Celebrating Excellence in Learning and Teaching

Student Engagement and Experience
Employability and Enterprise
Assessment and Feedback
Technology Enhanced Learning
Global Citizenship and Sustainability
Welcome

Welcome to the 2016 Learning and Teaching Conference. In contrast to previous years we will not be adopting a specific thematic this year but presentations will focus around five key themes including:

Theme 1: Student Engagement and Experience
Theme 2: Employability and Enterprise
Theme 3: Assessment and Feedback
Theme 4: Technology Enhanced Learning
Theme 5: Global Citizenship

As with previous events the aim is to showcase a range of practical examples and individual sessions will be limited to a maximum of 15 minutes.

Key Note Speaker
Success in Higher Education

Higher Education Academy
Awaiting final abstract.
Plenary

Dance Map - The Employability

Cathy Childs - Head of Dance, University of Chichester

In this session, Cathy will talk about Dance Map – The Employability Journey, a Strategic Enhancement Project completed for the Higher Education Academy. Dance Map is a mapping exercise that looked specifically and reflectively at where employability is embedded into the Dance Department curriculum. The premise for the research was to gather the opinions of early career graduates, practitioners, employers, faculty members and current students to build a resource and toolkit for Dance graduates. The toolkit aims to provide a user-friendly and informative insight into where the employability focus is explicit within the programmes, together with the identification of potential career destinations for Dance graduates.

Through the examination of the pedagogical approaches and learning methods - such as experiential learning opportunities, working creatively, undertaking work placements or working with current choreographers - the importance of embedding these experiences into the curriculum was explored in order to enable students to make the transition into the professional world and employment. It identified a range of career options by focussing on the course content for both the BA Dance and MA Performance Dance programmes at the University of Chichester. It examined examples of where employability is the focus within modules, where employability is embedded within the overall programmes learning and teaching drawing on module case studies, graduate student case study reflections and the employer sector perspectives.
Programme Outline

9.00am  **Coffee and Registration**  
Venue: Cloisters

**Venue: Mitre Lecture Theatre**

9.30am  **Welcome and Introduction**

9.40am  **Success in Higher Education**  
Higher Education Academy

10.30am  **Session A**  
Venues:  
Strand 1 - Mitre Lecture Theatre  
Strand 2 - LO6  
Strand 3 - E124

11.40am  **Refreshments**  
Venue: Cloisters

12.00pm  **Session B**  
Venues:  
Strand 1 - Mitre Lecture Theatre  
Strand 2 - LO6  
Strand 3 - E124

1.15pm  **Lunch**  
Venue: Cloisters

2.00pm  **Session C**  
Venues:  
Strand 1 - Mitre Lecture Theatre  
Strand 2 - LO6  
Strand 3 - E124

2.45pm  **Plenary Cafe**

Grab a tea or coffee and join us at the Plenary Cafe  
**Dance Map - Employability Journeys**  
Venue: Cloisters

3.45pm  **Q&A and Summary**

4.00pm  **Learning and Teaching - Going Forward**  
Learning and Teaching Festival
Session A

Time: 10.30pm to 10.50pm

Strand 1 (MLT): 1 Student Perceptions of the Group Work Assessment Process
Dr Dawn Robins, University of Chichester

Strand 2 (LO6): 2 A Framework for the Internationalisation of the Curriculum on a One Year PG Management Programme
Dr Amelia Au-Yeung, University of West London and Chris Bristow, Kingston University

Strand 3 (E124): 3 Experience of Providing Audio Feedback to University of Chichester Students
Paul Kooner-Evans, University of Chichester

Time: 10.55am to 11.15am

Strand 1 (MLT): 4 Allowing Specialisation, Choice and Diversity at M-Level
Dr Laura Ritchie, University of Chichester

Strand 2 (LO6): 5 5 Tips for Designing an Engaging Blended Course
Stephan Caspar, Dr Sarah Fielding and Tamsyn Smith, University of Southampton

Strand 3 (E124): 6 Using Student Feedback to Improve Learning, Teaching, and Engagement
Sian Howie, University of Chichester

Time: 11.20am to 11.40am

Strand 1 (MLT): 7 More Choice: An example of Increasing Student Engagement
Dr Beverley Hale and Henriette Hogh, University of Chichester

Strand 2 (LO6): 8 The Opportunities and Challenges for Employability-related Support Across the Academic Disciplines
Dr Simon O’Leary, Regent's University London

Strand 3 (E124): 9 Using SCORM Packages in MOODLE for Online Assessment and Feedback
Michael Foreman, University of Chichester
### Session B

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<td>Strand 2 (LO6):</td>
<td>Using Video for Assessment Marking and Feedback: A Small Scale Project for Final Year Students on 2 Marketing Modules Jennie White, University of Chichester</td>
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<td>Strand 3 (E124):</td>
<td>Misconceptions of Success Sandy Ryder, Anthony Greenwood, Helen Carter, Dr Katie Willocks, University of Cumbria</td>
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<td>LESS is More: Building Meaningful Practical Experience into the BSc Sport Science and Coaching programme Philip Kearney, University of Chichester</td>
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<td>Strand 2 (LO6):</td>
<td>Embedding Internationalisation in the Curriculum Toolkit Gillian Saieva, Sara Briscoe, Geoff Clover, Southampton Solent University</td>
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<td>Strand 3 (E124):</td>
<td>Forming, Storming, Hang On… Let’s Focus on the Forming for a Minute David Goodman, University of Chichester</td>
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<td>Strand 1 (MLT):</td>
<td>Using Chi Player to Enhance the Quality and Effectiveness of Feedback Karen Nanson, University of Chichester</td>
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<td>Embedding Employability into the BSc Bioscience Curriculum: The Royal Veterinary College Experience Charlotte Lawson, Royal Veterinary College</td>
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www.chi.ac.uk/swapshop
Session C

Time: 2.00pm to 2.20pm

Strand 1 (MLT): 19 Students as Partners
Dr Hugh Dunkerley, University of Chichester

Strand 2 (LO6): 20 Students’ Self-Efficacy, Study Motivation and Attitudes Towards Plagiarism
Andrew du Rocher, Goldsmiths University of London

Strand 3 (E124): 21 Time on Task: Enhancing the Student Learning Experience
Roger Saunders, University of Worcester

Time: 2.25pm to 2.45pm

Strand 1 (MLT): 22 The Perfect Match: How can we identify students’ skill sets, tailor the support they need and help them to help each other with skills development?
Jela Webb and Tracey Taylor, University of Brighton

Strand 2 (LO6): 23 Engaging Students with Teaching Excellence
Lisa Hayes, University of Bedfordshire

Strand 3 (E124): 24 ‘To the Uneducated an A is Just Three Sticks’ (Winnie-the-Pooh). A is for Annual Monitoring, Let’s Get Learning!
Katie Akerman, University of Chichester
Abstracts

No. 1

Time: Session A - 10.30am to 10.50am
Venue: Strand 1: Mitre Lecture Theatre
Title: Student Perceptions of the Group Work Assessment Process
Contributor(s): Dr Dawn Robins, University of Chichester Business School, University of Chichester
Contact: d.robins@chi.ac.uk

Group work is a common method of assessment within the University of Chichester Business School and is a widely accepted effective learning strategy providing students with the opportunities to exchange ideas with others. That said, group work is not always seen as a favourable assessment option by students and tensions often arise within groups as to how the work is disaggregated fairly. One of the great challenges with group work is when groups are multicultural. Multicultural groups are a fixture of everyday working environments nowadays and being able to work and learn from these culturally diverse groups is seen as vital to getting on in the business world. This piece of work looks at the way that groups are formulated in the Business School and what lessons can be learnt. Students were asked for their feedback and opinions on (i) experiences of group work, (ii) group process, (iii) outcomes and (iv) competencies gained. How best to organise groups was studied through a mixed method approach of questionnaires and focus groups. The results were disseminated throughout the Business School and amendments to group formation and assessments have been made.

No. 2

Time: Session A - 10.30am to 10.50am
Venue: Strand 2: LO6
Title: A Framework for the Internationalisation of the Curriculum on a one year PG Management Programme
Contributor(s): Dr Amelia Au-Yeung, Claude Littner Business School, University of West London and Chris Bristow, Kingston Business School, Kingston University
Contact: ameliaay@usa.net / c.bristow@kingston.ac.uk

The proposed session will discuss and showcase the initiatives set against the HEA’s Internationalising HE Framework (HEA, 2014) on the MSc International Business Management (MScIBM) programme at Kingston Business School, Kingston University in academic year 2014-15.

To build on an already very international student mix, bilateral student exchange agreements with several non-UK institutions was fostered and implemented. These included bilateral one-week student visits with tailor-made programmes, bilateral one-semester Erasmus student exchange, and students undertaking consultancy project abroad hosted by overseas institutions with incoming exchange options. Rather than having these exchanges as standalone activities on the programme, using exchange of student ambassadors throughout the academic year and particular design of teaching delivery and assessment regime, a more holistic approach was pursued to foster a sense of global academic community, an inclusive ethos and intercultural engagement, which took place both physically and online, among the different groups of students from the exchanging institutions. Cross cultural literacy was also enhanced. These initiatives were so successful and highly praised by students and consequently collaborations are set to intensify and include co-teaching of staff from the home and the foreign institutions during the bilateral study visits.
Experience of Providing Audio Feedback to University of Chichester Students
Paul Kooner-Evans, University of Chichester

Digital Natives, Generation Z, Millennials, The YouTube Generation are all using technology that is changing the nature of communication. Reflecting on my personal feedback process I was concerned that it may not meet the needs of our students and how they might consume information. In addition I was starting to question whether my normal written feedback, no matter how detailed, was lacking qualities that possibly other forms of communication could address.

The aim of this session is to share my experience of providing Audio feedback to level 4, 5, and 6 students in Semester 1 2015/2016. The swapping of knowledge will be broken down into four parts:

1. Motivation for looking to move beyond the typical written feedback and trialling Audio Files
2. Implementing a process that works within the current Academic practices and technical environment.
3. Examination of the reaction to the process by stakeholder groups including Students, Moderators and Lecturer
4. Lessons learned, tips and suggestions, future actions

Allowing Specialisation, Choice, and Diversity at M-Level
Dr Laura Ritchie, University of Chichester

The MA Performance at Chichester has been devised for today’s musician, preparing them with a portfolio of skills and experience for their professional lives. Musicians today need more than technical performance skills and book knowledge. Gaining employment and staying in a discipline today requires a broad spectrum of skills, from instrument-specific proficiencies to organisational, metacognitive, and interpersonal skills (Pegg, Waldock, Hendy-Isaac, & Lawton 2012). The curriculum of the MA Performance gives students an opportunity to develop their skills and challenge themselves to explore aspects of the roles they may encounter during their professional lives. Throughout the degree students study different aspects of performance and musical listening, learning, and communication across the four taught modules and the recital module. The aim of the curriculum is to enable students to develop to the best of their capabilities as musicians, providing opportunity and balance that forwards their lives as professional musicians.
**Abstracts**

**No. 5**

**Time:** Session A - 10.55am to 11.15am  
**Venue:** Strand 2: LO6  
**Title:** Tips for Designing an Engaging Blended Course  
**Contributor(s):** Stephan Caspar, Media Development Lead, Dr Sarah Fielding, Professional Specialist in Learning Design, Tamsyn Smith, Professional Specialist in Learning Design, University of Southampton  
**Contact:** Stephan.Caspar@soton.ac.uk / S.Fielding@soton.ac.uk / T.M.Smith@soton.ac.uk

The Education Innovation team in the University of Southampton's Professional Services comprises professional Multimedia Developers and Specialists in Learning Design. We work with academic teams to deliver high quality blended learning. In this session we offer 5 top tips for academic staff that will enable them to start blending or further enhance their courses:

- What's available?: finding expertise and the right tools  
- Evaluation: how will you know it's successful?  
- Wrap-around learning: hook, line and sinker  
- Authenticity: activities and assessment with 'live' applications  
- Learner experience: helping them to help themselves

We will showcase examples of how this has been achieved in a range of academic units, and offer a free ‘micro-surgery’ consultation to attendees who would like suggestions for their own current practices. Our holistic approach to blended learning enables staff to make connections with their learners, connect learners to course content, and then learning to the rest of their lives.

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**No. 6**

**Time:** Session A - 10.55am to 11.15am  
**Venue:** Strand 3: E124  
**Title:** Using Student Feedback to Improve Learning, Teaching and Engagement  
**Contributor(s):** Sian Howie, Institute of Education, University of Chichester  
**Contact:** s.howie@chi.ac.uk

For this research I developed and trialled an evaluation model with the aim of improving student voice and engagement. The pilot was carried out with a group of PGCE Primary trainees. The context was that the course evaluation had historically been carried out during the last taught session of the module. It was felt that the resulting evaluations tended to be based on the last session and did not give valuable information about the earlier sessions. Also, the evaluation did not have any impact on the current cohort and, therefore, did not model the Principles of Assessment for Learning (AfL). Hence the students were asked if they would complete a pro-forma anonymously evaluating each of my taught sessions. This was on a voluntary basis and 100% of the students chose to complete the pro-forma. I used this evidence to inform the subsequent session and I informed the students each week of the adjustments I had made as a result of their feedback. The students commented very positively on the process and were appreciative that they had been listened to and that their feedback had a direct impact on their taught course. The results gave nuanced and detailed data on the effectiveness of each of the sessions, which can be used to inform future course development to ensure continuous improvements in learning, teaching and student engagement.
More Choice: An example of Increasing Student Engagement

Dr Beverley Hale, University of Chichester

MSc students undertaking a course in the sports sciences, have core modules covering statistics and research methods. Student engagement can be a challenge, because they do not see the immediate relevance to their subject orientation (a similar notion has been found across the social sciences, e.g., Garfield and Ben-Zvi, 2007). One way to increase student engagement is to increase student choice (Cordova & Lepper, 1998) to help promote autonomy and intrinsic motivation (Deci & Ryan, 2012). To increase student choice, we split the module into four blocks (each of 3 weeks duration), with a choice of topics for each block (e.g., Regression, MANOVA, Loglinear Analysis, PCA). Students select the topics they want to do, which helps increase their sense of ownership of their learning.

The module assignment reflects the module structure and includes choice different submission dates. This structure helps students to develop time management and strategic skills as well as enabling avoidance of ‘end of module’ surfeit of deadlines (Falchikov, 2005). Students can further select the assignments that focus on a topic of their interest, which in turn increases engagement and motivation.

In this presentation, we will showcase the method of increasing student choice we have used, look at how this can be managed in way to minimise preparation time for staff, as well as look at student perception of the module, and conclude with plans for future directions for these, and related, modules.

The Opportunities and Challenges for Employability-related Support Across the Academic Disciplines

Simon O’Leary, Regent’s University London

The aim is to further explore the findings from my recently published paper on graduate employability in the Journal of Education and Work: O’Leary, S. (2016), Graduates’ experiences of, and attitudes towards, the inclusion of employability-related support in undergraduate degree programmes; trends and variations by subject discipline and gender. Enhancing graduates’ employability is a priority across the higher education sector and this research highlights a clear demand from graduates for the inclusion of employability-related support during undergraduate degrees. The research also signals that important differences exist in how this may be best achieved with today’s student body, across disciplinary areas and by gender. This initial research, based on feedback from a wide range of new and experienced graduates who between them have over 2,000 years of work experience, examines graduates’ attitudes towards and experiences of the inclusion of employability-related support in undergraduate degree programmes. A comprehensive literature review is complemented with this primary research of graduates spanning several generations in humanities, sciences, engineering and social science disciplines, and the findings have been triangulated with a workshop of graduate careers advisory professionals.
### No. 9

**Time:**
Session A - 11.20am to 11.40am

**Venue:**
Strand 3: E124

**Title:**
Using SCORM packages in MOODLE for online assessment and feedback

**Contributor(s):**
Michael Foreman, University of Chichester

**Contact:**
m.foreman@chi.ac.uk

In Mathematics we are using an online editing system to create exams and tests which are then downloaded in MOODLE as SCORM packages. These tests allow students to complete questions online, through MOODLE. Questions can be randomised so that each student, although tested on the same material, has different questions to answer. Feedback is immediate and marking is done automatically. The system being used, although designed for mathematics, can be used by any subject group. Allows for all types of data entry into the response box. Tests can be timed if required and there are many other controls that can be used. System is completely free for academic use.

### No. 10

**Time:**
Session B - 12.05pm to 12.25pm

**Venue:**
Strand 1: Mitre Lecture Theatre

**Title:**
Reflective Writing is an Important Component of Reflective Learning but Should the Written Work be Graded, Assessed or Even Considered as Part of Formative Assessment?

**Contributor(s):**
Melissa Mantle, University of Chichester

**Contact:**
m.mantle@chi.ac.uk

Richert (1990), Morrison (1996), Moon (2005) and Parsons and Stephenson (2005) have all used reflective journals or diaries, as a pedagogical tool to encourage learning, but individuals use the written word in a variety of different social, cultural and political contexts including personal or formal letters, e-mails, personal diaries, formal essays or examinations, with each context involving a different style of writing, therefore written reflection has several implications. First, individuals are taught from a very early age to write for a purpose and gradually learn to write in order to attain an appropriate response. The required response may be personal from a letter or academic gaining a high grade in an assignment, the individual will constrain the written document to conform to the given situation or context: writing for a purpose. Second, the introduction of writing for the purpose of learning from a personal experience may contradict the individual's experience of writing purely for an academic reward.

I, like Burke (2008), feel there are academic boundaries relating to writing that inhibit rather than promote learning and feel the student teachers may feel an academic expectation and a lack of familiarity with journal writing that constrains, or impacts on, reflective writing.
Assessment and Feedback, as one of the sections in the NSS, has long provided opportunities for investigation and debate amongst academics. A key research focus has been around gaining student engagement with their feedback, to clarify what is then expected in terms of their own academic development, to apply to future assessments. ‘Action without feedback is completely unproductive for the learner’ (Laurillard 2016).

With NSS questions 8 and 9 focussed on the detail of comments in feedback and the role of feedback in clarifying students’ understanding, this small scale project sought to gain student engagement in the marking process, to address both questions. Students self-selected whether, or not, they would like to be included in this project through a questionnaire, asking how they normally engaged with feedback and seeking to understand whether they pick up their marked assignments, gained clarification from their tutor, or revisited the marking criteria alongside their feedback. ‘If feedback is to be useful, students need to understand it in the context of their assignments and the criteria used to assess them’ (Handley et al 2008).

Written and audio comments were recorded, pausing while entering the student’s score per section onto the mark sheet and the video was made available to the student in a confidential area on Moodle. The student was then asked to mark it themselves using the marking criteria and send me their mark. Once they had done this, their mark was revealed and they compared the differences.
Multiple Conceptions of Success

The Aspiring Leaders Programme involves a partnership between University of Cumbria and Brathay Trust. Students study for a BA in Social Enterprise Leadership, and they receive residential leadership training and diverse work experience in social enterprises. The degree is taught through blended learning, including intensive "University Days" and Action Learning Sets. Course team meetings are attended by staff from the University and the Brathay Trust. At one such meeting, it was observed that students participating in an experiential learning exercise during a Brathay residential had measured their own success in terms of teamwork goals achieved and not in terms of task goals achieved. They felt they had done well through working together well even though they had not achieved the intended outcome. This led to a discussion amongst the course team about how to extend students' perceptions of success as the course progresses through levels 4, 5 and 6, and how this can be transferred between the experiential and academic aspects of the course.

This presentation explores the links between experiential and traditional academic learning that emerge from this closely integrated blended learning programme. It draws on literature concerning perceptions of success in social enterprise (Parkinson and Howorth, 2008) and in the authors' home disciplines of Accounting (Green, 2012) and Information Systems (Cheng and Chen, 2015) and Human Resource Management. It builds on work recently done by the authors (Ryder and Greenwood, 2015) by investigating the success of blended learning development projects.

We conclude that experiential learning provides multiple dimensions of success and learning opportunities and that this is reminiscent of previous work done on stakeholders' perceptions of success (Greenwood, 2007). It also relates to discussions surrounding differences between intended and emergent learning outcomes. Through this work we see that academics need to articulate what they mean by success while recognising the value of multiple success dimensions to the various participants.
### No. 13

**Title:** LESS is more: Building Meaningful Practical Experience into the BSc Sport Science and Coaching

**Contributor(s):** Philip Kearney, University of Chichester

**Contact:** p.keaney@chi.ac.uk

This session reflects upon the experience of designing and delivering an activity whereby second year students on the BSc Sport Science and Coaching degree engaged with sports teams at the University to provide a free injury-risk screening service using the Landing Error Scoring System (LESS). The session will initially consider the importance of such activities to develop students’ professional skills, and explore the positioning of the activity within the broader programme curriculum. Subsequently, the session will provide an overview of how students were prepared to design, deliver and evaluate the activity, and how the activity was assessed. In particular, there will be a focus on the development of students’ reflective practice. After reviewing feedback from staff, students, and participants, the session will consider the broader lessons which can be learned from the activity.
Solent University has a strategic focus on employability, and a policy of embedding professional experience into the curriculum. In a globalised world the ability to operate in a global environment is an essential aspect of employability. Solent University is therefore increasingly interested in offering students international experiences as part of their employability learning. Intercultural competencies and global mind-set are key attributes that might be developed by such experiences. A number of recent studies describe intercultural awareness as being an important attribute of a successful business manager. The link between employability and internationalisation is therefore particularly key in course development within the School of Business and Law. Elements for swapping are the findings from a global organisational focus group to identify the following areas: What is internationalisation? How would panellists grade/tier international competencies? What international competencies would panellists identify as required in their organisations? What level of international competencies would they be expecting in a graduate recruit? Drawing on the ideas drawn from the Leadership & Management literature it is possible to propose a model of International capital formed of ‘International capabilities, connections, and confidence’? Finally, a sharing of the HEA toolkit and

Within the Business School teamwork and small group activity within learning and teaching is a key strand of our practice however it is not without its challenges. Whilst the ideas of Tuckman (1965) and the ‘classic’ model of group development, Tuckman and Jensen (2010), provide guidance and a helpful framework of group development, often observed in the classroom throughout a semester, it could be argued we should increase our focus on the first stage, Formation, to mitigate some subsequent challenges experienced in practice. Aligning with the theme of student engagement and experience, this session discusses and reflects upon an approach to group formation introduced this academic year within a school wide module at Level 4.
I am always interested in ways to improve my own quality of teaching and as a result both as part of my own CPD and induction to the University this academic year, I have been trying to find more effective and engaging ways of feeding back to students.

Previously, assessments on something that has been in the nature of a presentation have not easily been capable of being able to be analysed, or reflected upon post presentation. This has had the effect of making any assessment feedback static and difficult for students to easily use as an improvement tool.

Introducing Chi Player however as an assessment tool, and using feedback from students to enhance and revise the structure and methods used, has resulted in a dramatic difference to both the quality and validity of presentation feedback.

Aside from giving the students a much improved, specific and in depth quality of feedback, introducing this system has other benefits too. Second markers do not have to be present for the actual presentations; external examiners are able to access both the recordings and feedback to ensure that there is parity in the marks awarded and students have booked for post assessment tutorials, having independently viewed their presentations and feedback online, ready to discuss how they can specifically enhance their work in the future.
The Royal Veterinary College is a small specialist independent college of the University of London. In 2002 a BSc Bioveterinary Sciences programme was launched, in response to a government review of the training of veterinary scientist in the wake of the 2001 Foot and Mouth crisis. The programme has now expanded to a suite of courses offering both BSc and MSci level qualifications with an intake of 143 students in 2015. At enrolment many students aspire to join a veterinary medicine course upon graduation, however as they progress through the course, a number of factors may influence them to move away from this goal. The aim of this study was to provide a suite of online tools to enable students to explore their values and attitudes, identify possible alternative careers, develop skills and collect evidence necessary for graduate level employment and to ensure that they are able to continue to develop their professional skills and attitudes to enable career development as their goals and aspirations change.

Swapping: we will be able to share our spreadsheets containing questions and generic feedback for the RVC Employability Healthcheck questionnaire that has been developed as part of this project. This will enable colleagues to develop their own subject specific employability questionnaires.
No. 18

**Title:** Portsmouth Project

**Contributor(s):** Sue Gibbs, University of Portsmouth

**Contact:** susan.gibbs@port.ac.uk

This workshop reviews the progress of the University of Portsmouth student partnership a year on. We are developing a framework of project-based learning activities within a university wide student and staff Learning Partnership. The career enhancing activities provided through the partnership will deliver clearly identified learning gains for students that relate to the hallmark of a Portsmouth graduate, an enhanced understanding for staff in relation to the quality of the student experience, and a direct contribution to the achievement of UoP institutional aims in relation to contribution to innovative pedagogy and to the local community. Students will be able to obtain reward and recognition for developing these skills as part of their degree, via the HEAR and/or the proposed Student Academic Facilitator Academic Professional Excellence validated route. The Learning Partnership has several strands, offering a range of opportunities that can be accommodated within or outside the curriculum.

This workshop will explain how far we are in the development of these learning partnerships now that our learning partnership proposal has been approved. The workshop will be led by student academic facilitators and staff who have been part of the development of this Learning Partnership.

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No. 19

**Title:** Students as Producers

**Contributor(s):** Dr Hugh Dunkerley

**Institution(s):** University of Chichester

**Contact:** h.dunkerley@chi.ac.uk

For the past two years I have been teaching a module in which I have encouraged level 6 students to become active researchers. In this session I will reflect on the success or otherwise of an approach based on the radical concept of Student as Producer.
Title: Students’ Self-efficacy, Study Motivation and Attitudes Towards Plagiarism

Contributor(s): Andrew du Rocher, Psychology Department, Goldsmiths University of London

Contact: psp01adr@gold.ac.uk

Williams et al. (2010) reported that a student’s motivational style when studying, predicts self-reported academic cheating. Murdock & Anderman (2006) proposed a model of academic dishonesty that implicates a student’s self-efficacy, goals and performance orientation in predicting cheating behaviour. Tuan et al. (2005) suggest that students may differ in their choice of learning strategies, as well as their level of self-efficacy. The present study aimed to clarify the relationship between the style of a student’s academic study motivation and attitudes towards plagiarism. Undergraduate psychology students completed the motivation towards science learning questionnaire (Tuan et al., 2005), and the attitudes towards plagiarism questionnaire (Mavrinac et al., 2010).

Overall science study motivation was higher in those with negative attitudes towards plagiarism. This relationship was mainly driven by the science learning value, active learning strategies and self-efficacy sub-scales. This finding resonates with the model of academic dishonesty proposed by Murdock & Anderman (2006) which includes performance orientation and self-efficacy. This suggests that self-efficacy may be a specific individual difference variable worthy of accounting for when designing plagiarism interventions. Moreover, these findings also add weight to the suggestion of Murdock & Anderman involving targeting those with low self-efficacy when trying to reduce student cheating.
### Abstracts

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<tr>
<td>Title:</td>
<td><strong>Time on Task: Enhancing the Student Learning Experience</strong></td>
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<td>Contributor(s):</td>
<td>Roger Saunders, Senior Lecturer in Advertising, University of Worcester</td>
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<tr>
<td>Contact:</td>
<td><a href="mailto:r.saunders@worc.ac.uk">r.saunders@worc.ac.uk</a></td>
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_I have been teaching for the last 20 years and spent much of the last 5 years developing ‘flipped’ lectures to increase student engagement with material outside of the classroom. As part of this process each session starts with a quiz based on a range of different formats which I’d like to share with others as ways of making in-class testing more interesting, instructive, collaborative and fun. The session will cover a number of approaches and involve the participants participating in the quiz in order to get a feel for how each type works. We have increased both student satisfaction and student performance across a large cohort of first year students using this and other techniques._

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<th>No. 22</th>
<th>Time: Session C - 2.25pm to 2.45pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venue:</td>
<td>Strand 1: Mitre Lecture Theatre</td>
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<tr>
<td>Title:</td>
<td><strong>The Perfect Match: How can we Identify Students’ Skill Sets, Tailor the Support They Need and Help Them to Help Each Other with Skills Development?</strong></td>
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</table>
| Contributor(s): | Jela Webb, Senior Lecturer, University of Brighton  
Tracey Taylor, Senior Lecturer, University of Brighton |
| Contact: | jw126@brighton.ac.uk / tt6@brighton.ac.uk |

_We inducted 36 MSc Management students from 22 countries and wanted to find a way for them to build a working level of trust and mutual support. We used diagnostic tools to establish individual strengths and weaknesses and then matched the students according to these results which in turn allowed the teaching team to manage, assist and shape this process._

_The aim of our session is to demonstrate/examine how the use of diagnostic tests during induction assist in identifying the students’ knowledge or ability in some key academic areas in order that:_

- _The student can be assisted in closing any key gaps of knowledge._

- _The student can be matched with other students with strengths in their area of ‘weakness’ and build a supportive dynamic in the cohort._

- _The teaching team can tailor initial course content appropriately and direct it to the relevant students._

_We will be ‘swapping’ the use of early diagnostics to better tailor individual support._
Abstracts

Time: Session C - 2.25pm to 2.45pm
Venue: Strand 2: LO6
Title: Engaging Students with Teaching Excellence
Contributor(s): Dr Lisa Hayes, Head of Teaching & Learning, University of Bedfordshire
Contact: Lisa.Hayes@beds.ac.uk

This session will explore student engagement with activities that enhance teaching. The University of Bedfordshire’s Professional Teaching Scheme (PTS) is an HEA accredited CPD framework which supports the development of practice related to teaching and supporting learning. The PTS has a unique feature; it involves students as part of the review panel which awards HEA recognition at Associate Fellow, Fellow and Senior Fellow. These students are an integral part of these panels, contributing to the consensual decision and providing feedback to academics on their practice.

At the University of Bedfordshire, research has been carried out on the students’ perception of their role in this important process, and on the academics’ perception of the student contribution to recognition of their professional practice. This session will share these perceptions, and offer recommendations for a model of effective practice which encourages meaningful student engagement in activities to enhance teaching and learning in the higher education context.

Time: Session C - 2.25pm to 2.45pm
Venue: Strand 3: E124
Title: ‘To the Uneducated an A is Just Three Sticks’ (Winnie-the-Pooh). A is for Annual Monitoring, Let’s Get Learning!
Contributor(s): Katie Akerman, Head of Academic Quality and Standards, University of Chichester
Contact: k.akerman@chi.ac.uk

This year’s theme for annual monitoring was around assessment and feedback – so, what have we learned? This session will provide an overview of the outcomes from annual monitoring focussing on the case studies prepared by academic departments.

Annual monitoring is one of the key elements of the University’s quality assessment framework and it is the primary means by which the Academic Board is assured of the continuing currency of its academic portfolio in light of developments in research, industry practice and pedagogy, or changes in the external environment such as the requirements of professional, statutory and regulatory bodies.

The case study approach considers the effectiveness of particular deliberate steps that have been taken by the programme and is a reflection on what’s been effective and the evidence for this, allied to the theme.
A date for your diary:
Learning and Teaching Conference
June 6th 2017

Conference Organiser:
Dr Andy Clegg
Principal Lecturer for Learning and Teaching
University of Chichester
Email: a.clegg@chi.ac.uk