form of distributed agency from a critical realist perspective (paper by Kahn).

While student engagement is increasingly recognised internationally and nationally as key to learning gain and student achievement in higher education (Pascarella, Seifert, & Blaich, 2010) close examination of the evidence suggests mixed results. Questions remain over what constitutes research informed high impact pedagogies (Kuh, 2008) within specific disciplines and in relation to specific dimensions of student engagement. The role students play as co-constructors of university quality enhancement also needs exploration, and how such roles are potentially conditioned by the institutional context (paper by Klemencic).

A number of papers in the symposium will focus on the behavioral effects of policies which promote student engagement implying a learning environment where participants, drawn from diverse backgrounds, are actively engaged in a participatory culture and experience an adequately resourced and interactive approach to teaching (Newswander and Borrego, 2009). The performative implications of student engagement, particularly compulsory attendance and class participation, are beginning to be questioned by a number of researchers (e.g., Gourlay, 2015; Macfarlane, 2015) raising concerns about ethics, consent and unanticipated consequences of what can be seen as a surveillance culture (papers by Wintrup, Gourlay, Tomlinson) with negative implications for student academic freedom (paper by Macfarlane).

G11.1 Denbigh 2 | Symposium G11 | **Thursday 9.00-11.00*****Student engagement policies and the subversion of 'student-centred' (0069)*****Bruce Macfarlane**, *University of Southampton, UK*

Research Domain: Learning, teaching and assessment (LTA)

Student-centredness is a modern mantra of the university curriculum that owes much to the work of Carl Rogers in a higher education context. This principle lies at the heart of the student engagement movement's rationale for the assessment of participation and active learning as universities increasingly adopt measures such as compulsory attendance requirements and class contribution grading. However, student engagement policies largely ignore the emphasis which Rogers placed on a student's freedom to learn, to enjoy a permissive and non-judgmental learning environment, to be 'free from pressure' (1951:395) and make individual choices about whether to attend class, contribute to discussions or stay silent, and whether to learn actively or passively (Rogers, 1951; 1969). Drawing on Rogers' scholarship this paper will argue that student engagement policies represent the antithesis of student-centredness. Instead, they result in a regime of performative pressures undermining a genuinely student-centred curriculum and the rights of students.

G11.2 Denbigh 2 | Symposium G11 | **Thursday 9.00-11.00*****Learning analytics, student engagement, ethics and informed consent – divergent concepts? (0071)*****Julie Wintrup**, *Southampton, UK*

Research Domain: Learning, teaching and assessment (LTA)

When notions of 'engagement' in learning become entangled with 'participation in activities designed to promote learning', it is not surprising that we seek to measure the latter as a way of learning about the former. But the kinds of participation that are amenable to capture are unlike those that inform student engagement surveys; for example, whether learning has been intellectually challenging or a catalyst for change (NSSE, 2013).

Nevertheless the capture of 'learning analytics' has emerged as a proxy for engagement, interactions with online resources and platforms being easy to track, and we can look forward to their use increasing in higher education. This paper draws on research to critique the meanings and usefulness of analytics to students and educators and to raise questions about ethics, consent and unanticipated consequences of what could be seen as part of a covert surveillance capable of linking students' characteristics, behaviours and even whereabouts.

G11.3 Denbigh 2 | Symposium G11 | **Thursday 9.00-11.00*****Critical perspectives on student engagement as 'what students do' (0138)*****Peter Kahn**, *University of Liverpool, UK*

Research Domain: Learning, teaching and assessment (LTA)

The student engagement movement has been critiqued for privileging public performances in learning. Gourlay has argued that this movement promotes verbal and communal participation at the expense of textual and solitary practices. Macfarlane recently contended that students are expected to comply with rules on attendance, interact in assessments, and display desired forms of emotional development. In allowing positional considerations to frame their analyses so fully, however, dispositional considerations are downplayed. And yet if one sees emancipation as a transformation from unwanted to wanted sources of determination, dispositional considerations remain keenly important to students' freedom to learn. We explore a critical realist account of agency in student learning by Kahn. The account recognises constraints on learning, and in this we can learn from these positional critiques, but it also considers the role of internal deliberation or reflexivity, and the way that it underpins social relations and an emancipatory agenda in learning.

G11.4 Denbigh 2 | Symposium G11 | **Thursday 9.00-11.00*****From student engagement to student agency in higher education: conceptual considerations (0307)*****Manja Klemencic**, *Harvard University, USA*

Research Domain: Learning, teaching and assessment (LTA)

The purpose of this paper is to introduce a theory of student agency into the scholarship on student engagement and discusses the conceptual links and distinctions between student agency and student engagement.

Drawing from social cognition theory and sociological theories of human agency, student agency is conceptualised as a process of student actions and interactions during studentship, which encompasses variable notions of agentic orientation (“will”), the way students relate to past, present and future in making choices of action and interaction, and of agentic possibility (“power”), that is their perceived power to achieve intended outcomes in a particular context of action and interaction, but also to self-engagement of a critical reflexive kind.

G11.5 Denbigh 2 | Symposium G11 | **Thursday 9.00-11.00*****‘Student engagement’ and the tyranny of participation (0332)*****Lesley Gourlay**, *University College London, Institute of Education, UK*

Research Domain: Learning, teaching and assessment (LTA)

Student engagement in higher education has tended to be discussed in mainstream discourses by invoking typologies, seeking to place students into categories and focusing on the importance of ‘participation’. I will give a critique of these ideologically loaded and normative constructs and their inherent contradictions, proposing an alternative framing drawing on sociomateriality. This framing, I will argue, allows us to explore the complexities of day-to-day practices, acknowledging the centrality of texts and meaning-making in ‘being a student’. Referring to a longitudinal multimodal journaling study, I will argue that contemporary student engagement and sites of learning are constantly emergent, contingent and restless –transgressing the mainstream constructs mentioned above, but also raising fundamental questions about apparently ‘common sense’ binaries such as digital / material, public / private and device / author. I will suggest implications in terms of research and understanding of the day-to-day unfolding of higher education as situated social practice.

G12 Raglan | Session G12 | **Thursday 9.00-9.30*****Is there any value in teaching-based knowledge exchange? (0169)***Alice Frost, *Higher Education Funding Council for England, UK*; **Richard Blackwell**, *Southampton Solent University, UK*

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

There is a long standing international interest in ‘technology transfer’ (TT), focussed on exploiting HE research for economic gain. A lively international literature has developed seeking to conceptualise the causes, processes and consequences of this trend. UK Government policy has been to promote a ‘third stream’ of public funding mainly to support this process, albeit conceptualised as ‘knowledge exchange’ rather than linear TT. Less attention has been given to teaching and learning policy (TLP), although higher tuition fees in England have put greater focus on graduates’ employment outcomes. The paper explores evidence from policy evaluations in England of (1) a strengthening of links between knowledge exchange and teaching, and (2) its growing impact. It concludes that, whilst TLP contributes more than often realised, there remain significant challenges to building a convincing evidence base that fully reflects the value of tangible and less tangible outcomes.

H1

Beaumaris Lounge | Session H1 | **Thursday 9.45-10.15**

Potential of the Human Capabilities Approach (HCA) for strategy development in the Higher Education curriculum. (0264)

Alicia Prowse, Valeria Vargas, *Manchester Metropolitan University, UK*

Research Domain: International perspectives and context (ICR)

This paper reports on a scoping review funded by the Society for Research in to Higher Education, to assess the potential of the Human Capabilities Approach (HCA) for strategy development in Higher Education.

A systematic review of literature was undertaken, relating to the potential of a Human Capabilities Approach as a way of integrating curriculum aspects of Education for Sustainable Development (ESD), Global Citizenship Education (GCE), and Internationalising the Curriculum (IC). An analysis of publicly available relevant strategy documents for a defined set of Higher Education providers leading in this field was also conducted, to complement findings from the literature review and a synthesis of the outcomes provide recommendations for strategy development in HE institutions with similar agendas. Our findings are discussed in the light of the debate on the role of universities as a 'public good'.

H3

Beaumaris 2 | Session H3 | **Thursday 9.45-10.15**

Absent research: academic artisans in the research university (0085)

Angela Brew, *Macquarie University, Australia*; **David Boud**, *Deakin University, Australia*; **Karin Crawford**, *The University of Lincoln, UK*; **Lisa Lucas**, *The University of Bristol, UK*

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

Universities are challenged by the need to redefine academic teaching and research roles often without empirical evidence of how academics themselves think about their work nor of how they address institutional requirements while meeting personal goals. This paper focuses on academics who, despite having PhDs, working in research intensive environments and given multiple opportunities to develop research, do not develop a research profile and who as a consequence tend to be considered deficient. An online survey of academics from research-intensive environments in Australian and English universities and interviews with 27 mid-career academics were conducted. A critical realist perspective was adopted to examine academics' priorities, hours worked and kind of work, conceptions of research, critical incidents and the modes of reflexivity employed. We argue that these academics make important contributions to institutional functioning as the university 'artisans' who work to ensure smooth functioning of both teaching and research activities.

H4

Caldicot | Session H4 | **Thursday 9.45-10.15**

Employer-Academic Engagement- a Response to the Skills and Impact Agendas (0334)

Pam Denicolo, Dawn Duke, *University of Surrey, UK*

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

Multiple government reports indicate that graduates do not enter the work force with the skills that employers need (Roberts 2002, Leitch 2006, Hodge 2010). To address this skills gap, a consortium of nine Physics Departments collaborated as the South East Physics network (SEPnet) inter alia to engage with employers, providing a platform for employer input into student training while delivering a range of employer engagement activities for undergraduates and postgraduates. The infrastructure and training activities supported by this innovative network are explained while preliminary evaluation data indicate the project's strengths and weaknesses, leading to plans and rationales for future development. Responding to the call by Perkmann et al (2010) and Burgess (2015) for further research, this organisational case study includes responses from students, employers and academics to illustrate the potential successes and challenges that others might encounter through similar consortia in other disciplinary and geographical contexts.

H5

Caerphilly | Session H5 | **Thursday 9.45-10.15*****Why do doctoral researchers blog? An analysis of genre, audience and purpose (0268)*****Inger Mewburn**, *The Australian National University, Australia*; **Patricia Thomson**, *The University of Nottingham, UK*

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

Doctoral researchers are increasingly urged by supervisors, graduate schools, workshop leaders and academic developers to get involved in social media. Blogging in particular is put forward as a way to test out ideas, network, and develop confidence and skills in writing. In this paper we report on an exploration of PhD student blogs. We examined both the reasons bloggers gave for blogging, as well as the content of their blogs. We then critically examine this data in relation to advice given to doctoral candidates about publishing and note, with some ambivalence, the formation of all day/all night academics. We suggest that blogging can have considerable personal benefits, but also contributes to the growth of a 'shadow' scholarly community with both positive and negative implications.

H7

Chepstow | Session H7 | **Thursday 9.45-10.15*****Reconfiguring Higher Education: Developing Vocational Pathways for Graduate Apprentices (0290)*****Tony Strike**, *University of Sheffield, UK*

Research Domain: Learning, teaching and assessment (LTA)

This paper examines the experience of a university in developing a pathway for Graduate Apprentices in light of recent government policy on, and funding recognition of, advanced work-based learning. The paper aims to reflect on the way that this field of education and study is being positioned within, and in relation to, the academy. Previous discourses of vocational and work-based training have cast this strand of learning as mainly training and skills related and questions have been raised about its legitimacy within the higher education sector. Regulators might argue the academy is uniquely positioned to bring wider national economic benefits (as noted for example by both the City Growth Commission (2014) and the 'Northern Futures' initiative). Apprenticeships are recognised to have the greatest economic impact of all workplace based qualifications (BIS, 2011). However, it can be argued these instrumental arguments may not be sufficient to (re)define skills acquisition as HE.

H8

Conwy 1 | Session H8 | **Thursday 9.45-10.15*****The Nordic model of higher education contested (0310)*****Sakari Ahola**, *Research Unit for the Sociology of Education*; Tina Hedmo, *Department of business studies, University of Uppsala*; Jens Peter Thomsen, *SFI, Denmark*; Agnete Vabø, *NIFU, Norway*

Research Domain: Higher education policy (HEP)

An overarching motive for the analysis presented in this paper is to obtain a more systematic, empirically and comparatively based understanding of the Nordic model of higher education. A key objective is to gain a better understanding of the distinctive features of national systems, regarding policies and forms of governance and institutional forms, that help explain recruitment patterns of students in their transition from secondary to higher education. The study has focused on the period from 1970 to 2010. Our analysis is based on a synthesis of existing research, research literature of general relevance, reports, public and other documents, web sites, statistics and budgets.

This paper is part of a more comprehensive study of the Nordic model of higher education funded by NordForsk within the framework of the program Education for Tomorrow that will be completed next year.

H9

Conwy 2 | Session H9 | **Thursday 9.45-10.15*****Matters of Concern: Developing an Ethical Framework for Student Engagement through Partnership (0359)*****Carol Taylor**, *Sheffield Hallam University, UK*

Research Domain: Student experiences (SE)

Ethical issues are part of the lived experience of student partnership work but are rarely or explicitly brought to the fore. Drawing on recent work, the paper outlines a conceptual framework for the consideration of ethics in student partnership and discusses a range of tools to prompt reflexivity on the ethical problematics of doing partnership in practice (Author, 2015; HEA, 2015; Healey, Flint and Harrington, 2014). The paper is grounded in Sayer's (2011) view that our relation to the world and to others is one of concern, and proposes an ethics for partnership in which paying attention to what matters and what concerns us is as important as what 'works'. It considers the enactment of values underpinning partnership practices; explores partnership as a matter of reciprocity and relationality to enhance learning and teaching in mutually beneficial ways; and looks at ethical issues around inequalities, power, difference and dissensus in partnership.

H10

Denbigh 1 | Session H10 | **Thursday 9.45-10.15*****"just focused on my studies": hysteresis of habitus and widening participation (0280)*****Ciaran Burke**, *Ulster University, UK*

Research Domain: Access and widening participation (AWP)

Widening participation is predicated on the human capital narrative of meritocracy. The general understanding is that, within a knowledge economy, equal access to education creates opportunities for social mobility and increased life chances. Bourdieu has become synonymous with critical sociology, examining the social inequalities experienced by students in (higher) education and subsequent pathways post-graduation. Rather than serving as a synopsis of the application of Bourdieu's thinking tools, this paper will focus on the specific process of hysteresis of habitus and demonstrate its centrality to widening participation policy. Drawing on findings from an empirical study, this paper will chart the creation of the hysteresis and highlight institutions' roles in its formation and the prolonged effect on working class students and university graduates. The paper will conclude by discussing ways policy can address these effects and provide a greater and clearer opportunity for the ultimate goal of widening participation: social mobility.

H12

Raglan | Session H12 | **Thursday 9.45-10.15*****The labour market transitions of recent graduates: narratives of classed experiences (0184)*****Ann-Marie Bathmaker**, *University of Birmingham, UK*; **Nicola Ingram**, *University of Bath, UK*; **Jessie Abrahams**, *University of Cardiff, UK*

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

Expansion and diversification of English higher education means that more young people from disadvantaged backgrounds gain access to university. What does this mean for issues of class inequality? Does attaining a degree qualification provide young people with an equal chance in transitions into labour markets or do they still experience significant disadvantages (or indeed advantages) due to their social class background? In this paper we consider these questions through an analysis of narrative interviews with recent graduates from Bristol's two universities, one elite, one 'newer' university. The narratives demonstrate that the class inequalities that appear to be smoothed over by university education return to the fore, as additional resources are needed to progress on desired pathways. Our data suggest that the extent to which university is a force for social mobility is affected by background factors which are salient in restricting or enabling opportunities for success in graduate labour markets.

J1

Beaumaris Lounge | Session J1 | **Thursday 10.30-11.00*****Investigating International Student Perspectives on Critical Thinking for UK Masters-level Study (0275)*****Kenneth Fordyce**, Pete Allison, University of Edinburgh, UK

Research Domain: International perspectives and context (ICR)

This study focused on the perspectives of international students at a UK Russell Group university on critical thinking (CT) as part of Masters-level study. The study was motivated by increasing student diversity on postgraduate programmes, in terms of educational and cultural backgrounds, which means that CT cannot be assumed as a generic skill. The study utilized repeated focus groups during the Masters year to gain insights into students' perspectives on CT over time. The findings revealed more diversity than consensus in perspectives, with adoption of multiple perspectives and weighing-up of pros and cons as the most frequently identified features of CT. There were varying degrees of (dis)comfort in relation to CT as well as different experiences of CT prior to Masters-level study. The study has clear implications in terms of the need for explicit awareness-raising on the nature of CT to be included as part of development in academic literacies.

J3

Beaumaris 2 | Session J3 | **Thursday 10.30-11.00*****Being an academic: The changing writing practices of academics and how this influences professional identity (0111)***Sharon McCulloch, **Ibrar Bhatt**, Lancaster University, UK

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

This paper explores how changes in higher education are transforming academics' writing practices and sense of professional identity. It reports on preliminary findings from an ERSC-funded project that involved interviewing a range of academics from three different disciplines across three contrasting higher education institutions in the UK about their literacy practices around research, teaching and admin-related writing. The data revealed that research-related writing and the creativity it entails lie at the core of what it means to be an academic, but that assessment exercises such as the research excellence framework and the attendant pressures to publish in certain forums were influencing both people's writing practices and their accounts of their academic identities. The implications of this for scholarship are discussed.

J4

Caldicot | Session J4 | **Thursday 10.30-11.00*****International research collaboration in the social sciences: in the golden cage of funding or tackling knowledge boundaries? (0357)*****Vassiliki Papatsiba**, University of Sheffield, UK; **Yann Lebeau**, University of East Anglia, UK

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

The presentation examines international research collaborations in the social sciences supported by cross-national funding amongst four countries (i.e. France, Germany, the Netherlands and the UK) representing major contributors of research in Europe. It focuses on the ways in which the epistemic choices, collaborative ties and individual strategies of academic researchers, funded by the Open Research Area (ORA), are framed and rationalised. The presentation contributes insights into the ways in which research funding elicits research practices which are not only, or simply, adaptive responses of strategic actors but are also constitutive and productive of knowledge. The findings will discuss a typology of research collaborations (and not of researchers) which shows that research policies and funding cannot be assumed to be a force that unilaterally impacts on academic researchers in a range of HE settings, independently of characteristics, relationships and dynamics in play within situated national, institutional, disciplinary and professional realities.

J5

Caerphilly | Session J5 | **Thursday 10.30-11.00*****An alternative approach to exploring the student experience using psychological contracts. (0336)*****Julie Osborn**, Rebecca Turner, Pauline Kneale, Alison Bacon, *Plymouth University, UK*

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

The phrase “the student experience” has become part of everyday language. Whilst there is recognition that the experience is important, less consideration has been given to how we conceptualise and evaluate this experience. Student voices were seen as a way to understand that the student experience. However, the student experience is predominantly explored using questionnaire surveys e.g. KIS and NSS. How far does this information provide a fair representation of the learning experience students can expect? Evaluating the student experiences therefore became important in order to satisfy consumers. This paper discusses Psychological Contracts as an alternative explanatory tool. Psychological Contracts have mainly been used to explore employment relationships and there has been limited research considering student psychological contracts. This report will refer to the efficacy of this approach with reference to its application to a five year, longitudinal study, which is currently at its mid-point.

J8

Conwy 1 | Session J8 | **Thursday 10.30-11.00*****Transformations and Tensions in the Knowledge Transmission Mission of Russian Universities: Social vs. Economic Instrumentalism (0285)*****Anna Smolentseva**, *National Research University - Higher School of Economics, Russia*

Research Domain: Higher education policy (HEP)

Drawing on the discourse analysis of the higher education policy documents and interviews in two Russian universities, the paper addresses the transformations and tensions in the purposes of higher education. The main dichotomy in regard of the purposes of higher education unfolds between economic instrumentalism (vocational training) and social instrumentalism (personal development). Soviet and Post-Soviet documents emphasize the economic role of higher education. However, at the institutional level, social reality is more complex: there are significant tensions between economic purposes of higher education, utilitarianism, interiorized by administrators and faculty since the Soviet time, and social mission of higher education they face every day. The paper shows that the predominance of economic discourse leads to the distortion of the educational mission of higher education, and in the environment impoverished by economic rationales, the importance of the social purposes of higher education has been rising.

J9

Conwy 2 | Session J9 | **Thursday 10.30-11.00*****Improving the student experience via a Connected Curriculum for the future: The holistic built environment and research based education (0159)*****Brent Pilkey**, *University College London, UK*

Research Domain: Student experiences (SE)

A growing body of literature argues creating synergies between research and teaching has a number of benefits relevant to improving the student experience. This paper aims to advance this work through a dual approach: it outlines an institution-wide enhancement strategy, the University College London Connected Curriculum, and focuses on how this relates to the physical university built environment. The empirical study, consisting of qualitative data gathered from three institutions, explores the perceived and real issues of implementing curricula changes from the perspective of the holistic physical university setting, both within and beyond the traditional learning environment. As such, the paper presents a snapshot of internationally gathered research framed in the context of an ambitious long-term goal of shifting an education paradigm. It is suggested that the ideas behind Connected Curriculum and its ethos of improving student experiences through research based education are directly relevant for university design in the future.

J10 Denbigh 1 | Session J10 | **Thursday 10.30-11.00****Changes in boys' educational aspirations over time: A multilevel perspective (0133)**Shawanda Stockfelt, *University of Bristol, UK*

Research Domain: Access and widening participation (AWP)

The paper presents findings from an analysis of 7977 male respondents from waves one to three of the Longitudinal Study of Young People in England (LSYPE) dataset. It identifies changes in boys' educational aspirations (EA) over a three year span beginning at ages 13/14. Multi-level random intercept and random slope logit models were used to explore the difference between (and within) the EA of boys from various ethnic groups over time. The finding suggested that boys' EA changes based on a complex interrelation between structure, agencies and personal factors beyond their control. The findings has strong implications for practitioners, community groups and policy makers. Further research is required to explore the interrelation between their EA and educational/labour market outcomes.

J12 Raglan | Session J12 | **Thursday 10.30-11.00****Gauging graduate employment destinations in Sub-Saharan Africa (0189)**Ibrahim Oanda, *Kenyatta University, Kenya*; **Tristan McCowan**, *University College London, Institute of Education, UK*

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

Despite the rapid increases in enrolments, there are widespread concerns across Sub-Saharan Africa about the quality of higher education and its impact on graduate employability. Nevertheless, in most countries there is a serious lack of data on graduate destinations, with no systematic tracking of employment trajectories. This paper reports on a pilot study in Kenya, conducted as part of a five country study on universities and employability in Africa. The study involved a questionnaire survey of 3000 graduates at one flagship public and one private institution in Nairobi, carried out six months after graduation. The survey aims to gauge the employment status of graduates, identify associations with background characteristics and determine perceptions of the effectiveness of universities in preparing students for their working lives. In addition to presenting substantive findings, the paper assesses the potential of the survey to be used at a national level across the region.

K1 Beaumaris Lounge | Session K1 | **Thursday 11.30-12.00****Surface tension: Theorising postgraduate writing practices from an informal archive (0294)**Lucia Thesen, *University of Cape Town, South Africa*

Research Domain: International perspectives and context (ICR)

This paper develops the metaphor of surface tension as a way of doing theory to understand postgraduate writing practices in a 'southern' context. It engages with an informal archive of a wide variety of texts – emails, draft bits of thesis, transcriptions of data, drawings - from a decade in the life of a postgraduate writers' circle. The circle, sought out by students who are on the margins, is a regular but highly fluid space that responds to the need for students to explore commitments to ideas and styles before taking them to high-stakes audiences. I develop the notion of surface tension from different disciplinary traditions (physics, sociolinguistics, philosophy). This enables concepts such as flow, time, buoyancy and (cross)current to be used to comment on, breach and disturb 'divine discourse' - the dominant understanding of the writing of research as objective enactment of the autonomous self.

K3

Beaumaris 2 | Session K3 | **Thursday 11.30-12.00*****Gender and the construction of career paths in academia (0124)*****Viviana Meschitti**, Wendy Hein, *Birkbeck, University of London, UK*; Henry Etzkowitz, *Stanford University, USA*; Helen Lawton Smith, *Birkbeck, University of London, UK*

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

This paper presents preliminary results from a study focused on improving gender balance in science in a UK institution, Birkbeck. An in-depth study based on narrative interviews and focus groups has been conducted to understand the factors shaping career trajectories and the potential impact of gender. This study is remarkable because it involves both academic and professional (administrative and support) staff at different grades and aims to gather an in-depth understanding of the actual conditions in which university staff deal with their activities and challenges and build their career path. Results highlight the main dimensions impacting on careers: gender differences constitute an important factor, which, even if intertwined with other dimensions (such as seniority), still play a remarkable role at any point in one's own career. This shows how gender inequality should be addressed at the institutional level, following a holistic approach.

K4

Caldicot | Session K4 | **Thursday 11.30-12.00*****Context, Agency and Responsibility in Professional Learning: A South African Study (0261)*****Brenda Leibowitz**, *University of Johannesburg, South Africa*

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

This presentation considers how context influences agency and responsibility for good teaching and engagement in professional learning in higher education. It is based on the accounts of 90 mostly mid-career academics who profess a commitment to teaching at eight South African universities, which represent the range of institutional types in the country. The presentation shares the motivation for and background of the research project, the research method and the discussion of the findings. The discussion suggests that two theoretical approaches are useful in order to understand how context interacts with agency and responsibility in relation to teaching quality and professional learning: social realism and the work of Margaret Archer on agency; and socio-materialism and the arguments by Fenwick and Nerland on responsibility. The comparative value of the two approaches, as well as their incommensurability, is considered. The concluding section raises the implications for professional learning strategies and for further research.

K5

Caerphilly | Session K5 | **Thursday 11.30-12.00*****Digital scholarship and doctoral identities (0340)*****Martin Oliver**, *University College London, Institute of Education, UK*

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

An important component of the doctoral experience is the development of new identities. Digital technologies are increasingly associated with the creation and management of networks, the creation of relationships with audiences and the management of different identities. One way of theorising this process has been to explore ecological metaphors, and the relationships between people, tools and spaces over time. This paper will review the work in this area, and use case studies of four doctoral students to explore how these issues play out in contemporary doctoral study.

K6

Cardiff | Session K6 | **Thursday 11.30-12.00*****An education puzzle: Why are there so few educational researchers in PVC Education position in higher education institutions? (0289)***Gustave Kenedi, *Sciences Po, France*; **Anna Mountford-Zimdars**, *King's College London, UK***Research Domain:** Management, leadership, governance and quality (MLGQ)

Pro-Vice-Chancellors form the second-tier leadership of higher education institutions and hold substantial responsibilities yet remain under-theorised and under-researched. Specifically, it remains unclear whether the skills required to perform as a PVC relate to generic managerial abilities or whether they are specific to the portfolio assigned. In this context, our study aims to uncover the reasons for the lack of PVCs Education with an education background and some indicative insights as to whether this may or may not matter. Using data collected on PVCs Education in Russell Group universities and post-1992 former polytechnics, we find that only 1 (TBC) PVCs Education have education as their disciplinary background. We are currently still awaiting the results from our interviews with PVCs Education and senior educational academics to evaluate the importance of academic credibility and knowledge of institutional processes and knowledge about educational research for the role of PVC education.

K7

Chepstow | Session K7 | **Thursday 11.30-12.00*****Impact of research funding on the experience and status of college-based higher education lecturers (0299)*****Cathy Schofield**, *Truro & Penwith College, UK*; Liz McKenzie, Rebecca Turner, *Plymouth University, UK***Research Domain:** Academic practice, work, careers and cultures (AP)

Although higher education lecturers working in further education colleges are generally not required to be research-active, some feel that this is something they wish to do as part of their HE role, and as such have sought funding. The study reviews the impact that a research funding scheme aimed at supporting college-based higher education teaching practice for the benefit of staff, students and institutions, based on the open responses from pre and post-award questionnaires completed by 51 award holders. The responses show how accurate their predictions were about being a researcher, what impact being research-active had on their colleagues' and institution's view of them, and what impact the award has had on their status and career. The findings also allow for consideration of the wider implications for those who cross over from professional to HE settings.

K8

Conwy 1 | Session K8 | **Thursday 11.30-12.00*****Educational policy implementation (0116)*****Richard Baldwin**, *University College of Borås, Sweden*; Britt-Marie Apelgren, *Gothenberg University, Sweden***Research Domain:** Higher education policy (HEP)

This paper presents research looking at policy enactment in a department of education within a university college in Sweden; more specifically changes made to courses designed for prospective teachers of English as a foreign language as part of teacher training. The paper presents some of the teacher educators' and students' individual and collective voices and acting during a four year implementation of organisational changes designed to promote a transformative and student-centred learning culture. The findings show that while students were on the whole positive towards the changes made, teacher educators were more negative. The findings illustrate the strong role of disciplinary discourses in resisting change in education. The reforms did not connect with the local concerns of practitioners and as a result they were absorbed instead into an existing field of practice containing discourses concerning appropriate curriculum knowledge and teacher and student identities.

K9

Conwy 2 | Session K9 | **Thursday 11.30-12.00*****Dead, dumbed down or discontented? Undergraduate students, critical thinking and higher education (0028)*****Emily Danvers**, *University of Sussex, UK*

Research Domain: Student experiences (SE)

This paper explores the state of student critical thinking in higher education's everyday pedagogical encounters, against the backdrop of an increasingly commodified neo-liberal academy. Using feminist and new materialist provocations, I argue that higher education's pedagogies and practices are inseparable from the diverse socio-material and political assemblages through which they are enacted. Illustrated by observation, focus group and interview data from 15 first-year undergraduate social-science students at a UK research-intensive university, I consider whether critical thinking is dead or simply squeezed of conceptual space. I highlight the dominance of instrumentalised discourses of critical thinking as a technology for assessment and how this provides a limited grammar for conceptualising the vibrancy of student criticality. Furthermore, I question whether the positioning of criticality as emotional self-surveillance tames it into a passport for self-improvement and the consequences of this politics of reflection over resistance, for shared questions about higher education's value and values.

K10

Denbigh 1 | Session K10 | **Thursday 11.30-12.00*****The effectiveness of means-tested university bursaries: recruitment, retention and success (0196)*****Neil Harrison**, *University of the West of England, UK*; Sara Davies, Richard Harris, *University of Bristol, UK*; Richard Waller, *University of the West of England, UK*

Research Domain: Access and widening participation (AWP)

This paper reports the results of two qualitative studies undertaken at two contrasting universities and involving semi-structured interviews with 98 full-time undergraduates. These studies aimed to explore the experiences of students from low income backgrounds in receipt of a means-tested university bursary, with particular reference to their entry to higher education, retention on course and likelihood of academic success.

The two studies had convergent findings, despite being undertaken separately, using different methodologies and in contrasting settings. It was found that bursaries had no impact on application behaviour for a large majority of the students and where there was an impact, this was sometimes counterintuitive. However, students generally described bursaries as having a positive impact on their student experience by enabling them to engage more readily in what they perceived to be a 'normal' student lifestyle and to develop protective and motivational social and institutional networks.

K11

Denbigh 2 | Session K11 | **Thursday 11.30-12.00*****Fostering resilience, criticality and critical friendship: doctoral students' experiences and perceptions of peer assessment and review (0096)*****Joan Smith, Phil Wood**, Gareth Lewis, Hilary Burgess, *University of Leicester, UK*

Research Domain: Learning, teaching and assessment (LTA)

This presentation reports on students' perceptions of their engagement in an action research project, in which we trialled pedagogies to develop postgraduate researchers' critical writing and peer reviewing skills through peer assessment. Students were interviewed before and after the intervention.

The pre-intervention interviews indicated that feelings of inadequacy as a researcher and peer reviewer were common. Whilst participants were open to receiving feedback from peers, many expressed anxiety about giving feedback to others. Often this concern related to their fear of providing unhelpful, inappropriate or destructive feedback which might hurt others, impeding rather than facilitating their progress.

Students were inducted into the processes of peer review by means of a range of peer assessment activities, during an intensive critical writing weekend. Post-intervention interview data reflect significant shifts in their understanding of critical writing and their self-perceptions as researchers, writers and peer reviewers.

K12 Raglan | Session K12 | **Thursday 11.30-12.00**

'I think therefore I-statement: An analysis of post-graduate reflective writing' (0233)

Susan McWhirr, Moira Bailey, Robert Gordon University, UK

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

This study's purpose was to explore the development of student reflective writing in order to gauge the acquisition of reflective thinking skills. Writing samples were analysed using the 'I-statement' framework and this approach was subsequently evaluated.

Two samples of personal reflective writing were collected from thirty-five participants. One sample was collected at the end of their first two weeks of postgraduate study and the second in the last two weeks of semester. Each set of writing was scrutinised to identify the I-statements in each example. I-statements were then coded and logged on an analysis matrix to provide an overview of the responses

The samples of writing indicated that whilst student reflective abilities were developing, they still struggled to attain higher level cognitive skills which would enable deeper reflection. The lack of available tools to analyse the quality of reflective writing and the limitations of the I-statement analysis tool are discussed.

L1 Beaumaris Lounge | Session L1 | **Thursday 14.00-14.30**

International university partnerships: How the university shapes the partnership (0345)

Damon Burg, University of Southampton, UK

Research Domain: International perspectives and context (ICR)

This paper's purpose to provide a better understanding of international university partnerships. It hopes to clarify some misconceptions of what partnership are by explaining the great diversity of partnerships. It also aims to create a clearer picture of who is doing what in terms of partnership creation and how those different actors lead to different partnership types and results. By using semi-structured interviews, this paper blends strategic management theory with practical application to shed light on the variety of partnerships. The findings indicate that partnerships are shaped by university structure and are often quite different in terms of stability, form and results at the central administration and the faculty levels.

L2 Beaumaris 1 | Session L2 | **Thursday 14.00-14.30**

Conceptualising cosmopolitan values in internationalised higher education: A capabilities approach (0029)

Stephanie Bridges, University of Nottingham, UK

Research Domain: International perspectives and context (ICR)

The increasingly internationalised nature of higher education has enhanced the potential for students to benefit from a more diverse student body, yet there are gaps between the rhetoric and ideals of internationalisation and the lived realities for both home and international students. This paper advances the idea that fostering cosmopolitan values might be an educational focus for internationalisation. In this study I construct an intercultural 'capability set' as means of operationalising cosmopolitan values within higher education, by drawing on Kwame Anthony Appiah's conception of cosmopolitanism, on the 'capability approach' of Amartya Sen and on data from 44 interviews with undergraduate home and international pharmacy students. Findings illustrated the value of the capability approach a means of evaluating students' intercultural capabilities and potential of the capability set to be used as a heuristic tool for informing thinking about the creation of academic environments which promote justice, student agency and capability development.

L3

Beaumaris 2 | Session L3 | **Thursday 14.00-14.30*****Academic Integrity: Exploring tensions between perception and practice in the contemporary university (0157)*****Joanna Williams**, *University of Kent, UK*; **David Roberts**, *University of Kent, UK*

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

The global trend to reduce state funding of higher education has led to an intensification of the academic environment and increasing pressure on researchers to publish, patent, and secure income streams. Job security, personal reputation, and promotion prospects, are often contingent upon quantifiable outputs. Misconduct in research practice is reported to have increased (Steen et al., 2013), with known cases representing the 'tip of the iceberg' (Fanelli, 2009). Most often they are found in medical related journals due to the nature of the field (Steneck, 2000), although the Journal of Academic Ethics has existed since 2003 and covers issues concerned with all disciplines. Focus-group interviews with UK academics from a range of institutional and disciplinary backgrounds have been used to explore the tensions between participants' understanding and practice of academic integrity. Initial findings suggest academics occasionally experience pressure to compromise their integrity and employ personal strategies to resolve such dilemmas.

ROUNDTABLE L4

L4.1 Caldicot | Roundtable L4 | **Thursday 14.00-15.15*****Transformative experience: knowledge exchange and impact in REACT projects (0322)*****Jon Dovey**, *Simon Moreton, UWE Bristol, UK*

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

This paper offers an account of how involvement in knowledge exchange projects is generating transformative opportunities for arts and humanities researchers in terms of both research practice and impact. It is based on analysis of data drawn from the Research and Enterprise in Arts and Creative Technology (REACT), one of four Knowledge Exchange Hubs funded by the Arts & Humanities Research Council (AHRC) in 2012. This research is intended to contribute to the debate around impact by making clear to Universities and policy makers of the valuable role KE plays in developing innovative researcher careers, and impacts on the creative economy.

L4.2 Caldicot | Roundtable L4 | **Thursday 14.00-15.15*****Process isn't everything. Toward a new practice. (0323)*****Tom Abba**, *UWE Bristol, UK*

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

This paper considers how practice-based research can benefit from participation in Knowledge Exchange activities. It draws on the example of REACT project 'These Pages Fall Like Ash' to frame the demands of combining a teaching practice alongside research, and considers the impact REACT had on those facets of an artist/educator's career. REACT demanded a radical rethinking of the synthesis of practice and research, and the paper argues that the hugely compressed timescale offered by REACT in which to make work - 3 months from outset to public launch was of radical benefit.

L4.3 Caldicot | Roundtable L4 | **Thursday 14.00-15.15*****Butterflies in the Garden: some reflections on interdisciplinary collaboration in the arts (0324)*****Steve Poole**, *UWE Bristol, UK*

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

This paper offers some reflections on the value and consequences of breaching disciplinary silos to make collaborative and innovative models of research. The 2012 REACT sandbox project, Ghosts in the Garden, was conceived as an even-handed partnership between an established historian, an independent art museum and a start-up design company and the brief was to imaginatively recreate the sights, sound, and activity of a Georgian pleasure garden of which no material trace remained. The resulting prototype may be judged on its own terms, but the unforeseen emergence of a provocative manifesto for rethinking mobile/digital applications more broadly at any site of heritage suggests an essential unpredictability. To what extent, though, do interdisciplinary models like these a) challenge HE's research assessment conventions (how do I submit my work to the REF?), and b) incubate butterflies with an eroded sense of intrinsic and subject-specific expertise?

GROUP DISCUSSION L5**L5.1** Caerphilly | Group Discussion L5 | **Thursday 14.00-14.30*****Blended Learning Delivery on a Suite of Masters-Level Research Courses in Education (0327)*****Rory Ewins**, *University of Edinburgh, UK*; **Pete Allison**, *University of Edinburgh, UK*

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

Since 2010, the Moray House School of Education at the University of Edinburgh has delivered a suite of research courses, on understanding, conceptualising and planning research, for MSc students across several taught postgraduate programmes, to predominantly international cohorts of 300 to 500 students each year. To make the most effective use of staff resources, these courses are delivered using a blended learning model, with videos and other VLE content supported by face-to-face workshops. This paper reports on a study into the strengths and weaknesses of this blended mode of delivery from the student perspective, drawing on a sample of the 2013-14 cohort using a combination of surveys, diaries and focus groups throughout the year. Although students were generally positive about blended delivery, we found some of the weaknesses reported in the literature, but also some of the reported benefits, particularly for international students working in English as a second language.

L5.2 Caerphilly | Group Discussion L5 | **Thursday 14.00-14.30*****Evaluating the use of forums to create an online dialogic space in blended learning (0305)*****Feng Su**, *Liverpool Hope University, UK*

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

Use of online discussion forums is widely adopted in higher education teaching. In addition to providing an extension to the learning environment, these are known to help develop higher order thinking skills. Forums provide an online cognitive space, which fosters dialogue and establishes a sense of community among the learners. However, in spite of the multifaceted benefits of online discussion forums learner engagement in these has often been an area of concern for academics. This paper presents findings of an empirical study conducted with a cohort of first year undergraduates on a social science degree with a blended learning delivery. Based on Garrison et al (2000) Community of Inquiry Framework, the paper evaluates aspects of an online forum which can help encourage, enhance and sustain student's engagement in learning. The findings would be of value in informing the blended learning design and creating an effective online dialogic space.

L6

Cardiff | Session L6 | **Thursday 14.00-14.30*****Change-Making in Universities: influencing leadership decision-making. (0182)*****Marian Mayer**, Sue Eccles, Camila Devis Rozental, Janie Jones, *Bournemouth University, UK*

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

The purpose of this paper is to disseminate successful approaches to effecting significant change at institutional and Faculty level in universities. A qualitative approach is adopted, drawing on a current project at a UK University to embed Learning Development Teams across the institution. The case study offers insights into, and an explanation of, endeavours to influence key leaders and senior managers' decision-making. It is argued that the paper offers valuable insights into the ways in which institutional decision-making can be influenced and major changes implemented. The approach adopted has led to institutional wide discourse about the value of embedding Learning Development Teams in Faculties, based on evidencing the efficacy and successes (both for retention and student success) through data and the narrative case study. The paper provides practical and pragmatic approaches that could be applied to a range of desired changes

L7

Chepstow | Session L7 | **Thursday 14.00-15.15*****'My Ideal School': The Development of Teachers' Professional Identity in a Teacher Education Programme (0194)*****Ayala Zur, Rachel Revsin-Ravid**, *Oranim Academic College of Education, Israel*

Research Domain: Student experiences (SE)

This paper presents a method aimed at supporting development of preservice student-teacher professional identity. The method was implemented in an Israeli Master Teach programme course entitled: "The educational discourse mirrored by the school's physical environment". The course aim was to encourage students to contemplate deeply on their professional identity. Thus, the course was designed using Transformative Learning Theory (Mezirow, 2000).

The main course assignment was the Location Task (Zur & Eisikovits, 2011), in which participants design their Ideal School using visual and verbal modes of expression. The paper illustrates the impact of the course method by comparing designs created by one female student at the beginning and end of the course.

Findings highlight themes signifying development in the student's professional identity. Nevertheless, we recognized other themes indicating that potential for transformative learning was not fully realized. In conclusion, more opportunities to engage students in critical reflective discourse should be provided.

L8

Conwy 1 | Session L8 | **Thursday 14.00-14.30*****Using critical discourse analysis to better understand how national higher education policy is played out in educational development practice. (0207)*****Karen Smith**, *University of Hertfordshire, UK*

Research Domain: Higher education policy (HEP)

There is a paucity of higher education research that both critically analyses policy and explores the impact of policy on educational development practice. This paper presents findings from a research project that used critical discourse analysis (CDA) to better understand the process of production, interpretation, and implementation of a leading national UK learning and teaching policy, with particular reference to the educational development community. The combination of textual analysis and in-depth interviews with policy developers and policy users provide rich data around educational developer influence in policy matters; word choice in policy texts; the constraints of policy format; and the impact of involvement in research on practice. I argue that the combination of data collection and analysis methods used in CDA provide greater insights into how policy is played out in higher education practice than the employment of any one of these methods individually could have achieved.

L9

Conwy 2 | Session L9 | **Thursday 14.00-14.30*****Individual and social influences on students' attitudes to debt: a cross-national path analysis using data from England and New Zealand (0199)*****Neil Harrison**, *University of the West of England, UK*; **Steve Agnew**, *University of Canterbury, New Zealand*

Research Domain: Student experiences (SE)

Student indebtedness is increasingly ubiquitous within the English-speaking world, but surprisingly little is known about the attitudes students hold about it. Indeed, the public discourse about debt is increasingly detached from academic findings from the disciplines of economics, psychology and sociology.

This paper reports the results of a quantitative 'path analysis' study based on an online questionnaire completed by 439 first year full-time social science and business undergraduates at two universities in England and New Zealand. Path analysis enables chains of causal relationships between complex variables to be explored.

The findings suggest that while there were significant differences in debt attitudes by country and gender, the role of social class and financial literacy levels was much less important than hypothesised. Individual personality factors exerted some influence, with, for example, a general predisposition toward anxiety being important in predicting specific anxiety about debt.

L10

Denbigh 1 | Session L10 | **Thursday 14.00-14.30*****It Takes More than Money to Motivate Students into Masters Degrees: Evidence from the University of Greenwich Fast Forward Programme (0210)*****Gabriella Cagliesi**, *University of Greenwich, UK*, **Denise Hawkes**, *University College London, Institute of Education, UK*; **Jonathan Sibson**, *University of Greenwich, UK*

Research Domain: Access and widening participation (AWP)

The Fast Forward Programme provides a 60% fee waiver, £500 towards the cost study essentials and guaranteed work experience with ongoing mentoring. Before the start of the programme, all third year undergraduate students and alumni were asked about their intentions with regard to future study and their socio-economic background, enlarging the version of the HEFCE survey to include some behavioural tenets. In addition to the important financial constraints, we find two additional barriers to Masters Study, especially for those from disadvantaged backgrounds: personal and family constraints and the opportunity cost of losing a current job. We also find a strong enabler to Masters Study that is when a possible applicant is persuaded that pursuing a Master's degree could lead to an improved career. The finding suggest that for the loans scheme to be successful in addition to providing funds some effort in designing policy nudges for those facing these constraints.

L11

Denbigh 2 | Session L11 | **Thursday 14.00-14.30*****Student engagement as the promise of agency: frames, domains and technologies of student agency in institutional learning and teaching strategies (0202)*****Debbie McVitty**, *National Union of Students, UK*

Research Domain: Learning, teaching and assessment (LTA)

Student engagement encompasses a wide range of ideas and practices, and can occasionally take on the aspect of a hegemonic discourse, limiting critical analysis of student engagement practice. Adopting the lens of student agency enables critical judgement to be made of what kinds of agency students are afforded in different modes and contexts of student engagement. This paper derives an analytical framework from the literature of student agency and voice, and applies this to institutional learning and teaching strategies to examine what kinds of agency students are discursively afforded in those powerful policy discourses. A range of differentiated discursive frames for student agency are identified, incorporating student positionings, domains for agency and technologies of agency. Those that afford students agency in their own learning and development are more coherent than those that afford students agency in their wider learning environment or community.

L12

Raglan | Session L12 | **Thursday 14.00-14.30****'Giving Something Back': higher education students and educational interventions (0240)****Anne O'Grady, Tina Byrom**, Nottingham Trent University, UK

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

Whilst there is an increasing focus on raising the link between higher education courses and graduate employment, the experiences of higher education students in placement is less well researched. In particular, the ways in which students are able to contribute to specific targeted interventions that support disadvantaged groups has received very little attention. This paper seeks to fill this apparent gap by exploring the placement experiences of a group of undergraduate higher education students who supported an intervention programme designed to support Black and Minority Ethnic (BME) pupils aged 5 – 16. Adopting a qualitative approach, it focused particularly on how the students conceptualised their experiences in the context of being a higher education student. Findings suggest that higher education students engaged with such activity to 'give something back' or as an opportunity to 'fill a gap' in addition to developing transferable skills that enhance their CVs.

M1

Beaumaris Lounge | Session M1 | **Thursday 14.45-15.15****Global Academic Capitalism, Transnational Knowledge Capital, and Academic Stratification (0352)****Terri Kim**, University of East London, UK

Research Domain: International perspectives and context (ICR)

Academic mobility crossing borders has existed since the foundation of the first European universities. In the age of academic capitalism (Slaughter and Rhoades 2004; Münch 2014), however, transnational academic mobility has become ever more active, which can be at least partly explained by different forms of increased competition worldwide: competition between research projects and institutions, international academic staffing, policies of innovation, and also individual academics' career development strategies. Compared to other knowledge workers, mobile academics even seem to enjoy privileged positions. The feature of 'difference' itself becomes a potential competitive advantage in intellectual engagement in knowledge production. However, it is far from clear how international mobile academics make their way within global hierarchies of academic power. In this context, the paper offers an in-depth analysis of the patterns of transnational academic mobility and knowledge production within contemporary neoliberal market-framed universities worldwide.

M2

Beaumaris 1 | Session M2 | **Thursday 14.45-15.15****Five go to Mozambique: a film of how design students develop intercultural competencies for professional practice and global citizenship. (0035)****Iain Macdonald, Myrna MacLeod**, Edinburgh Napier University, UK

Research Domain: International perspectives and context (ICR)

Within the field of graphic design many contemporary designers and educators seek to challenge global corporate homogenization and the exploitation of developing countries. The 'First Things First 2000' followed Ken Garland's manifesto (1964), arguing that Design was not a neutral process, but one that should be more critical and challenging of consumerism.

In an increasingly global economy students must develop an intercultural awareness of themselves and other cultures, a key attribute of global citizenship. Design education can be a transformative and socially engaged practice offering an important platform for student internationalisation.

This film analyses how UK design students participated in live projects in an African context. The aim was that a very different environment with challenging resources and social conditions would develop student global citizenship and mobility, using professional practice to culturally inform the European and Mozambican students in this study as they actively shape the world around them.

M3

Beaumaris 2 | Session M3 | **Thursday 14.45-15.15**

A Tale of Two Cities: the sequel An international comparison of the contributions of professional services staff to student outcomes. (0142)

Carroll Graham, *University of Technology Sydney, Australia*; **Julie Regan**, *University of Chester, UK*

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

This paper reports on a comparative study examining the contribution of professional services staff (PSS) to the student experience: in particular, their contribution to retention and successful outcomes. This is the second phase, involving in-depth interviews, comparing an Australian and a UK institution.

Results from the first phase, which used a Delphi Survey method, were reported in the 2013 SRHE conference. Because of the wide-ranging roles of professional services staff, more in-depth exploration was needed to gain a better understanding. This presentation will report on findings from the second phase comparative analysis, following the UK interviews being undertaken in spring 2015. Initial analysis shows a consistent view on the contribution of PS towards institutional behaviours that deal promptly and knowledgeably with students' enquiries, whilst exhibiting a friendly demeanor. However, this phase also highlights some important differences, which have implications for institutional cultures and the provision of professional development.

M5

Caerphilly | Session M5 | **Thursday 14.45-15.15**

Can a MOOC help me get a job? Reflections from an EU funded project on MOOCs and employability (0160)

Rosemary Borup, *Staffordshire University, UK*

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

In September 2014 the EU awarded funding for a 3 year trans-national project exploring the relationship between MOOCs and employability, thereby targeting three EU key priorities, youth unemployment, linking HE to industry needs, and the influence of new technologies on pedagogy.

This paper examines the aims and achievements of the project to date. The paper's structure reflects our approach: After establishing a working definition of 'MOOC' an audit of current MOOC offerings was conducted – platforms, content, usage etc. This was followed by research which investigated and compared job opportunities and employers' skills needs against skills of work seekers. Later phases, not discussed in the paper, will investigate if identified skills gaps can be filled through the delivery of MOOCs in a supported 'study club' context, and how this impacts on work-seeker employability. An in-depth investigation will also reveal how HE strategists envisage institutions being affected by the 'MOOC phenomenon'.

M6

Caerphilly | Session M6 | **Wednesday 12.00-12.30**

Trust, the Visibility/Invisibility Leadership Paradox, and a Model for Reflective Negative Capability in the Academic Management of English Higher Education (0358)

Jill Jameson, *University of Greenwich, UK*

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

Hierarchical institutional management is still dominant in English higher education, to the neglect of invisibilised forms of (neo-)collegial distributed leadership. In a marketised, stratified higher education system, new public management approaches have focused on visible 'command and control' management, overlooking relatively invisible spaces in which emergent collective academic leadership occurs, sometimes spontaneously. Self-reflexive 'negative capability' is amongst the more 'invisible' models of leadership that enable staff to cope with contested agendas within the supercomplexity of higher education environments. Data collected on trust and leadership (2010-15) from university staff in semi-structured interviews (n=18), surveys (n=140 and a focus group (n=6) are discussed. Findings indicated that, paradoxically, 'less is sometimes more' regarding leadership visibility. 'Negative capability' is newly modelled with reference to self-reflexivity, resisting the 'false necessity' of deterministic solutions and fostering trust in responding to ambiguity. This capability is needed for academic leaders to reconfigure responses within turbulent higher education environments.

M7Chepstow | Session M7 | **Thursday 14.00-15.15*****Using the Dynamic Model of Educational Effectiveness to Explore Perceptions of Impact by Teach First Beginning Teachers (0007)*****Alison Hramiak**, *Sheffield Hallam University, UK*

Research Domain: Student experiences (SE)

The divergent routes into teaching (Smithers et al., 2012) have come under intense scrutiny, including the Teach First route, (seen as a very expensive training model) to demonstrate the impact of teachers on the pupils they teach, in terms of attainment and progress. This research builds on the findings of previous efficacy studies (Darling-Hammond, 2006, Muijs et al., 2012). and investigates the perceptions of impact by beginning teachers on their pupils and schools, using the dynamic model of educational effectiveness (Kyriakides et al., 2009) as a framework for analysis. Findings demonstrated that these beginning teachers exhibited a type five (level) by the end of their first year of teaching, evolving from type 1 to 5 through the year. The paper addresses the conference theme by identifying where further research needs to converge and look deeper into this field of Higher Education research at national and international levels.

M8Conwy 1 | Session M8 | **Thursday 14.45-15.15*****Spaces, shapes and rationales of the expansion of higher education through a historical lens (0171)*****Vincent Carpentier**, *University College London, Institute of Education, UK*

Research Domain: Higher education policy (HEP)

The paper explores the historical expansion of higher education in Europe by looking at three key intersected areas: the links and frictions between the global, national and local spaces of HE; the shapes of HE in terms of access, participation and institutional differentiation; the connections and tensions between the cultural, political, social, economic rationales driving the expansion. These themes and their interfaces constitute the thread of historical analysis to reflect on contemporary debates on the connections between funding, equity and quality. The long view underlines recurrent and interconnected historical shifts in the rationales, shapes and spaces of HE. This suggests a possibility for a future realignment of the economic and non-economic rationales, a rebalanced space for HE looking jointly at the global, national and local dimensions and an institutional reshaping where differentiation is driven by joint imperatives of sustainability, equity and quality.

M9Conwy 2 | Session M9 | **Thursday 14.45-15.15*****Does it have a price tag? Student perceptions about value-for-money in higher education (0247)*****Elizabeth Staddon**, *University of the Arts, UK*; Jon Catling, Alison Davies, *University of Birmingham, UK*

Research Domain: Student experiences (SE)

The concept of value-for-money has been promoted both within and outside the higher education sector to assert that students should expect a good return for their money. This Philosophy of Education Society of Great Britain funded study explores students' perceptions regarding a value-for-money education across four discipline areas at a single Russell Group university. Group interviews are followed by an extensive quantitative survey to elicit attitudes towards payment and debt in order to give greater depth to superficial student experience surveys that assume the legitimacy of a customer model of higher education.

M10 Denbigh 1 | Session M10 | **Thursday 14.45-15.15*****Making connections: relationships and learning identities (0017)*****Lyn Tett**, *University of Huddersfield, UK*; Viv Cree, Hazel Christie, *University of Edinburgh, UK***Research Domain:** Access and widening participation (AWP)

This paper focuses on relationships between students, staff and peers and the role that these play in students' acquisition of a positive learning identity. We argue that it is in interaction that learning happens and identities are shaped and this is a process of on-going change. Our findings are based on data from non-traditional students who entered a research-intensive university from further education colleges. This cohort of 45 students has been interviewed each year and a year beyond graduation. A sub-sample (12) has now been followed up ten years after their first entrance. We find that for students with little previous familial experience of university, learning is a process of inherently risky identity formation. However, such risk is mitigated when students are enabled, through positive relationships, to achieve confidence in making sense of university practices. Moreover the positive sense of self that this engenders continues after leaving the university.

M11 Denbigh 2 | Session M11 | **Thursday 14.45-15.15*****International Masters Students' Perception of the Research Skill Development framework (0237)***Dayan Abdurrahman, **John Willison**, Fizza Sabir, *University of Adelaide, Australia***Research Domain:** Learning, teaching and assessment (LTA)

This qualitative research investigated international Master students' perspectives on the Research Skill Development (RSD) Framework. Success of this framework for research based learning and teaching at the postgraduate level is thought to have a close connection with students' perceptions of it. In order to know what these perceptions are, a series of in-depth-interviews were conducted with five international Masters Students in a School of Education. After the data was collected, it was analysed using a phenomenological approach with a critical interpretation. The results showed that those five overseas master students have relatively positive perception on the use of the RSD framework as a useful tool to understand research based learning and teaching in the Master program. However, there were numerous issues to be resolved before they found the framework to be informative. including multiple exposures and timeframe allocated to understanding.

M12 Raglan | Session M12 | **Thursday 14.45-15.15*****Higher Education in Society: The influence of university participation on the life courses of young South Africans (0099)*****Jennifer Case**, Disaapele Mogashana, *University of Cape Town, South Africa*; Delia Marshall, *University of the Western Cape, South Africa*; Sioux McKenna, *Rhodes University, South Africa***Research Domain:** Employability, enterprise and graduate careers (EE)

In contemporary times there is renewed attention to the purposes of higher education, yet apart from graduate destination and labour market surveys there is little fine-grained research on how higher education influences the life courses of young people. The present research thus sought to investigate in detail how the knowledge and dispositions acquired in higher education relate to young people's experiences of opportunities and constraints and how they make choices on their life course. The work is informed by a theoretical perspective from the sociologist Margaret Archer which centres reflexivity as a key emergent property framing human agency. We draw on in-depth interviews conducted with young adults drawn from across three South African institutions who commenced university studies in science or humanities in 2009. In this paper we present preliminary findings from the first phase of data collection in this study.

N1

Beaumaris Lounge | Session N1 | **Thursday 15.45-16.15*****Taking the distance out of distance learning: Using online and new technologies for student engagement (0366)*****Karen Foley, Sarah Bridgman**, *Open University, UK*

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

The Open University are using live-streaming technology and bespoke interfaces to engage students in a series of online interactive events. Under the umbrella brand 'The Student Hub Live', Freshers' events for new starters and interdisciplinary conferences have been run. In addition to the benefits of early engagement with an academic institution (Alsford and Rose, 2014), the role of informal online interaction has benefits when there are formal requirements to engage in collaborative group work online as part of assessment (Anderson and Garrison, 1998). We are evaluating these events using frameworks that have been developed by the Institute of Educational Technology at the OU based on Murray Saunders's RUFDATA evaluation approach (Saunders, 2000; Jelfs and Kelly, 2007). Now, in the second official evaluation, we discuss the effectiveness of this format as a way to use new technologies to engage students.

N2

Beaumaris 1 | Session N2 | **Thursday 15.45-16.15*****Evaluating quality of the double-degree programmes developed between Japanese and European universities: from a perspective of students' experiences (0230)*****Hiroyuki Takagi**, *Kobe University, Japan*

Research Domain: International perspectives and context (ICR)

This ongoing research aims to evaluate the quality of the double-degree programmes that have been increasingly developed by Japanese universities with their foreign partners. Follow-up investigation on experiences and learning processes of students in the programmes that are offered by two graduate schools in Japan and Europe is conducted to evaluate the quality from students' viewpoint. Research questions include: 1) what experiences and learning processes do students undergo through the programmes?; 2) how are these different among them depending on their backgrounds and programmes?; and 3) what are the reasons behind the inconsistency between programme objectives and students' learning outcomes? Open-ended interviews with students and academic staff of the programmes are carried out before, during and after they study at the foreign partner institutions. In-depth and comparative analysis of individual cases was made to explore issues for further development of the programme from both context-specific and context-transcendent perspectives.

SYMPOSIUM N3

Beaumaris 2 | Symposium N3 | **Thursday 15.45-17.45*****Experiences of post-PhD researchers: Building strategies for success*****Chair:** Lynn McAlpine, *University of Oxford UK*

Research into the postdoctoral period is still quite limited in comparison with doctoral education. This symposium brings together studies on this under-explored group using different but related questions and methodologies.

The first two papers document the experiences of social scientists early on in the transition from PhD student to postdoc. The first, a qualitative narrative approach, examined the metaphors embedded in activity logs and interviews to characterize the experience of five postdocs as they navigated their positions. Experiences were revealed as Competitive (a contest) and 3-Dimensional (extending, adapting, changing), and appear to unconsciously reflect aspects of their wider working context.

The second, using an online survey, examined how 97 relatively new postdocs perceived the relationship between their writing and well-being. Like all postdocs, they are under pressure to be highly competitive (which could induce stress) while actively engaging in publication to advance their scholarly profiles. We found engagement was related with positive perceptions of writing and actual productivity. Since these individuals were relatively new postdocs, research productivity must have developed during the degree.

The third and fourth papers address aspects of securing funding, a career aspiration for postdocs in demonstrating their research independence, regardless of discipline. The third, using in-depth interviews, examined how 25 postdocs who had obtained fellowships built and activated their professional social networks for fellowship applications. All 25 fellows had networks with distinct support functions: navigating internal processes; and supporting intellectual development and access to the wider academic community.

The last, using a mixed-mode qualitative approach, examined how 25 Principal Investigators (PI) sought and took up their first grant. Regardless the length of the journey (PhD graduation to first grant varied from one to eleven years), nearly all noted the importance of luck, making it imperative to sustain self-belief. In taking up the grant, unexpected challenges emerged, particularly if building a team, in their having to shift investment into many non-research activities.

Collectively these papers highlight the 'learning' challenges experienced by postdocs as they develop their scholarly profiles and establish independence. While research education has largely been conceived in terms of the master's and PhD, the studies point to particular kinds of support that could benefit postdocs. Further, there are indicators here about how aspects of doctoral education might be enhanced to better prepare doctoral students who seek academic career.

N3.1 Beaumaris 2 | Symposium N3 | **Thursday 15.45-17.45**

Competitive and 3-Dimensional: Metaphors of post-PhD researcher experiences (0104)

Gill Turner, *University of Oxford, UK*

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

Experiences consciously reported by post-docs have been described by authors through metaphors such as 'underground working', 'working at the coal-face', 'nomads' and 'self-sacrifice'. This study investigates how post-docs unconsciously report their experience through a structured analysis of metaphors researchers themselves use. Preliminary analysis of narratives from five social science post-docs at two UK research intensive universities revealed two dominant metaphorical concepts underlying their experience. Competitive refers to a contest involving the need to keep up with or stay ahead of others whilst 3-Dimensional refers to a connection to something that is concrete yet is expanding or constrained. These concepts mirror aspects of the wider context, suggesting post-docs' narratives are unconsciously framed by demands on aspiring academics to strive and surpass others to obtain a long term academic position, and the fluid nature of research which leads researchers to extend, adapt and change their experience.

N3.2 Beaumaris 2 | Symposium N3 | **Thursday 15.45-17.45**

Post-doc experiences related to writing and well-being (0105)

Montserrat Castelló, *Universitat Ramon Llull, Spain*; **Kirsi Pyhältö**, *University of Helsinki, Finland*; **Lynn McAlpine**, *University of Oxford, UK*

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

Post-doctoral researchers are under enormous pressure to be highly competitive as they navigate a fragmented highly stressful career path. They must manage these high demands which may turn into stressors while developing their scholarly profiles through publication. Still, little is known about post-doc perceptions of writing in general, and even less about the interrelations between the writing perceptions and experienced well-being. In this paper, drawing on a survey of 97 post-docs, we explored how their perceptions of scientific writing were associated with experienced engagement, community collaboration, burnout, and productivity in terms of publishing. We found engagement was related with adaptive perceptions of writing and actual productivity. Since these individuals had only on average graduated two years previously, research productivity must have developed during the degree: a reminder for the need for doctoral students and supervisors to incorporate a publication strategy into doctoral study, and perhaps reconsider the thesis format.

N3.3 Beaumaris 2 | Symposium N3 | **Thursday 15.45-17.45*****More than lucky: Exploring how post-doc professional networks are activated in gaining research fellowship awards (0106)*****Kay Guccione**, *University of Sheffield, UK*

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

Achieving independent status within the academic environment, by securing research fellowship funding is a career aspiration for many post-doctoral researchers and can be viewed as a significant academic career transition. By examining how researchers build and activate their professional social networks for fellowship applications, this paper explores the notion of what it means to transition to being an 'independent' researcher within social systems. Through in-depth interviews across multiple HEIs, twenty-five fellows' experiences of building and activating professional networks were explored. Commonly, aspiring fellows sought to build networks to support or enhance their applications, activating contacts for specific roles. Within a fellow's network distinct support functions were observed and are described in this paper as the 'Tour Guide', a source of navigation for internal processes; and the 'Career Champion', who supports the fellow's intellectual development and facilitates access to the wider academic community and resources.

N3.4 Beaumaris 2 | Symposium N3 | **Thursday 15.45-17.45*****Becoming a PI: Luck, agency and persistence... "Just keep rowing!" (0107)*****Lynn McAlpine, Gill Turner, S Saunders, N Willson** *University of Oxford, UK*

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

While gaining research independence by becoming a principal investigator (PI) is an aspiration for many postdocs, little is known of the actual journey from PhD graduation to taking up the first PI grant. This study provided insight into this experience by using a qualitative narrative approach to examine how 25 PIs from a range of disciplines in one UK university experienced working towards and taking up this significant achievement. Regardless of the length of the journey from PhD graduation to first PI grant varying from one to eleven years, nearly all noted the role that luck played. The influence of luck made it even more important for these individuals to sustain a belief in themselves and be agentive in managing the challenges of the journey. Overall, they demonstrated persistence, resilience and commitment as they navigated difficult odds in order

GROUP DISCUSSION N4**N4.1** Caldicot | Group Discussion N4 | **Thursday 15.45-17.45*****The convergent and divergent boundaries of becoming a migrant academic (0014)*****Judith Enriquez-Gibson**, *Liverpool John Moores University, UK*

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

This paper will consider being an academic migrant and becoming a migrant academic. The narrative will be interwoven with other academic mobilities encountered in various texts. It will explore the implications of the notions of boundaries and borders beyond static and spatial configurations of movement. Its framing argues that boundaries and borders that make up mobilities are in fact the multifarious and mostly invisible entanglements of physical movement, representation and practice. In short, mobilities produce patterns and rhythms of movement that define the making of a mobile academic subject like me as both traveller and researcher (ethnographer). Henri Lefebvre's rhythmanalysis presents a useful analytical framework for this consideration. The borderwork that needs to be done to articulate the relationship between mobility and academic knowledge is not neutral. For instance, questions related to 'home' or 'where are you from?' reveal a spatial and directional understanding of movement.

N4.2 Caldicot | Group Discussion N4 | **Thursday 15.45-17.45*****Scaling the Mountain: an exploration of gendered experience of academic staff in relation to the Research Excellence Framework 2014 (0021)*****Chantal Davies, Ruth Healey**, *University of Chester, UK*

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

This paper will explore the experiences of female academics within the research institution in relation to the recent Research Excellence Framework in 2014 (REF 2014). It is considered that the Public Sector Equality Duty (pursuant to the Equality Act 2010) requires individual Higher Education Institutions to consider and explore the experience of female academics with a view to generating qualitative data about the experience of this group in relation to the REF 2014. This paper will explore some of the early findings of an institutionally funded research project in relation to the gendered experience of academic staff in the research institution in relation to the REF 2014 process and provide the opportunity for local perspectives in this regard to feed into lessons learnt at a national and global level.

N4.3 Caldicot | Group Discussion N4 | **Thursday 15.45-17.45*****Female academics and career progression: Can Structured Writing retreats make a difference? (0180)*****Larissa Kempenaar, Rowena Murray**, *University of the West of Scotland, UK*

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

There continues to be a gender gap in terms of women in managerial and professorial posts in Higher Education. Publication rates for female academics are lower than their male counterparts. Structured writing retreat (SWR) is an intervention which aims to increase research output and is mostly attended by female academics. This study aimed to explore if SWR impacted on female academics' career progression. A focus group was carried out with female participants at an SWR. Participants were clear that SWR was linked to research output, and this in turn was linked to career progression. However, as most women were in the process of completing their PhD, they could not yet see how SWR would lead to career progression. Nevertheless, embracing the principles of SWR enabled them to prioritise their writing and hence their career development. Structured writing retreat therefore has the potential to address gender inequality within the academic environment.

N4.4 Caldicot | Group Discussion N4 | **Thursday 15.45-17.45*****Reviewing the reviewers: The social construction of evaluation criteria in professorship appointments in Swedish academia. (0225)*****Hanna Li Kusterer, Paula Mählick**, *Henry Montgomery, Stockholm University, Sweden*

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

Academic recruitment processes and the distribution of research grants often disadvantage women and minorities. In Sweden, research from an intersectional perspective is largely lacking. The present study concerned the evaluation processes preceding professorship appointments at one of Sweden's leading universities. The aim was to identify evaluation criteria, examine how these were constructed and applied in the evaluation of applicants, and whether there are biased patterns relating to applicants' gender and ethnicity. The reviewers' descriptions and use of features such as research excellence, quality, independence and cooperation, depth and range of research were examined. A preliminary analysis reveals large inter- and intradisciplinary differences. Apparent interdisciplinary differences (e.g., number and type of publications, pedagogical merits, and the formation of an independent research group) are also found within similar disciplines and by reviewers of the same appointment. Inconsistencies, patterns of biased evaluation and implications for policy and practice will be discussed.

GROUP DISCUSSION N5

N5.1 Caerphilly | Group Discussion N5 | **Thursday 15.45-17.00**

Learning for interprofessional practice: identifying interprofessional capabilities and cultures (0170)

Moira Lewitt, Beth Cross, Louisa Sheward, Pauline Beirne, *University of the West of Scotland, UK*

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

Literature indicates that challenges in learning for interprofessional healthcare practice are similar today compared to fifty years ago. An interdisciplinary research methodology was used, with policy makers, managers and academics participating in audio-recorded interviews and group discussions, in iterative cycles and facilitated by art-based approaches. Themes emerged around key interprofessional capabilities, along with “cultural” factors; barriers and facilitators to collaborative working in organisations. There was a notable gap in the discourse between policy and practice, and higher education. IPE terminology was identified as a barrier to developing learning environments that take into account the breadth of capabilities. In conclusion, higher education strategies should take into account different contexts of interprofessional practice and collaboration, and service users and practitioners should be involved in learning development. A framework is proposed that could be used by individual students and practitioners, as well educators and organisations as a developmental tool for the interprofessional-learning journey.

N5.2 Caerphilly | Group Discussion N5 | **Thursday 15.45-17.00**

Social work academics’ subject positions: convergence and divergence (0173)

Diane Simpson, *University of Lincoln, UK*

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

Using Foucault’s (1989) concept of subject positions, this doctoral research, explores and discusses identities and positions of social work academics. Thirteen subject positions (Foucault, 1989) provided insight into the daily experiences of social work academics but also had specific functions in managing identities of ‘practitioner’ and ‘academic’. The subject positions were critical in facilitating the transition from practitioner to academic, but also highlighted tensions and challenges (i.e. divergence) between social work and academic practices and identities, as well as issues of synchronicity (i.e. convergence). The subject positions facilitated the management of identities, enhanced areas of compatibility, addressed and resolved issues of paradox, tension and antithetical identities. Thus, subject positions reflected social work academics’ experiences of being, negotiating/becoming social work academics. Subject positions were conceptualised as being, negotiating or a combination of being and negotiating, set within a meta-position of a Dominant and Default Social Work identity.

N5.3 Caerphilly | Group Discussion N5 | **Thursday 15.45-17.00**

Practice-led research as changing practice: aspiration and identity in doctoral education (0255)

Jacqueline Taylor, Sian Vaughan, *Birmingham City University, UK*

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

Is practice-led research changing doctoral practice? We set out to investigate the influence of the growth of practice-led and practice-based doctoral research on students’ career aspirations, doctoral experiences and the academic community in our own institution, within a Faculty of Arts, Design and Media. Drawing on our local example investigated through a career-tracking exercise, questionnaires, focus groups and a co-researcher participatory approach to doctoral community initiatives, we situate the changes we uncovered within the growing literature on doctoral pedagogies and practice-led research. Our assertion is that the growth in practice-led research is part of a changing doctoral landscape, another element of plurality in which the traditional assumptions of dichotomous career aims either in the Academe or beyond the ivory tower are challenged by convergence as nuanced aspirations for para-academic roles. We question the implications for doctoral pedagogies and provision.

GROUP DISCUSSION N6

N6.1 Cardiff | Group Discussion N6 | **Thursday 15.45-17.45**

Income and Expenditure in the UK university system in the 21st Century: A Golden Age? (0130)

Alison Wolf, *King's College London, UK*; **Andrew Jenkins**, *University College London, Institute of Education, UK*

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

In this paper we analyse trends in the income of universities in the UK, what universities have spent their money on, and variation in income and expenditure between different types of institution in the UK system. Our analyses make extensive use of HESA data on income, expenditure and staffing for a large sample of UK universities. We show that there has been a substantial increase in real income in the sector since 2001, but the chief beneficiaries have tended to be Russell Group institutions and this has consolidated their prior advantage on levels of income-per-student and income-per-staff member. Analysis of expenditure trends suggests that spending on staff has tended to go disproportionately towards managers and non-academic professional staff. Meanwhile, universities have focused on increasing the numbers of associate teaching-only staff, as well as short-term research-only staff, rather than expanding their core lecturing staff.

N6.2 Cardiff | Group Discussion N6 | **Thursday 15.45-17.45**

Gender balance on the governing bodies of UK universities (0093)

Michael Sherer, Idlan Zakaria, *University of Essex, UK*

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

This paper extends the report by Jarboe (2013) and evaluates the factors affecting the representation of females on governing bodies (boards) of UK universities. Using data from university websites and HESA, we observe the proportion of female members of UK university boards to be 32%, higher than the corporate sector and similar to Parliament, but unsatisfactory given the percentage of female staff and students at UK universities. This holds for both insider and outsider members. The proportion of female board members is positively related to the proportion of female senior management and professors at any given university, while larger universities are more likely to have more female insider members. The presence of a female Vice-Chancellor increases the likelihood of more female representation. Overall, we find that while gender balance on boards of UK universities is better than the corporate and political sectors, it is substantially below the optimal level.

N6.3 Cardiff | Group Discussion N6 | **Thursday 15.45-17.45**

Europe in a time of excellence: Converging trends of equity and excellence in higher education governance? (0316)

Tone Cecilie Carlsten, Agnete Vabø, Per Olaf Aamodt, *Nordic Institute for Studies in Innovation, Research and Education (NIFU), Norway*

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

This paper discusses the current move towards a higher education excellence scheme: On which premises does the trend of quality arrangements develop? We examine shared questions in work on excellence and quality in national contexts, and analyze data on how excellence schemes merge with universities' local strategies. Based on empirical studies on educational quality arrangements, we illustrate how excellence is a concept subject to divergent opinions. We provide examples of how the concept of excellence converge between contexts, and how it may form a contrast to quality as a commonly "democratized" concept: Is excellence in education for a selected elite, or is it an integrated part of the work on quality for all? Our paper presents new data and analyses on different excellence arrangements, including Centers of excellence, honors programs and teaching academies, and provide new insights into how such arrangements contribute to the discussion of equity in higher education.

N6.4 Cardiff | Group Discussion N6 | **Thursday 15.45-17.45*****Zen and the art of risk assessment: what are the implications of a system of risk-based quality assurance for higher education in England? (0152)*****Elizabeth Halford**, *Quality Assurance Agency for Higher Education (QAA), UK*; **Alex Griffiths**, *King's College, UK*

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

This paper is submitted in respect of the Management, leadership, governance and quality (MLGQ) research domain. It considers how centrally-available and comprehensive quantitative data can be used as an indication of risk in relation to quality in the risk-based system of quality assurance, as currently implemented in England. This consideration is set within the policy context of expanding higher education and the introduction of a new system of funding in 2012.

Utilising mathematical modelling, in particular, the elastic net approach which combines ridge and lasso regression to perform both model stabilisation and variable selection, the paper concludes that a number of different models produced similar results; however, the chosen model utilises two specific indicators to predict the likelihood of unsatisfactory judgements in QAA review.

GROUP DISCUSSION N7**N7.1** Chepstow | Group Discussion N7 | **Thursday 15.45-16.15*****The impact of clickers on module evaluation questionnaire responses (0192)*****Thomas Love**, Laura Mason, Rachel James, Jenny Phillips, *Swansea University, UK*

Research Domain: Student experiences (SE)

Enhancing student experience is a key initiative in higher education. Whilst this is achieved via a number of processes, academic experiences are obtained via student module evaluation questionnaires. The reports generated enable action plans to be developed to improve teaching, learning and assessment, identify areas of good practice and areas for improvement. Therefore the information, if collected appropriately, is integral to enhancing student experience. Module evaluations are often collected online which is beneficial because of the speed of data entry, analysis and administration; however they suffer from reduced response rates, which restrict the use of any data collected. The use of "clickers" is associated with improved student engagement and quick collection of anonymous feedback. Therefore, the aim of this study was to determine the effect of "clickers" on module evaluation questionnaire response rates and feedback results.

N7.2 Chepstow | Group Discussion N7 | **Thursday 15.45-16.15*****Apps on Smart Phones to Increase Engagement in Lectures: Student Focus Group Perspectives (0376)*****Trevor Nesbit**, Billy O'Steen, Tim Bell, *University of Canterbury, New Zealand*

Research Domain: Student experiences (SE)

The purpose of this paper is to present the results of a focus group conducted with a group of students from two courses where an application running on smart phones and similar devices was used to facilitate feedback from small group discussions during lectures. The motivation for this paper came from the need to triangulate some of the findings from earlier phases of the study relating to the importance of anonymity, issues surrounding requiring students to own devices like smart phones, the coverage of course content, not overusing the technology and the importance of lecturer feedback.

The paper confirms findings of earlier phases of the study that surround the importance of feedback from lecturers and the significance of issues surrounding requiring students to own devices like smart phones.

SYMPOSIUM N8

Conwy 1 | Symposium N8 | **Thursday 15.45-17.45**

The public role of the contemporary university: global and interdisciplinary perspectives

Discussant: Y Lebeau, *University of East Anglia, UK*

Chair: S Marginson, *University College London, UK*

This symposium addresses the issue of 'public' and its relationship with higher education institutions. Discourses around the role of the contemporary university, its public and collective character - as more than an incubator of private goods - and how both public and private sectors shape it, are complex and even contradictory. Accounts are often either solely analytical or ideological and normative: is this an area of higher education studies in which facts and values merge? This symposium includes five presentations that shed light on different possible conceptualisations, theorisations, measures and practices of the 'public' and attempts to identify ways in which the public role of the university might be advanced.

The first two papers are conceptual in nature. In the first paper, Marginson combines public/private distinctions in economics and political philosophy to categorise higher education systems. From here, he proposes and illustrates a quadrant-style classification of higher education to assist in defining policy and system evolution. In the second paper, Williams acknowledges perspectives that conceptualize the public character of higher education as economic or social benefits and like Marginson proposes that knowledge might be considered as a public good. The third paper analyses ethical issues in relation to the university and its expansion through international branch campuses. Here, MacFarlane scrutinizes the current focus and aims of this phenomenon - mainly business oriented - and contests them by highlighting a need for considering ethical issues. The two last papers analyse study cases that are at extremes of the role of the state in relation to universities. In examining the case of Chile as a paradigmatic case of marketization of the higher education, Guzmán-Valenzuela and Simbürger focus on the public-private divide. They identify ways in which discourses that have originated in mass media press show opposite political and ideological perspectives when referring to the public role of universities. Finally, Välimaa analyses the case of Finland in which public means the comprehensive regulation of higher education through legal and funding mechanisms deployed by the state that even reach the private sector.

Through examining the issue of 'public', by looking at its location in national states (UK, Finland and Chile) and through disciplinary perspectives (social theory, economics, ethics, political science and philosophy) this symposium widens the analytical frames in advancing possible forms of 'public' and lays the ground for comparative and interdisciplinary studies on this important matter.

N8.1 Conwy 1 | Symposium N8 | **Thursday 15.45-17.45**

The public dimension of Chilean universities: contesting discourses (0041)

Carolina Guzmán-Valenzuela, *University of Chile, Chile*; Elisabeth Simbürger, *University of Valparaíso, Chile*

Research Domain: Higher education policy (HEP)

This paper addresses ways in which discourses around the public and the private evolve in contexts of neoliberal higher education. To do so, we analyse the case of Chile, a paradigmatic case of marketisation in higher education (OECD, 2014).

Prompted by the Chilean students' movement (2011-2013), the demand for free public education for everyone has been a subject of discussion with a large reform of the higher education system being a matter before the parliament. The public dimension of universities has been a matter of controversy since then and has gained traction. By means of critical discourse analysis (Fairclough, 1993, 2003), we analyse articles in two leading newspapers that are ideologically opposed to each other (conservative versus liberal) over a year (2013-2014). We identify a variety of discourses around the meaning of the public/private divide in relation to universities and how they are contested by their respective ideological opponents.

N8.2 Conwy 1 | Symposium N8 | **Thursday 15.45-17.45*****Towards a new political economy of public/private in higher education (0066)*****Simon Marginson**, *University College London, UK*

Research Domain: Higher education policy (HEP)

The paper develops a new conceptual framework for categorising and analysing higher education systems and activities in terms of the public/private distinction. The framework combines (1) an economic definition, a modified form of Samuelson's (1954) distinction in which 'public goods' are non-rivalrous and/or non-excludable; and (2) a political definition that following Dewey (1927), acknowledges that activities that are socially relational in character and have consequences for those not directly involved in the activity can be understood as 'public' and are the proper business of states and/or collective determination. By combining these two distinctions we derive a four-way quadrant-style classification of higher education in which all four quadrants are populated and the political economies of each quadrant are distinguished. While systems and HEIs can be mixed in character, i.e. straddling between or moving between quadrants, the four-way classification is helpful in defining policy and system evolution. Examples will be discussed.

N8.3 Conwy 1 | Symposium N4 | **Thursday 15.45-17.45*****Establishing International Branch Campuses: the need for a moral compass (0070)*****Bruce Macfarlane**, *University of Southampton, UK*

Research Domain: Higher education policy (HEP)

The global expansion of higher education has led to the rapid growth of international branch campuses (IBCs). Western universities have established IBCs in developing economies in the Middle East and South East and East Asia where international human rights organisations have often highlighted persistent breaches of international law and ethics (eg Mainland China, Malaysia, Singapore, United Arab Emirates, etc). Existing literature focuses on a description of the phenomenal growth of IBCs and evaluates their service quality and economic viability rather than offering any consideration of ethical issues. This paper will provide a critical analysis of the implicit and explicit justifications for establishing IBCs, using documentary analysis and drawing on an ethical algorithm from the international business ethics literature. This provides a means of evaluating whether universities, as publicly funded entities representative of their 'home' country's 'common culture', should establish an IBC on moral rather than purely financial grounds.

N8.4 Conwy 1 | Symposium N8 | **Thursday 15.45-17.45*****Knowledge as a Public Good of Higher Education (0137)*****Joanna Williams**, *University of Kent, UK*

Research Domain: Higher education policy (HEP)

Recent UK government policy documents present the public good of higher education as economic or social benefits directly accrued by graduates or reaped by broader society. However, an older tradition points to knowledge as a public good. Newman (1852) argued 'Knowledge is capable of being its own end' and Arnold (1904) claimed 'The ideal of a general, liberal training is to carry us to knowledge of ourselves and the world'. Arendt (1954) suggests education preserves and transmits society's accumulated knowledge and understanding of the world for future generations. The twentieth century saw a growing challenge to arguments that education could be justified in its own terms and that knowledge could be considered a public good (Tilak 2008). A more instrumental understanding of public good emerges from within and outside of universities (Nixon 2011). This paper asks whether it is still possible to consider knowledge a public good of higher education.

N8.5 Conwy 1 | Symposium N8 | **Thursday 15.45-17.45****Public Universities in Nordic countries: the Case of Finland (0206)****Jussi Valimaa**, *University of Jyväskylä, Finland*

Research Domain: Higher education policy (HEP)

This presentation will analyse the relationship between nation state and higher education institutions (HEIs) in the Nordic context where the principle of equal educational opportunities is one of the strongest structuring principles of and for education. Public in the Nordic context means both public regulation of education through legislation, public funding of HEIs and the public steering of HEIs by national ministries of education. Private HEIs in Nordic context are often defined as independent rather than private providers of higher education because they are strongly regulated by nation states and their students are supported by the state. This presentation will discuss the public nature of higher education by using Finnish higher education as case to illuminate the social dynamics of Nordic higher education.

N9Conwy 2 | Session N9 | **Thursday 15.45-16.15****How do students finance their studies after the change in tuition fees, loans and grants? Timeline of financial transitions at a Northern Red-Brick University (0319)****Rita Hordosy**, Tom Clark, Dan Vickers, *University of Sheffield, UK*

Research Domain: Student experiences (SE)

This paper looks at the student budget post-2012, contrasting the experiences of low and high income students of the second generation who started their studies under the new tuition fee regime. Building on the first and second year interviews with students from an ongoing longitudinal study the paper highlights similarities and differences in budgeting. Using the academic calendar as the guideline, the paper provides an overview of how the national and institutional timeline for financial support to students has a mismatch with the expenditure side of the student budget, culminating in shorter or longer periods of crises and pressure points. This paper suggests refocusing attention from the institutional view onto how different individuals experience their student lives. The paper suggests that informing students and their families about the potential temporary financial shortfalls and setting up a flexible, local and accessible support structure available for students is absolutely crucial.

SYMPOSIUM N10Denbigh 1 | Symposium N10 | **Thursday 15.45-17.45****The right to Higher Education? Reconceptualising students' experiences of Belonging and Mattering in UK and Australian Higher Education****Discussant:** C Taylor, *Sheffield Hallam University, UK***Chair:** J Stevenson, *Sheffield Hallam University, UK*

The five interlinked papers which contribute to this symposium illuminate the ways in which subjective and affective institutional practices inform the extent to which different sorts of students feel they belong in, matter to, or are cared for by, higher education institutions. Across the papers the authors highlight how such practices not only construct certain students as different or other, but subsequently shape the ways in which they think about their right to be in higher education. Mattering is the subjective 'feeling of counting for others, being important for them, and therefore oneself and finding in the permanent plebiscite of testimonies of interest – requests, expectations, invitations – a kind of justification for existing (Bourdieu, 2000, p. 240).

As Burke and Bennett's paper evidences questions of mattering are deeply tied to processes of subjective construction in which unequal positionings shape student 'capability' across pedagogical spaces. Utilising a critical analysis of empirical data from research conducted in Australia, their paper explores the meanings attached to 'capability' and considers the ways that these meanings shape the experiences, practices and sense of belonging of students from non-traditional backgrounds. In our second paper Thomas further extends considerations of belonging by illuminating how the dominant discourse of belonging in HE is

problematic for part-time, mature undergraduates. Drawing on interviews with staff and students across multiple case study research sites she explores how these students' multiple identities exclude them from institutional practices of belonging modelled on young, full-time student engagement.

In paper three Stevenson brings together questions about who belongs in higher education with thinking about who matters. In her analysis of interviews with refugee students, collected over eight years, she draws attention to how these students' feelings of mattering to others, already weakened through trauma and persecution as well as the process of seeking asylum, are compounded by their experiences on campus, which turn shapes their sense of belonging to their institution. Klemen i 's paper explores student involvement in quality enhancement drawing together the different underlying relational ties between students and their universities (belonging, mattering, and needs-fulfilment) and exploring how these play out in students' agentic orientations.

Finally, the affective nature of how we think about belonging and mattering is also discursively tied up with notions of who cares and who is cared for within higher education. Our final paper by Dent, therefore, makes visible how care is conceptualised in both health and social care and higher education settings to illuminate how judgements are made about who is mis/recognised as requiring or being entitled to support. This paper also concludes the symposium with final reflections on how institutional policies and practices may shape how students think about their right to higher education.

N10.1 Denbigh 1 | Symposium N10 | **Thursday 15.45-17.45**

Capability, Belonging and Mis/recognition In Higher Education (0128)

Penny-Jane Burke, Anna Bennett, *University of Newcastle, Australia*

Research Domain: Access and widening participation (AWP)

Although deficit discourses shape assumptions and judgements about student capability, there is a dearth of research that examines those constructions. Questions of 'mattering' are deeply tied to processes of subjective construction in which unequal positionings profoundly shape student 'capability' across pedagogical spaces. Through a critical analysis of empirical data from research conducted in Australia, this paper explores the meanings attached to 'capability' and considers the ways that these meanings shape the experiences, practices and sense of belonging of students from non-traditional backgrounds. This analysis is informed by a post-structural framework, which understands subjectivity as formed through discourses and performatives that are deeply entangled with the politics of mis/recognition. By bringing this politics to the fore, we seek to better understand the 'politics of access and participation ... of who is seen as having the right to higher education' (Author, 2012, p. 2).

N10.2 Denbigh 1 | Symposium N10 | **Thursday 15.45-17.45**

(Not) mattering in higher education (0131)

Jacqueline Stevenson, *Sheffield Hallam University, UK*

Research Domain: Access and widening participation (AWP)

This paper draws on narrative interviews with forty refugees and other forced migrants studying in UK higher education to explore how the embodied, subjective and affective practices of higher education (Burke, 2012) can enhance or work against students' sense of mattering. The students accounts were analysed by paying attention to the four elements fundamental to developing and sustaining a sense of mattering: how much attention was paid to them by others; whether they felt important to, or cared for, by those around them; the extent to which they considered that others depended or relied on them and the appreciation they felt was given to them for their efforts (Rosenberg and McCullough, 1981; Schlossberg, 1989). The students' stories draws attention to how the small-scale, local, often seemingly casual, micro-practices of higher education can have significant positive or negative implications and intensify feelings of mattering or not to those around them.

N10.3 Denbigh 1 | Symposium N10 | **Thursday 15.45-17.45**

Going the extra mile: spaces between rhetoric and experience (0148)

Kate Thomas, *Birmingham City University, UK*

Research Domain: Access and widening participation (AWP)

This paper presents findings from a multiple case study of four English universities investigating dimensions of belonging in higher education for part-time, mature undergraduates. The research combines a Bourdieusian field analysis, Brah's concept of 'diaspora space' and Massey's conceptualisation of space and place, in a borderland analysis (Abes, 2009) to understand the complexity of belonging in contested space. Findings suggest that staff working with part-time, mature undergraduates engage in compensatory behaviour to bridge the gap between an institutional rhetoric of belonging and student experiences of peripherality. In addition, institutional geographies of power (Massey, 2005) position these staff as peripheral within both pre- and post-1992 HE institutions. The findings concur with the claim that the dominant discourse of belonging in HE (Author, 2012) is problematic for such undergraduates, whose multiple identities, cross-cut by age, gender, race and class exclude them from dominant practices of belonging modelled on young, full-time student engagement.

N10.4 Denbigh 1 | Symposium N10 | **Thursday 15.45-17.45**

Conceptualising Care in Higher Education (0248)

Samuel Dent, *Sheffield Hallam University, UK*

Research Domain: Access and widening participation (AWP)

This paper argues that we need to problematise the absence of the affective in Higher Education (HE), by disrupting neoliberal process-orientated thinking to include care. In the health and social policy domains, which have undergone similar neoliberal reform to HE, the complexity and politics of care have been explored, demonstrating the way decisions are made around how and why support should be given, as well as illuminating the impact these decisions have on gender equality (Dalley, 1996). However, in HE limited discursive space has been given to considerations of care; it is either aligned to concepts such as kindness (Clegg and Rowland, 2010) or focuses on staff experiences (Lynch, 2010). While such research may illustrate the care-less nature of HE, problematically it doesn't illuminate either students' experiences or who is mis/recognised as requiring or being entitled to support. These absences can limit possibilities for achieving greater equality for students.

N10.5 Denbigh 1 | Symposium N10 | **Thursday 15.45-17.45**

Why would students contribute to collective well-being and university quality enhancement? The role of student belonging (0311)

Manja Klemencic, *Harvard University, USA*

Research Domain: Access and widening participation (AWP)

This paper explores conceptually the role of students' sense of belonging in students' involvement in quality enhancement. The quality of higher education has been gaining attention around the world, especially in view of massification and the rising cost of higher education. These have brought student experience to the centre of QA policies and practices. Accordingly, students' influence on – and involvement in – university structures and processes towards quality enhancement have become a noticeable trend.

The paper shifts the attention from the traditional focus on how institutions can assure educational quality to how students can be co-responsible for the wellbeing and advancement of their universities. Student involvement in quality enhancement is conceptualised as a combination of students' agentic possibilities ('power') and agentic orientations ('will'). The paper investigates the different underlying relational ties between students and their universities (belonging, mattering, and needs-fulfilment) and how these play out in students' agentic orientations.

N11 Denbigh 2 | Session N11 | **Thursday 15.45-16.15****'True', 'fair', or 'too picky': to what extent can students translate their ideas about good essay writing into helpful peer feedback? (0222)****Natalie Usher**, *University of Oxford, UK*

Research Domain: Learning, teaching and assessment (LTA)

Academic writing is crucial to student success, yet not often explicitly taught in the UK. This paper reports on design-based research that evaluated the impact of peer assessment workshops on learning about a timed literary essay genre. Before exchanging anonymous feedback with three peers, 21 first-year undergraduates developed their ideas of writing quality by appraising example essays holistically. Criteria were not pre-determined but developed through discussion (Sadler, 2010). The paper examines whether students were able to translate ideas about quality into helpful feedback. Content analysis of feedback indicates that students used a wide range of criteria, but 90% of reviews referred to a key area of struggle, engaging with the question. Analysis of written responses and interviews will explore recipients' judgements of feedback: 'true', 'fair', or 'too picky'.

N12 Raglan | Session N12 | **Thursday 15.45-16.15****Is group work a useful bridging tool for students crossing the boundary to employment? (0027)****Jane Southall, Rebecca Lees**, *Kingston University, London, UK*

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

This study explores students' perceptions of the connections between undergraduate group work and employment and considers if it can act as a supportive bridge between the two. Recent graduates were able to see group work as a 'bridging tool' as they had developed a skillset that provided stability when dealing with unfamiliar workplace situations. Current students could conceive of group work as providing 'employability currency' for applications and to secure an interview, but few could extrapolate this to the workplace. Implications for practice include the development of initiatives to raise the awareness and importance of both positive and negative group work and consistently highlighting its functionality as an important bridging tool.

GROUP DISCUSSION P1**P1.1** Beaumaris Lounge | Group Discussion P1 | **Thursday 16.30-17.45****The future of knowledge generation (0175)****Pauline Armsby**, *University of Westminster, UK*

Research Domain: International perspectives and context (ICR)

Both nationally and internationally ideas about the values and purposes of doctoral education are changing. There is a range of drivers for this, including the development of knowledge economies globally and the attendant need to prepare more knowledge workers to sustain and extend scientific and other advances. These changes provide a context within which a more diverse group of stakeholders take an interest in doctoral education and to consider the structure, content and pedagogies that can prepare candidates for the different roles they may undertake in society. Recent discussions on 'doctorateness' have considered some of the pertinent issues, but this paper argues more needs to be done to understand stakeholders' views, how they might influence research, researcher development, supervisors and supervisor development programmes. There are increasing challenges for those supervising doctoral research, and this paper focuses discussion on the wide ranging understanding of the issues involved.

P1.2 Beaumaris Lounge | Group Discussion P1 | **Thursday 16.30-17.45*****Mapping supervisor development programmes (0176)***Kelly **Sisson**, *University of Lincoln, UK*; **Karin Crawford, Fiona Denney**, *Brunel University, UK*

Research Domain: International perspectives and context (ICR)

As the context of research education has changed, the demands placed on supervisors to ensure timely completions and quality outputs has increased. It is evident from early exploration that different approaches to supervisor development exist. Institutions largely develop their approaches in response to unique combinations of global, national and local drivers but it is unclear how and why supervisor development programmes are created from a pedagogical perspective and whether or not they work.

This paper seeks to explore the rationale for the development of seven different supervisor programmes as a starting point for further investigation into 'what works?' It will focus on the development of two programmes, one at the University of Lincoln which is grounded in the principles and practices of pedagogies of partnership, and one at Brunel University London, which focuses on supervisor development as part of wider support for academics as they progress through the academic lifecycle.

P2Beaumaris 1 | Session P2 | **Thursday 16.30-17.00*****Women Rising as Half of the Sky? An Empirical Study on Women from the 'One-Child' Generation and Their Higher Education Participation in Contemporary China (0073)***Ye Liu, *Bath Spa University, UK*

Research Domain: International perspectives and context (ICR)

This article extends cultural capital and habitus to understand academic performance of the women from the 'one-child' generation and their academic and career aspirations in the higher education context in contemporary China. Drawing upon empirical evidence from the first-hand survey study and semi-structured interviews with female students from one-child families in 2007, the author contests the cultural capital argument on the rigid correspondence between class, cultural capital and education attainment and aspirations. The statistical analysis suggests singleton status dramatically mediated the impact of socioeconomic status and cultural capital on students' academic performance. Moreover, qualitative interview data suggest singleton girls generally had high aspirations regardless of their class and cultural backgrounds. The most significant finding is concerned with singleton girls' strategies in university. The girls used Chinese Communist Party membership to minimize their social and gender disadvantages, extend their contacts and networks and prepare for further academic and career pursuit.

P7Chepstow | Session P7 | **Thursday 16.30-17.00*****Postgraduate identity in integrationist, multicultural and International educational contexts (0129)***Richard Race, *Roehampton University, UK*

Research Domain: Student experiences (SE)

This paper combines both current research and higher education professional practice. As an advocate of multicultural education (Banks, 2014; Grant, 2015, Author, 2015) and examining the relationship between multiculturalism and integration (Mahamadallie, 2011, Modood, 2013), I'm interested in applying these concepts to postgraduate student identities (Campbell, 2015; Chirgwin, 2015; Sen and Gundemeda, 2015; Tobell and O'Donnell, 2015). The methodology of this research develops Bagnall's (2015) research on student identity formation. The focus of this study is the identity formation of current and graduate students at Master's level courses in English, Greek and Turkish Universities. A combination of questionnaires and interviews will be created for postgraduate students to question student identity formation. The Implications of the Study is to increase understandings of postgraduate identity formation, as well as learning more of the postgraduate bridge between Master's and Doctoral studies (Dixon et al, 2015; Polonsky and Kidd, 2015).

P9

Conwy 2 | Session P9 | **Thursday 16.30-17.00*****Predictors of postgraduate student experience and engagement: a multilevel analysis of postgraduate survey data. (0266)*****Daniel Muijs, Christian Bokhove**, *University of Southampton, UK*; Alex Buckley, *Higher Education Academy, UK*

Research Domain: Student experiences (SE)

Higher education systems are increasingly moving from a reliance on measures of process quality towards outcome measures from student surveys. In the UK, most attention has focussed on the undergraduate NSS survey. However, HEA also conducts a number of other surveys: The United Kingdom Engagement Survey, The Postgraduate Taught Experience Survey, and the Postgraduate Research Experience Survey. In this study we used these surveys to answer some key questions for theory and practise in Higher Education:

1. What proportion of the variance in experience and engagement is explained by student and institutional characteristics?
2. Can the survey reliably distinguish between institutions, and between courses?
3. What student and organisational characteristics are related to student experience and engagement?

A two-phase data analysis procedure was employed. Confirmatory and exploratory factor analysis methods were used to analyse the structure of the dependent variables, while multilevel modelling was used to answer the research questions.

P11

Denbigh 2 | Session P11 | **Thursday 16.30-17.00*****It's more than what you write on the page: The three domains of influence on student perceptions of feedback (0288)*****Margaret Price**, Birgit den Outer, *Oxford Brookes University, UK*

Research Domain: Learning, teaching and assessment (LTA)

This presentation explores what makes 'good' feedback good. It reports on a study in which student research assistants (SRAs) interviewed students from two contrasting institutions and disciplines about examples of 'good' and 'bad' feedback they had selected. The interviews explored both the reasons for their selections and the broader context of the modules in which they had been provided. The SRAs analysed the interview transcripts thematically and analysed the feedback examples in relation to their content type and level of explanation, looking for patterns and differences between the examples. Preliminary findings fed into interventions to improve feedback on modules which the SRAs evaluated through focus groups. This presentation reports on the final, overarching findings of the project. The overall aim is to understand better the domains that influence student judgements about feedback, thereby supporting staff to allocate resources and time to maximise students' engagement with, and use of feedback

P12

Raglan | Session P12 | **Thursday 16.30-17.00*****Does numeracy count? Mathematics, STEM subjects and graduate outcomes (0306)*****Peter Elias**, *University of Warwick, UK*; **Kate Purcell**, *University of Warwick, UK*

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

This paper draws on the Futuretrack longitudinal study of people who applied for a place in a UK higher education institution in 2006 to explore the extent to which A-level qualifications in mathematics contribute to successful labour market outcomes. In order to gain entry to study STEM subjects at degree level, higher education (HE) institutions specify that minimum levels of mathematical competence should have been achieved in secondary education. This raises the question as to whether the benefits of higher education in a STEM subject relate to the subject area studied or to the minimum requirements for a qualification in mathematics gained during secondary education. In other words, how far does numerical competence contribute to early graduate career trajectories and life chances, independently of the other key variables that influence access to opportunity: socio-economic background, parental education, gender, ethnicity and the kind of university attended?

Q2

Beaumaris 1 | Session Q2 | **Thursday 17.15-17.45*****The challenge of entering into the international traineeships network for a South European university (0360)*****Josepa Alemany-Osta**, *Universitat Pompeu Fabra, Spain*; **Xavier Perramon**, *Independent Consultant, Spain*; **Josep Raya-Vilchez**, *Tecnocampus-UPF, Spain*

Research Domain: International perspectives and context (ICR)

The work presented here is a preliminary study aimed at assessing the impact of international traineeships in Spanish universities, and in particular in one of the latest in joining the Erasmus+ programme, Universitat Pompeu Fabra (UPF) of Barcelona. The deployment of post-EHEA traineeships in this university has already been studied in previous works, and a comparison will be performed between local and international traineeships, and also between international traineeships done by UPF students and students in other European countries. The study will be based on a survey among students participating in these international traineeships, by adapting the previous questionnaire adding socio-cultural and contextual aspects.

Q7

Chepstow | Session Q7 | **Thursday 17.15-17.45*****Engagement of Undergraduates in Research Projects: Perceived benefits for students, academics and the HE institution (0318)*****Ana Baptista**, *Queen Mary University of London, UK*

Research Domain: Student experiences (SE)

Queen Mary University of London funded a pilot programme - QResearchers - to involve undergraduate students directly in academic research across the disciplines. There are eight research projects to be completed within the academic year 2014-2015, all outside of the regular curriculum. The Learning Development team at Queen Mary has designed and is still running the evaluation and monitoring process with a view to clarifying its outcomes and benefits, and making recommendations for continued institutional support and embedding. In this presentation we aim to focus on data collected through academics' reports (N=5) and students' semi-structured interviews (N=12). Specifically, our objective is to systematise both undergraduate students and academics' perspectives on the perceived benefits of the research experience for (i) the development of students' competences, (ii) leading academics' teaching practices and research activities, as well as (iii) the HE institution.

Q9

Conwy 2 | Session Q9 | **Thursday 17.15-17.45*****Student transition: belonging at university and living at home (0121)*****Helen Pokorny**, *University of Westminster, UK*; **Debbie Holley**, *Bournemouth University, UK*; **Suzanne Kane**, *University of Salford, UK*

Research Domain: Student experiences (SE)

In the UK around 25% of students live at home whilst they study (Wojtas 2014) a figure set to rise to 50% by 2020 (Taylor 2011). Students continuing to live at home will experience the process of going to university differently. Studies of student belonging focus on developing academic and social integration. However, 'family and community' aspects of student's lives are under researched and our study suggests that these heavily influence a sense of belonging. Developing a student 'sense of belonging' has complex and nuanced facets when student narratives are considered. In a biographical narrative study, we meet three first year students enrolled at different universities in London who commute to their studies. Our cross-case analysis of these students' lives challenges the conventional home-university model of transition and highlights the importance of acknowledging the influence of this complex symbiotic relationship on the student experience of belonging.

Q11 Denbigh 2 | Session Q11 | **Thursday 17.15-17.45**

Goal Orientation, Learning Behavior, and Sustainable Feedback in Higher Education (0215)

Gerry Geitz, Desirée Joosten - ten Brinke, Paul A. Kirschner, *Open University of the Netherlands, The Netherlands*

Research Domain: Learning, teaching and assessment (LTA)

While there is much evidence that a mastery-approach to learning often is paired with deep learning and a performance-avoidance approach with surface learning, little is known about how to influence these goal orientations. To this end, an intervention study with students in higher education was carried out with the intention of influencing these goal orientations and their concomitant learning behaviors by implementing a form of sustainable feedback. Sustainable feedback implies a shift from information communicated in a one-way direction to students to the acknowledgment of the need for students to be actively involved in their own feedback process. Results showed a decrease in mastery orientation, an increase in performance-approach orientation and a maintenance of deep learning in the intervention condition. In the control group performance-approach orientation and surface learning behavior increased. Sustainable feedback helped mastery oriented learners maintain deep learning but did not directly influenced their goal orientations.

Q12 Raglan | Session Q12 | **Thursday 17.15-17.45**

Internationalising a Creative Curriculum (0331)

Mark Jackson, Patricia Brien, **Celia Jackson**, **Alise Piebalga**, *University of South Wales, UK*

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

Higher Education Institutions throughout the world are developing innovative responses to demands from employers for graduates to demonstrate the necessary attributes required to gain employment within an increasingly international and intercultural context. The majority of HEI's offer a wealth of cultural exchange programmes, and a number of optional international visits as part of undergraduate programmes. Participation in such initiatives however is often limited to students with the necessary economic means, and the social and cultural confidence.

This paper presents the findings of a three case studies within a Faculty of Creative Industries at a regional UK university. Each project was developed in response to the Higher Education Academy Strategic Enhancement Project 2014-15. The studies each present innovative ways in which teams redeveloped the curriculum in order to provide an international learning experience for the benefit of all learners, regardless of their economic, social, and cultural background.

CONFERENCE PROGRAMME IN FULL

Friday 11th December 2015

GROUP DISCUSSION R1

R1.1 Beaumaris Lounge | Group Discussion R1 | **Friday 9.00-11.00**

Mobility of Irish educated Ph.D. graduates (0049)

Heike Behle, *Institute for Employment Research, UK*

Research Domain: International perspectives and context (ICR)

In 2010, the European Higher Education Area (EHEA) was launched in order to ensure a more comparable, compatible and coherent system of HE within Europe. In order to capture mobility of researchers within the EHEA, the paper follows the early pathways of Irish educated Ph.D.s and contrasts their entry to the labour market in Ireland and other countries. Based on a survey of IRC-funded Ph.D. graduates, the labour market entry to the labour market can be compared by various entry cohorts, different nationalities and subjects. First results indicate that approximately one third of Ph.D. graduates were mobile mainly within other European countries. Non-Irish graduates were more likely to be mobile. The USA was a strong magnet for international researchers funded by the IRC as nearly a quarter of them currently live there. Computer Science and Physics graduates were the most likely to move to the USA.

R1.2 Beaumaris Lounge | Group Discussion R1 | **Friday 9.00-11.00**

Developing global graduates: making the classroom centre stage (0154)

Doris Dippold, *University of Surrey, UK*

Research Domain: International perspectives and context (ICR)

Giving students the opportunity to develop into 'global graduates' is a desire expressed in many university policies and strategies. Yet, studies consistently show that this goal has been all but achieved and that international and home students harbour feelings of alienation, whilst international students find themselves marginalised in the classroom and beyond.

This paper is of both an empirical and a conceptual nature. Drawing on an extensive literature review I will outline the challenges all students face in the internationalised higher education classroom. I will then discuss the results of documentary research investigating how UK universities' policy and practice aligns with these challenges.

Using these insights to feed into an experiential model of classroom interaction, the paper proposes that the university classroom can take central stage in providing a truly international education for all students, and in developing their practical interaction skills for educational and professional contexts.

R1.3 Beaumaris Lounge | Group Discussion R1 | **Friday 9.00-11.00**

'Gloabelongers' - Inspiring, Intrepid International Students (0087)

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

Research Domain: International perspectives and context (ICR)

This small-scale study explored the lives and experiences of a group of international students in terms of how and why they chose to study at a UK university and how they felt they 'fitted in' with their cohort, programme and the wider institution. Through focus groups and individual interviews, what emerged was a community of 'gloabelongers' – students who belong wherever they are – adventurous, open-minded and inspiring. These students have the independence and confidence to seek out and maximise all opportunities available to them, to mix with a broad range of other students and to fit in to any social or academic situation. The study

contributes to our understanding of the importance of 'belonging' as part of the transition into (and through) higher education and provides insights for practitioners in terms of further understanding and supporting all students at this important stage of their academic career.

R1.4 Beaumaris Lounge | Group Discussion R1 | **Friday 9.00-11.00**

Mind the gap: Canadian students' experience of a one-semester study abroad at a Francophone Belgian university (0135)

Alain Malette, *University of Ottawa, Canada*; **Philippe Parmentier**, *Université catholique de Louvain, Belgium*; **Sylvie A. Lamoureux**, *University of Ottawa, Canada*

Research Domain: International perspectives and context (ICR)

This paper presents findings and implications of small-scale pilot study of the experiences of Canadian university students during a one-semester study abroad at a large Francophone university in Belgium (2014-2015). This study aimed to uncover the students' motivations in choosing this particular institution, as well as insights into their academic and social experiences prior to and during their semester abroad. Using e-surveys as well as follow-up e-mail exchanges with students, findings raise important questions regarding: 1) how Canadian universities prepare their students for a semester of study abroad; 2) the complexities of navigating two university systems with overlapping academic calendars; 3) anticipating academic support services for visiting students by the host university; and 4) transparency regarding differences in academic traditions and cultures. The significance of this study is related to the increased intercontinental mobility of students for study abroad experiences and the challenges related to alignment gaps between educational systems.

SYMPOSIUM R2

Beaumaris 1 | Symposium R2 | **Friday 9.00-11.00**

CHEER Symposium on The Roma in European Higher Education: Internationalising Opportunity Structures

Chair: L Morley, *University of Surrey UK*

This symposium draws on a Horizon 2020 Marie Skłodowska-Curie Research and Innovation project Higher Education Internationalisation and Mobility: Inclusions, Equalities and Innovations (HEIM). The project is a partnership between the Centre for Higher Education and Equity Research (CHEER), University of Sussex, UK, Umeå University, Sweden, Seville University, Spain and the Roma Education Fund, Budapest. It investigates how principles of equity and inclusion can be applied to internationalisation strategies and programmes in higher education (HE) and how to develop research and innovation capacity in this field.

Internationalisation is a dominant policy discourse in HE but is often presented as a disembodied process, paying scant attention to how equity, identity and inclusion interact with mobility and opportunity structures (Ackers, 2008; Barrett et al. 2014) - yet mobility is always located and materialised (Hekman, 2010). HEIM interrogates and develops the concept and practices of higher education internationalisation through questions about who is able to participate in and benefit from policy initiatives and strategic interventions, and whether certain social groups are disadvantaged or excluded from opportunities that mobility offers. HEIM focuses on the Roma community in Europe as a critical example of a transnational marginalised group, who lack opportunities for social and educational mobility (Greenberg, 2010). HEIM researchers use Roma as an explanatory case to explore how internationalisation intersects with opportunity structures, for staff and students studying and working in higher education across national borders.

Symposium papers reflect diverse questions about mobilities posed by experienced and newer researchers and activists. Drawing on the new mobilities paradigm (Sheller and Urry, 2006), Morley and Pryor offer a theoretical overview of policy discourses and material realities of internationalisation in HE. Issues in this paper are discussed more specifically with respect to the Roma in the following papers: Padilla-Carmona, González-Monteaquedo and Soria-Vilchez discuss their research findings on policy narratives and strategic interventions for including the Roma community in Spanish HE. Garaz discusses research conducted by the Roma Education Fund in Eastern Europe on Roma students' decision-making about what to study in HE and whether their choices enhance or restrict their transitions to the labour market. Jovanovic presents

interim findings from her PhD study on Roma access to HE in Serbia, drawing on Ahmed's (2012) theories of difference as explanatory power for identifying enablers and barriers. Finally, Danvers, Hinton-Smith and Jovanovic present key issues of identity, belonging and responsibility structuring ideals of the classed, raced and gendered female Roma graduate.

R2.1 Beaumaris 1 | Symposium R2 | **Friday 9.00-11.00**

Roma Women and Higher Education: Gender, Identity, Belonging and Responsibility. (0042)

Tamsin Hinton-Smith, **Emily Danvers**, Tanya Jovanovic, *University of Sussex, UK*

Research Domain: International perspectives and context (ICR)

This paper addresses the tensions of identity, belonging and responsibility, engendered by Roma women's experiences as higher education (HE) students, drawing on ethnographic insights from fieldwork from the Higher Education Internationalisation and Mobility: Inclusions, Equalities and Innovations (HEIM) project. Small but increasing numbers of Roma women are advancing in higher education and accessing the graduate labour market across Europe. Yet such educational trajectories can create further spaces of marginalisation from both community of origin, mainstream HE and wider society. Unpacking Roma women's experiences as HE students and graduates engages with narratives of changing and intersecting identity and shifting allegiances amongst processes of becoming, belonging, as well as conflictual assumptions around individual and collective responsibilities as Roma women graduates. This paper focuses on the need for a feminist politics of speaking next to that acknowledges both the unique and shared in Roma women's experiences and engages with emergent Roma feminist voices.

R2.2 Beaumaris 1 | Symposium R2 | **Friday 9.00-11.00**

The Link between Socio-Economic Background, Field of Studies, and Employability of Ethnic Roma Students in Europe (0043)

Stela Garaz, *Roma Education Fund, Hungary*

Research Domain: International perspectives and context (ICR)

Higher education used to be accessible mainly for the socio-economically privileged. However since the 1960s, higher education became more and more accessible to socio-economically disadvantaged people, and other previously marginalised groups. But despite the increasing improvements in widening access, the elitist opportunities in tertiary education have been preserved in other ways, one of them being the access to specific fields of studies. Since some fields have better employment prospects than others, the more 'marketable' fields are more competitive at enrolment, often charge higher tuition fees, and therefore are less accessible for socially disadvantaged groups. This study focuses on the analysis of the socio-economic background and academic profile of ethnic Roma students in four Central and Eastern European countries: Czech Republic, Romania, Slovakia, and Turkey. The study results reveal that Roma students enroll in specialisations providing relatively less secure employment prospects and that this choice is linked to their socio-economic status.

R2.3 Beaumaris 1 | Symposium R2 | **Friday 9.00-11.00**

Internationalisation in Higher Education: Theorising Equity and Exclusions (0044)

Louise Morley, John Pryor, *University of Sussex, UK*

Research Domain: International perspectives and context (ICR)

Internationalisation is a dominant strand of thinking about the future of higher education, its success growth and sustainability. This paper argues that internationalisation is often presented as an ideologically neutral, coherent, knowledge-driven policy intervention but that this can mask its commercial and financial opportunities, with ethical and social implications. Its enlistment by the increasingly dominant discourse of neoliberalism would seem to see it as having a negative consequences for equity and inclusivity. However, internationalisation is a polyvalent discourse and the paper argues for further research to consider how knowledge, as the New Capital can avoid the risks of commodification, and remain critical, creative and accessible to diverse communities. This will involve investigating the intersections between internationalisation and equity and associated epistemological, ontological, ethical and affective issues.

R2.4 Beaumaris 1 | Symposium R2 | **Friday 9.00-11.00*****The Roma in Spanish Higher Education: A Case Study of Successful Trajectories (0047)*****Teresa Padilla-Carmona**, José González-Monteaquedo, Alejandro Soria-Vílchez, *University of Seville, Spain*

Research Domain: International perspectives and context (ICR)

This paper presents a case study based on the analysis of successful trajectories of four university Roma students in Spain. The paper is located within the context of initiatives developed in Spain to promote access of Roma to higher education, including identification of factors that promote or hinder access, retention and completion (FSG, 2008). The methodology is based on biographical-narrative interviews, used to deepen the unique way in which these factors affect or do not affect the individual trajectories as well as the strategies and resilience mechanisms that these students have implemented to achieve their goals and life projects. Far from providing generalisations on Roma, the findings of this study allow us to draw experiences and singular trajectories that illustrate the difficulties of Roma in university. Ultimately, this paper aims at disseminating different “models” of Roma that could contribute to change the stereotypes that still persist in Spanish society.

R2.5 Beaumaris 1 | Symposium R2 | **Friday 9.00-11.00*****The Roma in Serbian Higher Education: Enablers and Barriers (0101)*****Tanja Jovanovic**, *University of Sussex, UK*

Research Domain: International perspectives and context (ICR)

Roma education in Serbia faces many challenges despite the international attempts to improve it. The biggest challenge that Roma children face is the persistent structural marginalisation and poverty which has resulted in deteriorating the experiences and achievements of Roma children (Ringold, 2000). Thus, research about improving the education of Roma have started to gaining momentum and the discussion started to include topics such as access and provision of education (Milivojevic, 2008; EQUI-ED, 2012).

Utilizing findings from life history interviews with Roma students in Serbia, this presentation explores on how the socio-cultural practices of these students influence their access to higher education. It highlights the importance of widening participation of Roma in higher education as an integral element in improving Roma people's welfare and enables social mobility (Morley et al, 2010).

SYMPOSIUM R3Beaumaris 2 | Symposium R3 | **Friday 9.00-11.00*****Refracting HE research through prisms of representation: Innovative interdisciplinary explorations*****Discussant:** C Leathwood, *London Metropolitan University, UK***Chair:** E Henderson, *University College London, Institute of Education, UK*

What happens when we look at higher education (HE) sites and processes through a prism of representation? This is the central question posed by each of the ‘Refracting HE research’ symposium participants. The symposium addresses the invitation in the conference call for papers to ‘look deeper’ in identifying the future HE research agenda, firstly by zooming in on the ways in which we ‘look’ at HE in our research, and secondly by exploring different understandings of ‘looking deeply’. In an era where HE researchers are encouraged to sharpen the focus of their research lens, which must attain both breadth and depth in order to produce evidence of ‘what works’, we are arguing for a seat at this debate for interdisciplinary research that is located at the interface between Social Sciences and Humanities disciplines. Whereas much empirical research in the field of HE Studies is designed to get as close as possible to the workings of HE institutions, to avoid ‘error’ or ‘bias’, we stake a claim for research that recognises that all research, however designed, produces a representation of HE. Instead of eliding the gap between the HE research site and the research representation, we take a step back and deliberately pay attention to the modes and forms of representation

that shape our understandings of HE. The symposium contributions collectively aspire to open a creative conceptual space for exploring different aspects of HE.

The symposium includes participants from across the career spectrum and from a range of institutional contexts and disciplinary trajectories. While the papers represent different empirical angles on HE, they are united by a common focus on the conceptual and methodological challenges – and benefits – of studying representations of HE. Each paper uses a ‘prism’ to analyse a current issue in HE research: Emily F. Henderson explores academic conferences through representations of ‘conference fatigue’ and ‘defining moments’; Holly Henderson analyses Further Education college websites for the representations of their HE provision; Emmanuel Mogaji uses university websites and prospectuses to analyse the representation of LGBT identities in marketing materials for prospective students; Barbara Tobolowsky explores fictional television representations of academics through the lens of anti-intellectualism; Pauline Reynolds analyses chaste and sexualised representations of academics in the movie genre; Jesse Mendez explores representations of ‘Greek life’, which refers to fraternities and sororities in US HE, through TV representations. Together, the papers contribute to widening the imaginary of HE research, building on the question asked by the call for papers of ‘what “counts” as research, theory and knowledge’ in the HE field.

R3.1 Beaumaris 2 | Symposium R3 | **Friday 9.00-11.00**

Academics and Anti-intellectualism: Representations of the U.S. Primetime Professoriate (0061)

Barbara Tobolowsky, *University of Texas at Arlington, USA*

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

Media researchers (e.g., Weinmann, 2000) argue that consistent and repetitive television depictions both affect and reflect the public’s world views. Therefore, a better understanding of these representations may help explain the U.S. public’s and state legislatures’ scrutiny and seeming antipathy for higher education, in general, and academics, in particular. This presentation focuses on the primetime television representation of academics from 1996-2014 exploring the potential connections between espoused views and the primetime portrait. Using Rigney’s typology of anti-intellectualism (1991), the 12 analyzed series (n=93 episodes), set in whole or in part on a fictional college campus, convey negative attitudes of academics who are portrayed as cold, uncaring, and lacking a moral center. In addition, they pursue impractical scholarship while criticizing other academics for doing the same thing. The consistency and frequency of these depictions lends credence to potential connections between the primetime portrait and harsh public attitudes.

R3.2 Beaumaris 2 | Symposium R3 | **Friday 9.00-11.00**

Conference fatigue? Representations of the in/significance of academic conferences (0118)

Emily Henderson, *University College London, Institute of Education, UK*

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

Academic conferences rarely form the focus of research in the higher education (HE) field. If we look beyond the HE research literature, however, it is clear that conferences do form an important part of academic life. This paper, which is based on a study of representations of conferences across a number of textual sources, including fictional and academic literature, social media, and newspaper articles, presents the argument that there is a limited set of discourses – or representations – that are available to represent academic conferences, and that these discourses affect the extent to which conferences are taken seriously as valuable sites for HE research. In this paper, I explore some of the contradictions in the available discourses for representing conferences by focusing on contrasting representations of ‘conference fatigue’ and conferences as marking the ‘defining moment’ of a discipline or field of study.

R3.3 Beaumaris 2 | Symposium R3 | **Friday 9.00-11.00*****The (a)sexual academic: University faculty in the movies from 1927-2014. (0174)*****Pauline Reynolds**, *University of Redlands, USA*

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

In a past and current US cultural climate where skepticism and threat challenge the role, responsibilities, and value of professors, this qualitative cultural study analyses fictional film to reveal the shared and alternative socio-cultural meanings associated with the (un)changing portrayals of US academics from 1927-2014. This paper discusses explicit and implicit meanings associated with academics throughout this period related to an emergent theme of the (a)sexual academic in Hollywood movies, where sexuality is used as a way to 'other' and transform academics in meaningful ways. Understanding popular, persistent and changing socio-cultural meanings about academics allows higher education professionals to counter (mis)education about academics through policy and subsequent practices which can bolster their continuing relevance.

R3.4 Beaumaris 2 | Symposium R3 | **Friday 9.00-11.00*****'Go Higher for Lower': Blurred Boundaries and Possible Selves in FE's HE Promotion (0267)*****Holly Henderson**, *University of Birmingham, UK*

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

Further Education (FE) colleges in the UK have a confused and confusing status as providers of HE; they are outside the HE sector even as their provision supports and extends that sector. Taking into account this duality of identity, this paper focuses on the self-representation of providers of HE in FE, looking at the web pages used to advertise their HE courses. Using discourse analysis of a sample of web pages, the paper's focus on representation demonstrates the ways in which our cultural and visual languages of HE are challenged and exceeded by representations of this liminal form of Higher Education, in a way that is itself representative of HE in FE's challenges to traditional HE. I also use the psychological theory of the 'possible self' to interrogate the ways in which the expected audiences of these web pages are inscribed into being through the language and visual media used.

GROUP DISCUSSION R4**R4.1** Caldicot | Group Discussion R4 | **Friday 9.00-11.00*****Higher Education Sector Engagement with Higher Education Academy Fellowship (0078)*****Kathryn James, Julia Fotheringham**, *Edinburgh Napier University, UK*

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

The rise in professionalisation for teaching in higher education has increased requirements for academics to engage with the UK Professional Standards Framework and Higher Education Academy (HEA) Fellowship. Understanding how institutions' process and support HEA Fellowship is important for understanding emerging academic practices and the public's perception of teaching across the sector.

The paper will present findings from a study that scoped 145 UK universities, identifying a range of frameworks and supporting models. Subsequent in-depth telephone interviews with academic development from across the sector discussed strategic drivers, institutional rationale, and perceived value of framework processes and outcomes. The paper will explore the language and models of professional development and present initial insights into the experiences. Finally the paper will ask what this drive towards professionalism represents for individual academics and for higher education.

R4.3 Caldicot | Group Discussion R4 | **Friday 9.00-11.00*****Teaching profession or teaching professional? Professionalization in the HE landscape (0212)*****Paul Dennison**, *University of Greenwich, UK*

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

This paper reports on the casestudy of a London HE institution and the academics within it; those who are inducted into the teaching profession through an initial teacher education (a Postgraduate Certificate in HE), and those who gain their teaching credential through an institutional fellowship recognition scheme. It compares their perceptions of professionalism in their practice, their views on the UKPSF and the benefits and costs of fellowship. It looks at the perceived efficacy of reflective practice as a mode of professional communication, and reports on attitudes to other macro agendas in the HE landscape.

It argues that professionalization operates at both at the level of the individual academic and at the level of the HEI, and that far from being an agenda in its own right, it in fact is enmeshed with apparently conflicting agendas; marketization, accountability, and managerialism.

R4.3 Caldicot | Group Discussion R4 | **Friday 9.00-11.00*****Evaluating teaching-related CPD in the UK: Time to take stock (0365)*****Lucy Spowart**, Rebecca Turner, Jennie Winter, Reema Muneer, Pauline Kneale, *Plymouth University, UK*

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

In England, as with many English speaking countries (e.g. Australia), successive government agendas have created an agenda for teaching-related continuing professional development (CPD) for those leading and supporting teaching and learning. Interestingly, much less attention has been paid to the evaluation of teaching-related CPD, particularly with respect to the impact it may have on the student experience. In this paper we report the outcomes of a national survey that sought to examine current practice around teaching-related CPD and the methods used to evaluate its impact. This survey was undertaken as part of a project implemented to develop practices around the evaluation of teaching-related CPD. We will discuss current CPD provision and consider mechanisms used to evaluate its impact on teaching and learning and the student experience. We conclude by identify future directions in developing the evaluation of CPD to ensure CPD provision remains responsive to the diverse demands of HE.

R4.4 Caldicot | Group Discussion R4 | **Friday 9.00-11.00*****The Academic Developer – Pillar or Prop? (0195)*****Kirsteen Macdonald**, *Middlesex University, UK*

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

The traditional academic role is changing in response to rapid change in the HE sector and a drive for curricula to deliver against multiple agendas. Simultaneously there has been an increase in the roles and approaches to support traditional and new types of academic provision.

Roles which sat on the fringes of mainstream student support are coming forward and academic developers are expected to support the development of varied curricula. Tensions arise for those who view this through the single lens of subject content and worry about delivery later. If we consider curriculum development as about 'how delivery happens' as much as 'what has to be delivered', then the need for the academic developer becomes clearer.

This study will examine how to promote collaboration and cooperation across the academic – academic developer divide to deliver innovative curricula and learning experiences with the potential to have a transformative impact on students.

R4.5 Caldicot | Group Discussion R4 | **Friday 9.00-11.00*****Bringing Teaching and Research together at Undergraduate Level: Perceptions of Higher Education Academics (0349)*****Ana Baptista**, *Queen Mary University of London, UK*

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

In Portugal, there is an absence of CPD courses directed to Higher Education (HE) academics, 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 Portuguese HE institution CPD courses were designed, aiming to address several issues on HE Pedagogy. This paper is based on the session that particularly focused on linking teaching and research, and the involvement of undergraduate students in research activities. Due to a lack of theoretical and empirical reflections, namely within the Portuguese context, on research-based pedagogical strategies, the author (who was also the CPD trainer) decided to stimulate group discussions, based on academics' (pre/mis)conceptions, practices, and feedback on the theoretical assumptions of those strategies. A qualitative analysis and synthesis of 22 participants' perspectives from several academic domains, transmitted orally to the whole group, is discussed.

SYMPOSIUM R5Caerphilly | Symposium R5 | **Friday 9.00-11.00*****A critical focus on digital literacies*****Discussant:** J Nicholls, *University of Cardiff, UK***Chair:** L Bennett, *University of Huddersfield, UK*

Developing students' digital literacies for living and working in 21st century is a global issue (Lee 2014). In the UK there have been calls for a greater focus on digital literacy in higher education from the QAA (2014), NUS (n.d.) and House of Lords (2015) driven, in part, by changes to graduate employment brought about by globalisation (Beetham 2015). Digital literacies are clearly a topical issue within UK HEIs, however these reports tend to focus on strategic and operational issues, and to offer little in relation to critical debate. This symposium address this gap by exploring institutional responses to notions of digital literacy in a rigorous and critical way. It consists of 6 papers each of which takes a different aspect of the topic:

Whitworth's paper asks Do digital literacies have politics? He traces the history of the term and how it is used to support powerful interests in society. He argues that the dominant political discourse of digital literacy is shot through with tensions and contradictions.

Secker's paper, The trouble with terminology: rehabilitating and rethinking 'Digital Literacy', explores the notion of digital literacy from the perspective of library services. She asks what does digital add to, or change, in our notions of literacy?

Jefferies' paper is titled Digitally literate or merely digitally competent? Exploring technology ownership and use among HE students in two non-UK environments. She provides a student perspective and international dimension to the topic. Based on the findings of a survey of students' responses to digital learning literacies in Australia and Germany she notes similarities across these two countries which resonates with the literature drawn from the UK (White & Beetham 2013).

Reedy's paper (Life-changing learning or ticking the box?: evaluating engagement with the OU's digital and information literacy framework) uses two theoretical lenses (Bruce et al. 2006; Whitworth 2014) to analyse the impact of the OU's framework for students' digital literacies and the extent to which it has been effective in achieving its aim of integration of digital skills into the OU curriculum.

Bennett's paper, The case for a curriculum development approach to developing students' digital literacies, suggest a way forward for addressing the issue of how to develop students' digital literacies across an institution. She proposes a curriculum design approach and argues that its strength is in understanding the question of ownership in three different ways.

The paper by Rees and Loughlin *Digital Literacy - New wine in old bottles?* reworks Sharpe and Beetham's (2010) digital literacy framework arguing for a version which foregrounds students' independence over institutionally defined models.

References

- Beetham, H. (2015) Here comes everyone@ Digital literacies across staff roles and boundaries Keynote USCIA Spotlight on Digital capabilities Salford.
- Bruce, C., Edwards, S. and Lupton, M. (2006) 'Six frames for information literacy education: a conceptual framework for interpreting the relationships between theory and practice', *ITALICS*, vol.5 issue 1. Available at: <http://journals.heacademy.ac.uk/doi/abs/10.11120/ital.2006.05010002> (Accessed 31 May 2015).
- House of Lords. (2015). *Make or Break: The UK's Digital Future*. London.
- Lee, S.-H. (2014). Digital Literacy Education for the Development of Digital Literacy. *International Journal of Digital Literacy and Digital Competence*, 5(3), 29-43. doi: 10.4018/ijdlc.2014070103
- NUS. (n.d.). NUS Charter on Technology in Higher Education.
- Sharpe, R., & Beetham, H. (2010). Understanding students' uses of technology for learning: towards creative appropriation. In R. Sharpe, H. Beetham, & S. de Freitas (Eds.), *Rethinking learning for the digital age: how learners shape their experiences* (pp. 85 - 99). London and New York: Routledge Falmer.
- QAA. (2014). *Higher Education Review: Themes for 2015-16*. Gloucester: QAA.
- White, D. & Beetham, H. (2013) *Students' Expectations and Experiences of the Digital Environment*. Available online at: <http://jiscdesignstudio.pbworks.com/w/page/69725309/students%27%20expectations%20and%20experiences%20of%20the%20digital%20environment>
- Whitworth, A. (2014) *Radical information literacy: reclaiming the political heart of the Information Literacy movement*, Chandos.

R5.1 Caerphilly | Symposium R5 | **Friday 9.00-11.00**

Do digital literacies have politics? (0031)

Andrew Whitworth, *University of Manchester, UK*

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

The discourses of "digital literacy" are dominated by values, assumptions and language which are generalised, and pushed down onto populations by dominant interests. Alternative views of digital literacy have been present in the discourse since the 1970s, envisioning approaches in which populations raise their consciousness of how technology and information can be used to address their own problems in local contexts, but these have typically been subservient to competency-based approaches. However, bearing in mind the UK government's recent curriculum changes to computing in schools, the neglect of a more critical approach to digital literacy is potentially damaging to the effective use of computing in higher education and in industry. The dominant political discourse of digital literacy is thus shot through with tensions and contradictions.

R5.2 Caerphilly | Symposium R5 | **Friday 9.00-11.00**

Digitally literate or merely digitally competent? Exploring technology ownership and use among HE students in two non-UK environments (0056)

Amanda Jefferies, *University of Hertfordshire, UK*

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

Taking as a starting point the definition of digital literacy from Jisc below, this paper examines how far students in two non-UK HE environments - Australia and Germany - evidence the development of exemplar digital skills.

'By digital literacy we mean those capabilities which fit an individual for living, learning and working in a digital society. For example, the use of digital tools to undertake academic research, writing and critical thinking... producing, sharing and critically evaluating information (JISC, 2013)

This short paper proposes that digitally literate students while owning plenty of technology may frequently be 'conservative' users and display passivity and consumerist attitudes in their choice of digital communication

tools as noted by Cochrane & Antonczak (2015). The author notes that the same outcomes were identified among UK students by White and Beetham (2013). Thus we query how a more pro-active digital engagement can be fostered among students

R5.3 Caerphilly | Symposium R5 | **Friday 9.00-11.00**

Digital Literacy - New wine in old bottles? (0113)

Roger Rees, Colin Loughlin, *University of Surrey, UK*

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

This paper considers the conclusions of a review of frameworks, models and definitions of digital literacy (DL). We conclude that there are fundamental aspects of DL which are not yet well represented and that reductionist models predominate. We suggest that this is partly related to incorporating higher order, emergent practices and qualities within frameworks which emphasise basic skills and knowledge. An alternative matrix of DL is proposed in order to further this discussion.

Our aims overlap with Beetham and Sharpe's 'pyramid model' of DL development (2010). However, we integrate a developmental perspective with the more usual approach of defining DL through areas and skills. We particularly emphasise contextual factors and the development of the attitudes, practices and dispositions needed within digital, networked environments. Additionally we highlight other potential directions for understanding DL, including the value of representing independent learning as integrated with, rather than opposed to, working within networks.

R5.4 Caerphilly | Symposium R5 | **Friday 9.00-11.00**

Life-changing learning or ticking the box?: evaluating engagement with the OU's digital and information literacy framework (0126)

Katharine Reedy, *Open University, UK*

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

The OU's digital and information literacy framework (Reedy and Goodfellow, 2012) was designed to promote the integration of digital skills into the OU curriculum, supporting strategic priorities to develop student employability and digital citizenship. The framework suggests how learners can demonstrate achievement and progression in a range of skills, and is aligned with institutional approaches to learning design, assessment and accreditation.

However, initial evaluation (Reedy and Goodfellow, 2014) shows that broader cultural change in the digital practices of teachers and learners has been slower to materialise. In this paper I will use the conceptual frameworks of Bruce et al. (2006) and Whitworth (2014) to examine the extent to which the OU's digital literacy interventions have resulted in real change and empowerment for learners. I will also present some of the initiatives under way to engage students as partners, and enable them to own their digital skills and practices.

R5.5 Caerphilly | Symposium R5 | **Friday 9.00-11.00**

The trouble with terminology: rehabilitating and rethinking 'Digital Literacy' (0134)

Jane Secker, *London School of Economics and Political Science, UK*

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

This paper discusses how terminology around digital and information literacies can cause misunderstandings and divisions between professionals in higher education, leading to duplication of effort and gaps in provision. The term 'digital literacy' has some currency with bodies such as Jisc and QAA, but it can be problematic as it may be confused with more functional skills of computer or IT literacy, rather than cognitive processes. However the digital environment arguably opens up possibilities and presents new challenges for staff and learners, but what do we call these new literacies? For over 40 years librarians and information professionals have called this 'information literacy' yet the phrase has little currency outside the library sector. Does terminology matter? Do we need a new way of communicating about these critical abilities to ensure there is collaboration in higher education between professionals and is digital literacy moving us closer together towards understanding learning?

R5.6 Caerphilly | Symposium R5 | **Friday 9.00-11.00*****The case for a curriculum development approach to developing students' digital literacies. (0153)*****Liz Bennett**, *University of Huddersfield, UK*

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

Developing digital literacies for living and working in 21st century is a global issue (Lee 2014) and in the UK it has been the focus from a range of influential sources (House of Lords 2015; NUS n.d; QAA 2015, UCSIA 2015). These 'top down' drivers can be very powerful in modifying behaviours and achieving change (Thornton 2014), however they can also result in strategic compliance or avoidance compliance (Gleeson and Shain 1999, p.482).

This paper identifies a way forward, one that sets digital literacies within their discipline context and places academics in control of their adoption within the curriculum. The paper draws on experience of designing and delivering curriculum design workshops and argues that this approach offers potential for addressing the issue students' digital literacy.

R6Cardiff | Session R6 | **Friday 9.00-9.30*****he Role of Heads of Department in Achieving Quality: A Case Study of a High-Ranking University in the Kingdom of Saudi Arabia (0036)*****Hissah Altuwayjiri**, *The University of Warwick, UK*

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

As the higher education (HE) sector has expanded, academics and administrators have become increasingly concerned about achieving and maintaining high quality. Despite a growing number of studies looking at the role of heads of department (HoDs), there is little research on Quality Assurance (QA) in HE and virtually none from the Kingdom of Saudi Arabia (KSA). Although KSA has invested heavily in HE, in an attempt to reach international standards, HoDs still encounter barriers that hinder the achievement of quality. A case study was conducted at one leading Saudi university. The data comprised of 300 online questionnaires and 36 semi-structured interviews with key stakeholders. The findings indicate that HoDs in the KSA face similar issues to their Western counterparts in terms of workload, lack of training and resistance from colleagues. They also face some distinctive challenges stemming from their short tenure and method of appointment (namely, senior management invitation).

GROUP DISCUSSION R7**R7.1** Chepstow | Group Discussion R7 | **Friday 9.00-11.00*****Combining Self-Assessment and Peer-Instruction to Enhance Learning and Teaching Effectiveness (0361)*****Fabio R Arico**, Duncan Watson, *University of East Anglia, UK*

Research Domain: Learning, teaching and assessment (LTA)

This paper details the principles of a teaching methodology that combines Self-assessment and Peer-instruction with the aim to mutually re-enforce the positive effects generated by both pedagogies. In the first part of the paper, we critically review the core features of Self-assessment and Peer-instruction. Next, we highlight how these features can be seamlessly blended within a teaching algorithm that alternates a class discussion and collaborative learning component, with a reflection and self-regulation component. Our methodology makes intense use of Student Response Systems (SRS) to facilitate both components, and to support an easy implementation in large class environments. Using data collected through SRS technology, the second part of the paper develops an empirical analysis to evaluate the effectiveness of our pedagogy. Refining earlier empirical investigations, and a well-established quantitative methodology, our preliminary results confirm the presence of a synergy between Self-assessment and Peer-instruction, and validate our pedagogical design.

R7.2 Chepstow | Group Discussion R7 | **Friday 9.00-11.00**

Assessment literacy and subject commitment: a critical discourse analysis (0234)

Birgit den Outer, *Oxford Brookes University, UK*

Research Domain: Learning, teaching and assessment (LTA)

The concept of assessment literacy was developed to reclaim assessment as central to learning and in recognition of the challenging circumstances of assessment practice in higher education today. However, further understanding is required of the relationship between learning and learner identities as social constructs and the meaning-making processes employed by learners in the negotiation of assessment. We performed a critical discourse analysis on audio diary data, collected from 18 students over a period of one semester. Our analysis conveys a rather limited and instrumental employment of assessment literacy where what seems lost is a commitment to the subject. We argue that only such a commitment can steer learners towards assessment as driver of learning, rather than towards agendas of employability, evaluation of teaching, and performance of institutions that have come to dominate higher education. We discuss what implications such a perspective might have for assessment cultures and assessment design.

R7.3 Chepstow | Group Discussion R7 | **Friday 9.00-11.00**

The convergence of actual and perceived outcome in group work assessment design: do the students fail their assessments or do the assessments fail their students? (0223)

Wayne Clark, *Curtin University, Australia*

Research Domain: Learning, teaching and assessment (LTA)

Assessment measures both learning processes and the student experience. Research into student discipline cases involving assessment items, and appeals by students against assessment outcomes in both undergraduate and postgraduate studies, investigated whether students failed assessments or whether assessments failed students. Good assessment design produces authentic, appropriate-to-discipline, professionally contextualised assessment, with rigorous academic standards based on pre-determined, clearly articulated criteria that build upon the diversity of the student body and which mitigate disadvantages that students may have. Group based assessment exacerbates student vulnerability language, culture, diversity, or social factors are highlighted. The research reviews how design of group based assessment exposes risk, how the student experience is dominated by assessment processes rather than teaching and learning processes, what student satisfaction survey data reveals about the correlation between assessment and students experience, and how both academics and students focus their engagement on assessment events and instruments rather than ways of ensuring learning.

R7.4 Chepstow | Group Discussion R7 | **Friday 9.00-11.00**

Rethinking Feedback: Convergence of academic practice, student engagement and partnership (0369)

Cathy Minett-Smith, *University of Bedfordshire, UK*

Research Domain: Learning, teaching and assessment (LTA)

Feedback is an essential element of the learning landscape; however it is associated with high levels of dissatisfaction staff and students. Arguably the discourse has focussed on academic practice rather than student action within feedback (Jonsson 2012, Price et al 2011). Focussing the discourse on influencing the actions and behaviours of students is necessary to create the step change impact needed in the feedback debate. Research and workflows in higher education relating to partnership, employability, student retention and success converge in the challenge of energizing students to recognise, value and constructively use feedback, from a variety of sources and in multiple formats. This session considers the result of research with students over a four year period to understand what they recognise as feedback, where and how they recognise it occurring and their perceptions of credible feedback, to empower them to use feedback to improve their personal and academic development.

R7.5 Chepstow | Group Discussion R7 | **Friday 9.00-11.00**

The integrative curriculum – using synoptic assessment to support the achievement of programme learning outcomes (0329)

Rebecca Lees, *Kingston University, UK*

Research Domain: Learning, teaching and assessment (LTA)

With many higher education courses now following a modular structure, ensuring students are meeting their programme learning outcomes has become the subject of some scrutiny in recent years. Benefits of assessment that focuses on meeting programme objectives include deeper learning and better student engagement via assessment that is more meaningful and enables connections to be made between individual modules on a degree programme. This study involves a novel, integrated approach to assessment on two marketing-degree modules, where a new product development concept on a marketing-content module is planned, analysed and promoted through a website developed on a quantitative methods and IS module. Results show improvements in student performance (three to four percentage points on related coursework items), student engagement (with increased numbers of students attempting all coursework) and student feedback. Based on this initial success, plans to further integrate the assessment in the following academic year have also been planned.

R7.6 Chepstow | Group Discussion R7 | **Friday 9.00-11.00**

The Value of Verbal Dialogue in Assessment Feedback (0295)

Gemma Gelder, *Coventry University, UK*

Research Domain: Learning, teaching and assessment (LTA)

The rationale of the paper is adding value to the student experience through effective audio feedback methods and dialogue.

It is clear from previous studies and from the literature around the subject that feedback is a complex exchange. It is essential therefore that we need to know much more about student reactions to feedback and to the different types of feedback we use.

This is an important topic and more research is needed, however any findings that go towards developing a student-centred approach to learning and best practice of feedback should be shared with others in order to improve learning and help towards raising standards.

It is worth pointing out that audio feedback is not the be all and end all of feedback provision as long as feedback that is provided by academics, aims to make it more useful and meaningful to students in the context of progressing their learning.

R7.7 Chepstow | Group Discussion R7 | **Friday 9.00-11.00**

Excellence in University Assessment: An impossible mission? (0019)

David Carless, *University of Hong Kong, Hong Kong*

Research Domain: Learning, teaching and assessment (LTA)

The main aim of the paper is to consider the nature of productive summative assessment task design against the backdrop of multiple functions of assessment.

The research method involves case studies of learning-oriented assessment practice in multiple disciplines. Classroom observations and interviews with participants facilitated the development of understandings of assessment in context.

Features of promising assessment task designs are exemplified and discussed. The significance of the paper lies in exploring both potentials and constraints in assessment practice in the context of different disciplines. Rather than presenting generic recipes for good practice, the paper illustrates some of the possibilities and tensions in implementing efficient and effective assessment.

The paper concludes with some thoughts and questions about the development of learning-oriented assessment. In view of competing priorities, is excellence in university assessment an impossible mission? Some related research directions are sketched.

R8

Conwy 1 | Session R8 | **Friday 9.00-9.30*****Divided by Loyalty: The Debate Regarding Loyalty Provisions in the National Defense Education Act of 1958 (0256)*****Brent D. Maher**, *Harvard University, USA*

Research Domain: Higher education policy (HEP)

The National Defense Education Act (NDEA) of 1958 was the United States' first federal investment in low-interest student loans for postsecondary education. The NDEA contained controversial provisions that required student loan beneficiaries to affirm their loyalty to the U.S. Government and sign an affidavit that they were not members of subversive organizations. Between 1958 and 1962, 32 colleges and universities either refused to participate or withdrew from the NDEA loan program, arguing that the loyalty provisions unfairly targeted students and violated principles of free inquiry. This paper analyzes the antecedents of the NDEA, the development of the legislation, and the resulting debate over the loyalty provisions to argue that the oath and affidavit controversy parallels contemporary policy debates. A close examination of these arguments illuminates their relevance to current ideologies and broader conversations regarding the purpose and ramifications of federal aid to education.

R9

Conwy 2 | Session R9 | **Friday 9.00-9.30*****Global citizenship in higher education: learning to debate through cross-cultural dialogues (0218)*****Elina Lehtomaki**, Josephine Moate, *University of Jyväskylä, Finland*; Hanna Posti-Ahokas, *University of Helsinki, Finland*

Research Domain: Student experiences (SE)

This paper seeks to engage with current debate around the role of global education in higher education and the accompanying notions of citizenship and internationalization bringing the debate to individual as well as institutional levels. The "expanding" notion of citizenship expects citizens to be educated and literate, so that they can understand, critique, and deliberate on matters of public policy with education often perceived as an important key. Our inquiry focuses on university students' learning in light of connecting the local with the Global, use of Education For All Global Monitoring Reports and research literature for debate and location of responsibility for educational development. We thematically analysed 43 learning assignments from students attending a participatory seminar as part of their course on international education policies and practices. The participants in this study appeared to become reflective and critical through the participatory seminar and related reading.

R10

Denbigh 1 | Session R10 | **Friday 9.00-9.30*****The inside–outside university: diversity, participation and empowerment in digital spaces across local and global boundaries (0257)*****Sue Timmis**, *University of Bristol, UK*

Research Domain: Access and widening participation (AWP)

This paper concerns widening participation, boundary crossing, and online social networking practices amongst undergraduates. Whilst there has been increasing emphasis on students' experiences after getting into university, little attention has been paid to the role of informal networks in relation to under-represented students' successful participation in HE. Drawing on Holland's work on identity and agency in figured worlds and a recent study of widening participation and digital technologies, the paper shows how such activities can help the development of social and cultural capital, agency and opportunities for mutual academic support. However, the prevailing 'facebook' culture can also be excluding, and more challenging for those not party to the socialising culture of campus life, especially for mature students. Nevertheless, whilst these practices are not necessarily different for students from under-represented backgrounds, it is argued they are more critical and offer new possibilities for expanded modes of belonging, participation and educational capital.

R11 Denbigh 2 | Session R11 | Friday 9.00-9.30

Reciprocal elucidation: a student-led pedagogy in multidisciplinary undergraduate research conferences (0051)

Helen Walkington, Oxford Brookes University, UK; Jennifer Hill, University of the West of England, UK; Pauline Kneale, Plymouth University, UK

Research Domain: Learning, teaching and assessment (LTA)

A multidisciplinary national undergraduate research conference is framed as a threshold experience for the development of self-authorship. This paper presents student reported learning gains from 90 interviews conducted over three consecutive years of a National Conference of Undergraduate Research. It reveals that some students co-create a pedagogy of Foucauldian reciprocal elucidation, through a sense of 'unfinishedness', allowing them to reflect on their own learning in the light of converging perspectives, questions and frames of reference. Bidirectional exchange of ideas and insights enable students to ask and answer questions that transformed each other's thinking, a deep learning transaction they described as empowering. This reciprocal elucidation derives from a multidisciplinary engagement with ideas and concepts in the moment. The opportunity to present research in an authentic setting beyond disciplinary and institutional contexts developed students' skills and confidence, giving additional value over and above the recognised benefits of engaging in research.

GROUP DISCUSSION R12

R12.1 Raglan | Group Discussion R12 | Friday 9.00-9.30

Internationalisation as University Business Model Innovation: A Case Study of the University of Nottingham (0022)

Ming Cheng, University of Glasgow, UK; **Fumi Kitagawa**, University of Edinburgh, UK; Michael Osborne, **Chris Duke**, University of Glasgow, UK RMIT, Australia

Research Domain: International perspectives and context (ICR)

Internationalization has become an important strategic and organizational means through which universities can innovate, for example, by introducing new dimensions to delivery of education and enriching the quality of students' curriculum and experience. This paper examines the scope of internationalization strategies by exploring how University of Nottingham's "business model" evolves, and how that has been influenced by multiple stakeholders' expectations, interests and concerns. The paper identifies changes in the way the University has created, delivered and captured value from internationalization as new business opportunities. It reveals that the internationalization strategies continue to evolve not only in terms of increasing the student numbers but also in integrating different dimensions of strategic activities including teaching, research, partnerships, and knowledge exchanges with external partners.

R12.2 Raglan | Group Discussion R12 | Friday 9.00-9.30

A Swinglish Experience: bridging international boundaries in the scholarship of learning and teaching (0245)

Jo Smedley, University of South Wales, UK; Jeanette Sjoberg, Halmstad University, Sweden

Research Domain: International perspectives and context (ICR)

Working collaboratively is an established feature of good practice in progressing pedagogical developments on a local or global stage. Effective engagement depends on trust, an understanding of shared working practices and creative thinking within established quality boundaries to progress sustainable outcomes which satisfy individual expectations and organisational perspectives.

This paper demonstrates collaborative practice in action focusing on the enhancement of academic practice through aligning elements of the UK Professional Standards Framework with Swedish learning and teaching system to progress academic practices and student experiences. Using middle managers as the "change champions", successful engagement enabled an international learning and teaching initiative to progress across Halmstad University, Sweden through a range of technological and non-technological approaches.

Outcomes demonstrate the challenges and opportunities in supporting managers from various subject and language contexts in becoming influential “change agents” and developing a wider pedagogically focused academic community reflecting research, scholarship, creativity and innovation.

S6

Cardiff | Session S6 | **Friday 9.45-10.15**

Exploring (co)Meta-reflection as a professional development method of academic middle managers in higher education. (0080)

Anthony Thorpe, Diane Garside, *University of Roehampton, UK*

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

This paper explores the use of meta-reflection as a method for the professional development of academic middle managers, particularly those with direct responsibilities for courses and programmes in higher education such as course leaders, directors, and co-ordinators. As an extension of reflective practice, the joint activity of (co)meta-reflection is proposed as a deeper and more meaningful form of reflection involving two, or more people, seeking to develop their thought and practice by moving from descriptive to analytical levels of reflection. We provide an example of a (co)meta-reflective exercise and identify it as an approach with considerable potential to address the problems that middle leaders and other professionals face, and call for further exploration of it both as a form of reflection and method for professional development.

S8

Conwy 1 | Session S8 | **Friday 9.45-10.15**

Think-tanks on academic lawns: a study in language and policy generation in UK Higher Education. (0314)

Maureen Spencer, *Middlesex University, UK*

Research Domain: Higher education policy (HEP)

The paper investigates the extent to which the think-tanks which challenged Keynesian collectivism in the second half of the twentieth century influenced official discourse on higher education. Archival research suggest that the ideologues of the think-tanks, particularly the Cabinet based Central Policy Review Staff, influenced the language in which higher education policy was reviewed by civil servants and ministers from the early 1980s. The policy conversation emanating from Whitehall was gradually dominated by the terminology of the market. In a Report on higher education produced in 1983 by the Central Policy Review Staff, the Cabinet based think-tank, students became ‘customers’, higher education institutions ‘producers’ and university courses ‘a diverse product range’. Such a shift in language provided the administration with the preliminary intellectual framework for what Shattock calls ‘the long march to privatisation’ and the introduction of market based higher education by the first decade of the twentieth first century.

S9

Conwy 2 | Session S9 | **Friday 9.45-10.15**

The Student as Emerging Global Citizen: mapping the journey from informal international student volunteering experience to service learning curricular initiative (0341)

Lorraine Tansey, *Maria Gallo, National University of Ireland, Galway, Ireland*

Research Domain: Student experiences (SE)

Across Irish higher education, volunteering and service learning opportunities are gaining momentum through an endorsement within the National Strategy for Higher Education (Eire, 2011). Students may fulfil this requirement through volunteering or service learning, a curricular intervention linking student learning to real-life experiences (Eyler, 2011). This research focuses on a case study based in an Irish university where an informal, international student volunteering initiative was enhanced by the addition of a formal, service learning curricular opportunity. Mapping this unique journey demonstrates how the initial volunteering experience presented the impetus for creating this service learning intervention for healthcare students who wish to volunteer in the Global South. This service learning module shifted the emphasis of the volunteering experience from honing healthcare-related skills to a social justice-led preparation that includes development education, intercultural awareness and adaptability as a foundation to create a meaningful international experience that actively promoted global citizenship.

S10 Denbigh 1 | Session S10 | **Friday 9.45-10.15**

Gender and access to postgraduate study in the UK – evidence from a multi-institutional study (0272)

Sally Hancock, Paul Wakeling, *University of York, UK*

Research Domain: Access and widening participation (AWP)

There has been extensive research and debate about gender, attainment and participation in compulsory and undergraduate education. However, far less attention has been given to postgraduate study. This is despite the considerable growth in the volume and significance of postgraduate education witnessed in recent decades. Drawing on extensive data collected from a study of six research-intensive universities in northern England, this paper will report gender differences in application to and participation in postgraduate study. We will examine the gender differences in terms of postgraduate application choices and outcomes (i.e. offers and enrolments), as well as considering how postgraduate study fits within the professional trajectories of each group. The implications of these findings, for both gender inequalities in the labour market and higher education policy, will be addressed.

S11 Denbigh 2 | Session S11 | **Friday 9.45-10.15**

Edutainment (Education + Entertainment) Enhances Learning Of STEM Subjects In HE (0065)

David Chadwick, *University of Greenwich, UK*

Research Domain: Learning, teaching and assessment (LTA)

This paper describes creation of a model of edutainment (education + entertainment) to aid learning of STEM-type subject skills by HE students. This has become an important issue for most nations [5] requiring the search for new methods of teaching. Although many see the way forward as being application of technology to the teaching process, the so-called technology-fix, it must be appreciated that learning is essentially a human experience, with teaching a predominantly human to human experience, and that perhaps a psychology-fix of some kind might be useful. A model of edutainment is currently under development for teaching cyber security to postgraduate students. Cyber security embodies all the STEM-type skill sets and so is a useful area for this research. Overall, it has been found that by combining entertainment purposefully with education using the psychological principles that are common to both, student outcomes for the taught curriculum are improved.

S12 Raglan | Session S12 | **Friday 9.45-10.15**

Potential in the space between: a sociocultural analysis of a learning and teaching programme with a partner HEI in Sri Lanka (0039)

Hazel Messenger, *London Metropolitan University, UK*

Research Domain: International perspectives and context (ICR)

Sutton and Obst (2011, xvi) suggest that international partnership activity may be seen on a continuum from “transactional” to “transformational”, with the latter referring to arrangements that transcend the original purpose, having the power to transform organisations, individuals and communities. This is a significant area for research with international perspectives converging to inform the nature and purpose of partnership development in higher education

This paper concerns a capacity-building programme in learning and teaching undertaken with an overseas partner in Sri Lanka, viewing it as a cooperative, third-space activity (Bhabha 1994), one that was neither ‘home’ nor ‘away’ but existing as a bi-national academic entity with the potential for both partners and the partnership to emerge changed as a result. This paper presents a case study analysis of this programme from a sociocultural perspective, identifying factors on an expansive-restrictive continuum that influenced the programme’s potential to contribute to a transformational partnership.

T6

Cardiff | Session T6 | **Thursday 14.45-15.15*****Management and Leadership in UK Universities: Exploring the Possibilities of change (0201)*****Matt Waring**, Cardiff Metropolitan University, UK

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

The many challenges currently facing the HE sector have been subject to considerable scrutiny, research and analysis. A significant body of research now exists exploring concerns about the current nature of the HE sector, offering a variety of alternative ways of doing HE. But still the underlying problems persist and academics throughout the sector continue to be frustrated and demoralised by an increasingly corporate approach that poses an ongoing challenge to their identities. Drawing on the author's previous fieldwork exploring academics' experience of Performance Management, as well as the experience gained over several years as a UCU union branch officer, this paper considers ways of addressing the challenges of corporate managerialism and will argue that reform of line management structures and a re-purposing of the role of the line manager offers the best means of transforming management structures from within.

T8

Conwy 1 | Session T8 | **Friday 10.30-11.00*****"On the shelf or making a difference"? How can we capture the impact of leadership research? (0335)*****Helen Goreham, Fiona Ross**, Leadership Foundation for Higher Education, UK

Research Domain: Higher education policy (HEP)

Despite a growing body of theoretical and descriptive research on the contexts, relationships and ambitions of leadership, there is still relatively little that explains effectiveness and impact. This paper discusses a) the LFs role as a higher education agency in capturing impact from our commissioned research b) emerging findings from an analysis of impact and c) highlights the methodological opportunities and challenges. There are three major messages arising from this paper to the sector and higher education policy makers. Firstly, wide impact can come from small studies and the extent of impact that can be achieved from small awards should not be underestimated. Secondly, research findings are informing leadership development for the sector but more needs to be done. Finally, we need a better understanding of what happens to research once it is published and the value it offers to institutions and the sector.

T9

Conwy 2 | Session T9 | **Friday 10.30-11.00*****Partnerships and practices in global health: Researching an International Education project with final year students (0354)*****Julie Wintrup, Joana Nascimento, Alex D'Aeth, Lauren Phillips**, Southampton, UK

Research Domain: Student experiences (SE)

International student exchange schemes often attract those able to afford to travel, to relocate and who are free from other responsibilities (Bridger, 2015). Attempts to 'widen participation' to this aspect of higher education are likely to reveal complex factors influencing students' decisions (Bridger, 2015). Despite national investment in outward student mobility, health students' use of Erasmus exchanges has been found to be decreasing (Carbonell, 2014), probably due to an interplay of factors and a more mature demographic (Bridger, 2015). A collaborative exchange project between Southampton and Lund Universities challenged this trend, providing short, intensive 'visits' to each other's countries involving all final year students. This paper reports findings from HEA-funded research into the collaboration, carried out with student researchers and based on a participative, co-researcher methodology. Six pedagogic devices that promote partnership working are discussed and incorporated into a 'circles of partnership' exercise for those interested in collaborative exchange schemes.

T11

Denbigh 2 | Session T11 | **Friday 10.30-11.00*****Can Pedagogic Practice Enhance Post Graduate Business Students' Abilities To Self-Direct One Teacher's Reflections (0164)*****Nicola Dawson**, *Coventry University, UK*

Research Domain: Learning, teaching and assessment (LTA)

This study examines a teacher's reflections of their pedagogic practice intended to aid students' engagement in self-directed learning (SDL). The research serves to examine the question, 'to what extent can specific acts of teaching practice aid the development of SDL in PG business students?'

Findings are taken from action research undertaken with a cohort of mixed nationality, postgraduate students in a British post 1992 university. Using ethnographic content analysis (Altheide, 1996), preliminary findings building on existing analysis by the author, highlight ethical considerations for practitioners when developing more self-directed pedagogies. Furthermore, implications include consideration of teacher support through the development process, along with the need for greater consideration of a differentiated approach to address cultural diversity.

GROUP DISCUSSION T12

T12.1

Raglan | Group Discussion T12 | **Friday 10.30-11.00*****Theory, Evaluation and Practice in Widening Participation: Presenting a new framework to evaluate WP interventions (0320)*****Annette Hayton, Andrew Bengry Howell**, *University of Bath, UK*

Research Domain: Access and widening participation (AWP)

This session explores the development and application of a framework for evaluating and researching university-based widening participation interventions. Drawing on the theoretical work of Bourdieu, it provides a basis for designing activities to develop social and academic capital which foster a sense of belonging in the HE environment. It actively rejects a 'deficit' model to explain low participation and attainment, recognising the need for change within HE as well as the need to develop student capacity. Based on a structure of broad aims and learning outcomes it is accessible to practitioners and non-specialists enabling them to think strategically about interventions, encouraging reflexivity among university staff engaged in widening participation activities, and rationalising evaluation processes to improve the quality of data and demonstrate impact.

T12.2

Raglan | Group Discussion T12 | **Friday 10.30-11.00*****Evaluating a teacher-focused widening participation intervention as part of a broader evaluation framework; methodological development and preliminary findings (0296)*****Helen Wareham, Kirsty Younger**, *Andy Wiggins, Durham University, UK*

Research Domain: Access and widening participation (AWP)

This methodological paper describes the development of the evaluation of a teacher-focused intervention designed to widen participation in HE for young people from disadvantaged backgrounds. Data collection and analysis is ongoing and preliminary findings will be presented. The evaluation is part of a larger research project, the Sutton Trust Research and Evaluation Framework, which aims to monitor and evaluate the impact of a number of interventions. Teacher summer schools offer residential training to teachers with the aim of increasing attendance at research intensive universities for disadvantaged students. As part of the framework, we also track applications to a student summer school programme and will report on whether engagement with the teacher intervention affects applications to the student intervention. We present geographical mapping of the reach and impact of the programme. The evaluation also includes surveys and interview-based case studies; we present initial survey findings and discuss the developing evaluation methodology.

U1

Beaumaris Lounge | Session U1 | **Friday 11.30-12.00*****Does it make sense to talk of teaching and learning in higher education? (0337)*****Richard Davies**, *Aberystwyth University, UK*

Research Domain: Learning, teaching and assessment (LTA)

It is commonplace for 'teaching and learning in higher education' to be treated as a coherent object of both study and practice. This is reflected in research projects and institutional approaches to supporting teaching and learning. In this paper I question the legitimacy of this assumption. Discipline specific approaches are not, and ought not, to be construed as examples of a more general account of 'higher education', but the primary form of activity from which little of general significance can be gleaned. The paper draws directly on recent reconceptualizations of Aristotelian ethics and epistemology to argue that the practice and study of teaching is: (a) tied to particular disciplines/subject areas, and (b) shaped by a quest to understand the 'objectual knowledge' of their central objects. I conclude by claiming this has significance for both the practice of teaching and learning in higher education, and research of that practice.

U2

Beaumaris 1 | Session U2 | **Friday 11.30-12.00*****The Development of Exchange Programmes in Asia as a mean to regional integration (0200)*****Angela Yung Chi Hou**, *Fu Jen Catholic University, Taiwan*; Christopher Hill, *University of Nottingham Malaysia Campus, Malaysia*; Karen Chen, *National Taipei University of Education, Taiwan*

Research Domain: International perspectives and context (ICR)

To date, most efforts towards enhancing higher education regionalisation have been within South East Asia where there are three Asian organisations aiming at intensification of the integration of higher education systems across the region, including ASEAN, UMAP and CAMPUS Asia. This paper will examine the student exchange programmes of the three initiatives listed above and provide a clear and coherent outline and analysis of the respective programmes, their merits, challenges and objectives. The focus of the paper will be on the analyses and comparison of the exchange program development model, credit transfer schemes, and its impact on student mobility in Asia. Based on Knight's FOPA approaches, the role of Asian organizations in higher education and their impact on region harmonization will be discussed as a conclusion of the paper.

U3

Beaumaris 2 | Session U3 | **Friday 11.30-12.00*****Mirrors, models, and merits: educational developers' credibility and leadership (0177)*****David A. Green**, *Seattle University, USA*; **Deandra Little**, *Elon University, USA*

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

What gives educational developers around the world credibility with their academic colleagues? Possibilities include disciplinary expertise, the credential of a terminal degree, and/or mirroring and modeling the practices of 'regular' academics. In keeping with transformational leadership research (Brown & Moshavi, 2002), Blackmore and Blackwell (2006) argue modeling may be most influential in transforming others' practice. Likewise social identity theory (e.g. Hogg, 2001) suggests that the more prototypical developers appear – for example, through credentials as well as practice – the more persuasive they might be.

Through a survey of over 1,000 developers in 38 countries, we explore credentials and 'currency:' the former via terminal degrees, contract types, and being able to 'pass' as a regular academic through shared language, perspectives, or dispositions; the latter as demonstrated through the practices of teaching and researching. Ultimately, we investigate whether developers' credibility – through practice and credentials – positions them for transformational leadership.

GROUP DISCUSSION U4

U4.1 Caldicot | Group Discussion U4 | [Friday 11.30-12.45](#)

From the “boys’ club” toward “a player of the managerial university”. The UCU in UK research intensive HEIs from the lay representatives’ experience. (0053)

Giulio Marini, *CIPES, Portugal*

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

Nowadays the quest for more entrepreneurial universities and the attention over the productivity reached utmost levels. Top-managements of research intensive universities and colleges measure and monitor the individual and group performance. This creates changes even in terms of HR management. In this scenario the role of a union of scholars is overlooked. This empirical study in fact sheds light in the world of HE section of UCU through a sample of 10 research intensive HEIs with around 30 in depth interviews. The perspective of lay representatives (reps) is aimed at clarify how managerial strategies may bring to mobilization against traditional and new forms of harassment through casualization, grievances and legal trials. Moreover, the study of the main sense of belonging and the identity of being a researcher is investigated to understand if and how the union is changing from a guild into a more traditional industrial relation player.

U4.2 Caldicot | Group Discussion U4 | [Friday 11.30-12.45](#)

Multiple authorship: power, performativity and the gift economy (0075)

Bruce Macfarlane, *University of Southampton, UK*

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

The allocation of authorship credit in academic publication raises complex ethical issues but is comparatively under-researched, particularly in the social sciences. The paper analyses the results of research into attitudes to multiple authorship based on a survey questionnaire of academics working in education faculties in universities in Hong Kong. The results illustrate the way in which intellectual contribution is often overridden by considerations related to hierarchical power relations, notably in relation to research project leadership and doctoral supervision. These considerations normalize a gift economy which need to be understood by reference to cultural norms associated with Chinese society and, more widely, in connection with performativity in academic life. Belief in the legitimacy of power ordering and gift ordering of academic contributions to multiple authored publications indicate the need for research universities to pay more regard to institutional policies on scholarly authorship.

U4.3 Caldicot | Group Discussion U4 | [Friday 11.30-12.45](#)

Higher Education in a hegemonic world (0158)

Geoffrey Hinchliffe, *University of East Anglia, UK*

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

In an article in London Review of Books earlier this year, Marina Warner inveighs against increasing marginalisation of academics in the face of overweening managerialism. This submission proposes to explore the ideas of Antonio Gramsci to fashion the idea of the intellectual as organiser who engages in counter-hegemonic activity through building educational relations with students and the broader public. This is a more satisfactory way of addressing the very real problems that Warner identifies. Gramsci is of interest because he recognises that education and learning has traditions that must be drawn on; but he also recognises that intellectuals must be prepared to construct, organise and lead. My presentation will end by showing what a Gramscian revision of the UKPSF would look like. For Gramsci, the challenge is not merely to develop learners but to encourage the formation of leadership in our students and thus to generate counter-hegemonic action.

U5

Caerphilly | Session U5 | **Friday 11.30-12.00**

Posthuman texts and the digital university (0313)

Lesley Gourlay, *University College London, Institute of Education*

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

The study of academic reading and writing has moved away from a cognitive focus, towards one which views meaning-making as a complex set of socially-situated practices. Literacy practices enrol social actors via a range of semiotic resources, in increasingly multimodal digital and analogue contexts. However, the agentive role of nonhuman actors and artefacts has received less attention. Drawing on posthuman and actor-network theories, this paper will report on a funded project which investigated the day-to-day embodied and textual practices of 12 adult postgraduate students over a six month period, using multimodal journaling and in-depth interviews. It will explore in particular the transcontextual boundary of digital / print and how objects act not only to create new assemblages – complex and evolving networks of human and nonhuman actors - but also to enable transitions across contextual boundaries, leading to blurring of binaries around authorship, presence and persistence of text.

GROUP DISCUSSION U6

U6.1 Cardiff | Group Discussion U6 | **Friday 11.30-12.45**

Prestige in universities: in tension with the efficiency and effectiveness agenda? (0115)

Paul Blackmore, *King's College London, UK*

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

Two recent “Diamond” reports by the UUK Efficiency Group (2011; 2015) have aimed to maximise efficiency and effectiveness of universities. A recent Leadership Foundation for Higher Education-funded project has explored the role of prestige, asking whether it is in tension with conventional accounting and the drive for collaboration, and whether there are parallel cultures in universities and different challenges for pre- and post-1992 institutions? Through extended individual interviews twenty heads of UK higher education institutions offered their perceptions of the role that prestige plays in their working lives and in working within and beyond their institution. The investigation confirmed a nuanced picture, prestige being a feature of all universities, but varying in nature and extent. Some prestige aspects, such as a stimulus to competition, the influence of internal stakeholders and academic tribalism made leadership and management a more complex activity, in tension with efficiency and effectiveness.

U6.2 Cardiff | Group Discussion U6 | **Friday 11.30-12.45**

Reflecting on Leadership: Higher Education Academy Recognition and Academics as Effective Leaders (0090)

Sue Eccles, *Bournemouth University, UK*; **Sally Bradley**, *The Higher Education Academy, UK*

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

This study explores how the process of applying for Senior or Principal Fellowship of the Higher Education Academy (HEA) supports reflection on leadership practice and development. Such reflection may utilise a number of resources, prompts and artefacts, which support reflection in and reflection on practice. Academics ranging from Programme Leaders to Vice Chancellors with Senior or Principal Fellowship recognition participated in an online survey and a small number were also interviewed face-to-face. The results suggest that the requirement to reflect on one's own leadership strengthens self-awareness and effectiveness as a leader, thus supporting and encouraging excellent education practice at personal, institutional and sector level.

U6.3 Cardiff | Group Discussion U6 | **Friday 11.30-12.45*****Leadership Development and Leadership Activity within the 'Cinderella' Sector: the perceptions of Further Education college principals (0252)*****Justine Mercer**, Phil Whitehead, *University of Warwick, UK*; Maria Kaparou, *University of Nottingham, Malaysia*

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

This paper analyses the leadership development experienced by Further Education (FE) college principals in England. It also investigates how much time they devote to 20 leadership activities and how important they think each of these is in terms of organisational performance. Data were collected via an on-line survey and 20 hour-long, semi-structured interviews. Preliminary findings indicate that networking with senior FE leaders and reading journal articles are the two most popular development activities prior to appointment. Learning from experience, once in post, is also highly rated in terms of both popularity and value. FE principals spend the most time trying to ensure their college is financially viable. They also spend a considerable amount of time using data to make decisions and reporting to the governing body. Generally, there is a good match between the things principals devote the most time to and the things they deem most important.

U6.4 Cardiff | Group Discussion U6 | **Friday 11.30-12.45*****Browne's Review and prospective students' access to IAG: Five years on (0226)*****Namrata Rao**, *Liverpool Hope University, UK*; **Anesa Hosein**, *University of Surrey, UK*

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

Whilst Browne's Review (2010) proposed a rise in UK Higher Education fees, it also identified the need for Higher Education Institutions (HEIs) to provide easy access to information, to allow students to make value judgement about their investments. However it is uncertain to what extent that students have quality information on HEIs' learning and teaching (L&T) beyond the required key information sets (KIS). This paper reports on the extent and type of data available to prospective students about the L&T practices at 36 UK HEIs. The findings indicate that the L&T information vary by the size of university and their commitment to L&T and hence there is no consistency even five years after the Browne's Review. The findings have implications for senior managers such as departmental heads, Quality Assurance officials and the marketing heads of universities to consider the efficacy of the L&T information dissemination practices.

U7 Chepstow | Session U7 | **Friday 11.30-12.00*****A Connected Curriculum for Research-based Education: Programme Leaders' Stories (0273)*****Dilly Fung**, *University College London, UK*

Research Domain: Learning, teaching and assessment (LTA)

What do we mean when we talk of 'good' education, and 'good' curriculum, in higher education? Drawing on the theoretical framing of philosophical hermeneutics (Gadamer, 2004; Gallagher, 1992) and on Pinar's theorising of curriculum as 'complicated conversation' (Pinar, 2012), I address this question by analysing international programme leaders' perspectives on curriculum. Findings from this empirical study, in which 22 leaders of degree programmes from 12 different national settings and diverse subject disciplines were interviewed, suggest that 'good' curriculum is typically considered, by experienced academics, to be 1) research-connected, 2) conceptually connected, and 3) personally and socially connected. A related institutional case study is then presented: University College London,, a research-intensive UK university, has set out to apply these principles of connectivity to practice with the strategic implementation of a Connected Curriculum framework (UCL, 2015a). I argue, finally, that philosophical hermeneutics and empirical analysis can speak productively to institutional policy and practice.

U8

Conwy 1 | Session U8 | **Friday 11.30-12.00****Recent Research Excellence Evaluations In the UK and Portugal: Methodologies, Controversies, Cultures and Consequences (0269)****Rosemary Deem**, *Royal Holloway, UK*

Research Domain: Higher education policy (HEP)

The paper compares the methods, panel processes/cultures and consequences for academics and universities of two recent research evaluations: the UK Higher Education Funding Council for England (2008 Research Assessment Exercise and 2014 Research Excellence Exercise) and the 2013 Fundação para Ciência e Tecnologia/European Science Foundation Research Centres Evaluation in Portugal. A particular focus is placed on how social science is evaluated, how evaluation links to funding and the unintended consequences of such exercises; data are drawn from evaluator experiences, public domain documents and a small number of interviews. There is considerable scope for European academics and policy makers to learn from both exercises.

GROUP DISCUSSION U9

U9.1

Conwy 2 | Group Discussion U9 | **Friday 11.30-12.45****Conceptualising the student experience: a new framework. (0114)****Fiona Cownie**, *Bournemouth University, UK*

Research Domain: Student experiences (SE)

The student experience is central to the functioning of modern universities, yet its conceptual understanding remains limited. A relational perspective to HE can enhance our understanding of the student experience. Such a perspective foregrounds ongoing relational exchange between students and their relational partners: academics and institution. This paper develops a conceptual framework which seeks to identify key relational concepts which when active can enhance the student experience. The framework proposes three exogenous variables, affective commitment towards academics, commitment balance between students and institution, and gratitude. Together these drive endogenous variables of engagement and positive word-of-mouth communication. The paper provides a rationale for the development of this framework in readiness for the framework's use within a future quantitative study using structural equation modeling analysis to determine its suitability as an explanation of the dynamics of the student experience.

U9.2

Conwy 2 | Group Discussion U9 | **Friday 11.30-12.45****Student Success: Strivers, Striders and Thrivers. (0181)****Marian Mayer**, Sue Eccles, Camila Devis Rozental, Janie Jones, *Bournemouth University, UK*

Research Domain: Student experiences (SE)

This paper, based on a small-scale study in a UK university, argues that bespoke learning development (LD) support, which is designed and delivered by Faculty-based academics, can better support students who are striving for academic success, it can give them the confidence and ability to stride through their studies and can enable them to thrive both personally and academically as they transition through and beyond university. Tinto's (1993) integration model offered a framework within which to gain understandings of how institutional commitment to Learning Development support can harness and cultivate individual attributes, enhancing retention, success and the student experience. The students articulated experiences of LD support that had led them to develop self-efficacy and autonomy. The study has implications for institutional policy and practice, as it has found that bespoke 1:1 LD support has positive impacts on retention and success, which are of increasing importance in HE.

U9.3 Conwy 2 | Group Discussion U9 | **Friday 11.30-12.45*****Social Capital: a framework for innovative learning and teaching? (0304)***Barry Avery, **Deborah Anderson**, Mark Passera, *Kingston University, UK***Research Domain:** Academic practice, work, careers and cultures (AP)

We propose that social capital has potential in helping to create dynamic, interested and 'lean forward' thinkers in higher education. In the last twenty years the measures used to assess social capital in education have moved beyond achievement and attainment to include aspiration, engagement and motivation. Attendance, behaviour and commitment to education have also been used as successful indicators which suggests that educational innovations that promote these factors will see an increase in the equality of opportunity. For optimum development of social capital, it is proposed that a blend of bonding, bridging and linking connectivity is aspired to and we discuss how learning and teaching innovations at the research site can contribute to developing such connectivity. By creating dynamic collaborative experiences we are not only encouraging the students to take control over their education; we are also creating deep horizontal and vertical ties; in short developing social capital.

U10 Denbigh 1 | Session U10 | **Friday 11.30-12.00*****Developing a new theorisation of 'success' in widening participation (0312)*****Neil Harrison**, Richard Waller, *University of the West of England, UK***Research Domain:** Access and widening participation (AWP)

This paper will draw on the findings of an SRHE-supported project examining the conceptualisation of 'success' within widening participation in England. Past and current managers within the sector have provided their perspectives on the features that underpin effectiveness and the methods by which this can be measured or codified. These data show a degree of change over time, as well as conflicting contemporary approaches and paradigms, especially in response to the prevailing 'what works' agenda within education.

The paper will go on to present a new theoretical framework for understanding widening participation activity that moves beyond the discourses about 'aspiration deficits' that have tended to dominate across the last two decades. Instead it will prioritise the role of higher education institutions in challenging the accumulated educational disadvantage which underpins the stark and persistent inequalities in progression to university.

U11 Denbigh 2 | Session U11 | **Friday 11.30-12.00*****Students' Motivation in Longitudinal Perspective: The influence of Potential, Personality and Learning context (0125)*****Didi M.E. Griffioen**, Annedien G. Pullen, Judith Schoonenboom, Bjorn de Koning, Jos Beishuizen *VU Amsterdam, Dept. of Research and Theory in Education, The Netherlands***Research Domain:** Learning, teaching and assessment (LTA)

Nowadays, collaborative skills have become an important graduate attribute for future highly-educated professionals, which provides learning goals in higher education programs. This study focuses on how a collaborative learning environment influences the motivation for task and collaboration in students. Additionally will be seen what role a students' cognitive ability, creative ability, and personality plays. All variables are modeled in a full structural equation model. The results show that a feeling of group safety can positively affect a student's motivation to collaborate in a future task, while a higher task complexity has a negative influence. Work load does not affect students motivation for collaborative learning. Cognitive able students are more willing to collaborate than creative able ones. And conscientiousness and extraversion show moderate direct effects on motivation after the task. So the learning context seems important, but so is the personality of the students.

GROUP DISCUSSION U12

U12.1 Raglan | Group Discussion U12 | **Friday 11.30-12.45**

National Mobility of University Entrants (0037)

Caroline Berggren, *University of Gothenburg, Sweden*

Research Domain: Access and widening participation (AWP)

In Sweden, the expansion of higher education implied that new university colleges were established in the less populated regions. The proportion of non-traditional HE-students increased. However, a parallel development is also possible; students originating from city regions, but without sufficient grades to enter the old universities, would move and study at a university college.

This is a large scale study statistically analysing data from national registers of the population born 1974 to 1982.

In general, women are more likely to move since they are more likely to enter HE, but among HE students the likelihood for mobility was gender equal. However, the mobility between city regions was characterised by a majority of the mobile students being women and students with high cultural capital. The results confirm the presumption that university colleges are a resource also for 'city' students with low grades.

U12.2 Raglan | Group Discussion U12 | **Friday 11.30-12.45**

A comparison of non-traditional students' transition processes into Swiss and English Higher Education (0243)

Taiga Brahm, *University of St. Gallen, Switzerland*; **Hubert Ertl**, *University of Oxford, UK*

Research Domain: Access and widening participation (AWP)

The transition to higher education (HE) is a challenging and crucial phase for most students. This seems to be particularly true for students with a background in vocational education and training (VET). While the students' pathways into HE have been researched, their actual study behaviour of non-traditional students (in particular VET students) has not yet received the same level of attention. This study aims at shedding further light at the transitions of VET students by looking at the systemic differences between VET students' transition to HE in Switzerland. Furthermore, students' individual challenges when entering HE are investigated. Our research is based on document analysis and expert interviews. Despite the different pathways that students can take in the two countries, the challenges that students encounter in their transition phase are often of similar nature.

U12.3 Raglan | Group Discussion U12 | **Thursday Friday 11.30-12.45**

In light of rising tuition fees, is there a difference in the student decision making process for those choosing to study for a degree at a university and those choosing to study for a degree at a further education college? (0276)

Jim Pugh, *Staffordshire University, UK*

Research Domain: Access and widening participation (AWP)

Over 100,000 students are currently studying for their degree within Further Education (FE) colleges, partly attributed to the rise in university fees. Although price increases have occurred within FE colleges for HE study, these have not been pound for pound matching the rise in universities. This provides an opportunity to examine the ways in which the cost of participation influences students' decisions on choosing where to study. Conducted during the fee rise in 2012/13, this quantitative survey research compares two sets of students across two institutions, one new university and one further education college. Results showed that university students were influenced by a greater range of factors compared to college students in choosing their institution. Data analysis shows that students paying higher fees indicate that their decision to study at their institute has been influenced by a greater number of factors than those charged lower fees.

V2

Beaumaris 1 | Session V2 | **Friday 12.15-12.45*****Pedagogy in context: international experts' insights into the teaching of advanced research methods. (0244)*****Sarah Lewthwaite**, Melanie Nind, *University of Southampton, UK*

Research Domain: International perspectives and context (ICR)

This paper sets out the findings from new research into the teaching of advanced social science research methods. We present an in-depth study into the teaching and learning of advanced research methods conducted by researchers at the ESRC National Centre for Research Methods (NCRM). We outline how current concerns about a methodological skills deficit have shaped debate in the UK, and draw upon insights from in-depth interviews with international experts to reflect on the situated nature of advanced methods teaching and learning. From here, we examine how the pedagogical approaches, challenges and demands identified within and across international contexts can elucidate the pedagogic challenges of advanced methods teaching and learning in the UK. During our presentation we will engage delegates in critical dialogue regarding how these findings and the broader questions of how pedagogic culture and practice might respond to global trends and international tensions in social research.

V3

Beaumaris 2 | Session V3 | **Friday 12.15-12.45*****Exploring ecologies of practice across the disciplines in the shifting economies of the research-teaching-practice nexus (0204)*****Susan Mathieson**, *Northumbria University, UK*

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

This paper contributes to research on disciplinary approaches to the research-teaching nexus from a sociocultural perspective. It draws on academic narratives of the research-teaching-practice nexus across different disciplines of a UK university aiming to shift its identity from teaching and professional practice towards research. Drawing on interviews with 8 academics across different disciplines it explores how they and their disciplinary workgroups have negotiated this transition, the strategies adopted, the challenges faced, and the impact on approaches of individual academics and programme teams to the research-teaching-practice nexus and to embedding research informed learning in the curriculum. It highlights the diverse power relations shaping these transitions, and the varying outcomes for the research-teaching-practice nexus across different discipline groups in a single university. The research offers a more nuanced understanding of the nature of agency and structure in shaping the research-teaching-practice nexus, and to understandings of the nature of disciplines as social practices.

V8

Conwy 1 | Session V8 | **Friday 12.15-12.45*****Developing a university wide policy for increasing flexibility and 21st century skills (0156)*****Ellen Kloet, Hanno van Keulen**, *Windesheim University, The Netherlands*

Research Domain: Higher education policy (HEP)

Windesheim University, a large polytechnic in the Netherlands, feels challenged to reconsider its educational policies in the light of the demands for a more flexible organization caused by an increasingly diverse student population, and the desire to incorporate more so-called 21st century skills and values (the 'Bildung' concept). A project group investigated the literature and expert opinions and distilled seven major trends that will influence higher education the upcoming decades. These trends were used to formulate a new educational policy, which was discussed with the students and with academic and supportive staff. This resulted in six values that should guide the redesign of all the (sixty plus) programs in the next eight years.

V10 Denbig 1 | Session V10 | **Friday 12.15-12.45**

The language of assessment: exploring best practice on Access modules to prepare tentative learners to succeed (0377)

John Butcher, Anactoria Clarke, Jonathan Hughes, Laura Hills, Elaine McPherson, Isobel Shelton, **Stefanie Sinclair**, *The Open University, UK*

Research Domain: Access and widening participation (AWP)

This paper reports research which aimed to identify principles of best inclusive practice in the language of assessment, in order to better prepare tentative HE learners to succeed. Findings are based on a scholarship project on the Open University's (OU) Access modules – 30 credit additional preparatory modules aimed at less confident students with low prior qualifications. Drawing on advice that inclusive wording of assessment tasks become policy (Butcher et al, 2010), we compared the inclusivity of the language of assessment on the OU's three Access modules: Science, technology and maths; People, work and society, and Arts and Languages in the modules' Assessment Guides. We considered the way this language is perceived by students and tutors as well as the impact on students' developing assessment literacy and retention. Findings emphasise the crucial role of the tutor, the significance of inclusive learning design and the need to balance clarity with 'wordiness'.

V11 Denbig 2 | Session V11 | **Friday 12.15-12.45**

Developing writing at university: extending tutor-student dialogue, understanding and practices in academic writing (0163)

Rachel Stubley, *University of South Wales, UK*

Research Domain: Learning, teaching and assessment (LTA)

What are student teachers' experiences of academic writing as they undertake teaching qualifications at university? What identities as writers do they bring to their studies? What is the rationale for requiring teachers in training to engage in academic writing? And how do academic teacher educators support them in doing so?

My research uses a qualitative Literacy Studies approach to explore these questions through interviews and focus groups with tutors and students, and through accounts of my own and others' practices in supporting student writing. I aim to make more visible the underlying expectations of students and teacher educators regarding academic writing, and also to extend the possibilities for dialogic, student-centred approaches to writing which support developing professional identities.

I look forward to sharing and discussing my findings with colleagues, particularly those (like me) teaching on vocational university programmes and/or interested in developing their work with students in this area.

POSTERS

Caernarfon Foyer | **Wednesday 13.45-14.15 / Thursday 13.30.14.00 / Friday 11.00-11.30**

nr1

Practice what we preach: Teaching health promotion in Higher Education (0355)

Larissa Kempenaar, Sivaramkumar Shanmugam, Elspeth Donaldson, *Glasgow Caledonian University, UK*

Research Domain: Learning, teaching and assessment (LTA)

Health promotion is internationally considered an essential role of health professionals and should therefore be included in pre-qualifying programmes. While the subject of health promotion has been integrated into health curricula, how this subject is delivered in higher education has received less attention. Health Promotion is a key module in the pre-qualifying MSc Physiotherapy programme at Glasgow Caledonian University. However, this module has historically had poor engagement from students, as they viewed their more traditional physiotherapy skills and knowledge based modules more important to their professional development. The module team therefore decided to change the approach of delivery of the module. The aim of this paper is to share the experiences and lessons learnt of introducing a collaborative model to enhance student engagement in a Master's module. The authors will present lessons learnt in the use of blended learning, student-led seminars and the position of the lecturer within the classroom.

nr2

Imagining the National Institution: German and British students on the values associated with higher education. (0190)

Richard Budd, *University of Bristol, UK*

Research Domain: International perspectives and context (ICR)

Neo-institutionalists suggest that actors are embedded within organisational fields characterised by a distinctive configuration of rules, roles and practices. There is already a considerable volume of research on higher education that draws on this perspective, and this paper seeks to extend this literature by offering the notion of the national university institution. That is, that it is possible – and perhaps useful – to theorise and understand domestic policy responses to global trends in relation to a nationally-specific conceptualisation of how universities do, or should, operate. Drawing on interviews with undergraduates in Germany and England, countries with somewhat contrasting university sectors, similarities and differences emerged around the values they associated with higher education. It will be suggested that this may afford us the opportunity of imagining how the national higher education (neo-) institutions may compare and be understood by their constituents.

nr3

Conservatives 2 - Liberal Democrats 0: Winners and Losers in the 2010-15 Coalition's policy-making on the funding of undergraduate education in England (0150)

Andrew Gunn, *University of Leeds, UK*; Helen Carasso, *University of Oxford, UK*

Research Domain: Higher education policy (HEP)

Within five months of the start of the Conservative/Liberal Democrat Coalition, publication of the Browne Review in October 2010 put the funding of undergraduate teaching and student finance high on the political agenda. Given sharply contrasting pre-election pledges from the two parties, this was an area in which post-election compromises and concessions were inevitable if the Government was to present a united front. Policy changes included tuition fees, student number controls, student loans, widening participation initiatives and the National Scholarship Programme (NSP). Together they were intended to address the challenge of offsetting rising fees with steps to increase social mobility. As the announcement of the closure of the NSP within a year of its launch suggests, there were failures among these policies; others though have achieved their political objectives. This evaluation of those successes and failures also considers the legacy of the Coalition government in the funding of undergraduate education.

nr4

A Stakeholder Perspective on the Reputation of Business Schools in Saudi Arabia (0094)**Ibrahim Alharthi**, Lisa Anderson, *University of Liverpool, UK*

Research Domain: International perspectives and context (ICR)

This research is informed by the development and expansion in Saudi Arabian higher education and debates around business education and business schools in the literature mainly based on American and European contexts. It is taking a stakeholder perspective looking at the reputation of business schools in Saudi Arabia concerning how the concept of reputation is perceived among different stakeholder groups. The research adopted the social constructionist point of view and used semi-structured interviews analysed using template analysis technique. The findings of the research is contributing to theory by highlighting the differences in perceiving reputation among different stakeholders. It is also making a practical contribution by informing policy on how these differences may affect building and managing reputation.

nr5

Internationalising Higher Education: A Pilot Study of Two Russell Group Universities (0097)**Nicola Savvides**, *Kings College London, UK*

Research Domain: International perspectives and context (ICR)

The internationalisation of Higher Education is a key priority area in universities across the UK and institutions have been or are in the process of (re-)developing their internationalisation strategies. This paper reports on a pilot study that is exploring the internationalisation strategies of two Russell Group universities, which are currently working on developing these strategies. The methodology includes analysis of key policy documents and semi-structured interviews with key staff involved in the internationalisation process. The literature review and data collection are currently underway. The findings are expected to reveal how the internationalisation of higher education is conceptualised and how these interpretations shape how internationalisation is being approached and implemented. Examples of good practice as well as challenges, problems and potential barriers will be discussed. Recommendations will be provided to facilitate the successful implementation of internationalisation in Higher Education. Planned further research that builds on the study will also be discussed.

nr6

By all means: Unraveling undergraduate research supervision strategies using stimulated recall. (0110)**Mayke Vereijken**, Roeland Van der Rijst, Jan Van Driel, *ICLON, Leiden University Graduate School of Teaching, The Netherlands*; **Friedo Dekker**, *Leiden University Medical Centre, The Netherlands*

Research Domain: Learning, teaching and assessment (LTA)

Research supervision requires supervisors to use a blend of pedagogical and personal relationship skills in order to deal with individual differences between students as well as their own professional and personal identities. In the present study, we aim to gain insight into research supervision through analysis of supervisors' strategy use in terms of what supervisors do and why during 11 individual stimulated recall interviews with supervisors we asked them to reflect on a student-supervisor meeting in order to elicit their intentions and means in which they guide the student. A grounded approach was used to identify six categories in intentions and seven means of acting. Results suggest that supervisors vary on the scale for student-focused to teacher-focused approaches to supervision. We will present and illustrate relationships between supervisors' intentions and means in terms of dimensions in supervisor-student interaction that influence undergraduate research supervision.

nr7

Exploring Research Methods Pedagogies for International Masters Students in Education (0144)**Phil Wood**, Joan Smith, *University of Leicester, UK*

Research Domain: Learning, teaching and assessment (LTA)

Research methods are a core element of student learning within Master's level study in education. As individuals make the transition from undergraduate to doctoral study, Master's degrees have become increasingly important not only in laying the foundation of criticality and a deepening and widening subject knowledge but also in ensuring a basic understanding of research design. As such, research methods modules at Master's level are extremely important in ensuring a positive and critical grounding in both the theoretical and practical aspects of designing and undertaking primary research.

This paper considers the initial results from a research project developing and evaluating the learning of students in research methods on an international Master's degree in education and considers some of the pedagogic implications which emerge.

nr8

Sustainability degrees: The challenges and opportunities of a new discipline (0141)**Zoe Robinson**, *Keele University, UK*

Research Domain: Learning, teaching and assessment (LTA)

The past decade has seen a rise in degrees focussed on sustainability, at the same time as the discipline of Sustainability Science has emerged. Education itself is seen as playing an important role in developing a more sustainable society, and sustainability degrees may contribute to a university's sustainability portfolio. This paper draws on interviews with programme directors of eight sustainability-focussed undergraduate degrees at UK HEIs to examine the development and future of, and challenges and opportunities posed by, these degrees. The findings show a lack of consistency in the naming of these degrees, different reasons for their introduction, and low student recruitment. On the other hand, student cohorts are distinct and highly motivated, with the potential to contribute positively to sustainability. For the potential of these degrees to be fully achieved there is a need for greater collaboration between key stakeholders to establish 'sustainability' as a distinct academic field.

The Curious World of Grade Grubbing in HE: Perspectives from Students and Academics (0188)**Steph Allen**, *University of Southampton, UK, Bournemouth University, UK*

Research Domain: Learning, teaching and assessment (LTA)

The introduction of higher tuition fees in 2012 as a result of the Browne report (2010) promoted and supported by UK government rhetoric, insisted that an educated workforce is good for the economy and that individual investment in HE, is the way forward for personal economic advantage.

Set against a backdrop of economic austerity and a lack of job prospects, school leavers recognise that competition for traditional or stable employment is high. Even earlier, at secondary school level, the need for excellent A level grades has been conditioned as a marker for university applications. Once at university, a 2:1 grade is perceived as the gateway to better job opportunities (Vasagar 2012). To achieve competitive aspirations for grades, how far will the student go in order to get the grade that they want? Welcome to the world of grade grubbing.

nr9

Action lines to support curricula in the implementation of a national qualification framework (0198)**Marine Antille**, Emmanuel Sylvestre, Deborah Dominguez, Mathilde Ferro, *University of Lausanne, Switzerland*

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

Following the Bologna Agreement, the implementation of the national quality frameworks in Europe took the form of the description of the learning outcomes of every single curriculum.

This paper explores how to support a curricula leading teams to avoid a simple administrative perception and implementation of this reform. The effects of different action lines such as elaborating adapted tools to obtain information on the curricula, managers training and team or program's manager guidance as well as production of supporting documents will be presented. The empirical data was collected in semi-structured interviews with program's manager. Depending on the implication of the leading team in the process and its willingness to make it its own, results shows the emergence of a new reflection and team spirit directed among student teaching and learning and a communication channel with students.

nr10 ***In search for the relationship between teachers' research conceptions and their research integration practices (0246)***

Wendy Schouteden, An Verburgh, Jan Elen, *KU Leuven, Belgium*

Research Domain: Higher education policy (HEP)

The relationship between research and teaching is considered as a defining characteristic of European higher education. Research conceptions are thought to have a powerful influence on teachers' teaching practices, in particular teachers' research integration. Although research conceptions and research integration practices have been separately well explored, the ultimate question about the specific relationship between both remains unanswered. The present study therefore investigates the interplay between teachers' research conceptions and their research integration practices by studying in an integrated way teachers' research conceptions as well as their research integration practices. The study is characterized as a series of case-studies. Data were collected by means of semi-structured interviews with 25 teachers. All teachers were active in a bachelor programme, that targets business. Results are to reveal differences between teachers with respect to their research conceptions and their research integration practices; and a multifaceted relationship between teachers' research conceptions and research integration practices.

nr11 ***Creating Appreciate: A resource to support appreciative partnership learning (0242)***

Sarah Dyer, *University of Exeter, UK*

Research Domain: Learning, teaching and assessment (LTA)

This poster describes the development of Appreciate, a resource to facilitate 'partnership learning' in the higher education sector. The tool was created using an appreciative inquiry framework, based on interviews with students, academics, professional services staff, and student association staff at five Universities across the UK. The research asked how people make partnership learning work and what they get out of it. The poster highlights the alignment of values across partnership learning, appreciative inquiry, and the resource (Appreciate).

nr12 ***Performing the research data: interdisciplinary approaches in the construction of knowledge (0271)***

Moira Lewitt, Beth Cross, Louisa Sheward, Pauline Beirne, *University of the West of Scotland, UK*

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

In a project that explored learning for interprofessional practice, images were used to facilitate conversations between professionals from higher education, policy and practice settings for child health and social care. The transcribed interviews were reinterpreted in verse and used by the researchers within their interdisciplinary discussions. Poetry, narrative and dance were then used to communicate emerging themes that included complexity, creativity and child-centred care. Rather than separate dance from the realm of language the dancer used spoken words to complement the movements and highlight meaning. A mantón (a very large fringed shawl) was used as a symbol of the child's healthcare experience. At this networking meeting all participants were active within the performance space having been invited to write and reflect and not merely observe. The researchers recommend performance as an alternative setting for the construction of knowledge in order to encourage reflection, generation of ideas and to promote change.

nr13 Judgement biases in assessment: for better or worse? (0286)**Lisa Schmidt**, Lambert Schuwirth, Svetlana King, *Flinders University, Australia*

Research Domain: Learning, teaching and assessment (LTA)

Human judgement is a necessary component of assessment but it is subject to judgement biases. Biases are not prejudices, instead, they are misrepresentations in the assessor's mind of what occurred during the assessment exercise. The potential impact on grades implies that biases are bad and we should try to remove them, but should we and can we? Biases can be useful for alerting a person to an issue so biases may either enhance or hinder fair judgement in the real-world, complex environment of practice-based assessment. We have developed a training package to educate assessors about biases in order to empower them to articulately justify the decisions they make. This paper presents and analyses the purpose and outcomes of a training package for assessors called 'Better Judgement'.

nr14 Credit Constraints, Identity, and Individual Investments in Further Education: Evidence from the University of Greenwich Fast Forward Programme. (0297)**Emmanuel Igwe**, *University of Greenwich, UK*; Denise Hawkes, *University College London, UK*; Gabriella Cagliesi, Jonathan Sibson, *University of Greenwich, UK*

Research Domain: Higher education policy (HEP)

A fundamental determinant of a nation's wealth is the quality of its workforce. To this end, the propensity of the individual to enhance herself through learning contributes to the overall quality of the workforce. Government economic policy is thus designed to influence the decision making process of the individual. In the case of contributing to the economy, one such policy endeavour would be to encourage individuals to enrol for further education with the aim of obtaining sufficient skills to improve productivity in the workplace. However, investments in education can only be impactful after individual perceptions of "self" and the imperfections of credit markets are considered. With particular emphasis on further education, this research considers the effects of credit constraints and identity on an individual's decision to invest in education. To this end, this research focuses on the university of Greenwich as a case study on educational transitions in Higher Education.

nr15 Changing views of research activity in college-based higher education (0302)**Cathy Schofield**, *Truro & Penwith College, UK*

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

Lecturers in further education colleges, whilst teaching higher education, are not traditionally active researchers in the way that their colleagues are in university settings, primarily due to their contract type where their teaching commitments prohibits time for research to be undertaken. Schemes in recent years aimed at promoting a research culture in further education colleges, where there is substantial higher education provisions, has allowed for some lecturers to engage more strategically in research activity. This poster examines the perceptions of these college-based researchers of their institution's attitude towards research before and after their research activity. Pre and post-award questionnaires showed that there was a shift in attitude primarily due to their institution's awareness having increased, although not always with positive outcomes.

nr16 Addressing Transition to University by using Collaboration in Assessment (0317)**Daniel Russell**, Barry Avery, Jane Southall, Hilary Wason, *Kingston University, UK*

Research Domain: Learning, teaching and assessment (LTA)

The importance of ensuring a smooth transition from secondary to higher education is well documented, as it can have an impact on the retention of students and an effect on learning.

The transition to university can be eased by creating a learning environment in which students have a sense of belonging. This is best achieved by adopting pedagogic practices in which students are active participants. It is important to foster engagement as early as possible and in this paper we present a collaborative approach to assessment used on a first year module. Unlike most other forms of collaborative assessment where the students participate in the marking of the assessment, students collaborate in the development of the assessment early in the first academic year.

nr17 ***Is the key to HE success developing internal capabilities in Expectation Management? (0321)***

Patricia Rogers, Denise Skinner, Natalie Mills, *Coventry University, UK*

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

The paper briefly outlines the growth and interest over the last 20 years in research attempting to provide, where possible, solutions to Higher Education (HE) leaders through research and funding from the Government, academics and business leaders on how to manage and sustain their institutions. Preliminary findings from a project that mapped the expectations of various HE stakeholders towards postgraduate studies including representatives from students, staff and employer/employees in industry, identified mismatches of expectation as a reoccurring theme from the data collected. The finding suggests the important role expectation management could play in informing developments in HE and that the area is underexplored and deserves more attention. To fully understand the expectations of its stakeholders HEIs might need to contemplate how they develop capabilities in this area which may help improve universities competitiveness and performance in the HE market.

nr18 ***Creating graduate identities: the professional pathway to the stars (0342)***

Jennie Randall, *Coventry University, UK*

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

The purpose of the research presented in this poster is to explore student perceptions of the experiential learning journey employed within the curricula, through a professional pathway. It will examine the value perceptions and journey of those students who have engaged with the professional pathway and successfully achieved all three levels of professional certification. This research is important because it offers an insight into the benefits such learning pathways can exhibit to students helping to shape their graduate identities, in enhancing their employability and enriching the student experience.

AUTHOR INDEX

Author	Abstract Number	Session	Page number
Aamodt, Per Olaf	0316	N6.3	
Abbas, Andrea	0281	E12	
Abba, Tom	0323	L4.2	
Abdurrahman, Dayan	0237	M11	
Abrahams, Jessie	0184	H12	
Agnew, Steve	0199	L9	
Ahola, Sakari	0310	H8	
Alemanly-osta, Josepa	0360	Q2	
Alharthi, Ibrahim	0094	Poster	
Allen, Steph	0188	Poster	
Allison, Pete	0275, 0327	J1, L5.1	
Altuwayjiri, Hissah	0036	R6	
Anderson, Deborah	0287, 0304	G4, U9.3	
Anderson, Julie	0274	B4	
Anderson, Lisa	0094	Poster	
Anderson, Theresa	0249	F1	
Andrews, Jane	0227	F9	
Annala, Johanna	0033, 0091	C2.4, C2.8	
Antille, Marine	0198	Poster	
Apelgren, Britt-Marie	0116	K8	
Arico, Fabio	0145	D9	
Arico, Fabio R	0361	R7.1	
Armsby, Pauline	0175	P1.1	
Ashwin, Paul	0279	D1	
Atfield, Gaby	0040	C2.6	
Avery, Barry	0304, 0317	U9.3, Poster	
Bacon, Alison	0336	J5	
Bailey, Moira	0233	K12	
Baldwin, Richard	0116	K8	
Baptista, Ana	0318, 0349	Q7, R4.5	
Bathmaker, Ann-Marie	0184	H12	
Bawa, Mukti	0249	F1	
Beeken, Andrew	0162	C5	
Behle, Heike	0040, 0049	C2.6, R1.1	
Beirne, Pauline	0170, 0271	N5.1, Poster	
Beishuizen, Jos	0125	U11	
Bell, Tim	0376	N7.2	
Bengry Howell, Andrew	0320	T12.1	
Bennett, Anna	0072, 0128	D10, N10.1	
Bennett, Liz	0153	R5.6	
Berggren, Caroline	0037	U12.1	
Bhatt, Ibrar	0024, 0111	B5, J3	
Blackmore, Paul	0115	U6.1	
Blackwell, Richard	0169	G12	
Boehm, Carola	0067	F8	
Bokhove, Christian	0266	P9	
Børing, Pål	0308	C3.4	
Borup, Rosemary	0160	M5	
Boud, David	0085	H3	
Bozalek, Vivienne	0238	C6	

Braband, Gangolf	0235	G8
Bradley, Sally	0090	U6.2
Brahm, Taiga	0243	U12.2
Brew, Angela	0085, 0086	H3, F11
Bridges, Stephanie	0029	L2
Bridgman, Sarah	0366	N1
Brien, Patricia	0331	Q12
Brown, Julie	0108	E8
Buckley, Alex	0266	P9
Budd, Richard	0190	Poster
Burden, Kevin	0373	G2.4
Burg, Damon	0345	L1
Burgess, Hilary	0096	K11
Burke, Ciaran	0280	H10
Burke, Penny-Jane	0128	N10.1
Butcher, John	0377, 0378	V10, C7.4
Byrom, Tina	0240, 0251	L12, A10
Caglayan, Hulya	0018	F3
Cagliesi, Gabriella	0210	L10
Cahill, Ann	0250	A6
Callender, Claire	0045	A8
Carasso, Helen	0150	Poster
Carless, David	0019	R7.7
Carlsten, Tone Cecilie	0316	N6.3
Carpentier, Vincent	0171	M8
Carvalho, Teresa	0301	G7
Case, Jennifer	0099	M12
Caselli, Giorgio	0232	A4
Castelló, Montserrat	0105	N3.2
Catling, Jon	0247	M9
Chadwick, David	0065	S11
Cheng, Ming	0022, 0221	R12.1, E9
Chen, Karen	0200	U2
Chen, Karen Hui-Jung	0258	E6
Christersson, Cecilia	0224	B6
Christie, Hazel	0017	M10
Clarke, Anactoria	0377	V10
Clark, Robin	0227	F9
Clark, Tom	0319	N9
Clark, Wayne	0223	R7.3
Clegg, Sue	0011	C2.1
Coate, Kelly	0002	A3
Cook, Steve	0145	D9
Cotnam-Kappel, Megan	0081	E10
Cownie, Fiona	0114	U9.1
Crawford, Karin	0085, 0176	H3, P1.2
Cree, Viv	0017	M10
Cross, Beth	0170, 0270, 0271	N5.1, A1, Poster
D'Aeth, Alex	0354	T9
Danvers, Emily	0028, 0042	K9, R2.1
Davies, Alison	0247	M9
Davies, Chantal	0021	N4.2
Davies, Richard	0337	U1
Davies, Sara	0196	K10
Dawson, Nicola	0164	T11
Deem, Rosemary	0269	U8
Dekker, Friedo	0110	Poster
de Koning, Bjorn	0125	U11

Denicolo, Pam	0334	H4
Denney, Fiona	0176	P1.2
Dennison, Paul	0212	R4.2
den Outer, Birgit	0234, 0288	R7.2, P11
Dent, Samuel	0248	N10.4
de St Croix, Tania	0002	A3
Devis-Rozental, Camila	0087	R1.3
Devis Rozental, Camila	0181, 0182	U9.2, L6.1
de Wit, Hans	0063	C2.7
Dippold, Doris	0154	R1.2
Dominguez, Deborah	0198	Poster
Donaldson, Elspeth	0355	Poster
Doppenberg, Jannet	0084	B9
Dovey, Jon	0322	L4.1
Duke, Chris	0022	R12.1
Duke, Dawn	0334	H4
Dyer, Sarah	0241, 0242	C1, Poster
Dziallas, Sebastian	0236	Q5
Eccles, Sue	0087, 0090, 0181, 0182	R1.3, U6.2, U9.2, L6.1
Elen, Jan	0246	Poster
Elias, Peter	0040, 0306	C2.6, P12
Enriquez-Gibson, Judith	0014	N4.1
Ertl, Hubert	0239, 0243	B12, U12.2
Etzkowitz, Henry	0124	K3
Evans, Ceryn	0120	C10
Evans, Linda	0046	E5
Ewins, Rory	0327	L5.1
Ferro, Mathilde	0198	Poster
Figueira, Catarina	0232	A4
Filippakou, Ourania	0370	G2.1
Fincher, Sally	0236	Q5
Fiserova, Jana	0265	G5
Fisher, Donald	0006	A2
Floyd, Alan	0278	F6
Foley, Karen	0366	N1
Fordyce, Kenneth	0275	J1
Fotheringham, Julia	0078	R4.1
Frost, Alice	0169	G12
Fung, Dilly	0273, 0277, 0278	U7, C4, F6
Gafforova, Elena	0254	G1
Gallo, Maria	0341	S9
Gambin, Lynn	0040	C2.6
Garaz, Stela	0043	R2.2
Garside, Diane	0080	R6
Geitz, Gerry	0215	Q11
Gelder, Gemma	0295	R7.6
González-Monteagudo, José	0047	R2.4
Goodall, Helen	0274	B4
Gordon, Claire	0277	C4
Goreham, Helen	0335	T8
Gourlay, Lesley	0313, 0332	U5, G11.5
Graham, Carroll	0142	M3
Green, Anne	0040	C2.6
Green, David A	0177	U3
Green, Wendy	0063	C2.7
Griffioen, Didi ME	0084, 0125	B9, U11
Griffiths, Alex	0152	N6.4
Guccione, Kay	0106	N3.3

Gunn, Andrew	0150	Poster
Gunnes, Hebe	0308	C3.4
Guzmán-Valenzuela, Carolina	0041	N8.1
Halford, Elizabeth	0152	N6.4
Hancock, Sally	0272	S10
Harmsen, Robert	0235	G8
Harrison, John	0346	G6.3
Harrison, Neil	0196, 0199, 0312	K10, L9, U10
Harris, Richard	0196	K10
Hawkes, Denise	0210	L10
Hay, David	0368	F4
Hayton, Annette	0320	T12.1
Headington, Rita	0253	A9
Healey, Ruth	0021	N4.2
Hedmo, Tina	0310	H8
Hein, Wendy	0124	K3
Henderson, Emily	0118	R3.2
Henderson, Holly	0267	R3.5
Higgins, Denise	0216	C11.1
Higham, Louise	0025	B10
Hill, Christopher	0200	U2
Hill, Jennifer	0051, 0100	R11, F12
Hills, Laura	0377	V10
Hillyard, Sam	0328	F7
Hinchliffe, Geoffrey	0158	U4.3
Hinton-Smith, Tamsin	0042	R2.1
Hodge, Steven	0119	C7.2
Hoffman, David	0139	C3.1
Hogarth, Terence	0040	C2.6
Holley, Debbie	0121	Q9.2
Holstein, Jeannie	0208	C8
Hordosy, Rita	0319	N9
Horton-Walsh, Sarah	0059, 0082	C12, C12
Hosein, Anesa	0226	U6.4
Hou, Angela Yung Chi	0200	U2
Howitt, Susan	0216, 0217	C11.1, C11.2
Hramiak, Alison	0007, 0008	M7, B3
Hughes, Jonathan	0377	V10
Hunt, Rachael	0162	C5
Huybers, Twan	0102	D6
Ingram, Nicola	0184	H12
Jackson, Celia	0331	Q12
Jackson, Mark	0331	Q12
James, David	0343	G6.2
James, Kathryn	0078	R4.1
Jameson, Jill	0358	A5
James, Rachel	0192	N7.1
Jefferies, Amanda	0056	R5.2
Jenkins, Andrew	0130	N6.1
Johnson, Mark	0254	G1
Jones, Anna	0108	E8
Jones, Debbie	0140	C9
Jones, Janie	0087, 0181, 0182	R1.3, U9.2, L6.1
Jones, Rob	0140	C9
Jones, Steven	0025	B10
Jonsas, Katja	0284	D4
Joosten - ten Brinke, Desirée	0215	Q11
Jovanovic, Tanja	0101	R2.5

Jovanovic, Tanya	0042	R2.1
Kahn, Peter	0138	G11.3
Kandiko Howson, Camille	0002, 0003	A3, G9
Kane, Suzanne	0121	Q9.2
Kaparou, Maria	0252	U6.3
Kempenaar, Larissa	0180, 0355	N4.3, Poster
Kenedi, Gustave	0289	K6
Kim, Terri	0352	M1
Kinchin, Ian	0026	A11
King, Svetlana	0286	Poster
Kinton, Chloe	0346	G6.3
Kirkwood, Adrian	0016	C2.2
Kirschner, Paul A	0215	Q11
Kitagawa, Fumi	0022	R12.1
Klemencic, Manja	0307, 0311	G11.4, N10.5
Kloet, Ellen	0156	V8
Kneale, Pauline	0051, 0100, 0336, 0365	R11, F12, J5, R4.3
Kusterer, Hanna Li	0225	N4.4
Laming, Madeleine	0231	C7.3
Lamoureux, Sylvie A	0081, 0135	E10, R1.4
Lawton Smith, Helen	0124	K3
Lebeau, Yann	0357	J4
Lees, Rebecca	0027, 0287, 0329	N12, G4, R7.5
Lehtomaki, Elina	0218	R9
Leibowitz, Brenda	0038, 0261	C2.5, K4
Leslie, Karen	0277	C4
Lewis, Carezza	0068	A7
Lewis, Dina	0374	G2.5
Lewis, Gareth	0096	K11
Lewis, Jamie	0030	C2.3
Lewitt, Moira	0170, 0270, 0271	N5.1, A1, Poster
Lewthwaite, Sarah	0244	V2
Lightfoot, Nic	0251	A10
Linden, Jyri	0091	C2.8
Lindén, Jyri	0033	C2.4
Little, Deandra	0177	U3
Liu, Haifeng	0374	G2.5
Liu, Ye	0073	P2
Lofstrom, Gunilla	0224	B6
Lomer, Sylvie	0095	B8
Loughlin, Colin	0113	R5.3
Love, Thomas	0192	N7.1
Lo, Yen	0373	G2.4
Lucander, Henriette	0224	B6
Lucas, Lisa	0085, 0122	H3, G10
Lunt, Ingrid	0347	G6.4
Macdonald, Iain	0035	M2
Macdonald, Kirsteen	0195	R4.4
Macfarlane, Bruce	0069, 0070, 0075	G11.1, N8.3, U4.2
MacLeod, Myrna	0035	M2
Maher, Brent D	0256	R8
Mählick, Paula	0143, 0225	C3.2, N4.4
Mäkinen, Marita	0033, 0091	C2.4, C2.8
Malette, Alain	0135	R1.4
Mantai, Lilia	0086	F11
Marginson, Simon	0066	N8.2
Marini, Giulio	0053, 0301	U4.1, G7
Marshall, Delia	0099	M12

Martin-Lynch, Pamela	0231	C7.4
Mason, Geoff	0045	A8
Mason, Laura	0192	N7.1
Mathews, Ian	0162	C5
Mathieson, Susan	0204	V3
Mayer, Marian	0087, 0181, 0182	R1.3, U9.2, L6.1
McAlpine, Lynn	0105, 0107, 0347	N3.2, N3.4, G6.4
McCaig, Colin	0098	D8
McCowan, Tristan	0189	J12
McCulloch, Sharon	0111	J3
McKenna, Sioux	0099	M12
McKenzie, Liz	0112, 0299	C7.1, K7
McMillan, Wendy	0238	C6
McPherson, Elaine	0377	V10
McVitty, Debbie	0202	L11
McWhirr, Susan	0233	K12
Mendez, Jesse	0167	R3.3
Mercer, Justine	0252	U6.3
Meschitti, Viviana	0124	K3
Messenger, Hazel	0039	S12
Mewburn, Inger	0268	H5
Mich, Ornella	0018	F3
Mills, David	0347	G6.4
Mills, Natalie	0321	Poster
Minenko, Svetlana	0254	G1
Minett-Smith, Cathy	0369	R7.4
Moate, Josephine	0218	R9
Mogashana, Disaapele	0099	M12
Montano, Sarah	0059, 0082	C12, C12
Montgomery, Catherine	0371	G2.2
Montgomery, Henry	0225	N4.4
Moore, Joanne	0025	B10
Moreton, Simon	0322	L4.1
Morley, Louise	0044	R2.3
Morris, Aileen	0231	C7.4
Morris, Neil	0046	E5
Mountford-Zimdars, Anna	0025, 0289	B10, K6
Muijs, Daniel	0266	P9
Mullen, Emma	0292	A12
Muneer, Reema	0365	R4.3
Murray, Rowena	0050, 0180	G3, N4.3
Nascimento, Joana	0354	T9
Naumkina, Svetlana	0254	G1
Nesbit, Trevor	0376	N7.2
Nind, Melanie	0244	V2
Oanda, Ibrahim	0189	J12
O'Connor, Pat	0018	F3
O'Grady, Anne	0240	L12
O'Hagan, Clare	0018	F3
Oliver, Martin	0340	K5
Olliffe, Bronwyn	0250	A6
Oostdam, Ron	0084	B9
Osborne, Michael	0022	R12.1
Osborn, Julie	0336	J5
O'Steen, Billy	0376	N7.2
Padilla-Carmona, Teresa	0047	R2.4
Papatsiba, Vassiliki	0357	J4
Parker, Stephen	0119	C7.2

Parmentier, Philippe	0135	R1.4
Passera, Mark	0304	U9.3
Perramon, Xavier	0360	Q2
Phillips, Jenny	0192	N7.1
Phillips, Lauren	0354	T9
Phull, Suki	0227	F9
Piebalga, Alise	0331	Q12
Pilkey, Brent	0159	J9
Ploner, Josef	0372	G2.3
Pokorny, Helen	0121	Q9
Poole, Steve	0324	L4.3
Posti-Ahokas, Hanna	0218	R9
Price, Linda	0016	C2.2
Price, Margaret	0288	P11
Pringle Barnes, Gayle	0221	E9
Prowse, Alicia	0264	H1
Pryor, John	0044, 0339	R2.3, G6.1
Pugh, Jim	0276	U12.3
Pullen, Annedien G	0125	U11
Purcell, Kate	0040, 0306	C2.6, P12
Pyhältö, Kirsi	0105	N3.2
Race, Richard	0129	P7
Randall, Jennie	0342	Poster
Rao, Namrata	0226	U6.4
Rawolle, Shaun	0119	C7.2
Raya-Vilchez, Josep	0360	Q2
Reedy, Katharine	0126	R5.4
Rees, Roger	0113	R5.3
Regan, Julie	0142	M3
Revsin-Ravid, Rachel	0194	L7
Reynolds, Pauline	0174	R3.4
Richardson, John	0016	C2.2
Rios-Aguilar, Cecilia	0139	C3.1
Roberts, David	0157	L3
Roberts, Pamela	0219	C11.3
Roberts, Paul	0339	G6.1
Robinson, Zoe	0141	Poster
Rogers, Patricia	0321	Poster
Ross, Fiona	0335	T8
Ross, Jen	0166	D5
Russell, Daniel	0317	Poster
Sabir, Fizza	0237	M11
Sabri, Duna	0025	B10
Saglamer, Gulsun	0018	F3
Sanders, John	0025	B10
Saunders, Heather	0162	C5
Savvides, Nicola	0097	Poster
Schmidt, Lisa	0286	Poster
Schofield, Cathy	0299, 0302	K7, Poster
Schoonenboom, Judith	0125	U11
Schouteden, Wendy	0246	Poster
Schuwirth, Lambert	0286	Poster
Scott Metcalfe, Amy	0139	C3.1
Secker, Jane	0134	R5.5
Shanmugam, Sivaramkumar	0355	Poster
Sheail, Philippa	0166	D5
Shelton, Isobel	0377	V10
Sherer, Michael	0093	N6.2

Sheward, Louisa	0170, 0271	N5.1, Poster
Sibson, Jonathan	0210	L10
Simbürger, Elisabeth	0041	N8.1
Simpson, Diane	0162, 0173	C5, N5.2
Sinclair, Stefanie	0377	V10
Sisson, Kelly	0176	P1.2
Sjoberg, Jeanette	0245	R12.2
Skinner, Denise	0321	Poster
Smedley, Jo	0245	R12.2
Smith, Darren	0346	G6.3
Smith, Joan	0096, 0144	K11, Poster
Smith, Karen	0207	L8
Smolentseva, Anna	0285	J8
Soria-Vilchez, Alejandro	0047	R2.4
Southall, Jane	0027, 0317	N12, Poster
Spacey, Rachel	0281	E12
Spencer, Maureen	0314	S8
Spowart, Lucy	0365	R4.3
Staddon, Elizabeth	0247	M9
Stevenson, Jacqueline	0131	N10.2
Stockfelt, Shawanda	0133	J10
Strike, Tony	0290	H7
Stubley, Rachel	0163	V11
Su, Feng	0305	L5.2
Sweetman, Rachel	0279, 0308	D1, C3.4
Sylvestre, Emmanuel	0198	Poster
Takagi, Hiroyuki	0230	N2
Tange, Hanne	0034	B2
Tan, Mine	0018	F3
Tansey, Lorraine	0341	S9
Taylor, Carol	0359	H9
Taylor, Jacqueline	0255	N5.3
Tett, Lyn	0017	M10
Theodorakopoulos, Nicholas	0232	A4
Thesen, Lucia	0294	K1
Thomas, Kate	0148	N10.3
Thomsen, Jens Peter	0310	H8
Thomson, Patricia	0268	H5
Thorpe, Anthony	0080	R6
Timmis, Sue	0257	R10
Tobolowsky, Barbara	0061	R3.1
Tomusk, Voldemar	0375	F10
Torres-Olave, Blanca	0191	C3.3
Trahar, Sheila	0063, 0122, 0274	C2.7, G10, B4
Turner, Gill	0104, 0107	N3.1, N3.4
Turner, Rebecca	0299, 0336, 0365	E4, J5, R4.3
Tzanakou, Charikleia	0040	C2.6
Usher, Natalie	0222	N11
Vabø, Agnete	0308, 0310, 0316	C3.4, H8, N6.3
Valimaa, Jussi	0206	N8.5
Van der Rijst, Roeland	0110	Poster
Van Driel, Jan	0110	Poster
van Keulen, Hanno	0156	V8
Vargas, Valeria	0264	H1
Varnham, Sally	0250	A6
Vaughan, Sian	0255	N5.3
Verburgh, An	0246	Poster
Vereijken, Mayke	0110	Poster

Veronesi, Liria	0018	F3
Vickers, Dan	0319	N9
Videira, Pedro	0301	G7
Visser-Wijnveen, Gerda J	0333	E1
Waite, Katrina	0249, 0250	F1, A6
Wakeling, Paul	0272	S10
Walkington, Helen	0051, 0100	R11, F12
Waller, Richard	0127, 0196, 0312	C7.2, K10, U10
Wang, Lu	0371	G2.2
Wareham, Helen	0296	T12.2
Warhurst, Chris	0040	C2.6
Waring, Matt	0201	M6
Wason, Hilary	0287, 0317	G4, Poster
Watermeyer, Richard	0030	C2.3
Watling, Sue	0213	F5
Watson, Duncan	0145, 0361	D9, R7.1
Webb, Robert	0145	D9
Webb, Sue	0119	C7.2
Wheway, Craig	0372	G2.3
Whitehead, Phil	0252	U6.3
Whitsed, Craig	0063	C2.7
Whitworth, Andrew	0031	R5.1
Wiggins, Andy	0296	T12.2
Williams, Joanna	0137, 0157	N8.4, L3
Willison, John	0193, 0237	B11, M11
Wilson, Anna	0216, 0217, 0220	C11.1, C11.2, C11.4
Wilson, Bianca Bailey	0325	B7
Winter, Jennie	0365	R4.3
Wintrup, Julie	0071, 0354	G11.2, T9
Wisker, Gina	0123	B1
Wolf, Alison	0130	N6.1
Wood, Phil	0096, 0144	K11, Poster
Wu, Wei	0374	G2.5
Yancey Martin, Pat	0018	F3
Younger, Kirsty	0296	T12.2
Yuen, Celeste	0370	G2.1
Zakaria, Ildan	0093	N6.2
Zur, Ayala	0194	L7

SRHE AT 50



The Society for Research into Higher Education (SRHE) was established in 1965 and in 2015 celebrated its 50th Anniversary year.

The early 1960s was a period of rapid change and growth for higher education.

In the UK, the Robbins Committee was established in 1961 and its influential report, published in 1963 and known since as the Robbins Report after the committee chair, recommended the immediate expansion of universities. The report also concluded that university places "should be available to all who were qualified for them by ability and attainment".

A conference held at the University of London in March 1964 entitled "Research into Higher Education after Robbins" proposed that a Society for Research into Higher Education should be set up. The initial aim of the Society was to provide a forum for the increasing number of academics interested in the relatively new field of Higher Education Research.

In December 1965 the SRHE was formally established.

In the 50 years which have followed, the Society has been on a trajectory as diverse and as exciting as the field which it supports. SRHE has evolved into a highly respected international academic body, supporting a global community of researchers across geographic and disciplinary boundaries. Our academic work focusses on publishing, disseminating and critiquing research and seeking to inform and engage policy makers and influencers. We do this through our own journals and book series, other publications, conferences, supporting research focussed networks and an extensive programme of seminars and professional development workshops. The Society also now directly provides research funding for new research through a series of annual research awards open to researchers in any country. We also provide considerable support for newer and early carer researchers with dedicated research funding for small projects, their own Network and specialist programme of personal development workshops.

The Society's focus in marking this anniversary has been to showcase the scope and impact of research into higher education over the past 50 years and to look forward to establishing an agenda for higher education research in the next half century.

SRHE 50th Anniversary Colloquium-26 June 2015

The Society held a Colloquium on Valuing Higher Education in London on 26 June 2015 which was attended by 250 delegates from the global SRHE community. The Colloquium featured a Keynote address on *The Landscape of Higher Education research: Equality of Opportunity: the first 50 years*, a series of presentations on contemporary reflexions on significant research themes and perspectives from a panel of the new generation of leading researchers.

All the presentations at the SRHE 50th Anniversary Colloquium are available on open access on the SRHE website at: <https://www.srhe.ac.uk/whatsnew/>

50TH ANNIVERSARY PUBLICATIONS



SRHE 50th Anniversary – Virtual Special Issue Series Free downloads

The Society's journal, *Studies in Higher Education*, published 5 research themed special online virtual issues examining the journal's archive and bringing together a selection of the most influential articles published over the past half-decade.

No. 1: ***Equity and Diversity Studies in Higher Education***

Editors: Louise Morley and Martin Hayden

No. 2: ***Internationalisation Studies in Higher Education***

Editors: Robin Middlehurst and Peter Scott

No. 3: ***Learning, Teaching and Curricula***

Editors: Penny Jane Burke and Sue Webb

No. 4: ***Policy, Governance, Management and Leadership***

Editors: Jeroen Huisman, Glen Jones and Georg Krücken

No. 5: ***Academic Practice and Identity:***

Editors: Rosemary Deem and Bruce Macfarlane

These Virtual Special Issues are free to access at bit.ly/SRHE50THVSI and will remain on open access until 31 March 2016.

SRHE /Routledge Book Series

In December, in time for launch at the 2015 SRHE Annual Conference, the SRHE book series publishes an edited collection of contributions on 50 years of research into higher education:

Researching Higher Education. International Perspectives on Theory, Policy and Practice.

Edited by Jennifer M Case and Jeroen Huisman

The Society for Research in Higher Education and the changing world of British higher education: a study of SRHE over its first 25 years.

Author: Michael Shattock

Copies available to download at <https://www.srhe.ac.uk/whatsnew/>

SRHE CONFERENCES 2016

SRHE International Conference on Research into Higher Education

7 – 9 December 2016

Celtic Manor, Newport in South Wales, United Kingdom

Conference Theme 2016

Freedom and control in global higher education (working title)

The theme being developed for 2016 is to focus the conference keynote addresses around issues of freedom and control in global higher education. This theme will open up scope for the submission and presentation of research papers on aspects of freedom, control, responsibility and accountability in relation to academics and academic practice, work, careers and culture, on student rights, expectations and engagement and the underlying dynamics of power within the higher education sector.

It will also open up a space for shared global discourse on the different ways in which these factors shape and shift national systems and infrastructure within higher education.

SRHE Newer Researchers Conference

6th December 2016

Celtic Manor, Newport in South Wales, United Kingdom

The newer researchers conference will follow a similar theme with particular focus on how these issues impact on newer and early career researchers, their study, their research opportunities and their careers.

The Call for Papers for both conference will be issued in March 2016.

ACKNOWLEDGEMENTS

We would like to extend special thanks this year to all who contributed to the design and development of this year's conference and especially the SRHE Network Convenors, the Lead reviewers and the teams of peer reviewers. Their advice and input and detailed reviews have been exceptional and without their contribution the conference could not happen.

We also warmly thank all individuals who support the conference as session chairs.

The contribution of all these individuals and many others in the Society is fundamental to the success of this conference.

SRHE Conference Team 2015

Helen Perkins Director SRHE/Conference Director
Francois Smit Conference Organiser SRHE

Rob Gresham SRHE Manager, Operations and Finance
Franco Carta SRHE Finance Officer

Nicola Manches SRHE Administration Officer

Design and Web Support

John Hendley Website Design and support (e-levation.net)
Turchini Designs Programme Design

