

# Students at the Heart Conference 2023

## Submission overview booklet

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# Wednesday 7 June 2023

Keynote (Wednesday 7 June 09:40 – 10:30)

## **In search of the perfect student**

Dr Michelle Morgan, Dean of Students, University of East London

The undergraduate and postgraduate taught landscape of higher education has dramatically changed in the past 20 years not only in terms of student numbers, but also diversity. The cost of participating in higher education has dramatically increased in recent years for both UG and PGT students, and there is greater pressure on universities to demonstrate value for money and improved outcomes.

Covid19 and the cost of living crisis has put added pressure on students in terms of being able to engage. Universities are increasingly using data dashboards to measure engagement to help with the progression and success of students.

But is the use of data dashboards really able to capture 'student engagement' effectively in determining the 'perfect student'?

This session will consider what we need to think about, what the key challenges are across UG and PGT levels of study, whether it is possible for there to be the 'perfect student' and future challenges.

Session: 1 (Wednesday 7 June 10:50 – 11:20)

## **Researching with students: co-produced slavery research in LJMU History**

Andrea Livesey, Faculty of Arts, Professional & Social Studies

Long-overdue research projects into institutional links to slavery have highlighted the complex ways that both money and knowledge gained from the transatlantic slave trade became woven into British universities. Nowhere is this more urgent than in Liverpool, the European epicentre of the transatlantic slave trade. Whilst the origins of Liverpool John Moores university go back to 1823, LJMU was only granted university status in 1992, thus avoiding the scrutiny that other local institutions have faced.

In 2019 I started the process of researching this difficult history alongside my MA students. This research has identified evidence and a need for further research into 1. the extent that money that originated through slavery was embedded in LJMU during its inception, especially through the role of John Gladstone; 2. the teaching of racial science, and 3. through links to the Confederacy in the US Civil War, and post-Civil War era. Engaging students in such vital research, however, comes with its own set of pedagogical and ethical challenges. This paper will explore the experience of developing a module of this nature, the experience of teaching and researching alongside students, and the findings made.

This fits into the 'Research and Knowledge Exchange: curiosity, creativity and impact' strand of LJMU's new strategy through its example of teaching led by research and student-led research.

Session: 2 (Wednesday 7 June 10:50 – 11:20)

### **Real world research impact for PGRs**

Emily Walker, Research & Innovation  
June Potts, Faculty of Arts, Professional & Social Studies  
Liz Edwards, Faculty of Business & Law  
Lucy Day, Research & Innovation Services

This presentation will tie to the themes of student experience, research and knowledge exchange specifically engaging with our partners in impactful, connected knowledge exchange that delivers transformative benefit.

The Impact Officers (Emily and Lucy) will provide a short introduction to what impact is and why it's important. The main bulk of the presentation will be PhD student Jack Fitzpatrick from the School of Education talking about his experiences of creating real world impact and change with Merseyside Police and the College of Policing through his research on Modern Policing in the 21st Century and why it's time for an inclusive shift. He'll explain how he has developed relationships with stakeholders, how he has engaged with them and the impacts that have resulted from these activities. He will also talk about what this has meant for him as a PGR, why PGRs need to think about telling their own impact stories and how to do it.

This session will help to develop a vibrant diverse and intellectually curious postgraduate research community, helping to prepare our PGRs for their own career development as well as to deliver tangible public engagement and change for our communities in line with the aims of the UN Sustainable Development Goals.

Session: 3 (Wednesday 7 June 10:50 – 11:20)

### **Finding space: a photovoice study of gay students in higher education**

Lindsey Gaston, Faculty of Business & Law

This session contributes the Education and Student Experience: transforming lives and futures by addressing the the current qualitative knowledge gap documenting the lived experiences of gay students in Higher Education. Additionally, the article contributes to a methodological gap in how gay students in Higher Education have been investigated. With the help of Photovoice, this presentation will discuss the lived experiences of 16 gay students studying at university in the United Kingdom.

The data will show that the participants experienced a sense of loneliness and isolation whilst at university and identified the classroom as a critically important environment to create belonging. Whilst the classroom is central to belonging, the data complicates this fact by identifying that gay student's battle with how to perform as themselves in the classroom thusly affecting their engagement and attendance. Additionally, the data will show that while participants did not experience overt hostility nor brazen acts of homophobia, they did recognize a degree of LGBTQAI+ inclusion 'lip service' by the university.

Session: 4 (Wednesday 7 June 10:50 – 11:20)

## **Widening participation in work experience: a case-study for engaging 16 to 18-year-olds in Physics**

Emma Smith, Faculty of Engineering & Technology  
Stacey Habergham-Mawson, Faculty of Engineering & Technology  
Alison Keen, Faculty of Engineering & Technology

In this session we present a model for engaging 20 students in an in-depth, skills-based work experience program aimed at raising science, technology, engineering and maths (STEM) skills and confidence, and addressing awareness and feelings of belonging in Higher Education (HE) and physics. We believe that this model is transferable across all subjects. To support this, we will quantify the time and staffing requirements of our model, with an indication of scalability.

We discuss our approach to targeting students from underrepresented groups, and how the project has evolved to adapt to the needs of our students. We show the results of our evaluation, share success stories, and what we hope to further achieve.

Opportunities for students to gain work experience in physics or astrophysics are rare. Where they do exist, they are often socially ring-fenced to those who already have connections.

This is compounded by the common social narratives of who physics is for. Stereotypes based upon gender, sexual orientation, disability, social background, and ethnicity can make studying physics at university, or pursuing a career in physics, feel daunting. For 10 years the National Schools' Observatory, part of the Astrophysics Research Institute (ARI) at LJMU, has hosted a week-long Work Experience Program for students aged 16-18 from across the UK, with a focus on engaging students from underrepresented groups.

The program provides students with the opportunity to experience working in an astrophysics research setting whilst giving them a taste of university, including information and guidance on student finance, careers, and student life. Skills sessions equip students to undertake the focus of the week where they work in small groups, under the guidance of a supervisor, to analyse real data from the Liverpool Telescope. Students conduct research into their topic and present their research and analysis to a professional level.

Session: 5 (Wednesday 7 June 10:50 – 11:20)

## **Storying the [ongoing] journey of the LJMU Wellbeing Journal: making molehills out of mountains by listening to student voices**

*Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy*

Nicky Hirst, Faculty of Arts, Professional & Social Studies  
Ange Garden, Faculty of Arts, Professional & Social Studies  
Anne-Marie Smith, Faculty of Arts, Professional & Social Studies  
Claire Hennessy, Faculty of Arts, Professional & Social Studies  
Yvonne Turnbull, Student Advice & Wellbeing Services  
Debbie Burns, Student Advice & Wellbeing Services

Co-created by SAW, Academics, and students from the School of Education, the LJMU Wellbeing Journal embeds journaling and self-care into everyday student life, ensuring that wellbeing is not seen as an additional thing 'to do'. Acknowledging the different needs and preferences of our diverse student population, the journal is available both electronically via the student portal, and as a physical journal, making it accessible to all.

The journal enables students to set and review goals and normalise the inevitable ups and downs of University life and the most recent curriculum enhancement project explored how the journal is being used across APSS to develop the strengths of the journal for roll out in September 2023. It ensures students have details of support services to hand should they require them at any point in the academic year. The Journal is supported by a bespoke programme of guided meditation sessions provided by Heather J Ray from My Well being School Australia and a social media campaign.

This workshop will showcase how academics, professional services teams and students can work together to create a tool which helps students to overcome feelings of isolation, enhances their sense of belonging and supports power-sharing in interactions between students and the university to develop a sense of community. Students will lead the way with their findings to establish a productive way forward.

Session: 6 (Wednesday 7 June 10:50 – 11:55)

## **Research Informed Teaching at LJMU**

Keith George, PVC (Research & Enterprise)

Karl Jones, Faculty of Engineering & Technology

David Oxborough, Faculty of Science

Helen Tookey, Faculty of Arts, Professional & Social Studies

Anne-Marie Bartlett, Faculty of Arts, Professional & Social Studies

Craig Hammond, Faculty of Arts, Professional & Social Studies

Alison Lui, Faculty of Business & Law

Zara Quigg, Faculty of Health

LJMU has a proud history of high quality research and knowledge exchange with a significant body of world-leading research, as evidenced in the recent REF2021 results. This work continues to be generated by academic staff, research staff and postgraduate research students.

When we reflect on the impact of our research and knowledge exchange activity we often think in "REF terms" of who and what have we influenced and changed outside of the university. Our REF2021 impact case studies were replete with examples of public and private recipients of our work who helped mediate change in health, education, policy, well-being as well as industry and economic change. This supports key strategic actions for LJMU around Place and Partnership, enshrined in the LJMU Strategy 2030.

This session "Research Informed Teaching at LJMU" turns the impact lens inwards to the university and asks what change and improvement has been made to our curricula and student experience on the back of our research and knowledge exchange work. This is now a core focus of the Research and Knowledge Exchange activity within the LJMU Strategy 2030 and is developed in the LJMU RKE Plan 2030. Also it seeks to elevate the role of our postgraduate students, something of a "hidden-minority" in an institution with "students at the heart". what was

their experience of the knowledge development process and how can they and their novel work inspire taught students and change their experiences and opportunities. We have been collecting a range of "case studies" related to research informed teaching from around the faculties and we have asked the staff to identify the research work and research students whose new knowledge and stories they have weaved into curriculum content and development. We have asked these case studies to identify new lectures, modules and sometime whole programmes that have been borne out of our research and knowledge exchange and asked the staff to reflect on what this did for student experience, an enhanced knowledge or skill training and how this might play into greater or broader employment/career opportunities.

From the first round of Faculty Research Informed Teaching Case studies we present exemplars from across all 5 Faculties in a lightning talk format for celebration, learning and on-going development of a rich research informed teaching culture across LJMU.

Session: 7 (Wednesday 7 June 11:25 – 12:30)

### Workshop

#### **The University Mental Health Charter**

Yvonne Turnbull, Student Advice & Wellbeing Services  
Alexandra O'Brien, Student Advice & Wellbeing Services

This workshop will outline all of the areas that we are currently exploring in building our evidence to achieve the Student Minds Mental Health Charter. After the initial update, colleagues will be asked to participate in a discussion focusing on how LJMU is adopting a whole university approach to mental health and becoming a place that promotes mental health and wellbeing for all members of the university community.

In particular we want to look at how LJMU will continue to develop a mentally healthy environment using the student experience themes within the charter including proactive interventions and mentally healthy environment, and social integration and belonging. Further information on the charter can be found at [The University Mental Health Charter](#)

Session: 8 (Wednesday 7 June 11:25 – 11:55)

#### **New face of library spaces**

Jackie Fealey & Emily Parsons, Library Services

LJMU Library spaces are evolving, changing from the traditional self-learning spaces to interactive and inclusive spaces, providing a resource not only for LJMU students but also for the wider community. Summer 2022 saw the development of the new Children's Reading Corner on the ground floor of Aldham Roberts Library housing the Literacy Development Collection. The primary aim of this area is to support students on the Initial Trainee Teacher programmes with the pedagogy of reading for primary age children, whilst replicating a school library. However, in fulfilling this need the space has also opened up new opportunities for community engagement and widening participation.

Our talk will detail how this space, the Literacy Development Collection and our Special Collections and Archives have been used for activities to support ITT training, including author



talks, how to read to younger children, practical sessions using artefacts to develop imagination, storytelling and writing in the classroom, and even using meditation and reflexology with literature to promote wellbeing in young children. Interactive workshops with children from the national mentoring and education charity, ReachOut have also taken place with the participants being encouraged to find inspiration from the materials to create their own bookmarks and zines.

Session: 9 (Wednesday 7 June 11:25 – 11:55)

### **The Muslim student experience: how Muslim students negotiate barriers in higher education**

Lila Tamea, Faculty of Arts, Professional & Social Studies

Graham Downes, Faculty of Arts, Professional & Social Studies

The Black and Asian Awarding Gap is a big conversation in most universities and whilst Muslims overwhelmingly belong to this category, most fail to recognise or acknowledge the intersectional barriers that a students' faith also presents during their studies. Muslim students at University have the highest dropout rate amongst all faith groups; they are less likely to achieve a professional job after graduating, and with less than two-thirds of Muslim students graduating with a 2:1 or first-degree outcome, Muslim students are the lowest performing faith group at university.

Amongst a range of other factors, a lack of sense of belonging, inaccessible faith spaces, university drinking culture, microaggressions and islamophobia are to play for this, but what can we, as academics and professional services staff do to reduce this?

In this session, LJMU MA Education graduate, Lila Tamea and Dr Graham Downes will reflect on her research on the Muslim student experience, which explores how (and why) Muslim students are routinely making choices around whether to honour or forfeit their faith at university. The research suggests that, whilst Muslim students may experience the same or similar barriers, they don't all respond to them in the same way, and instead, they negotiate and compromise their needs, often actively deprioritising them in a bid not to disrupt. It finds that Muslim students regularly feel deprioritised, neglected, and let down, where eventually, they consciously or subconsciously, accept and settle for less in their university experience.

We will offer critical reflections and recommendations for academic and professional services staff on how they can do more to empower, listen-to and act on the Muslim student voice, in a bid to achieve true racial and religious equity on campus.

Session: 10 (Wednesday 7 June 11:25 – 11:55)

### **Student mentorship scheme**

Amir Asghari, Faculty of Engineering & Technology

Students Mentorship Scheme is a new scheme running in the department of mathematics. The main objective of the scheme is to link senior students (i.e., the mentors) to junior students (i.e., the mentees), encouraging the mentors to pass their knowledge to the mentees. The scheme has been supported by the School of Computer Science and Mathematics, to the extent that the mentors, though mainly being undergraduate students, are being paid for their mentoring hours.

The scheme addresses all three values underpinning LJMU's new strategy:

Education and Students Experience by creating a supporting community.

Research and Knowledge Exchange by applying the research on peer teaching.

Place and Partnership by giving the mentors a chance to experience teaching in a supervised situation, building skills that would be transferable to their place of work, whether it is teaching or not, after their graduation.

In the session, I will report a summary of the works done so far, the challenges, and the benefits of the scheme for the mentors, the mentees, and the department. I hope the session encourages the colleagues across different schools and departments to consider using the scheme.

[Session: 11 \(Wednesday 7 June 11:25 – 11:55\)](#)

### **Curriculum for wellbeing - embedding emotional regulation strategies into undergraduate programmes**

*Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy*

Ais Culshaw, Faculty of Arts, Professional & Social Studies  
Kalum Bodfield, Faculty of Arts, Professional & Social Studies

My colleague Kalum and I have implemented emotional regulation strategies and wellbeing goals as part of a “curriculum for wellbeing” approach to a Level 4 module we work on together in the School of Education. At the end of the module (March 2023) we are encouraging focus groups and surveys on students perceptions of these strategies and warm-up exercises to inform future use. It is hoped that students respond positively to these exercises and report a benefit for their stress management and emotional regulation. We would like to present this as a “trial study”/preliminary findings although this is not intended to be publishable work at this point in time but may become research at a later date dependent upon the findings of the project.

[Session: 12 \(Wednesday 7 June 12:00 – 12:30\)](#)

### **Carbon awareness rewilding education (CARE): what would the planet teach/do for education? What will we teach/do for our planet?**

*Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy*

Judith Enriquez, Faculty of Arts, Professional & Social Studies  
Lily Evans, Faculty of Arts, Professional & Social Studies  
Abha Tully, Faculty of Arts, Professional & Social Studies

Aine Waterson, Faculty of Arts, Professional & Social Studies

“Nature is our life support system, it’s the air we breathe, the food we eat, the water we drink, the energy that sustains us. And it’s in trouble. Wildlife is in dramatic decline. Species extinction and catastrophic climate change threaten all life on Earth. We must take action.”

(Rewilding Britain: [What is Rewilding?](#))

CARE is a curriculum enhancement project where Education students take action through engagement about climate change and by exploring what the four Earth elements may teach us about education. What kind of education may we transform if we apply the principles of rewilding? Rewilding is about restoring ecosystems and our relationship with our planet.

This is a two-part session. It intends to create a space to encounter our planet through its four elements. It addresses the two main key principles of the LJMU Strategy 2030 on prioritising people and sustainability by reconnecting educational conversations with rewilding principles. It will share the journey of Education students and how they rediscover their connections with the planet.

First, we explored what questions we must ask to reconnect with the planet. We looked at existing survey instruments on carbon literacy, environmental education and climate change. We reframed some questions as we thought about how these may invite fellow students in Education or Social Sciences to take action or at least join the conversation.

Second, we will take you through a reflective engagement with land, air, water and fire as we attempt to respond and reimagine if the Earth be our teacher or learning companion, what will we learn about, how will we feel, what will we do and what questions and topics will be worth attending to.

[Session: 13 \(Wednesday 7 June 12:00 – 12:30\)](#)

### **The accessible learning experience**

Martin Hanneghan, Faculty of Engineering & Technology  
Stephen Tang, External Consultant

Academic staff and professional service staff produce vast volumes of information for our students each and every year. More often than not, these are now typically produced in digital format and shared via web sites, blogs or the VLE. The tools that we use to produce these digital documents and media often allow people to create content in a multitude of ways to make our teaching and learning more interesting and engaging. However, in doing this, we are often responsible for making this content inaccessible to about one-fifth of the population who have a permanent or temporary disability.

This talk will discuss the key issues around creating accessible content for print and web distribution and show how a few small changes can lead to dramatic gains in making our content more accessible. The legal framework in the UK, EU and US will also be discussed outlining how important this aspect is to ensure we stay within the law.

The co-presenter is a former LJMU academic who is now one of only 200 Certified Web Accessibility Professionals in the UK and brings a wealth of professional experience to this field.

This outcomes of this talk can make a big contribution to the overall student experience at LJMU across all subject disciplines.

Session: 14 (Wednesday 7 June 12:00 – 12:30)

### **Partnerships with work placement providers and professional identity: How can we improve the student experience?**

Thomas McCooey, Faculty of Arts, Professional & Social Studies

Work placements are a common way to try and help prepare students for future employment.

Sometimes they are essential to fulfil the requirements of an industry's standard benchmark. For example, in journalism this has been the case for many years with the National Council for the Training of Journalists, where a set number of work placement days are required to gain the organisation's diploma in journalism, which many universities, including Liverpool John Moores, provides.

But how well do work placements serve their purpose, and serve students about to embark on their careers?

Many students get on well, and walk out of a placement after two weeks having boosted their desire to burst into the industry on the back of a wave of confidence-boosting experience.

But some may see themselves as a burden to superiors pressed for time, and are perched in a corner of the office and forgotten about. They may leave demoralised and in some cases, re-evaluating their career plans.

I have started to research the responsibility education and work placement providers have to ensure students get the best out of their placements through leading LJMU's scheme with the Liverpool Echo. This is with a view to building tools which can hopefully enhance the student experience in what can be a daunting area.

Sitting in any work environment as a student on placement can be a daunting prospect, and I want to use the experiences of students on The Echo scheme to put building blocks into place to ensure in future, more have a chance to prepare by knowing what to expect and how to navigate an experience which may be new to them. I will also use input from The Echo, and this research could be open to other partnership providers for other courses.

This research, influenced by students, aims to promote graduate employment prospects and inclusivity, as students would be given access to more resources to help them prepare.

At the conference, I would like to share what I have learned so far.

Session: 15 (Wednesday 7 June 12:00 – 12:30)

## **The students of today who inspire the students of tomorrow**

Sarah Andrews, Student Recruitment Marketing and Admissions  
Peter Dolan, Student Recruitment Marketing & Admissions

Student Recruitment Marketing and Admissions is responsible for the development and implementation of an institutional plan across the prospective student journey to support the achievement of annual recruitment targets. Current students are crucial in this journey, guiding prospective students and inspiring them to study at LJMU. Students play a vital role in school visits, subject taster sessions, summer schools, UCAS fairs, open days, campus tours, enquiry/community digital platforms, applicant call back campaigns, applicant days and Clearing.

Consistent with the Education and Student Experience value, the work current students undertake augments their student experience and provides them with an unparalleled opportunity to develop transferable skills beyond the curriculum that enhances graduate employment prospects. Furthermore, providing transformational opportunities for communities, the Place and Partnership value is at the heart of our outreach programmes. Involving students enables them to play a role in enhancing the prospects of communities as well as ensuring participants are given an authentic and informed perspective to enable them to make an informed decision about their future.

Proposed structure:

Overview of the prospective student journey with examples of how students play a role at different touchpoints.

A panel of students will share their experiences, with a guided discussion through three key themes:

1. Their memories of students they met when they attended events as an enquirer/applicant and how this enabled them to make informed decisions
2. Examples of work they have undertaken as a student at LJMU and how it has enhanced both the participant experience and their own student experience
3. Skills they have gained and how they see these skills shaping their future

Examples of staff whose experience in supporting student recruitment activities as a student led them along their career paths, illustrating the graduate employment prospects.

Discussion of best practice sharing with other services that employ student workers.

**Global Collaborative Partner Forum (Wednesday 7 June 13:00 – 15:45)**

Theme of the Forum: Transnational Education Student Experience (this refers to students who are studying LJMU degrees overseas with our global collaborative partners). It is a good opportunity for LJMU TNE Family to come together and share best practice in how to deliver a highest standard teaching quality and the same time offer the best student experience. We will also share with the partners our newly launched Internationalisation Plan, our focus and priorities, one of which is to further support our existing collaborative partners.

Session: 16 (Wednesday 7 June 12:00 – 12:30)

## Lightning talks

### **Biomed News – a free machine learning based platform to discover and share new biomedical research**

Gavin McStay, Faculty of Science

Approximately 30,000 biomedical research abstracts are published each week on PubMed. This provides an enormous resource for new information that needs to be retrieved by individuals who desire access to it – researchers, industry, funders, policy makers, clinicians, patients, and the public. This enormous amount of information is retrieved using searches or tables of contents. However, these methods are overwhelming, broad and irrelevant. Biomed News is a free platform that provides a ranked abstract list on a weekly basis. Topic experts select abstracts relevant to their area of expertise. These selections are used by supervised machine learning to identify relevant papers in subsequent weekly issues. This reduces the amount of time required to identify new abstracts. Biomed News also provides an opportunity for selectors to share their weekly topic issues with other interested parties. Biomed News currently has around 80 experts from countries all over the world who are at different stages of their career. We aim for Biomed News to be a user-friendly platform in all areas of biomedical research that allows new abstracts to be identified and shared with interested parties. Biomed News aligns with LJMU strategies including Education and Student Experience as it will help students, especially post-graduate research students, to keep up with the literature in their field. Also, Biomed News will help in Research and Knowledge Exchange as this will help new research to be incorporated into teaching and also the exchange of the latest findings in the subject area.

### **Using photovoice to learn from our care experienced and estranged students**

Lindsey Gaston, Faculty of Business & Law  
Ester Ragonese, Faculty of Business & Law  
Philip Bakstad, Student Advice & Wellbeing Services  
Elena Zaitseva, Teaching & Learning Academy

Care experienced and estranged students continue to be one of the most under-represented groups in higher education. Latest widening participation data show that in 2018 – 19, just 13% of young people who met the government definition of a Former Relevant Looked After Child entered higher education, compared to 43% of all other pupils (DfE). As such, OfS has designated care experienced learners as a Priority Cohort to be included in institutional Access and Participation Plans for targeted support.

LJMU has a long history of supporting care experienced students and those estranged from their families and, in 2022, was the first university to be awarded the National Network for the Education of Care Leavers (NNECL) Quality Mark for Higher Education outside of the pilot phase after undertaking a significant review of current LJMU provision and the submission of a three year institutional action plan.

As part of this action plan, colleagues from the Faculty of Arts, Professional and Social Studies, the Teaching and Learning Academy and Student Advice and Wellbeing Services have initiated a cross-institutional research project utilising PhotoVoice to capture the experiences of students

studying at Foundation and Level 4 in 2022 / 23. This session will provide an initial insight into some of the initial findings of the project, in the context of institutional data on the access, progression and success of current care experienced and estranged students.

### **Is LJMU a recovery-friendly university? A conversation about alcohol and other drugs.**

Gordon Hay, Faculty of Health

From our 2023-2030 Strategy, LJMU's vision is to be an inclusive civic university. We can be proud of what we have already done to ensure our positive culture builds community, embraces diversity and supports well-being. We respond to modern-day challenges, reflecting our position at the heart of the Liverpool City Region and our standing nationally and internationally. Our Public Health programmes build upon our research excellence in substance use and the impact drug or alcohol use has on our communities. Our students include those with lived experience or who are in recovery, particularly within our Public Health (Addictions) Masters where our teaching reflects our commitment to breaking down stigma by having honest conversations about alcohol and other drugs.

There are only a handful of UK universities that demonstrate a tangible commitment to promoting recovery and supporting those with lived experience of substance use. One way a university can do this is to sign up to the University Recovery Friendly Pledge. Alternatively, universities can engage with peer-led voluntary sector organisations to promote higher education as an invaluable opportunity to grow and learn which should be available to all.

This lightning talk will aim to start a conversation about recovery in LJMU. If we are honest in our strategic commitment to retain our role as an agent of social mobility, what more might we want to do to promote recovery across the university and break down barriers for people in recovery? Should we be considering signing up to the University Recovery Pledge or are there other ways of embedding recovery in our approach to supporting a student's journey?

[Session: 17 \(Wednesday 7 June 13:30 – 14:00\)](#)

### **Formative conversations: developing dialogic exchanges around student feedback**

Charlie Smith, Faculty of Arts, Professional & Social Studies

There has been considerable energy invested in the move from transmission-based teaching toward more active, participative methods. However, whilst research on feedback has proposed similar moves toward dialogic methods with agentic student participation, arguably there has been less uptake of such methods in feedback practice. This presentation will discuss one approach to dialogic feedback – the design review. Commonly used throughout design education, the approach is also very comparable to verbal feedback on student presentations used in other disciplines. In theory, providing verbal feedback on students' presentations in class aligns well with what Winstone and Carless (2020) describe as 'learning-focused models of the feedback process' (p. 2). It creates opportunity for students to elicit feedback, share meanings and clarify misunderstandings, and generate internal feedback through comparison with their peers. As such, there is considerable opportunity to enhance the student experience of their feedback. However, the design review has faced criticism, including the power asymmetry between students and teachers, and fostering an intimidating environment.

This session will present initial findings from a study investigating dialogic feedback exchanges occurring during student presentations. The objective is to understand the nature of the interactions taking place, and the extent to which they effectively support student agency within the feedback process. The findings reveal that the feedback exchanges adopted a strong dialogic nature during the early stages; however, in the latter part of sessions feedback gravitated toward a more transmissive mode. These findings provide opportunity to apply and refine verbal exchanges in feedback practice, deepen students' agentic participation in feedback approaches, and strengthen their contribution to their learning. Although studying feedback exchanges in an architecture programme, given the similarities to verbal feedback on student presentations used across other disciplines, the presentation will contribute to wider feedback practice and the development of dialogic feedback methods.

Winstone, N., and D. Carless. 2020. "Designing Effective Feedback Practices in Higher Education: A Learning-Focused Approach". Abingdon: Routledge.

Session: 18 (Wednesday 7 June 13:30 – 14:00)

### **Community; what are the elements of a strong student community and how do we build it?**

*Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy*

Rachel McLean, Faculty of Arts, Professional & Social Studies

Sarah MacLennan, Faculty of Arts, Professional & Social Studies

Josh Whittington, Faculty of Arts, Professional & Social Studies

There is little research that explores what makes a strong community from the student perspective. Curriculum-related activities organised by staff with the aim of building community often have poor levels of engagement, and yet activities that grow organically, separate from core studies result in a thriving social group. For example, a Liverpool Screen School weekly five a side football club has grown beyond expectations (65+ regular participants) and attracts students from across the school and indeed across LJMU. Do staff and students share an understanding of what community is and means to students or is there a misalignment of perspectives?

This presentation will present the findings of a curriculum enhancement project which explores "community". The project team includes two academics and nine students from LSS. This project explores the elements involved in creating a strong community, its effect on student wellbeing and sense of belonging, and how that can be curated from a student perspective. A key focus is what the students recognise as their community and whether having strong connections to a community helps allay feelings of loneliness or isolation. Is the programme cohort their community? Is it the School? Or is community something that is formed away from the curriculum through a common interest such as a sport or arts group? If so, how can we learn from this and embed elements of strong community into the curriculum and cohort activities? The project compares the staff and student perspectives on how a strong community is created and what it brings to the student experience. Do the staff / student perspectives align, or is there a difference in understanding and experience that creates a barrier to creating a sense of community?

Both the content and execution of this project illustrate demonstrate putting the needs of our diverse students at the heart of all we do. The project embodies the values that we all work towards, that we are Student focused, we care about our community, and we are inclusive.



Session: 19 (Wednesday 7 June 13:30 – 14:00)

## **Supporting LJMU students from the armed forces and military families - a cross-university approach**

Gus Rynie, Faculty of Science &  
Wendy Bowe, Faculty of Arts, Professional & Social Studies  
Steve Jones, Faculty of Arts, Professional & Social Studies  
John Goulding, Faculty of Arts, Professional & Social Studies

The aim of the session is to showcase the intentions, terms of reference and activities planned by the newly formed Cross-University Armed Forces Steering Group, in relation to one of the key aims of the group. An effective delivery model to:

- Support LJMU students who have served, or are going to serve (linked to Student Experience Plan);
- Support LJMU students who are families of serving armed forces members (linked to Student Experience Plan);
- Development of marketing, recruitment and outreach for veterans;

We are currently exploring how many veterans, current members of the military, or family members of military personnel are undertaking HE courses at LJMU. And developing an effective structure to support the transition into HE. From first hand experience, this can be a difficult transition!

It will highlight the planned activities to support this group of our student population, present some case studies from students and highlight the different professional service and academic input to the development of a coherent approach to support.

Session: 20 (Wednesday 7 June 13:30 – 14:00)

## **Collaboration and enhancement: co-creating employability resources to aid employment success for disabled and neurodivergent students**

Keren Coney, Student Futures  
Jennie Tannett, Student Futures  
Maia Robinson, Faculty of Health  
Simone McKenna, Faculty of Health  
Jack Fitzpatrick, Faculty of Arts, Professional & Social Studies

Studies of the destinations of UK graduates find that disabled graduates (including those who are neurodivergent) are less likely to be employed than non-disabled graduates (AGCAS 2022). Employment is recognised as a way in which people find purpose, self-confidence and economic wellbeing (Pratt et al. 2014). Unemployment therefore has implications for fulfilment of potential and for independence; there is also greater vulnerability to mental health conditions for individuals who are not in work (WHO 2011, in Coney, 2022). Staff in Student Futures were keen to explore ways to enhance our services and resources to support the success of disabled and neurodivergent LJMU students in the workplace.

In this session, a three students and two careers practitioners from Student Futures will describe the co-creation internship project, which sought to enhance graduate employment prospects for disabled and neurodivergent students. Building on previous participatory research conducted at LJMU with autistic students, the careers practitioners were keen to collaborate with the students they were seeking to support. Five disabled/neurodivergent students were recruited to partner with Student Futures staff; this co-creation project resulted in the development of webpages for disabled and neurodivergent students. These webpages contain content chosen and produced by the co-creation interns and are presented in accessible formats selected by these individuals. The interns described how rewarding this experience had been for them; they particularly appreciated having their voices heard and being given the autonomy to work on the areas they deemed to be the most important. This session will demonstrate the achievements of the project, outline recommendations for other staff and highlight the benefits of a deepened understanding and a sense of empowerment for students and staff involved.

Session: 21 (Wednesday 7 June 13:30 – 14:00)

## **Employability at the heart: lessons learned from the employability journey and way forward**

### **Carlo Panara & Shane Sullivan, Faculty of Business & Law**

Carlo Panara, Faculty of Business & Law  
Shane Sullivan, Faculty of Business & Law

The School of Law created an original 'employability journey' for its undergraduate students. This includes multiple extracurricular interventions at various stages of the student progression through the programme.

The journey begins during induction week and continues with tailored activities that see the involvement of personal tutors. Skills are embedded in each module across the undergraduate curriculum and CV Labs enable the students to articulate these skills in their applications. Guidance is provided at L4 and 5 to assist the students with the selection of the modules that best reflect their interests and career aspirations.

Outsourced mock assessments and mentoring opportunities are available from the City Region. Networking opportunities and career advice are available from leading lawyers from Merseyside as part of an exclusive partnership between the School of Law and the Liverpool Law Society.

All our students enjoy work-based learning opportunities as part of the clinical modules they can select at L5 and 6. A number of students have been supported in the last two years through internships and other placements fully funded by the School. A number of key collaborations were established with the Citizens Advice Bureau, the Merseyside Law Centre and Support Through Court inter alia.

The session will discuss the impact of our approach and of our interventions on our students. The students will share with the audience their experience. This will enable us to share best practice with other parts of the University and to receive comments, feedback and ideas that can help us fine-tune and enhance our approach to employability.

### **Reflections and insights into clinical legal experiences**

Rachel Stalker, Faculty of Business & Law

academic year 2022-23 marks the first full scale delivery of the Legal Advice Centre (LAC) at all levels of LLB Law study. By April, the first graduating cohort of students who have had an opportunity to take part in the LAC for 3 years will have completed a year of clinical work either “in house” in the LAC or out in the community working with third sector organisations.

After a brief introduction from the clinical legal education programme leader, this presentation will be delivered by student co-presenters who will be chosen from the highest scorers from the first ever assessment of the year-long Level 6 cohort based in the LAC (to be selected during week of 17th April 2023). These students will explain:

- their role in LJMU’s community via their clinical work, whether based in-house in the LAC at a placement at court or one of our partner advice centres;
- the most pressing social and legal issues they have seen as part of their advice or representation work;
- how this work has enhanced their legal education and professional prospects; and
- the social value and achievements of the work they have done.

Our students’ presentation will also discuss the transformative clinical model of education. In particular we will explain how its pedagogy can be used to create a clearly structured scaffolding allowing learners to progress from observers, to protagonists directly engaged in helping address legal or social issues and applying their academic knowledge in the field.

### **But be doers of the word, and not hearers only, deceiving yourselves**

Pam Dodd & Katie Hall,  
Faculty of Business & Law

The Accounting Clinic is in its very early stages having begun offering its services in 2022 after a trial run with one client in 2021.

The session will provide an opportunity to demonstrate the potential, and proven benefits, of the Accounting Clinic to a wider audience.

The session relates to all three of the values underpinning LJMU's new strategy in the following way:

**Education and Student Experience: transforming lives and futures** The Clinic allows students to enhance their graduate employment prospects, it provides an excellent student experience beyond the curriculum and enables students to support their local communities.

**Research and Knowledge Exchange: curiosity, creativity and impact** The Clinic allows for knowledge exchange with students learning from clients and clients, in turn, learning from our students.

**Place and Partnership: building skills, economy, community** The Clinic provides an excellent example of how the students can help to upskill our clients and therefore provide support for the regional skills base. In turn, our clients provide an opportunity to upskill our students by allowing them to work on real-life accounts and perform a real-life independent examination.

Session: 22 (Wednesday 7 June 14:05 – 14:35)

## **Using virtual humans to simulate mental capacity assessments**

Alison Jithoo, Faculty of Health & Niall McCann, Faculty of Health

Within the Nursing programme, students will have one month of Simulated placement every year. This incorporates online, asynchronous learning, as well as face to face practical sessions. Students will practice skills, as well as situations which may be less common in a Simulated environment. The Simulated placement covers the four fields of Nursing - Child/ Adult/ Mental Health and Learning Disability (LD). Within the LD Simulation, delivered 100% asynchronously, students are asked to complete Mental Capacity Assessments (MCA).

The MCA is often seen as a daunting task, staff report lacking confidence in completing this to good quality stating a lack in knowledge and skill. Subsequently resulting in MCAs which are non-compliant with legislation.

Working with the TEL team, the LD Sim has created an Avatar; she is 18 years old, moderate learning disability, history of generally unwell. The doctors want to admit her for observation. The nurses must assess her capacity to consent to admission.

The students are presented with a set of questions to ask the Avatar to assess whether she has capacity. The questions mimic an MCA asking the Avatar if she Understands/ Retain / Weigh-up / Communicate her decision. The Avatar appears life-like, her voice and responses have been recorded, she utilises facial expressions, eye-movements and body movements that have been recorded using advanced AI technology and is not robotic in style. Fine details in her glances, thought processes and smiles are captured.

This allows students to not just watch an assessment and make comments, but to also interact with an assessment, consider the language strategies they would adopt, provide opportunities for critical thinking and contextual learning, whilst simulating this within a safe environment. Students gain improved cultural awareness and sensitivity, therapeutic communication, and self-awareness of biases. Consequentially benefiting an improved confidence in interacting with patients with unique, individualised needs and capacities.

Session: 23 (Wednesday 7 June 14:05 – 14:35)

## **The pedagogical benefits of using High Fidelity Simulation Competition to enhance the technical and non-technical skills of undergraduates in the clinical setting**

Jennifer Vasey, Faculty of Health  
Stuart Selley, Faculty of Health

I wish to discuss experiences as a paramedic who has competed internationally in high fidelity competition and reaped the immeasurable benefits of experiential learning. I want to outline why we bring the idea of competition and simulation to students at LJMU.

I have worked with our students to bring this concept to life, and we successfully ran the inaugural Paramedic Games in summer 2022 and there are plans ongoing to bring the competition to our students again on 8th and 9th June 2023.

The competition comprises of groups of paramedic students (year 1, 2 and 3), working together to attend to simulated casualties/patients across the Byrom Street Campus and in the modular houses, to add to authenticity.

Our patients and partners come from our local service user and carer organisations that are affiliated to the university, building bonds, and learning from their lived experiences.

Students are scored by academic staff, and we also have judges who are paramedics from one of our key stakeholders, The North West Ambulance Service NHS Trust. Their support is invaluable, and students spend the 2 days building strong foundations with future colleagues from our profession.

We have a large-scale discussion at the end of the event, followed by a prizegiving where we have the highest scoring teams for technical skills (e.g., clinical interventions) and also a Service User and Carer Award, given by our affiliated organisations to the team who demonstrate exemplary non-technical skills (e.g., empathy, compassion). I am a firm believer that to be a good paramedic, the two go hand in hand.

This competition is a lot of fun, student led with my support and encourages curiosity, creativity, and impact. Learning through experience results in better management of patients in our communities, quite literally saving lives. All whilst having a student experience that is unparalleled.

[Session: 24 \(Wednesday 7 June 14:05 – 14:35\)](#)

### **Along for the RIDE (Respect, Inclusivity, Diversity, Equity)**

Elysia Greenway, Faculty of Arts, Professional & Social Studies

Emily Wharton, Faculty of Science

Thomas Dickinson, Faculty of Science

Phebie Watson, Faculty of Science

Bex Walker, Faculty of Science

Hebe Unwin, Faculty of Science

Mollie Hyde-Evens, Faculty of Business & Law

Launching at the SATH conference 2022, RIDE Society has been taking LJMU and the wider community by storm.

Our core aims have been, and continue to be, to shape the university into a diverse, inclusive and respectful environment, that offers equitable opportunities to all. We would love to explain how we, a student-led team, have been practically achieving this through our chatty forums, EDIR in the workplace sessions, small social get togethers, large 'On the Same Page' Events tackling conversations such as Men's Mental Health and Dwarfism Awareness and open communication lines with the university; including sitting on panels, work groups and collaborative projects.

We've had many successes over the last year, all of which encapsulate LJMU's core vision and values of inclusivity, community, courageousness and student focuses - we would love to celebrate them at SATH 2023.

Furthermore, this is an excellent platform to build upon our EDIR work and share our future directions and goals for the next year.

Looking back at our success, finding new people to collaborate with and developing our existing meaningful connections between staff and students will be at the crux of our presentation.

Session: 25 (Wednesday 7 June 14:05 – 14:35)

### **Graduate readiness – a kaleidoscopic view. Co-creating and supporting student projects using a multi stakeholder approach**

Jan Brown & Anna Sexton, Faculty of Business & Law

This study presents findings from an innovative approach within the Liverpool Business School to developing the understanding of graduate readiness using a multi stakeholder approach. Based on primary research undertaken with student teams, the module leader and professional business consultants, all who collaborate to create real life value on unique projects for a real life business client from the Liverpool City Region in the Level 6 Business Consultancy module, a kaleidoscopic model of graduate readiness is proposed. A combination of Clarke's (2018) six dimensions of graduate employability (human capital, social capital, individual attributes, individual behaviours, perceived employability, labour market forces) and LJMU's nine key employability skills (LJMU Skills Checker, 2023) is used to explore graduate readiness from the three actors perspectives. That is, the student, the business consultant and the module leader. Using individual semi-structured in-depth interviews and focus groups (Bell, Harley & Bryman, 2022) the concept of graduate readiness in students in semester 2 of Level 6 is explored with a number of key themes emerged. These themes will be presented at the conference with each actor (student, business consultant and module leader) presenting their view separately which will then be combined to present a kaleidoscopic model and perspective. Currently this research is in progress.

It is proposed that this bricolage approach (Gordon, 1999) not only develops the theoretical understanding of graduate readiness but also allows the Liverpool Business School to work with industry partners (business consultants and project clients) to collaboratively understand and develop graduate readiness to ensure that this is aligned to the needs of the regional skills based.

Session: 26 (Wednesday 7 June 14:40 – 15:10)

### **An introduction to Transparency in Learning and Teaching (TILT)**

Bob Cumiskey, Faculty of Business & Law

This proposal will address the LJMU strategy, Education, and student experience: transforming lives and futures.

I introduced the TILT framework to students in September 2022 and the success and feedback has been very encouraging. Working on big modules with 300+ students and utilising TILT has allowed me to engage with and reach students who have been unable to attend LJMU for a variety of different reasons.

This session will introduce the delegate to the Transparency in Teaching and Learning (TILT) Framework. The TILT framework was developed to support students to deliver their very best work by setting up assignments in a way that could be understood by all.

Our students today are more diverse than ever and increasingly arriving from underrepresented groups from disadvantaged backgrounds, with large numbers being the first in their family to attend University. Additionally, today's students often display higher levels of anxiety and stress. With the above in mind, I believe that our pedagogies and approach must change to meet our student's ever changing needs. The TILT framework provides a valuable tool to foster equity throughout the module for all students. The framework involves breaking the assessment down into 3 elements, which will be presented on the day.

#### Purpose

Define the learning objectives What skills will they demonstrate as well as learn How will studying this module support them throughout LJMU as well as in their career What knowledge will they gain

#### Task

Clearly define the task that student should perform in plain English Break the assignment down into smaller parts and explain the requirement/s for each section Identify any areas of support. For example, the library resources

#### Criteria

Define the characteristics of the finished product. What differs from excellent work to adequate work.

Outline any common mistakes to avoid.

[Session: 27 \(Wednesday 7 June 14:40 – 15:10\)](#)

### **Strengthening bonds with Alumni before and after graduation: Using LJMU Connect to foster lifelong connections**

Michael Humphreys, Corporate Communications & Stakeholder Relations

LJMU Connect is the university's Alumni community platform, helping create relationships between Alumni, students and staff. With close to 14k registered users all of whom have either attended LJMU, the Poly or one of the founding institutions. We ask, how can we foster this association into an ongoing community for the benefit and betterment of all connected?

Over the last 6 years our LJMU Connect community has grown, there is a desire within the university to build these relationships and not say goodbye after graduation, but to keep students engaged with LJMU. We do this by staying connected and providing a service to our Alumni, we

partner with people and teams throughout the university. We have ongoing career support, gym membership, library access, Graduate Futures, Start-up Hub, etc.

LJMU Connect gives these teams a voice, reaching students whether they graduated last year or in the 60's. This year already we have grown new groups within Maritime, Business, Sports & Exercise Science each with its own common and unique needs but with the overwhelming desire to stay connected, share experience, knowledge and opportunities which benefits the whole LJMU community.

The next big step is a digital mentoring programme which allows the community to share in that knowledge, whether that be to give help toward an internship, guidance on getting your CV right for the company or industry you wish to work in, or even helping with interview techniques, Working with Organisational Development to help guide mentors to get the best out of this programme, and develop a supportive network for future career development.

The bicentenary gives us the perfect opportunity to share the stories of our Alumni, to get them to come 'home' and to reconnect. As a member of the [LJMU community signup to LJMUConnect](#) and participate in a bigger and wider community.

Session: 28 (Wednesday 7 June 14:40 – 15:10)

### **Queer communities – student-led approaches to LGBT+ experiences in HSS**

*Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy*

Bee Hughes, Faculty of Arts, Professional & Social Studies

This paper will share some of the rationale for, experience of producing, and findings of the School of Humanities & Social Sciences Queer Communities Project. This work aims to improve the school's learning environment and to support LGBTQIA+ students' wellbeing and success, promoting the development of their academic skills and self-esteem, and explore how we might better meet the needs of LGBTQ+ students by putting their needs at the heart of developing an inclusive co-created resource. The project employs 3 student interns through LJMU's Teaching & Learning Academy Curriculum Enhancement Internship funding, to research and produce materials and events that will help academic and academic related staff to better support our LGBT+ students.

Existing research has consistently shown that there is work to be done to develop and maintain inclusive and supportive experiences for LGBT+ students in Higher Education settings. For example, the EHRC's report (2009) found that LGB students reported negative interactions with fellow students (49.5%), academic staff (10.4%), with almost 25% of trans students reporting negative treatment. UCAS (2021) underscore the intersections issues such as of socio-economic (dis)advantage, mental health and disability, all of which are more likely to impact LGBT+ students. This project aims to build on the wider work undertaken at LJMU, e.g. Understanding Pronouns and JMSU LGBTQIA+ Community & LGBTQ+ Society by developing student-led, school specific spaces for developing LGBT+ community and visibility. This project runs alongside an allied project at Liverpool School of Art & Design, enabling staff to exchange knowledge, and students to benefit from potential cross-school collaboration and knowledge exchange, while maintaining a distinct identity tailored to each school. The paper will outline the development of the project, the experiences of the students, the reception of the project, and the resources produced.



Session: 29 (Wednesday 7 June 14:40 – 15:10)

## **ITV30 – innovative three-way partnership between LJMU (LSS, Student Futures), ITV and Liverpool Film Office**

Sarah Haynes, Professional & Social Studies

Rachel McLean, Professional & Social Studies

Paula Baines, Faculty of Arts, Professional & Social Studies

This paper reflects on the experience of staff and students involved in ITV30. An innovative approach to placements, bringing together the Liverpool Film Office, ITV Studios and the Screen School to deliver a package of work-based learning to thirty students during the summer of 2022.

Lynn Saunders, of the LFO, said: “I’ve never known so many students on a big set ever!”

It was a first, for all three partners. The Screen School worked closely with LFO and ITV to ensure that students were selected and placed appropriately. Planning not only selection, but preparation for the placements and crucially follow-on support from LFO, particularly for graduating students, to use these placements as a transformative experience, enhancing graduate employment prospects.

Once selected, through a rigorous application and interview process, students completed an online course, Set, Ready, preparing them to work on set, before embarking on two-week placements on, Maternal, a six-part ITV drama currently on ITVX.

This preparation paid off, “They did brilliantly, really got stuck in and felt like part of the team,” said Faiza Tovey, Head of Production at ITV Studios. Several students were retained on this production in paid roles and moved on to more paid work on other projects filming in the north-west.

This innovative three-way partnership between LJMU, ITV and the Liverpool Film Office, proved not only valuable to the students, in creating a network of contacts for them in the northwest, but also to ITV in identifying future talent and employees, and for the Liverpool Film Office by furthering the offer of the regional skills base in film and TV, with a talent pipeline into entry level roles.

This paper explores the challenges and opportunities of this new approach to employability, how the screen school can build upon this success and lessons learned from it.

Session: 30 (Wednesday 7 June 14:40 - 15:10)

## **Lightning talks**

### **The lecture is dead -v- long live the lecture**

Maureen Royce, Faculty of Business & Law

Linda Walsh, Faculty of Business & Law

The session will take the form of a debate with two experienced academics taking different perspectives about the value of the lecture and its place in student learning. Those attending will be asked to take part in polling about their own behaviours when in a lecture style environment and we will look to consider how learning continues post lecture and how this might be shaped. Given the emphasis on retention and concerns about attendance, an open debate about a frequently used learning tool can help to unpick some of the ways in which we can increase our capacity to engage students in lectures all the way through a semester.

### **The power of “We” in an “I” world**

Maureen Royce, Faculty of Business & Law

In Higher Education students and their tutors are primarily measured by individual performance metrics although we have seen an increasing interest in collaborative work in student assessment. However, the student experience is shaped predominantly by collective behaviours shaping modules with multiple tutor involvement, levels where modules connect and programmes where holistic support learning and employability interventions rely on teams of people rather than individual approaches. It is interesting that while we discuss and consider the marking and structure of collaborative work for students less attention is paid to the way in which collaborative work within and between programme teams and service teams is designed, valued and rewarded. The 5 minute slot will consider how the student and staff experience could benefit from a more considered approach to the power of "We"

[Session: 31 \(Wednesday 7 June 15:15 – 15:45\)](#)

### **Privacy, digital security wellness and awareness – a collaborative project with Screen, Business and Law students**

*Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy*

Paula Baines, Faculty of Arts, Professional & Social Studies  
Sarah Haynes, Faculty of Arts, Professional & Social Studies  
Tina Forrester, Legal & Governance Services  
Track Dinning, Faculty of Business & Law

This paper presents the results of a collaborative project that brought together legal and governance services with student futures, academic staff, students from screen, business, and law to better understand the issue of Privacy, Digital Security Wellness and Awareness and offer interesting and effective uses of digital content to promote safe digital behaviours to all students.

This curriculum enhancement project breaks new ground by engaging students to produce important central services information for the LJMU student community, working with the student voice to enhance the student experience. It tackles a recently occurring set of issues that stems from the ubiquity of our increasingly digital lives. The project is innovative in its collaborative pedagogical approach, bringing together staff and students from three discipline areas with colleagues from central services, to deliver an excellent student experience, tackling a real-world issue.

The paper will provide valuable insights about student attitudes to privacy and cyber security, gathered through student research. This innovative approach to student-led research and solution generation is applied to this issue, faced by our students not just in their life at LJMU but beyond

the university in their personal and ongoing professional lives. Students researched their own cohorts' attitudes to cyber security and exchanged results to arrive at solutions appropriate for the diverse community of LJMU students.

To realise this project law students initially explored the issues around cyber security, students in the business school picked up the baton and, as part of the curriculum through the business clinic, further researched student attitudes and developed concepts for a campaign, finally screen school students will take these concepts and produce video and digital content to deliver the campaign for all students during the Study for Success induction course in September 2023.

Staff and students will present the challenges and opportunities they encountered.

Session: 32 (Wednesday 7 June 15:15 – 15:45)

### **Taking seminars outdoors in nature: alternative learning spaces in LJMU**

Ange Garden, Faculty of Arts, Professional & Social Studies

**Objectives:** This research draws on constructivist ways of thinking about learning where the learner is an active participant rather than a passive recipient and engages with the growing area of research on geographies of education and the increasing use of outdoor spaces in education. The objectives of the research are around an exploration of the concept of space where different behaviours are permitted, and the spaces given within modules.

**Design:** The research is formed around conducting university seminar groups outdoors in the on-campus outdoor learning area and provides a starting point for understanding the potential value of outdoor classrooms and engagement with nature within higher education contexts.

**Methods:** A convenience group of 25 participants were selected for the focus group as they sat around the campfire following seminar discussions. Conversations lasted one hour in length.

**Results:** Thematic analysis of the data identified the themes of collaboration, risk, and creativity. Participants reported that conversations were more relaxed and interactive due to the less structured environment, and they felt 'more awake' due to extraneous conditions such as the fresh air, the experiences of nature and the positioning of the seating. The tutor similarly felt more able to engage the students in the discussions due to the circular format of the seating.

**Conclusions:** The conclusions focus on providing an excellent student experience beyond the potential constraints of the indoor classroom. The research explores the ways in which new educational spaces can be formed, contested, and colonised and the benefits of nature for learning environments, whilst making no claims to the learning efficacy of such spaces per se.

Session: 33 (Wednesday 7 June 15:15 – 15:45)

### **LJMU History: Tales from the Archive**

Christopher Olive & Emily Parsons, Library Services

Explore hidden records and artefacts from the University's past with Archivists Emily Parsons and Christopher Olive. View, handle, and learn about LJMU's historic collections from the Archive, to be catalogued in celebration of 200 years of history.

Session: 34 (Wednesday 7 June 15:15 – 15:45)

### **Bibliotherapy: reading and writing for wellbeing – a story of collaboration and supportive spaces**

Anne-Marie Smith, Faculty of Arts, Professional & Social Studies

Debbie Burns, Faculty of Arts, Professional & Social Studies

Michelle Ryell, Student Advice & Wellbeing

Maggie Asensio, Study Group

Winsome Powell Russell, Faculty of Health

Our interactive workshop will introduce staff and students to Bibliotherapy and the use of reading and expressive writing as a way of enhancing wellbeing and positive self-awareness. We will share books and writing activities to inspire and equip you with creative tools for your own personal development practice.

Aligned with LJMU's strategic aim of providing experiences 'beyond the curriculum and supporting communities', our workshop will offer insights from research as well as personal experience about the benefits of reading and writing the self and invites participants to take part in some short writing activities (no skills necessary, just a willingness to see where your pen/pencil might take you!).

Session: 35 (Wednesday 7 June 15:15 – 15:45)

### **The exploration of sensitive topics in higher education**

Jade Thomson, Faculty of Arts, Professional & Social Studies

Through my research, 35.5% of students surveyed felt unsafe whilst exploring sexual violence in theatre and whilst some of the stories that have come to light are positive, many are about distress, pressure, mental health issues, and students being put in very vulnerable positions. This research has implications for other areas of HE practice, where sexual violence, and other potentially distressing topics, are an important part of student exploration through their studies. Many students who study the topic do so out of a need to challenge self, educate others or raise

awareness. It is our job as educators to allow them to explore topics such as these in a safe environment.

The research has been led by the application of the student voice through the collection of data from drama students across the UK to enhance student experiences in better understanding their experience of learning and educational material covering sexual violence. Interviews and surveys have been carried out to understand the perspective of students who have explored through their practically taught sessions sexual violence, up to and including rape, whilst at in higher education. This data, alongside interviews with intimacy coordinators and tutors from other institutions, has been analysed to understand the key aspects of teaching sensitive topics such as sexual violence.

My presentation will give a short overview of the themes that have emerged through thematic analysis of data collected. From this analysis I will then present several thoughts on how to mitigate distress and enhance safety when exploring sensitive topics within the humanities. This will include the use of content warnings, communication with students and the creation of safe spaces. I will then close by discussing the implications beyond theatre to other areas of HE practice to develop and enhance good practice.

# Thursday 8 June 2023

Keynote (Thursday 8 June 09:40 – 10:30)

## **An LJMU alumni family – from IMM to the Bicentenary**

Gareth Dixon, Managing Director, Rainmaker Consulting

London-based entrepreneur and BA Business Studies (1994) graduate, Gareth Dixon, was President of the Liverpool Students' Union in 1992-1993, just as Liverpool Polytechnic became John Moores University. His daughter, Kezia, recently became the third generation of the Dixons to graduate from LJMU as his mother, Annice Dixon, is an alum of IM Marsh.

At the centre of this LJMU alumni family, Gareth will reflect on his own time as a student, contrasting this with his daughter's experience of student life at LJMU and sharing the reasons for his continuing, active relationship with his university. Gareth will speak about his life-changing experience at Liverpool Polytechnic/LJMU and the ongoing impact this still has. From his first day in 1990 to his final day in 1994, Gareth never regretted the decision to study at Liverpool Polytechnic/JMU and will share highlights of his time with us, against the backdrop of a changing city; from meeting new friends to helping to set-up the first women's football team and his struggles to find a work placement during his degree, which resulted in his Presidency of the Liverpool Students' Union.

Gareth is an owner and co-founder of Rainmaker and the business information company Pearlfinders. As the managing director of Rainmaker Consulting, he leads 30 staff organised around detecting and progressing new business opportunities for clients operating in the creative, marketing, sports and professional services sectors.

Always keen to 'pay it forward' to our students and graduates, through his businesses he has offered placements and internships for LJMU graduates to build their professional work experience.

Session: 36 (Thursday 8 June 10:50 – 11:20)

## **JMSU: past, present, & future**

Paul Chapman, John Moores Students' Union  
Clodagh McErlean, John Moores Students' Union  
Sarah Latham, John Moores Students' Union

Get set to take a look behind the scenes of the Students' Union – deep diving into its history and exploring the challenges and opportunities facing students in higher education. Find out more about the JMSU and LJMU partnership which has gone from strength to strength over the last five years, before turning your focus to what the union has in store over the coming three years – including building connections and providing expert representation for students, both individually and collectively.

The session will also cover JMSU's commitment to providing students with a supportive and inclusive environment, which encourages student engagement and fosters a sense of belonging.

Session: 37 (Thursday 8 June 10:50 – 11:20)

## **Understanding the LJMU student and staff digital experience**

**Sian Downes, Library Services & Chris Gillies, Faculty of Health**

LJMU have piloted the JISC digital insights survey. The aim of the project is to see if the JISC digital capability insights survey helps to reveal new insights that lead to new or support current initiatives to support our staff and students' digital capabilities. This presentation will report on the findings, explore what these might mean for the institution, and discuss if the survey has offered insights.

What is digital capability?

Digital capability is the term JISC uses to describe the skills and attitudes that individuals and organisations need if they are to thrive in today's world. At an individual level we define digital capabilities as those which equip someone to live, learn and work in a digital society.

The 6 elements are:

- Digital proficiency and productivity (functional skills)
- Information, data and media literacies (critical use)
- Digital creation, problem solving and innovation (creative production)
- Digital communication, collaboration and participation (participation)
- Digital learning and development (development)
- Digital identity and wellbeing (self-actualising)

The survey contains 34 questions, covering the 6 elements, to provide a well-rounded appreciation of our collective digital understanding.

The aim is to support departments and the institution to develop or modify initiatives to support any areas of concern highlighted from the data. The survey data is also benchmarked with the other participating institutions. This helps us all to see where the institution is compared to the sector.

This survey is NOT for the purpose of monitoring any individual's digital capabilities. The pilot worked with selected groups of staff and students. The scope of the pilot would be to distribute the survey to; level 3 to 5 students on particular programme, academics in identified programmes or schools, and identified professional service teams.

Session: 38 (Thursday 8 June 10:50 – 11:20)

## **Enhancing the student experience with extended reality: an immersive lab approach for Civil Engineering and Built Environment students**

Onur Dursun, Faculty of Engineering & Technology  
Mohammed Qabshoqa, Faculty of Engineering & Technology

The importance of the student experience in higher education cannot be overemphasized. This presentation will demonstrate the ongoing effort of the School of Civil Engineering and Built Environment to enhance the student experience by implementing extended reality (XR) technology in the curriculum. Our newly established immersive lab allows students to visualize 3D environments of architectural buildings and annotate existing buildings according to legalisation

regulations or scheduling. We identified Quantity Surveying students as potential users, although the XR technology implemented in the lab is beneficial to all students, particularly those without a core design experience. The hands-on experience gained through the immersive lab encourages innovative thinking and enhances research methodology. Implementing XR in the curriculum allows students to explore applications relevant to their proficiency, emphasizing practical application. This research serves as an exemplar for integrating XR into the curriculum of other programs in the School of Civil Engineering and Built Environment and beyond, contributing to the overall improvement of the student experience. In this presentation, we will discuss the establishment of the immersive lab and the benefits of incorporating XR technology into the curriculum of Civil Engineering and Built Environment students. Our findings highlight the significance of hands-on experience in promoting innovative thinking and enhancing research methodology. We conclude by recommending the incorporation of XR in the curriculum of other programs to improve the student experience and encourage practical application.

Session: 39 (Thursday 8 June 10:50 – 11:55)

### Workshop

#### **Embedding EDI; finding ways to develop a successful Journalism initiative into a cross-university resource**

*Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy*

Polly Sharpe, Faculty of Arts, Professional & Social Studies

Frances Yeoman, Faculty of Arts, Professional & Social Studies

We are seeking views from colleagues in other faculties and departments as to how to maximise the potential of successful diversity resources, aimed at providing knowledge, skills and confidence when writing about and working within diverse communities.

Following on from a successful funding bid in 2021, the Journalism department developed a series of resources aimed at promoting diversity and inclusion in reporting by student journalists. The central resource developed as part of this project was a Diversity Reporting Guide. Since then, the researchers have used this resource in teaching and presented it at internal and external conferences, where it has attracted interest not only from journalism educators but, crucially, colleagues from other disciplines. It was officially commended during the revalidation of the Journalism BA programmes in March 2022. In January 2023, it was presented to the Association for Journalism Educators, prompting a suggestion that the Guide might be published via the AJE for national use.

The researchers have spent the last few months working on updating this guide and are now keen to explore ways in which this piece of work can be developed into a cross-disciplinary resource for potential use across LJMU in helping students to understand and feel confident when writing about and working within diverse communities.

The next stage is to work cross-departmentally with other faculties and courses to look at ways in which this guide (and other resources according to appetite) can be adapted to be of potential use for any student or academic, from any discipline, who is engaged in outward-facing work and/or research; for example, interviews, focus groups, surveys etc.

This workshop session is designed to explore the ways in which these diversity resources could be best developed and adapted to maximise their use and potential benefit for use in other faculties and departments.



Session: 40 (Thursday 8 June 10:50 – 11:20)

### **Outnumbered but not necessarily outgunned: the effects of classroom gender imbalance on student outcomes**

**Alex Wilshaw, Faculty of Science**

At LJMU, as in most Higher Education institutions, the ratio of male and female registered students can be highly imbalanced in specific disciplines. This is well-explored for subjects such as nursing, teaching, and engineering, but in more recent years the phenomenon of imbalanced student cohorts has extended into a wide range of subject areas, particularly in respect of female dominated student cohorts. Currently, 54% of students at LJMU (over 10,000) are taught in classes where one gender comprises less than 25% of the cohort, with 7% in classes where less than one in 10 are of one gender. Yet, we know little about how being taught in such classes affects the experiences and outcomes of our students. This big-data research project uses uni- and multi-variate statistics with a dataset of over 23,000 LJMU student records to explore the relationship between gender imbalance in the classroom and the academic outcomes (retention, completion, awards) of our students. The data analyses suggest that the impact varies for male and female registered students, and that patterns of success for retention and completion differ to those of academic achievement in terms of award outcomes. The results shine a light on a little explored aspect of the inclusive curriculum. They also suggest the need for further research to better understand the impact of gender-based classroom dynamics on the student experience.

Session: 41 (Thursday 8 June 10:50 – 11:20)

### **Representative student feedback: the route to high response rates**

**Fenna Boerkamp, Teaching & Learning Academy**

Teaching & Learning Academy are undertaking a project to gain an in-depth understanding of how module leaders facilitate student engagement with online module evaluation surveys. Higher Education Institutions (HEIs) have been dealing with low(er) response rates ever since the shift from paper-based surveys to online evaluations (Nulty, 2008). When few students respond to course evaluation surveys, the student population is underrepresented, and the results potentially biased. This threatens the validity of the student feedback, thus making it difficult to interpret results and improve course quality (Wiley, 2019). It is, therefore, crucial to uncover good practices leading to high response rates to online course evaluations.

Smith and Morris (2011) suggested that a response rate of at least 50% or higher is needed to derive meaningful insights from surveys. Following their guidelines, 23 out of 2300 LJMU modules consistently achieving response rates higher than 50% across three years (20-21, 21-22, and Semester 1 in 22-23) were selected. Of the 23 that met the criteria, nine modules with an equal distribution of study levels and from different faculties were put forward for further analysis. Module leaders were contacted for a semi-structured interview to share their approach to collecting representative student feedback. Preliminary results indicate that a number of factors influence the response rates achieved, including module leaders stressing the value of representative student feedback, and strong teacher-student relationships.

Interviews are currently being analysed, using inductive coding. The qualitative data collected from the interviews will likely be complemented by quantitative data from a survey designed for course representatives (subject to their engagement with a quick poll). The presentation will explore the findings in more detail; including general recommendations and how the results, in line with LJMU's new strategy, can be used to ultimately enhance education (quality) and student experience.

## References

Nulty, D. D. (2008). The adequacy of response rates to online and paper surveys: what can be done? *Assessment & Evaluation in Higher Education*, 33(3), 301-314.

Wiley, C. (2019). Standardised module evaluation surveys in UK higher education: Establishing students' perspectives. *Studies in Educational Evaluation*, 61, 55-65.

[Session: 42 \(Thursday 8 June 11:25 – 11:55\)](#)

### **Framing it with feedback: changing researcher support to meet students' needs**

Katherine Stephan, Library Services

Cath Dishman, Library Services

Victoria Sheppard, Doctoral Academy

As close collaborators in training, the Library Researcher Engagement Team and Doctoral Academy have often worked together to create and facilitate training together and also learn best practice. Every alternate year, the Doctoral Academy run the Postgraduate Research Experience Survey (PRES) and feedback from this survey around training and research culture gave us pause to re-evaluate our offer.

This talk will discuss:

- How student survey results led to a change to our training programme
- What outcomes have occurred as a result of these changes
- What other unintended changes have also benefited our services to students
- How working across different university services has led to collaboration, a better student experience, and learning for everyone

[Session: 43 \(Thursday 8 June 11:25 - 11:55\)](#)

### **Enhancing career opportunities for technical staff**

*The NTDC is a not-for-profit organisation and is co-funded by the University of Sheffield and Office for Students*

John Trantom, Human Resources

Ollie Manton, National Technician Development Centre

The Organisational Development team facilitates change, growth and improvement across LJMU. In October 2023 LJMU will launch the National Technician Development Centre (NTDC) Technician Survey. This captures information on every aspect of a technical workforce, from specialist technical skills, to future career plans and development needs. Institutional and individual engagement with the survey raises the visibility and recognition of technicians, enabling the strategic and operational planning for a sustainable technical workforce. It will also complement work in other areas including the

Transformed Athena Swan scheme. Ollie Manton, a member of the NTDC Survey Team, along with LJMU colleagues, will explain more about the survey and the benefits for all involved.

Session: 44 (Thursday 8 June 11:25 – 11:55)

### **The LJMU graduate labour market – where do LJMU students go and what do they do?**

Charlie Ball, Jisc  
Angela Standish, Student Futures

Join Dr Charlie Ball, the labour market specialist at the UK's higher education service provider Jisc as he takes you through LJMU's labour market analysis. The session is key for anyone involved in or with an interest in student and graduate employability and graduate outcomes.

Charlie takes a deep dive (in 20 minutes!) into the labour market for John Moores graduates covering where John Moores graduates go after their degree and what they go on to do next. He will present findings and recommendations from a report commissioned as part of TEF research highlighting strengths and opportunities at LJMU alongside recommendations for future action. Along the way he'll also bust some typical graduate labour market myths!

Following the session the Student Futures team will be in the SLB Careers Zone to answer any questions on LJMU Graduate Outcomes survey data and talk through programme reports accessible through web hub.

*About Charlie:* Dr Charlie Ball is responsible for support and research for university careers services across the UK, and widely viewed as one of the country's foremost graduate labour market analysts and presenters.

He is an active researcher on projects on graduate employment and in collaboration with external organisations. He is used as an expert on graduate and postgraduate employment by stakeholders within and outside HE, and serves on groups advising the Social Mobility Commission, the Office of National Statistics, the National Council for University and Business, the Higher Education Statistics Agency, The Institute of Student Employers and the Association of Graduate Careers Advisory Services. He writes and is quoted regularly by national media on graduate employment issues and recently spent an afternoon walking down a hill repeatedly for a BBC Breakfast segment that was never broadcast. He is also a Fellow of the National Institute of Careers Education and Counselling and of Manchester Metropolitan University.

Following the sessions the Student Futures team will be in the Careers Zone to answer any questions on LJMU Graduate Outcomes survey data.

Session: 45 (Thursday 8 June 11:25 – 11:55)

Lightning talks

## **International student community – how do we overcome the barriers and enable our students to thrive?**

Marie Hie, John Moores Students' Union  
Gaby Tran, John Moores Students' Union  
Shaquita Corry, John Moores Students' Union

Our international student community are diverse, brilliant and bring a wealth of culture to LJMU. Following some really engaging JMSU led events and campaigns, we have been able to gain some useful insight that will help colleagues and service teams support and communicate with our international students. In some ways this session will be a helpful guide based on student feedback from the International Student community throughout this academic year which will include Marie's Winter Break and Gaby's Nationalities Connected Week.

The session will cover some examples of great activities and initiatives that have received both strong engagement and positive feedback. We will offer some time to discuss and explore our guidance further along with some useful tips specifically aimed at creating the most effective dialogue with our diverse international student community from an evidence based approach. We will cover what we have learned and will look to offer some specific areas where we believe LJMU could improve.

## **Student groups and employability – endless opportunities**

Clodagh McErlean, John Moores Students' Union

At JMSU we have seen tremendous growth in our Student Group student numbers throughout this last academic year. Many of our student group members and committee members develop a range of skills and there are examples of some excellent practice throughout LJMU. We want to shine a light on a few examples of our student groups and sports members to demonstrate the employability skills that are learned throughout student group membership.

This will be an opportunity for colleagues to:

- Understand what opportunities currently exist for students to engage with student group activity
- Promote the opportunities to your student communities
- Consider opportunities which may exist to improve engagement with academic societies and other student group activity that will compliment learning inside and outside the classroom

Our VP Activities Clodagh will be sharing some of the activity that has taken place through "Challenge Clodagh" this year. We hope to collaborate with a number of colleagues from Student Futures along with academic colleagues to shine a light on the benefits of student group membership and our vast array of student leadership roles.

## **Enhancing students' sense of belonging by supporting attendance and engagement**

Fiona Murphy-Glaysheer, Faculty of Engineering & Technology  
Matt Darnley, Faculty of Engineering & Technology

Attendance and engagement are vital for students to successfully complete their Programme of study and get the most out of their time at university. Education is tremendously powerful at transforming lives and futures. This talk addresses the key values of Education and Student Experience from LJMU's strategy and relates to providing responsive support to students.

In this talk, we will discuss a pilot initiative within the Faculty of Education and Technology aimed at supporting student attendance and engagement, and hence attainment. The aim of the initiative is to boost students' feelings of belonging within their School and Faculty community, encouraging them to engage or re-engage with their learning, and to get the most out of their time here with us at LJMU. One anticipated benefit is the improvement of student retention.

A key strand of this work has focused on contacting students who missed an exam during the assessment period. Students were phoned as soon as possible after missing an exam, with students who had one or more additional exams during the assessment period prioritized for earlier contact. Students were reminded of the date of their next exam and told how to submit Personal Circumstances claims, if required. Students were also signposted to support from Student Advice and Wellbeing and made aware of the drop-in sessions. A follow-up e-mail was sent summarizing the information discussed. Many of the students I spoke to expressed thanks that I had contacted them and said that it was nice to feel that the University cared about them. An important consideration was to encourage students to speak to their Module Leaders, Programme Leaders or personal tutors so they were informed about their options and did not feel as though the only course of action open to them was to withdraw. This was important, as we want to support students to stay on their Programmes to reap the maximum rewards for the time they invest in studying.

[Session: 46 \(Thursday 8 June 11:25 – 11:55\)](#)

### **Vocal, quiet and silent: exploring patterns of student engagement with module evaluation**

Elena Zaitseva, Teaching & Learning Academy

Phil Carey, Teaching & Learning Academy

Student evaluations of teaching have multiple purposes. These include public accountability, improvement of teaching and learning, and performance management. Large cohort surveys, such as the National Student Survey, provide valuable information on programme or institutional issues but can lack the granularity required for local action. Module evaluation, on the other hand, seeks student feedback on what Pastore et al. (2019) refer to as the 'micro' level of teaching and learning processes and can signal the need to seemingly small-scale activity that can have a significant impact on the student experience.

Internal and external monitoring and evaluation emphasise the importance of representative feedback. Hence, low response rates limit the reliability and usability of data for quality assurance and enhancement. The average institutional response rate for module evaluation is 30%. This begs an important question regarding the 70% of students who do not share feedback on how they experienced the module?

This presentation draws on analysis of institutional module evaluation data that focuses on three categories of student: the 'silent' who do not respond to surveys, the 'quiet' who respond but don't leave free text comments and the 'vocal' who take the opportunity to leave comments. Ostensibly,

this last group are most engaged, albeit that engagement may be driven by either praise for the university or criticism. Analysis of these three categories by various student characteristics indicates that some groups of students may be more likely to engage than others. Analysis of satisfaction data for the 'quiet' and 'vocal' groups suggests that there is relationship between engagement and satisfaction. Further, to better understand students' behaviour and motivation, additional analyses of how students engaged following prompts and reminders was undertaken. Reflecting on the differential responses of silent, quiet and vocal students, this presentation will explore mechanisms on how institutions can target students to maximise engagement.

Pastore, S., Andrade, H.L. (2019) Teacher assessment literacy: A three-dimensional model, *Teaching and Teacher Education*, 84, pp. 128-138

[Session: 47 \(Thursday 8 June 12:00 – 12:30\)](#)

### **Hiding in plain sight. Surfacing the university experience of justice-involved students through creative methods**

Helena Gosling, Faculty of Arts, Professional & Social Studies  
Sarah MacLennan, Faculty of Arts, Professional & Social Studies

11 million people have a criminal record in the UK. 1 in 3 men have a criminal record - just over half have been convicted on only one occasion, and 85 per cent were convicted before they were 30 years old (Unlock, 2018). Although the exact number of students who have experience of the Criminal Justice System is unknown, conservative estimates suggest that roughly 1 per cent of university applicants declare a criminal record (Ibid). Though most people who have a criminal record do not pose a risk to public safety nor have restrictions that are relevant to university life, the stigma which surrounds the possession of a criminal record, alongside the blanket reconstruction of justice-involved people as 'risky' and 'undeserving' produces a range of collateral consequences that influence both access to and participation in higher education. Reflecting on their use of creative methodologies (auto-photography and storytelling) Sarah and Helena will explore how and in what ways justice-experienced students are vulnerable to omission across higher education theory, policy and practice. In doing so, this paper not only provides a valuable insight into an overlooked area of higher education praxis but utilise transferable methodologies and approaches that lend themselves to the study of other under-represented and marginalised groups in higher education and beyond.

[Session: 48 \(Thursday 8 June 12:00 – 12:30\)](#)

### **What happens when something goes wrong? Awareness raising of the work of the University's Student Governance team**

Stuart Borthwick, Academic Registry

This presentation will focus on explaining how the Student Governance team support students when something goes wrong and how a knowledge of student governance procedures enables the university to support students in their educational journey. The presentation will address the following issues and provide opportunities for further questions.

- What happens when a student believes that the university has failed to deliver a programme of study as advertised?

The Student Complaints Procedure promotes best practice and provides students with redress when something goes wrong.

- What happens when something goes wrong in assessment?

A two-stage appeals procedure helps to ensure that when there is a 'material irregularity' in assessment, there is less of a delay in getting a student back on track.

- What happens when there are concerns about a student's health?

In implementing the Fitness to Study and Engage in the Student Experience Policy, Student Governance work with Student Advice and Wellbeing to ensure that each student is able to fully engage in, and benefit from, university life.

- What happens when there are concerns about a student's fitness to practise on a professionally regulated programme?

The Fitness to Practise Policy ensures that by the time of their graduation, a student has the skills, knowledge, health and character to practise the duties of a registered practitioner safely and effectively.

- What happens when a student is arrested or charged and convicted of a crime?

Student Governance work with the University Police Officer to keep all members of the university community safe.

The presentation will conclude with an overview of the university's relationship with the Office of the Independent Adjudicator, the ombuds scheme for Higher Education in England and Wales.

[Session: 49 \(Thursday 8 June 12:00 – 12:30\)](#)

### **Mastering student-led research in the Maritime domain: a partnership approach to solving industry's problems**

Christos Kontovas, Faculty of Engineering & Technology  
 Chia-Hsun Chang, Faculty of Engineering & Technology  
 Dimitrios Paraskevadakis, Faculty of Engineering & Technology  
 Hazel Sivori, Faculty of Engineering & Technology  
 Sean Loughney, Faculty of Engineering & Technology  
 Eddie Blanco Davis, Faculty of Engineering & Technology  
 Anna Kaparaki, Faculty of Engineering & Technology  
 Ben Matellini, Faculty of Engineering & Technology  
 Kris Supreyan, Alumni  
 Rushdie Rahseed, Alumni  
 Kumaran Kathiresan, Alumni  
 Badr Moutik, Alumni  
 Daniel Adam, Alumni

We focus on Sustainable Development in our contemporary curriculum and strive to be recognised for capacity building through educational transformation, social mobility and research related to relevant Sustainable Development Goals.

We are seeking formal recognition of this for the first time through the Times Higher Education Impact League Table, which assess universities against the United Nations' Sustainable Development Goals (SDGs). We benchmark ourselves against the best-in-class institutions for SDG outcomes such as Plymouth University (SDG 14 – Life Below Water) across four broad areas: research, stewardship, outreach and teaching. Our focus on student-centred research is a fundamental part of our aspiration to become a centre of excellence for postgraduate Logistics, Marine and Offshore education and research.

Students as Partners (SaP), is a pedagogical approach that has been embraced within the subject team. Since the revalidation of the programmes in 2019, staff and students have continued working in collaboration, as partners, to improve teaching and learning experiences. Student representation on the programme is very strong, with multiple representatives per course volunteering for this role and they are actively engaged in the students' union and the process of learning and working together. An example of this is our representation in the Maritime Masters Programme. 'The programme promotes academic excellence amongst students and their universities, whilst providing valuable research to support the maritime sector's work' (Maritime UK, 2022). Two of these partnerships have resulted in peer reviewed publications.

This session showcases the exceptionally high level of student-led research that has been submitted to this national competition since it started in 2018, told through the experiences of students as partners by the student researchers (now alumni) and their supervisors.

**Session: 50 (Thursday 8 June 12:00 – 12:30)**

### **Solidarity TV – reciprocal learning in action**

*Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy*

Sarah Maclennan, Faculty of Arts, Professional & Social Studies

Billie Deen-Owen, Faculty of Arts, Professional & Social Studies

Cameron Vale, Faculty of Arts, Professional & Social Studies

Carolyn Jackson, Faculty of Arts, Professional & Social Studies

Andy Nixon, Faculty of Arts, Professional & Social Studies

This presentation will explore the aims, ambitions and impact of 'Solidarity TV!' – an outreach project piloted in Liverpool Screen School – which used the practice of reciprocal mentoring to create moments of understanding through the creation of a learning community between LJMU UG students and students from a global majority heritage who are currently studying in a local sixth form.

In doing so, we will explore how and in what ways Solidarity TV! created an educational opportunity for academics, UG students, school students and technicians to come together and learn from one another through lived experience, professional practice, the acquisition of practical knowledge (for example learning how to operate technical equipment) and creative pedagogy.



Alongside this, the paper will demonstrate how Solidarity TV! extended the view of a learning community as being situated within the university and addressed the power dynamics inherent in formal education. To conclude, we will illustrate how initiatives such as Solidarity TV! define learning as an 'exchange of knowledge' - with the technicians, UG students and school students all being viewed as equals and as experts within their areas.

Session: 51 (Thursday 8 June 12:00 – 12:30)

### **Personal growth: using the LJMU herb garden to enhance student learning outcomes, confidence and well-being**

Sally-Ann Starkey, Faculty of Science

Wendy Johnston, Faculty of Science

Ella Gledhill, Faculty of Science

Sophie Vine, Faculty of Science

Katy Broadfoot, Faculty of Science

Experiential active learning has been shown to develop student skills, knowledge, abilities and confidence in their specific areas of study, whilst also preparing them for future work and their careers.

University campus-based projects can provide excellent opportunities for experiential outdoor active learning, whilst also having the potential to provide both educational, health and wellbeing improvement benefits for students, staff and the wider university community.

At last year's Student at the Heart conference (2022) we presented our projected plans to engage students in nature based outdoor campus-based projects to enhance learning, health and well-being outcomes. This project has now physically commenced, and a range of activities have been undertaken and a range of resources developed for use within the LJMU community. Activities and resources for campus-based staff and students developed as part of the herb garden project will be shared and discussed as part of the session. Longer term implications and the sustainability of this project and WRL opportunity, will also be examined.

This presentation will:

- Provide an updated overview of the herb garden project that has been undertaken and further developed this year here at LJMU
- Outline the experiential active learning tasks undertaken by students as part of the project,
- Discuss the critical learning and holistic personal outcomes for students and staff as a result of their participation.

The student's voices, engagement and attendance will be pivotal and central to this presentation. The students we have worked with this year will present alongside us, so that they can share their balanced, judicious reflections, thoughts and feelings about their WRL hybrid learning experience in the campus herb garden.

Presentation links to the new LJMU strategy aims of:

- Education and Student Experience: transforming lives and futures - examples of enhancing graduate employment prospects, diversifying, responsive support, delivering outstanding teaching and learning, providing an excellent student experience beyond the curriculum and supporting communities
- Research and Knowledge Exchange: curiosity, creativity and impact - examples of teaching inspired by research, evidence-based service development, knowledge exchange, and student-led research

Session: 52 (Thursday 8 June 12:00 – 12:30)

### **Switching MCQ exams from closed-book to online: time to re-visit assertion-reason questions?**

Philip Denton, Faculty of Science  
Daniel McKee, Faculty of Science  
Caitlin Gibson, Faculty of Science

There has been a recent increase in the number of remote online exams within the Faculty of Science, replacing closed-book, in-person assessments. Online exams offer advantages in terms of convenience and accessibility for students, but present challenges around potential collusion and access to AI-enabled resources. Multiple-choice questions (MCQs), such as those deployed within Canvas quizzes, remain popular because they enable broad syllabus coverage and can challenge students' recall of fundamental factual content. We argue that traditional MCQ exams are perhaps at the greatest risk of being undermined by a shift from in-person to remote format: setting challenging recall-type questions under open-book conditions is in itself a challenge. This session will present a proposed model for running online MCQ exams via Canvas using the well-established 'assertion-reason' MCQ type. Although originally envisaged as a means to assess understanding at higher levels, it is suggested that they could work equally well in testing elementary understanding in a contemporary environments where factual information is readily accessible online. In addition, it will be shown how native features of Canvas could be used to discourage collusion and address the potential for bias.

Session: 53 (Thursday 8 June 13:30 – 14:00)

### **Embedding agile practices into the curriculum: a manifesto for proactivity**

Chris Carter, Faculty of Engineering & Technology

Agile Project Management is the dominant methodology for managing Software Development across the IT industry; and having been adopted by SME development teams and large development studios on multi-million-pound ventures alike, is one of the most sought-after soft skills in sector, particularly for Graduates. This talk reflects on transferring techniques practised from a highly successful 3-Year Knowledge Transfer Partnership (graded Outstanding by Innovate), which relied on the Agile process to keep the project alive and functioning efficiently over the COVID period, into the curriculum of our Computer Games Development and Software Engineering courses across all three years of our programme.

We will discuss the principles of the Agile Manifesto (Beck et al, 2001) and how to reframe them into an academic setting to enhance collaboration, help students to plan and reflect and progress their work, to foster a closer communication bond with the academic teams and students, to measure and analyse incremental changes and add value to modules focused on more specific, knowledge-based learning outcomes.

As we venture into a post-pandemic era of academic delivery, we will also look at how Agile fits into Remote Working Practices (Deshpande,2016) and the tools and technologies that can support this in practice both on and off-campus. Using practical examples of Agile configuration and

collaboration tools and their application across three domain specific modules and their integration into a VLE, with the goals of: improving student performance in group courseworks; increasing their employability via soft skills outside the curriculum; increasing productivity across the semester; whilst simultaneously providing learning analytics and facilitating engaging formative feedback.

We will conclude by discussing why Agile is not just for software, and how some of its key features can be adopted by the wider academic communities and the roles that Academics can play.

Session: 54 (Thursday 8 June 13:30 – 14:35)

Workshop

## **Education for Sustainable Development in LJMU**

Jason Kirby, Faculty of Science

Laura Bishop, Faculty of Science

Tim Lane, Faculty of Science

Diane Spivey, Registrar & Chief Operating Officer

Phil Carey, Teaching & Learning Academy

Education for Sustainable Development is a key goal for LJMU, articulated in the Climate Change Action Plan and Learning & Teaching Strategy. These outline an expectation for considerations of climate awareness and sustainability to be integrated into the formal and informal curriculum across LJMU. This presents significant challenges, and this workshop will explore how the principles of sustainable development can be integrated into curricula and the wider student experience. Reflecting on examples from across LJMU and the HE sector as a whole, the session will examine the implications of Education for Sustainable Development for a range of university practices, including programme development, teaching, support and campus management. The workshop will provide an opportunity for delegates to recognise opportunities for embedding sustainability into their own area of work. It will encourage all of us to consider how the principles of Education for Sustainable Development can both challenge and enrich our practice.

Session: 55 (Thursday 8 June 13:30 – 14:00)

## **The SkillSea Initiative: Navigating future skills via a toolbox approach to curriculum development**

Robyn Pyne, Faculty of Engineering & Technology

Dimitrios Paraskevadakis, Faculty of Engineering & Technology

Ian Jenkinson, Faculty of Engineering & Technology

Mike Stringfellow, Faculty of Engineering & Technology

Philip Davies, Faculty of Engineering & Technology

Mehdi Belabyd, Alumni/Research Associate

Tine Viveka, Westerberg, University of Southern Norway

The maritime transport industry is a vital component for the growth and development of the UK economy. A strong shipping community is not only indispensable for the Liverpool maritime cluster, but for the UK and the European Union as a whole. Shipping is a solid contributor to the European agenda of jobs and growth and one of the very few strategic assets to the EU (ECSA, 2019).

The first recorded formal classes in nautical studies were held at the Liverpool Mechanics' Institute in the 1820s. Nearly 200 years later, the Liverpool Logistics, Offshore and Marine Research Institute (LOOM) is navigating the future of skills and competencies for seafarers through its ongoing research. This includes pedagogic research through the Erasmus+ SkillSea project (2019-2022 – €148.860 out of €4m PI Dr. Robyn Pyne),.

The SkillSea project is an initiative designed to address the challenges of student mobility and the skills gaps in the maritime industry. By fostering cooperation between education providers and adopting a flexible, future-proof curriculum, the project seeks to ensure the continuous development of industry-ready graduates who can adapt to the evolving workforce demands.

This presentation offers an overview of the SkillSea project, focusing on the innovative toolbox approach to foster cooperation between education providers and create a future-proof education and training system in the maritime sector.

[Session: 56 \(Thursday 8 June 13:30 – 14:00\)](#)

### **Enhancing graduate employment prospects by embedding sustainability and digital skills into the curriculum**

Ann Hindley, Faculty of Business & Law

Employers are seeking work-ready graduates (Carlisle et al., 2021a) with digital (Jopp, 2020; Vuorikari, Kluzer & Punie, 2022) and sustainability skills (Bianchi, Pisiotis & Cabrera Giraldez, 2022). Important to solving sustainability problems (Alexander et al., 2019), digital skills are also essential in a digitally-mediated environment (Oberländer et al., 2020). Embedded into modules, these examples deliver against learning objectives and indicative content, while serving to enhance student experience and employment prospects.

Experiential learning is defined as knowledge “...created through the transformation of experience” (Kolb, 1984, p. 38). Activities across modules have included checking the level of sustainability of products by scanning bar-codes with an App; purchasing items for a homeless charity and discussing difficult choices (i.e. heat or eat); risk and disaster interactive simulations, and authentic assessments using digital software.

[Session: 57 \(Thursday 8 June 13:30 – 14:00\)](#)

\*\*\* You can join this session via MS Teams, if you sign up to this session the link will be sent directly to you \*\*\*

### **HyFlex delivery mode of teaching using Microsoft Teams: a two-year pilot study**

Jack Mullett, Faculty of Engineering & Technology

This research presents the findings from a two-year pilot study on the Hybrid Flexible (HyFlex) mode of teaching delivery. This pedagogy was conducted using Microsoft Teams in the School of Engineering, starting in one level 6 module in the first year of the study, then extending this to an additional two level 4 modules in the second year.

The aim was to provide flexible, accessible, and inclusive learning to the widest number of students possible. Teams was used in lecture theatres to simultaneously live stream face-to-face teaching classes online with multi video feeds and live audio transcriptions. Students were given

the option to attend in person or participate online synchronously and were encouraged to try both get a balanced opinion.

Teams' sites were created through the modules' Canvas sites, which automatically added all enrolled students and staff. Weekly meetings were setup in Teams for the corresponding lectures and tutorial sessions, and a Teams shortcut link was made on the Canvas homepage for quick access. The class notebook was a well-used additional feature that was added to Teams to allow handwritten notes and solutions to be made in OneNote using a Wacom writing tablet. These notes, along with video recordings of the live sessions, were automatically saved in Teams.

A questionnaire containing 17 questions was developed in Microsoft Forms and issued to students at the end of the modules to get a greater insight. The initial feedback from the pilot study first year was very positive. The results, along with Teams user analytics and the Canvas module evaluation survey, indicated that students highly rated their experience of HyFlex delivery mode. The results for this study also include discussions around the limitations and potential downsides of HyFlex, such as audio-visual equipment requirements, and discouragement of student engagement.

Session: 58 (Thursday 8 June 13:30 – 14:30)

### Lightning talks

#### **International study visits: learning and employability gains for students**

Giles Barrett, Faculty of Arts, Professional & Social Studies

This presentation will highlight the perceived learning gains for students who participate in international study visits. A semi-structured online questionnaire was used to elicit the views of students who had recently returned from a series of overseas field courses in HSS and SJS. Using a before and after methodology students were asked to comment upon the development of the nine LJMU employability skills which are a key part of the University's Employability Skills Framework. Using the participants' own words, the presentation will provide a snapshot of the development of these skills and competencies. In addition, the challenges faced by students during the study visit and what problem-solving strategies they used to overcome these obstacles will also be considered. The presentation will show that well-planned, student-led and immersive international experiences deliver considerable learning gains for students.

#### **Designing an MBA in educational leadership: the ethical business of transformative leadership**

Martin Kerridge, Faculty of Arts, Professional & Social Studies

Designing a new MBA programme in educational leadership provides an exciting opportunity to reflect on research informed knowledge exchange that can have a direct impact on the way in which our programme's students, as educational leaders, impact on the people and communities they serve.

In responding to the challenges of educational leadership in 2023, with education leaders having to be skilled business leaders as well as educationalists, this lightning talk will set out how the programme responds by weaving three key strands of leadership together; namely: organisational, ethical, and transformative & sustainable leadership.

From these strands we generate a dynamic programme that supports educational leaders in constructing well developed organisational strategies that balance the tension between business imperatives and ethical education goals. Our students will conduct professional inquiries into issues, engage with innovative consultancy, and deliver measurable impact within their own settings. The aim is to develop leadership capabilities that lead through complex and challenging environments in both business and education considering both the external and internal context of socially and economically sustainable organisations; striving to support leaders who advocate for people and communities, addressing specific local, regional and national needs.

## **Teaching and assessment of clinical reasoning within pharmacy education – can we do better?**

Suzanne Cutler & Rachel Mullen, Faculty of Science

Recent changes to the Education and Training Standards for pharmacy education enable pharmacists to independently prescribe from the point of registration in response to the national agenda for health and social care. Clinical reasoning is considered central to the practice of professional autonomy and prescribing. As such, the teaching, learning and assessment of clinical reasoning is key in the education of undergraduate education of pharmacy students.

As part of the Masters of Pharmacy final year research project, two fourth-year pharmacy students explored staff and student views on their understanding, teaching and assessment of clinical reasoning within the Masters of Pharmacy programme. This session will present the findings from this research that can facilitate the development of pharmacy education at LJMU and at other Higher Education Institutes. In doing so, this will support the delivery of outstanding teaching and learning through student-led research and improve our graduates employability prospects as they will be better prepared for their future practice.

1. General Pharmaceutical Council. [Standards for the Initial Education and Training of Pharmacists](#). 2021.  
[Accessed 9th March 2023]

Abuzour, AS, Lewis, PJ, Tully, MP. A qualitative study exploring how pharmacist and nurse independent prescribers make clinical decisions. *J Adv Nurs*. 2018; 74: 65– 74. Available at: <https://doi.org/10.1111/jan.13375> [Accessed 9th March 2023]

Session: 59 (Thursday 8 June 14:05 – 14:35)

## **AI-driven large language models: strengths, weaknesses, opportunities and threats**

Andy Symons, Faculty of Engineering & Technology  
Chris Carter, Faculty of Engineering & Technology  
Janet Lunn, Mark Evans, Faculty of Engineering & Technology  
Stewart Chidlow, Faculty of Engineering & Technology  
Vincent Kwasnica, Faculty of Engineering & Technology  
Hoshang Kolivand, Faculty of Engineering & Technology  
Hulya Francis, Faculty of Engineering & Technology

The teaching and learning group within the School of Computer Science and Mathematics would like to lead a discussion around a topic that will likely impact HE significantly: the use of AI-Driven

Large Language Models (LLMs) such as those seen powering OpenAI's GPT-3 Driven ChatGPT, Meta's LLaMA and DeepMind's Gopher/Chinchilla AI.

Several technology companies and technologies such as Microsoft's Bing search engine aim to embed these LLM tools to enhance their existing products, and many in the IT industry anticipate them becoming key productivity assistants across many sectors where the written word is sought after.

However, they also present significant challenges to Academia when used in assessments such as Online Exams, in class tests and coursework assignments, with their abilities to generate text based on information trained from data scrapped from the web, and their power and accuracy of the information may be used to circumvent a student's need for good academic study practices and demonstration of knowledge.

This session aims to present an overview of LLMs, their current abilities to generate knowledge representation across a variety of different disciplines (using computer science and mathematics as an example), key weaknesses of LLMs such as AI Hallucinations, how their contextual abilities can be exploited as a meaningful tool and comparing them with similar productivity tools such as code generators, spell checkers, online search and reference tools and our ability to detect their usage.

The session also would like to open some cross-disciplinary debate in their effect on the professionalism, character, and employability of our graduates, where inappropriate use of these tools may harm the reputation and standing of LJMU and its graduates and approaches in our curriculums to best educate our student base on their capabilities and improprieties.

Ultimately, these tools are going to increase in popularity and usage in the coming years – should we fear them or embrace them?

[Session: 60 \(Thursday 8 June 14:05 – 14:35\)](#)

### **Green careers – a future awaits**

*Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy*

Angela Standish, Student Futures

Lisa O'Farrell, Student Futures,

Samantha Cooper, Faculty of Arts, Professional & Social Studies

Alfie Jones, Faculty of Arts, Professional & Social Studies

Ilaria Parker, Faculty of Arts, Professional & Social Studies

The Green Economy known also as the Green Sector is one of the fastest growing areas for student and graduate outcomes. No longer just for engineers, tech and scientists the sector is quickly realising the need for a highly skilled workforce with strong transferable skills and knowledge across all areas including future leaders, business and project managers and high calibre graduate staff throughout the supply chain.

This opens Green Jobs to all students at LJMU and with sustainability and ethics scoring highly on 'important employer characteristics' from LJMU students (Cibyl Graduate Research UK 2022 Partner Report). With this in mind, Student Futures embarked on a Curriculum Enrichment

Internship Experience hiring three students to explore and answer questions like 'What is a Green Career? 'What transferable skills are needed for future green jobs?' The interns undertook their own research building their own knowledge and understanding and created a range of materials and resources for students and graduates to access around the Green Careers. As part of this they also developed a guide for running sustainable events and created professional interviews with leading academics and professionals in the sector whilst gathering insight into the opportunities and challenges for careers in this area.

At today's session you will hear from the interns directly about their interest in this field, how they set up their internship and worked together as a group to support each other and how they achieved their objectives. Hear their student voice on 'going green', and what advice they would give about discussing Green Careers as part of programme employability conversations.

Session: 61 (Thursday 8 June 14:05 – 14:35)

**Skill UP: leadership and enterprise. Providing business education to support the regional skills base**

Track Dinning, Faculty of Business & Law  
Adam Shore, Faculty of Business & Law

Liverpool Business School aims to support the business community by providing business education, alongside expertise and support through clinical business practice, that aligns to the LJMU strategic goal of place and partnership.

As the Liverpool City Region is focused on long-term and sustainable growth. Liverpool Business School [LBS] aims to support this by developing leadership, management and enterprise skills in the local workforce through our projects and programmes. The enhanced knowledge and skills delivered by the School aims to have a real impact on business in the region, as managers become better at building capacity, enhancing productivity and scaling up/growing their business and employees become more enterprise and knowledgeable about the business and themselves.

This presentation will share two European Social Funds projects that LBS are currently involved in. Firstly, LCR Enhance has an emphasis on improving leadership and management. It offers a demand-led training package for small enterprises and their employees in the LCR [LJMU lead] to participants currently fulfilling or with the future potential to uptake higher level management roles. Secondly, Enterprise Hub Skills aims to simplify access to entrepreneurial training, learning and development for Liverpool City Region residents who are thinking about starting their own business, who are self-employed, working or volunteering within or running small businesses [LJMU delivery partner for The Woman Organisation]. The presentation will demonstrate how a group of academics from the Business School are delivering on the said projects and share valuable insights into the successes and challenges. In addition, views from participants and business owners as to the value of such courses will be disseminated. Finally, the legacy of the activity will be explored beyond the European Social Funding.



Session: 62 (Thursday 8 June 14:05 – 14:35)

## **Embedding anti-racism into school culture: a CPD pilot programme for headteachers and senior educators in Liverpool**

Ruth Slater, Faculty of Arts, Professional & Social Studies

Martin Kerridge, Faculty of Arts, Professional & Social Studies

In an exciting partnership with Liverpool City Council and the national charity EqualiTeach, the Centre for Educational Leadership has led and co-designed a project which seeks to create a community of educational leaders who analyse and enhance practice through: defining a clarity of purpose, focusing on relevant issues, sharing ideas and embedding aspirations.

The pilot programme has been designed for delivery to an initial group of Headteachers and senior leaders in Liverpool. In response to a workforce gap in knowledge and experience around race equality leadership across our region, we are seeking to improve the training of school leaders in anti-racist practices. We have created a positive action project to address race equality issues and challenges in education settings across the Liverpool City Region.

Our evaluation aims to review and understand:

- The impact of the anti-racism training in education
- How the training impacts the leaders' approach to this issue
- How the leaders have embedded their learning into their practice
- A review of case studies in positive action anti-racism approaches in our schools.

In this session, we will set out the origins of the project, the evolution of a partnership led co-design process, and the outcomes of the design in addressing the identified needs. We will specifically locate the work within the key strategy of people and place, with reference to the impact on the development of leadership skills, enhancement of inclusive culture, and location of under-represented groups in a shared sense of community and opportunity.

Session: 63 (Thursday 8 June 14:05 – 14:35)

## **Placement year decisions making – exploring student views**

Gemma Dale & Lucy McGrath, Faculty of Business & Law

The session will share the findings of a recent short student survey conducted within the Business School. L5 students who currently have the opportunity to undertake a placement year as part of their degree course were asked to provide feedback on their attitudes towards undertaking a placement year, key factors relating to their decision not to pursue placement applications or opportunities, and reflect on any university provided support that would help them in their decision making process. The survey also asked questions about student attitudes toward undertaking internships.

The survey aimed to understand in more depth the reasons that students may choose not to undertake a placement and the barriers that might be preventing them from doing so, in order to identify and develop interventions or activities that might support them in either decision making or undertaking a placement year.

As well as sharing the findings of the survey the session will include a discussion element to enable delegates to participate in generating potential solutions to address the challenges and issues raised.

This session will align to our 'student focused' value; undertaking a placement year can help to equip students with the knowledge, skills and mindset valued by employer (aim) as well as help students to enhance their graduate employment prospects. Identification and implementation of strategies that will remove barriers to placement year engagement will support the student experience and demonstrate our commitment to embed effective and responsive support throughout the student journey.

It is envisioned that this session will be of interest to staff who have students who also have placement year opportunities, as well as who will benefit from internships.

Session: 64 (Thursday 8 June 14:40 – 15:10)

### **It's not what you say, it's how you say it: the impact of question linguistics on student performance and equity in exams**

Andy Lunn, Faculty of Science

Idea density is a linguistic measure defined as the number of ideas/concepts in a sentence divided by the total words used. Modifying idea density has been shown to influence comprehension time and overall understanding. Furthermore, evidence suggests that the influence of idea density disproportionately affects second language speakers. It is of note that modification of idea density is purely linguistic, with the core topic and complexity remaining unchanged.

This presentation will first explore the influence of spoken idea density on comprehension in lectures of first and second language speakers. Showing that verbal presentation changes can influence immediate recall.

It will then focus on an ongoing randomised controlled trial, investigating the impact of the idea density of exam questions on student performance across 11 UK universities. Exams are time pressured situations where the rapid comprehension of the task is essential. Therefore, a measure such as idea density, which could aid a more equal understanding across demographics, without affecting core complexity may be of advantage in producing more equitable assessment.

In both studies, idea density is investigated as a measure to enhance student understanding and experience. The results could suggest an easily measurable and implementable change to teaching and assessment materials to enhance student experience and assessment and help address attainment differentials.

Session: 65 (Thursday 8 June 14:40 – 15:10)

## **“Hello, is it me you’re looking for?” preparing students for networking through assessed work-based learning (WBL)**

Wendy Johnston, Faculty of Science &  
Danielle Anderson, Student Futures

Shared ideas, opportunities, connections, profile raising, increased confidence - five of the benefits that networking brings. A powerfully important job-hunting skill, research reveals the importance of networking behaviours for career success (Jacobs et al, 2019). Therefore, networking has impact beyond the curriculum and can enhance future graduate job prospects.

In undergraduate Nutrition and Sport Nutrition, we work toward providing excellent student experiences within and beyond the curriculum to enhance graduate employment and actively engage students to diversify module delivery.

It is well documented that providing opportunities for students to learn experientially in authentic environments offers many benefits, whilst active learning allows students to engage with course material outside of the traditional classroom and take a greater responsibility for their learning. The WBL module offers authentic work placements; however, we aspired to help our students to develop effective networking skills within an authentic environment.

Therefore, an alternative experiential learning activity in the form of a bespoke networking event for students was designed and delivered as a pilot in October 2022. This event brought external providers, key LJMU student services and students together in a social space, offering active and engaging learning via WBL in curriculum, and provided a safe space for exposure to this key skill.

Linking the assessment for the module with the event encouraged engagement from students to take a greater responsibility for their learning, whilst the event overall provided insight into graduate employment opportunities; allowing students to make informed decisions relating to careers.

The pilot was considered successful, and this has now been adopted as good practice with further events planned in the School of Sports & Exercise Science.

Both qualitative and quantitative findings from students and other internal/ external stakeholders will be presented.

Session: 66 (Thursday 8 June 14:40 – 15:10)

## **Reverse Engineering – an Educational Tool for Sustainable development**

*Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy*

Andre Batako, Faculty of Engineering & Technology

Engineering as other subjects in Education needs to produce industry-oriented graduates. However, to graduate industry-ready engineers requires more active learning than passive knowledge.

To improve students' experience, enhance their active learning and increase their engagement with the module being taught, project-base learning was introduced at foundation level, using reverse Engineering (RE) alongside with fundamental understanding sustainability as an induction to the sustainable development goals. Reverse Engineering is used in all industries, where companies would buy competitors' products and disassemble them with the aim to study all components, the way they were made, the materials used and the manufacturing processes involved in their making. A detailed report is produced, then a plan is set up to improve each component and the product as whole, then, add differentiating values to companies' own products.

To become sustainable, we should understand existing machines and search for ways to make them sustainable; e.g. converting diesel trains into hydrogen trains. It is clear that reverse-engineering and reverse-manufacturing will play a key role in becoming sustainable societies.

In this project, series of RE lectures were given, however the remaining of the learning was left unstructured as are the problem in real industry. Students were given full ownership of the learning, with some key points to report on. Students engaged fully with the module, and this approach to learning has attracted a great number of students at level 3 and 4 who expressed their preference to way of active learning. This unveiled the challenge/lack of understand technical engineering terminologies.

To achieve a sustainable development especially Net-Zero, by the time set by policy makers, engineering is the key driver and RE will play a pivotal role, because to become efficient in absolute terms (energy, material, environment), all existing machines and manufacturing systems need to be revisited and re-engineered by our current and future engineers.

This project has a vision to make teaching and students sustainability tools and ambassadors by investigating into the extent to which we can teach RE to students to solve sustainability problems, and how we could integrate these aspects into teaching.

[Session: 67 \(Thursday 8 June 14:40 – 15:10\)](#)

### **The role of ChatGPT and AI in Education: Problem Child or Stimulating Plaything?**

Martin Hanneghan, Faculty of Engineering & Technology

This session will examine how generative AI models such as ChatGPT are having an influence in higher education. Based on case-study examples of assessments used at LJMU, we have evaluated how successful these models can be at providing solutions. This talk will outline some interesting prospects for using AI models in the learning process and whether we need to consider alternative methods of assessment as a result of the introduction of these technologies. The session will highlight some real-world uses of AI in teaching and learning that will have an impact on the student experience going forward.

Session: 68 (Thursday 8 June 14:40 – 15:10)

## **The Evolution of My LJMU: A Better Experience for All**

Chris Furey, Information Technology Services

My LJMU is a one-stop shop for students at LJMU providing access to a wide range of services. My LJMU has been evolving over the past few years, and we are constantly looking for ways to improve the experience for our users, including staff.

In this session, we will discuss the evolution of My LJMU and how it has improved the experience for staff and students. We will cover the following topics:

- How My LJMU has evolved over the past few years
- Plans for future development of My LJMU

This session is for anyone who is interested in learning more about My LJMU or who wants to find out how it can benefit them.

Session: 69 (Thursday 8 June 14:40 – 15:10)

## **Classroom Theories into Practical Applications: A Working Collaboration with Royal Liverpool Hospital Healing Arts**

Juliet Carroll, Faculty of Arts, Professional & Social Studies

This project initiated a long-term collaboration between the Royal Liverpool Hospital (RLH) and Liverpool School of Art and Design. It is increasingly difficult for our students to gain relevant work experience in curatorial practices and this collaboration has given them an unrivalled opportunity to put their theoretical skills into practice, working both independently and in teams, and to make a significant contribution to their skill sets and CVs.

RLH had a large collection of uncatalogued artworks, previously displayed in the old de-commissioned hospital. We arranged for the artworks to be collected into one place where students could work over several weeks in cross-year teams, and employed an experienced curator and archivist to provide support. The objectives were for the students were:

- To plan curatorial layouts for artworks to be installed in the new hospital, gaining valuable work experience.
- To compile an inventory of artworks, developing skills in accurate documentation
- To critically analyse their curatorial choices within a framework of inclusivity and well-being

The paper discusses how the project has greatly enhanced the graduate employment prospects of the participants and analyses what went well and what we need to change, responding to feedback from students and staff at RLH. It examines the outcomes that have been achieved, including the creation of a catalogue and the installation of collections put together by students in the new hospital. A documentary film of the project has been commissioned and made by the APSS Supporting Student Experience Team.

The extension of this project to four other sites within the Trust is in development for next semester and we have been approached by thirty-four other hospitals in the Northwest. The

project is seen as a significant success by RLH, which we will build on to make a major contribution to student experience within APSS.