SRHE Annual Conference 2013 – summary of papers and presentation slots

A1 Women Academics: An International Comparison (0075)

Sarah Jane Aiston, Jisun Jung
University of Hong Kong, Hong Kong

Research Domain: Academic Practice, Work and Cultures

This paper provides a new gender-based analysis of international survey data collected on academics in 2008. First, the extent to which women experience and view the academy differently, not only in contrast to their male colleagues, but also female colleagues working in different international contexts will be explored. Particular attention will be paid to those factors that prevent women reaching senior, leadership positions. Second, the importance of addressing the under-representation of women in academic leadership will be discussed.

A2 A winding stair: implementing and establishing a common framework for QA in European higher education (0145)

Julie Rattray[1], Ray Land[1], Catherine Owen[2], Heather Eggings[2], George Gordon[2]
[1]Durham University, UK, [2]Strathclyde University, UK

Research Domain: Management, Leadership, Governance and Quality

The trend towards a global higher education brings with it increasing demands for institutions to effect changes mandated not just at an institutional or national level but those demanded by a growing international context. This paper employs the notion of an 'implementation staircase' (Reynold and Saunders 1985) to analyse seven types of implementation barrier identified by the international IBAR project during the adoption of common standards and guidelines for quality assurance processes at pan-European level. Through illustrative vignettes arising from the empirical data of the IBAR project, the paper explores the interplay of the national and international contexts that were examined in the project, and highlights the complexities that arise when attempting to map quality assurance at a global level.

A3 Personas (0064)

John Francis
Brunel University, UK

Research Domain: Academic Practice, Work and Cultures

This paper discusses a research project exploring the notion of the 'persona' in terms of lecturing performance and pedagogy. Informed by Erving Goffman's ideas of the presentation of self in everyday life, 'Personas' analyses everyday teaching interactions and how strategic encounters are used to 'sell' a particular self image and persona.
This timely project will inform and develop the understanding of how lecturers with different

experiences perceive and navigate through developing their identity, credibility and personas in the Higher Education learning community.

A4 From the 'local' to the 'global': the shift towards new knowledge in creative writing research. (0244)

Pam Thompson
De Montfort University, UK

Research Domain: Academic Practice, Work and Cultures

Creative writing degree programmes continue to proliferate. As a discipline, it is, "one of the most vibrant and alert" (Harper, 2013, p.1) and as a research field it is particularly rich as it draws concepts and approaches from a range of sources. However, little has been written on research methods in creative writing in comparison with other subjects which may fall more neatly within quantitative or qualitative paradigms. Writers are researchers within an institutional community whose goal is the production of new knowledge, and, like researchers across disciplines, are expected to demonstrate shifts from research that enhances a specific project to that which produces transferable knowledge: from the 'local' to the 'global'. (Kroll, 2013, p.102) In this paper, I apply Kroll's model of the 'Creative Writing Laboratory' to my own PhD research in poetry, particularly exploring how these shifts occur with a view to elucidating further research processes in the discipline.

A5 Transforming the Student Experience with "Practitioner Insights": an initiative to combine up-to-date curriculum development and employability skills (0090)

Deborah Anderson
Kingston University, UK

Research Domain: Student Experience

This paper will present initial findings from a research project which will evaluate a learning and teaching initiative "Practitioner Insights", an approach designed to improve the student experience with a particular focus on employability. The project is also driven by the need to ensure that the curriculum and pedagogy are up-to-date with developments in the workplace and in educational theory. In brief, "Practitioner Insights" involves students visiting marketing practitioners in the work-place to film a brief interview on current developments in marketing communications and employability. Interviews then form the basis of class discussion, allowing students to link theory with current practice and to debate and interrogate marketing concepts. The context is UK higher education and the subject area is marketing communications. It is envisaged that findings will be transferable across other subject areas and across international boundaries.

A6 The significance of knowledge structures in Technology-Enhanced Learning: A Bernsteinian analysis of the TPACK* framework. (*TPACK = Technology, Pedagogy and Content Knowledge) (0001)

Ian Kinchin
University of Surrey, UK

Research Domain: Learning, Teaching and Assessment

The TPACK (Technology, Pedagogy and Content Knowledge) framework is a tool to focus consideration of the interacting elements of technology, content and pedagogy, supporting the development of technology-enhanced learning. The typical two dimensional representation of the TPACK framework portrays a mono-layer of possible interactions between three main elements. A perceived weakness of the framework is that it does not consider the forms taken by knowledge. This

is addressed by applying a Bernsteinian perspective which provides a mechanism to enhance the utility of the framework by revealing underlying knowledge structures. This is achieved by considering the multiple perspectives that are described as, "interactive discursive planes" or "complementary knowledge structures". This overcomes the limitations of the mono-layer, which hinders meaningful exchange of information resulting from the linear nature of the knowledge structures involved – causing 'knowledge blindness', leading to a 'non-learning outcome'. Practical application of the revised framework is demonstrated.

A7   The sociomaterial workings of a college writing assignment (0084)

Ibrar Bhatt
University of Leeds, UK

Research Domain: Digital University

The deployment of digital media in classrooms contributes to new sociomaterial assemblages when investigating how student writing is completed in classroom literacy events. Exploration and elucidation of these new assemblages is key to understanding the literacy practices which instantiate them. This research asks: what do these new sociomaterial assemblages look like? What types of digital literacy practices arise from them? And how do learners use them to influence and leverage educational, social, and professional progress?
Using an ethnographically-informed multimodal methodology, this study examines and problematises the impact of cyberspace on classroom digital literacy events through exploring how course assignments get done.

To write an assignment is to assemble a collateral network of realities as part of one's writing tactics. How students productively unfold and negotiate a sociomaterial assemblage emerges as a central issue, as it is significant to success in their written work, and enhances understandings of 'digital literacy'.

A8   Impact and Effectiveness of Widening Access to Higher Education in Wales. (0009)

Ceryn Evans, Caroline Wright, Chris Taylor, Gareth Rees
Cardiff University, UK

Research Domain: Higher Education Policy

Access to higher education (HE) has become a key issue in debates on social equity in Wales as in the rest of the UK. The paper will discuss the emerging findings of a HEFCW funded research project which carried out detailed analysis of linked administrative data-sets to produce accounts of the nature and determinants of patterns of participation in HE amongst Welsh domiciled individuals. Upon the basis of this analysis, the impacts of widening-access policies that have been adopted in Wales, and their implementation by Welsh HEIs, were evaluated. The project sought to investigate the extent to which the methods used by higher education institutions (HEIs) in Wales in the implementation of widening-access strategies are warranted by the statistical analyses. This mixed methods research constitutes the basis for capacity-building with professionals responsible for widening-access activities within HEIs in Wales, thereby exerting a direct influence on the development of professional practices.

A9   Non Traditional Students in Higher Education: Understanding learning experiences and trajectories to enhance quality (0161)

Ana Baptista[1], Susana Ambrosio[1], Lucilia Santos[2], Henrique Fonseca[3]
[1]University of Aveiro, UINFOC/CIDTFF, Portugal, [2]University of Aveiro, Physics Department/UINFOC/CIDTFF, Portugal, [3]University of Aveiro, Biology Department/UINFOC/CIDTFF, Portugal

Research Domain: Student Experience

The authors aim to present a project entitled "Non-Traditional Students (NTS) in Higher Education" that has been recently funded by the Foundation for Science and Technology (the main Portuguese funding agency). The project is based in a hot subject, following international debates and concluded worldwide projects, as well as national imperatives and the need of better understanding NTS' experience, considering research-based evidences. Therefore, our purpose is to (i) present the research project which is constituted by four interconnected research lines that take into consideration learning experiences and trajectories of four groups of NTS, and (ii) describe challenges and

concerns to NTS' experiences that will emerge from the data collection that starts in the beginning of the academic year 2013-2014.

A10   Student Engagement With VLEs: Why And Why Not? (0199)

Paul Hutchings, Paul Grey
Swansea Metropolitan University of Wales Trinity Saint David, UK

Research Domain: Learning, Teaching and Assessment

Virtual Learning Environments (VLEs) give students the flexibility to access learning materials provided by academic staff, such as lecture slides, podcasts, seminar readings, and tests, in addition to providing useful forms of communication. However, whilst this has provided a more flexible learning environment than ever before some students utilise VLEs more than others, whilst some fail to use them at all. The current research presents quantitative data gained from examination of student VLE usage over a one-year period of study; qualitative data gained from student interviews exploring attitudes toward VLE use; and mixed data examining attitudes of academic staff toward student use. The findings indicate a wide variety of VLE usage amongst students and, notably, a large discrepancy between staff intended use and actual student usage.

A11   On the governance of higher education in college systems (0135)

Gareth Parry
University of Sheffield, UK

Research Domain: Management, Leadership, Governance and Quality

Where higher education is only one of the types and levels of education offered by college systems, issues of governance are keyed to cross-national debates about the purpose and character of these institutions. The questions are similar whether college systems are regarded as parts of higher education, as in the USA and Canada, or as separate tertiary sectors, as in Australia, Scotland and England. One set of arguments has to do with the organisational coherence and educational effectiveness of institutions with multiple missions. Another has to do with pressures on funding and the search for alternative sources of income. A third has to do with the dependencies that arise from relationships with universities. Central, state and local governments continue to exert their interest, authority and direction. For their part, colleges encounter accountability pressures from several different directions, with their academic-vocational-transfer functions making distinctive demands on their management and governance.

B1   Educational development and sustainable development: common fields or different discourses? (0189)

Patrick Baughan
City University London, UK

Research Domain: Academic Practice, Work and Cultures

This paper discusses an empirical research project, comprising depth-interviews with university staff employed in the field of educational development, about their views of specific sustainability issues. Educational developers were asked: (a) whether sustainability (particularly sustainability in the curriculum) should form a more central part of their own professional roles; (b) whether and how higher education policy should be developed to encourage educational development about sustainability. An additional idea that I explored was whether there exists a natural, but relatively under-explored link between educational development and sustainable development. An initial analysis of the data suggests wide-ranging views amongst educational developers, with some advocating a more central positioning of their role within sustainability, and others taking a more critical stance. There was general consensus that there are significant challenges associated with pro-sustainability curriculum change.

B2 Quality Assurance in "Shell Modules" - Negotiated Curriculum and Informing Best Practice (0068)

Rosemary Borup[1], Hanifa Shah[2]
[1]Staffordshire University, UK, [2]Birmingham City University, UK

Research Domain: Management, Leadership, Governance and Quality

HE's response to employer needs sometimes involves "shell modules", where curriculum is negotiated between the University, the employer and the learner. This paper will describe how one UK University ensures that this negotiated curriculum has academic integrity and rigour.
The research included interviews targeted at the strategic level (University Executive) as well as Faculty, Award and academic practitioner level. An interview was also conducted with an External Examiner responsible for "shell modules".
This paper concludes that shell modules and negotiated curriculum present a new set of challenges for QA, which although covered in principle by the 'top down' QA policies and procedures in place, also require academic staff to introduce a set of 'bottom up' procedures both at the initial 'Learning Contract' stage, and more specifically at the module negotiation stage. This is an on-going process as each shell module is 'populated'. This procedure is improved if facilitated by management.

B3 The transforming practice of team teaching (0065)

Catherine Minett-Smith[1], Carole Davis[2]
[1]University of Bedfordshire, UK, [2]Middlesex University, UK

Research Domain: Academic Practice, Work and Cultures

Escalating student numbers, increased student diversity and the expansion of transnational education have required institutions and their staff to rethink their pedagogic approaches and adapt to meet the challenges of teaching in the 21st century. Team teaching is one response to delivering the curriculum in a challenging and complex context; indeed, in many cases the environment necessitates the use of a team teaching approach, possibly removing the element of pedagogic choice for some staff.

The presenters will utilise the outcomes of their research and published literature to critically explore team teaching practice. Participants will be encouraged to consider
• some of the key challenges and opportunities associated with team teaching;
• how the use of a team approach in the changing landscape of teaching may be challenging core academic teaching values and identities;
• how the activity is recognised, valued and supported in institutional structures.

B4 Drawing, judgement and design of "epistemic things": windows on the corporeal body of the scientist and her or his relations in new knowledge-making culture (0247)

David Hay
King's College London, UK

Research Domain: Academic Practice, Work and Cultures

This paper will develop and extend a view of pedagogy/research of higher education science teaching which depends upon acknowledgement of the corporeal body of the scientist as a vital science knowledge-making site. Contemporary work in the philosophy of science, science culture studies and the (micro) history of science, will be reviewed and I will present new data from a variety of practice settings which compare the drawings, models, and (potentially) the sense-based judgement of apprentices, or workers and of leaders - in experimental disciplines.

B5 Where has postgraduate study grown? An international comparative analysis. (0024)

Michelle Morgan
Kingston University, UK

Research Domain: Student Experience

There has been a rapid expansion in Postgraduate study in the past 15 years but there is limited analysis of student Postgraduate data, and available published research literature. To assist in the improvement and enhancement of the student experience at the this level requires an understanding of where significant expansion has taken place and an analysis of the student body undertaking this level of study. This paper compares the growth in Postgraduate study in Australia, Canada, and the United States with that in the UK to partially redress this knowledge gap and identifies both the similarities and differences in the different types of courses and student demographics studying at this level. It concludes by highlighting the implications of the findings in understanding postgraduate patterns of study in the UK and across similar higher education sectors.

B6 Pedagogic Stratification and the Shifting Landscape of Higher Education (0004)

Jacqueline Stevenson[1], Penny Jane Burke[1]
[1]Leeds Metropolitan University, UK, [2]University of Sussex, UK

Research Domain: Learning, Teaching and Assessment

Within an increasingly stratified HE landscape, and among an expanding diversity of HE providers, little attention has been paid to how processes of institutional stratification may intersect with approaches to teaching and learning. We use the term 'pedagogic stratification' to explore this relationship and to analyze how institutional type may relate to different conceptions of 'teaching excellence' and 'the student experience' adopted across the sector. Through our focus on 'pedagogic stratification' we aim to attend to the diversity of teaching and learning approaches, while simultaneously exploring how particular pedagogical approaches might be enabled or constrained by institutional 'type', as well as differentiation/ stratification in terms of subject/disciplinary area. We present emerging findings from our research with senior academics and front-line teaching staff, as well as our critical discourse analysis of institutional websites and key documentation. We conclude by exploring the implications for the sector and, in particular, for widening participation.

B7 Digital natives revisited: the need to reorganize academic institutions and conceptual categories in a digital world (0087)

Tine Wirenfeldt Jensen, Charlotte Albrechtsen, Nicholai Friis Pedersen
Aarhus University, Denmark

Programme number: B7
Research Domain: Digital University

The highly influential concept of "digital natives" (Prensky, 2001) has been challenged by recent research (e.g. Margaryan et al (2012), Hargittai (2010) whose findings does not support the notion of all modern students being users of digital media. However, this research does not build on data collected in the time of the rapid rise of smartphones and mobile apps usage, and therefore tells us very little of today's students digital media use and expectations. We argue that the need for universities to make significant changes due to the rise of mobile digital media has never been greater. But as the history of academic institutions is intertwined with the emergence and production of the printed book, the organization of universities pose one of the greatest obstacles to real transformation. We explore both these potentials and constraints through a case of co-developing a smartphone learning app with students using mobile probes.

B8 A High Participation System of Higher Education: Does It Provide Equal Opportunity? (0192)

Anna Smolentseva
National Research University - Higher School of Economics, Russia

Programme number: B8
Research Domain: Higher Education Policy

The study seeks to explore theoretical conceptions of the massification of higher education, in relation to the process of massification under Post-Soviet educational reform in Russia, and the implications of massification, in Russia and perhaps in more general terms, for expanding educational opportunities and for educational equity. The paper will also call for further analysis of other implications of the universal stage of massification, including educational quality in the mass sector, the design of systems with high participation, the social structure of a society where most of population has higher education, the role of international education as a positional good in higher participation systems, etc.

B9 Navigating Student Progression: Should I stay or should I go? (0116)

Claire Gray, Julie Swain
Plymouth University, UK

Research Domain: Student Experience

For significant numbers of students progressing from Foundation degree programmes in colleges, the transition between sub degree and honours degree is strewn with challenges of boundary negotiation. The aim of this research was to unpack some of the core concerns around the progression process through close engagement with staff and students. By undertaking a longitudinal study, students have been active agents of this research capturing feelings, emotions and perceptions from sub degree provision and then again throughout the honours year experience. This has enabled a wide, diverse and detailed examination of the process and working with staff and wider stakeholders interventions have been developed, piloted and implemented such as a pre-entry social network to support and ease the transition process. This paper captures a picture of the journey of progression students and their input into developing e-resources and strategies to enhance the experience of other students following this route

B10 Transformative assessment cultures in higher education: lessons from Denmark (0201)

Catherine Montgomery
University of Hull, UK

Research Domain: Learning, Teaching and Assessment

In the super-complex context of the contemporary university, assessment is widely recognised as the nexus where power relations are embodied (Johnston et al, 2000). Assessment cultures of UK HE often fail to empower students (Sambell, McDowell and Montgomery, 2013), rather casting them as 'disempowered apprentices whose role is to follow and reproduce' (Hyatt, 2005, p.351). This paper considers a case study of alternative assessment cultures in a Danish higher education setting in order to illuminate practices that will enable us to begin to challenge, or at least implicitly raise questions about issues of power, control and student agency in the assessment process in UK HE. The analysis of the qualitative case study of an institution-wide system of innovative, problem-based inter-disciplinary inquiry in the Danish university suggests that these alternative cultures of assessment promote transformative learning experiences that are crucial elements of a higher education experience for a changing globalised world.

B11 Strategy, identity and Europeanisation: reformulating the past and imagining the future in CEE and SEE universities. (0012)

Catherine Owen[1]
[1]Durham University, UK, [2]University of Glasgow, UK

Research Domain: Management, Leadership, Governance and Quality

The Bologna Process is best known for promoting the introduction of the three-cycle degree structure to European higher education systems but it has also introduced a European credit framework and far-reaching developments in quality assurance which have the potential to challenge existing working practices, relationships and identities. This paper will explore the theoretical challenges associated with exploration of the relationship between 'strategy work' and 'identity work' as academics in CEE and SEE universities strive to reconcile national or organisational demands with personal values or beliefs in a context of heightened ambiguity as newer member states implement European Education policies. It draws on observations of identity and strategy as interlinked and dynamic processes that are concerned with the past (as the locus of identity formulation) and the future (as the imaginative space filled by possible strategic outcomes).

B12 Experience and transformative processes (0273)

Else Marie Kaasboel
VIA-University College, Denmark

Research Domain: Higher Education Policy

As "experience" is the central term in the title of this conference, this paper focuses on the two dimensions included herein: the immediate experience and the processed knowledge resulting from experience.
The connection between these two dimensions is where education and processes of becoming in relation to human existence take place, including the becoming of knowledge. It is a connection often interpreted as a relation between presence and de-/construction.
Inspired by P. Sloterdijk's presentation of the relation between the philosophy of presence, elaborated by F. Hegel, and the philosophy of reflection and dconstruction, as introduced by J. Derrida, this paper will focus on the present needs and potentials for academics to take the urgent task of coping with the loss of purpose or telos in this connection between immediate experience and reflected knowledge in order to develop new constitutive grounds for both research and education in a global complexity.

Paula Mählck[1], **Måns Fellesson**[0]
[1]Department of Education, Stockholm University, Sweden, [2]Nordic Africa Institute, Sweden

C1.1 Academic mobility at the intersection of development aid and research policy: Mobility and career development of Ph.D. graduates in the Swedish development support to research capacity building in Mozambique 1990 – 2013 (0088)

Research Domain: Academic Practice, Work and Cultures

Increased mobility of academic researchers is a dominant global policy demand and it is evident that academic staff is recognized as key players in an increasingly competitive global knowledge-economy (European Commission 2012). Despite the fact that there is a growing attention among many governments, studies on the scale, direction, driving forces and rationale behind mobility and career choices of Ph.D. graduates are comparably few in number and limited in scope (Hoffmann 2008). Longitudinal studies on qualitative aspects of mobility and careers development with focus on low-income countries are almost non-existent (Tremblay, 2009). This paper focus on academic mobility among PhD holders from Mozambique who have participated in a Swedish development aid supported program for research training. At the core is analysing how mobility impact on academic

work in different geopolitical places and how these processes are mediated by intersections of gender, race and age.

C1.2 Aspiration, Achievement and Abandonment in 'The World's Best Country': Merit and Equity or Smoke and Mirrors? (0097)

David Hoffman[1], Driss Habti[2], Thomas Babilia Sama[1]
[1]University of Jyväskylä, Finland, [2]University of Eastern Finland, Finland

Research Domain: Academic Practice, Work and Cultures

Finland is valorized for its education system, quality of life and high-tech achievements. However, a critical focus on trajectories, within higher education careers, illuminates reproduction of global inequities, rather than the society-wide-transformation the Nordic nations were once noted for. This multi-method study focuses on a self-ethnography of career trajectories within Finnish higher education. The results of the study illuminate emergent stratification, in a country previously characterized by the absence of stratification and the ways in which this reinforces - and is reinforced by - transnational academic capitalism and a global division of academic labor that cuts across societies, manifesting within higher education institutions. Our self-ethnography is designed to empirically ground a social network analysis aimed at the challenges of emergent stratification and the way in which current policy discourse studiously avoids the tension between selection and social influence inside the one institution Finnish society trusts to explain stratification.

C1.3 Global horizons and imaginary spaces: travel and experience among transnational students in Sweden (0104)

Ulf Mellström[1], Per-Anders Forstorp[1]
[1]Centre for Gender Studies, Karlstad University, Sweden, [2]Department for Studies of Social Change and Culture, Linköping University, Sweden, Sweden

Research Domain: Academic Practice, Work and Cultures

In this paper we are investigating spatial strategies and global horizons of a number of transnational students in Sweden. We interpret their individual biographies with the aim of crystallising individual agency and the workings of cultural imaginaries in peripheral corners of global eduscapes. The data consists of correspondence and interviews with 95 students in Sweden, collected between 2003 and 2013. On a more general level we employ the perspective of 'interdisciplinary knowledge studies' (Forstorp and Mellström 2013) where we aim towards an analysis of the spatial strategies and routes available for higher education and knowledge migration as these are used by individual students from developing countries (South). Our way to conceptualize these strategies and flows, is to think of them as eduscapes (Forstorp, Mellström 2006 2013, Mellström 2006, 2012) Through the notion eduscapes we open up for an analysis of understanding global higher education in terms of their positional dynamics.

C1.4 The gender distribution among foreign academics in the Norwegian HE system (0174)

Agnete Vabø, Rachel Sweetman
Nordic Institute for Studies in Innovation, Research and Education, Norway

Research Domain: Academic Practice, Work and Cultures

International cooperation- and mobility are becoming increasingly important in the competition between nation states and academic institutions for the best brains, and in the enhancement of individual academic careers.

However, recent research indicates that typical patterns of gender inequality in academia are reproduced within this global landscape, with women less likely to take part in international research cooperation (Arthur et. al 2007, Metcalfe et. al 2012, Santiago et. al 2012, Smykla and Zippel 2010, Vabø 2012, Vabø et. al 2012,). Little research has been undertaken on gender in faculty internationalization, and this paper uses national data spanning 2001-2009, to investigate how gender balances among foreign researchers vary in relation to variables including field of science, regional background and formal position. It is argued that the internationalization of research may have varied and complex gender consequences in various academic and institutional contexts.

C2   Austerity and the academy in England and internationally: market discipline and the restructuring of the academic workforce. (0041)

William Locke
Institute of Education, University of London, UK

Research Domain: Management, Leadership, Governance and Quality

The impact of the current economic crisis varies between countries, parts of HE systems and individual universities and colleges. However, there are common pressures leading to fewer resources, including less funding per student, less – or more selective – investment in research, and overall reductions in staffing and salaries, facilities and capital investment. These appear to be encouraging greater cost consciousness, an acceleration in the growth of managerial power within HE institutions and a restructuring of the academic workforce. The further introduction of market mechanisms to the HE system in England may be exacerbating these developments, accelerating existing divisions and closing off some opportunities for reform. This paper explores the emerging trends in the academic workforce in England during the last few years and makes some international comparisons. It is based on observations from discussions with key HE figures, analysis of current HESA data and evidence from recent international studies.

C3   'Can I just check...do we HAVE to do this?': Exploring staff motivations for applying for HEA fellowship (0067)

Lucy Spowart, Rebecca Turner, Deborah Shenton, Pauline Kneale
Plymouth University, UK

Research Domain: Academic Practice, Work and Cultures

Since 2010, the Higher Education Academy (HEA) has supported the development of institutionally-focused CPD schemes aligned to the UK Professional Standards Framework. The aim is to increase the numbers of staff with professionally recognised accreditation for their teaching. In July 2012, University X achieved HEA accreditation, with the scope to award Fellowships at all four levels.

More than 100 staff, working in a wide variety of roles, have engaged with the in-house scheme. Underpinned by Activity Theory, this paper examines staff experiences as they journey through the accreditation process. Twenty in-depth qualitative interviews were conducted. The analysis of the data provides meaningful insights into the espoused motivations for engagement, as well as the benefits and challenges the journey towards accreditation presents. The study raises important issues about how staff are supported, and reinforces the importance of peer dialogue as well rewards and recognition.

C4   Doctoral employability as read in job adverts (0121)

Rachael Pitt[1], Inger Mewburn[0]
[1]La Trobe University, Australia, [2]The Australian National University, Australia

Research Domain: Academic Practice, Work and Cultures

For over a decade now debate has raged about the purpose of the PhD. While there is a trend for graduates to be employed outside the academy, many still end up in the academy. If we take the position that the PhD is preparation for the workplace, both in academia and outside of it, what graduate attributes are most desirable? While there are a growing number of government reports and studies listing what employers think are desirable graduate attributes, are these qualities what they actually look for when they hire graduates for specific positions? This paper analyses the job advertisements which mention a doctorate as a requirement and asks: what do employers really want from the PhD?

C5.1 Collaborative enquiry and democratic fellowship. Developing a scale-able model of student-lecturer research collaboration. (0076)

Jane McDonnell
King's College London, UK

Research Domain: Student Experience

This paper reports on the development and 'upscaling' of a student-lecturer collaborative enquiry model developed through two research projects in Education Studies. One of the key benefits we aimed to achieve in through employing this model was the kind of 'democratic fellowship' identified by Fielding (2011) as one of the most rewarding elements of student engagement work in schools, here in an HE context. In this paper, I discuss the development of the model through the two projects and the extent to which we were able to achieve such fellowship in our research. The strengths and limitations of the model are discussed, as well as the challenges involved in employing it on a larger scale. Whilst much progress has been made, a number of limitations remain – particularly the extent and timescale of student involvement. In addition, new challenges associated with working across a range of institutions have emerged.

C5.2 Students as co-developers of learning and teaching: Conceptualising 'student voice' in professional development (0093)

Saranne Weller, **Camille B. Kandiko**
King's College London, UK

Research Domain: Student Experience

This paper will report on a pilot study that evaluated a model of student-engaged academic development. Despite widespread commitment to student engagement across many institutional activities, student participation in teaching and learning enhancement as partners with staff has been identified as a "threshold concept" for academic development. Although there are more examples emerging, professional development models often operate without engaging students as active participants. This study seeks not only to establish a student-engaged model of teaching observation but also to critically examine the ways in which staff, student and developer participants conceptualise expertise and student voice. Concept-map mediated interviews with participants in humanities and healthcare subjects contexts have been used to elicit conceptions and comparative knowledge structures over a four month period. The outcomes of the pilot will be considered in relation to the theorisation of student engagement and student voice with particular focus on performativity, authority and representative identities.

C5.3 Student Expectations and Perceptions of Higher Education (0099)

Camille Kandiko, Matthew Mawer
King's College London, UK

Research Domain: Student Experience

This Quality Assurance Agency (QAA)-funded research project explored the views of students entering higher education in the four countries of the UK in 2012-13 and those entering in earlier years, to investigate their perceptions and expectations of the quality of their learning experience and the academic standards of their chosen programmes of study. This project provides illustrative examples of the issues affecting student perceptions and expectations regarding quality and standards in the first year of a funding model in England that is significantly different both to that in existence in previous years and to that operated in the other countries of the UK.

Research consisted of conducting interviews and focus groups with over 150 students (primarily Years 1 and 2) at 16 institutional locations, across a range of mission groups, institutional types and UK-wide geographical location. Concept maps of students' higher education experience were collected along with transcripts of interviews.

C5.4 A missing voice: students as co-inquirers in higher education research (0157)

Thushari Welikala
King's College London, UK

Research Domain: Student Experience

Theoretical arguments on globalisation and marketization increasingly influence current policy and practice of higher education. Student experience within this context is widely explored in terms of economic efficiency promoting agendas on student voice and student engagement. Student voice in higher education research, however, has largely been under-researched and under-theorised (Kirshner and O'Donoghue 2001). Students often are passive participants contributing to the act of information gathering of researchers. Post-research reflective conversations with nine student co-inquirers of a joint Higher Education Academy and UK Council for International Student Affairs funded pilot project reveal that student-researcher partnership in research creates spaces for student voice enhancing authentic, purposeful student engagement. The engagement develops a sense of empowered agency as active members of research community. The paper argues that the common academic research practices restrict creative engagement of students subordinating them to the structural power of research processes.

C6 Moving Targets: the elusiveness of student voice in higher education. (0020)

Denise Batchelor[1], Soren Smedegaard Bengtsen[2]
[1]Institute of Education, UK, [2]Aarhus University, Denmark

Research Domain: Learning, Teaching and Assessment

Higher education teachers face demands of inclusion and differentiated pedagogies as student numbers increase. Teaching large numbers and at the same time helping individual students find their own voice is challenging. How might potential voices be actualised, and what interactions foreground elusive voices?

In seeking to manage the complexity of student voice, different approaches to learning and teaching often reduce individuals to 'types' and 'styles' of students and teachers. People classified into

categories react to and interact with information about them: they become moving targets. Attempts at hitting the student target with labels are complicated by the target's unpredictable mobility. Drawing on the philosophers Ian Hacking and Alphonso Lingis we argue that pedagogic responses characterised by restraint paradoxically facilitate hitting moving student targets - not pinning them down, but making room for them to open up and step forth.

C7 Harnessing digital potential: a curriculum approach to the use of Digital Learning Environments (0089)

Trudi Cooper, Rebecca Scriven
Edith Cowan University, Australia

Research Domain: Digital University

A Digital Learning Environment (DLE) offers opportunities to make positive changes to teaching and learning processes, but it is has been recognised that the use of technology must be guided by learning design (Herrington and Oliver, 2000; Phillips et al. 2012). This presentation reports one part of a project funded by the Australian Learning and Teaching Council (ALTC).

The project used an explicit curriculum renewal process to improve the DLE and better support student's transition to university, to strengthen authentic learning and facilitate support for peer learning and collaboration.

This presentation includes:
• An overview of the ALTC curriculum renewal process, choice of curriculum framework and methodology, and considerations that guided the design
• Discussion of how the DLE contributed to curriculum renewal for both on-campus and on-line students and facilitated collaborative learning and tutor support
• Evaluation of the changes, lessons learnt and applicability of findings to other contexts.

C8.1 Cross-border study within the UK: a new dimension of inequality? (0059)

Linda Croxford, David Raffe
University of Edinburgh, UK

Research Domain: Higher Education Policy

This paper examines changes in the social, educational and demographic characteristics associated with studying in another home country of the UK. An earlier study found that those who studied in another home country tended to come from more favourable social and educational backgrounds and to enter higher-status institutions. However, the detailed patterns were complex, and the research did not find a 'two-tier structure in which advantaged students and elite universities inhabit a UK-wide system and other students and institutions inhabit more narrowly bounded systems'. This paper asks whether more recent changes, and especially the new fee regimes introduced in 2012, have affected this conclusion. It will compare students domiciled in Northern Ireland and Scotland (who pay fees at a higher level if they study elsewhere) with those domiciled in England and Wales, who pay the same maximum fee levels regardless of where in the UK they choose to study.

C8.2 It may as well be nine million": initial responses to higher tuition fees at English Universities by academically able students in low-participation schools (0061)

Steven Jones
University of Manchester, UK

Research Domain: Higher Education Policy

This paper revisits established types of debt aversion in light of the 2012 rise, from £3,375 to £9,000 per year, in the annual fees cap for students at English universities. Drawing on the views of higher-

achieving young people at low participation schools, new types of aversion and tolerance are offered that relate to the perceived cultural 'cost' - as well as the pecuniary 'price' - of participation. Several factors are found to influence a decision-making process that is rational, but rarely based on a full understanding of the repayment structure or financial help available. Participation is not greatly incentivised by assumed lifestyle gains, and decisions appear closely related to labour market alternatives. A higher repayment threshold does not always ease apprehension about debt accumulation. The participation 'bet' of young people from low participation schools is therefore often framed in ways not allowed by dominant public discourses.

C8.3   Earning Expectations of University Students: Evidence from English Business Schools (0070)

John Anchor, Martina Benešová
University of Huddersfield, UK

Research Domain: Higher Education Policy

This paper reports on the findings of a survey of students' expectations of their earnings after they have graduated. Three years of data are presented for Business School students at two English universities. First year and final year Bachelor students are surveyed in relation to two different scenarios – immediately after graduation and 10 years after graduation. There are a number of factors which appear to influence students' earnings expectations. Final year students have lower expectations compared with first year students. Female students expect lower earnings, 10 years after graduation, than male students - which reflects the situation in the labour market. Higher wage expectations are found to be correlated with the completion of a sandwich work placement and with expectations of the award of a First class honours degree.

C8.4   Can contextual data aid 'fair admission'? (0162)

Anna Mountford-Zimdars[1], Janet Graham[2]
[1]King's College London, UK, [2]Supporting Professionalism in Admissionsl, UK

Research Domain: Higher Education Policy

Presented are findings from a research project into the use of contextual data in undergraduate admission undertaken for Supporting Professionalism in Admission. The use of contextual information and data in undergraduate admissions involves universities and colleges assessing the prior attainment of applicants in the context of the circumstances in which it has been obtained. Higher Education Institutions use information from the application form and apply educational, geo-demographic and socio-economic background data. This data and other contextual information could relate to the individual applicant (individual-level data), their school or college context (school-level data) or the characteristics of their socio-geographic context (community-level data). It enables institutions to review applicants' potential in the light of evidence about whether their achievements may have been affected by relative disadvantage in their educational or community context or their individual life situation.

C9   Live, Serve, Learn: A Critical Reflection on a Journey of an International Service-Learning Programme of a Residential College in Macau, China (0124)

Sancia Wai-San Wan
East Asia College, University of Macau, Macao

Research Domain: Student Experience

Service-learning and residential-learning are two integrated educational practices increasingly recognised by higher education institutions in East Asia, including the case university in Macau.

Placing service-learning within the residential college (RC) setting is one of the university's strategies to weave liberal education and civic engagement into the core educational experiences of students. With the methodology of action research and through a critical reflection on the implementation of a recent international service-learning trip to Laos, this research paper aims to identify approaches to effective service-learning for RC students. Based on multiple sources of data, such as interviews, activity records and student reflective work, a number of issues critical to RC service-learning programming are examined, for example, the needs to develop stronger links between student formal learning and service experience, to reinforce student ownership in different stages of the programme, and to provide professional development programmes for faculty as programme leaders and facilitators.

C10 Feedback: A thematic analysis of focus group discussion of what students get and what students want. (0204)

Victoria Scaife, Neil Cooper, Ellen Lynch
University of East Anglia, UK

Programme number: C10
Research Domain: Learning, Teaching and Assessment

This paper presents the qualitative phase of a larger research project exploring students' experience of receiving formative and summative feedback. Approaching feedback from a social psychological framework the interactional material drawn from 6 focus groups of students at a campus university is related to contemporary pedagogical approaches and institutional polices. Through a thematic analysis as described by Braun and Clarke (2008) four emergent themes are considered. Students want; 'To be known', 'To be part of a learning community', 'to relate feedback to teaching, and 'to make their 'good' better'. The paper will outline and build on these themes, developing interconnections and refinements which link student talk to individual practice and institutional strategies.

C11.1 Ensuring a quality student experience: we all have our parts to play (0175)
Sylvie A. Lamoureux
University of Ottawa, Canada

Research Domain: Management, Leadership, Governance and Quality

The 'Cohort project' aims to ensure that student voice and experience inform institutional policy and practice in order to improve the quality of student experience for all students. Led by a cross-sectorial team, this project integrates existing data from various sources to track students' experience of interactions with university services for a First-year cohort, from May 2012 to April 2013. This paper will provide the broad strokes of the theoretical and methodological considerations of a new initiative implemented at North America's largest bilingual university, the University of Ottawa. Particular attention will be provided to the institutional context. We will also demonstrate how this project came to be, as an unplanned result of a research conducted at the university in 2011-2012.

C11.2 A data-driven institutional approach to service transformation (0205)

Olivier Dupuis, Karine Turner
University of Ottawa, Canada

Research Domain: Management, Leadership, Governance and Quality

The 'Cohort project', implemented at the University of Ottawa in 2012-2013, structures itself around 3 objectives: (i) building a platform able to map out first-year students' needs during their transition, integration and the critical months of persistence; (ii) tracking the evolution of students' needs via university services; (iii) uncovering issues and opportunities, to inform the transformation of university

services. Data collected by a cross-sectorial research team allows the university to develop a better understanding of how students interface with its services, in order to identify areas where changes can be implemented. This paper will retrace how this project came to be, its objectives and the road map taken to achieve these objectives. Challenges faced by the cross-sectorial research team will also be discussed. Finally, we will demonstrate how this project has informed university policy and services at the University of Ottawa, and highlight the future opportunities associated with the project.

C11.3 "Blast from the past": how tracing student voice and experience in real-time and across sectors allows for a picture that is bigger than the sum of its parts (0206)

Karine Turner, Olivier Dupuis
University of Ottawa, Canada

Research Domain: Management, Leadership, Governance and Quality

The peer regional mentoring (Lamoureux et al, in press) allowed for a first glimpse into the different types of data that were being collected naturally at the University of Ottawa, but not being shared or analysed. The Cohort project aims to narrow that gap, by integrating the data collected by various university services into a platform, in order to ensure that student voice (Jones, 2010) and experience inform institutional policy and practice. Led by a cross-sectorial research team, the project presents student perspectives in regards to their experience with the University, through the captation and analysis of their interactions with different points of service. This paper will provide an overview of the results of the analysis for the 2012-2013 1st year cohort. We will present student needs and challenges in accordance to three specific phases: transition, integration and retention.

C11.4 "So, what does this mean?" Data informed decision making at the University of Ottawa… and elsewhere? (0208)

Sonia Cadieux, Jean-Luc Daoust
University of Ottawa, Canada

Research Domain: Management, Leadership, Governance and Quality

Transforming higher education institutions from within requires leadership (Eckel & Kezar, 2011), even shared leadership (Luc, 2004), to ensure intra-organisational collaboration. This has been one of the strengths of the University of Ottawa's 'Cohort project'. This project aims to give all sectors an institutional perspective of students' needs and challenges during their first year, providing a common ground for discussion and for the definition of institutional policies. This paper will look at how we're transforming our services by transforming the way we collaborate institutionally, notably by addressing the project's impact on decision making. This paper will also demonstrate how elements of this approach can be taken up by other institutions of further and higher learning, by highlighting the benefits of adopting a data-informed approach to institutional policy where students' needs are at the heart of multi-sectorial collaboration.

C12 Sitting in the gaps? Exploring the impact of student number controls on college-based higher education in England (0216)

Carol Taylor, Colin McCaig
Sheffield Hallam University, UK

Research Domain: Higher Education Policy

This paper draws on findings from the research project Evaluating the impact of number controls, choice and competition: An analysis of the student profile and the student learning environment in the new higher education landscape funded by a Higher Education Academy grant. It explores the variable impacts of recent reforms, including tuition fees, student number controls, and enhanced student choice, on college-based higher education (CBHE), and draws out the vulnerabilities and opportunities for CBHE arising from these reforms. Based on qualitative data from senior CBHE institutional leaders in a range of colleges (a specialist agricultural college with a significant HE portfolio, a number of large colleges in major cities, and a sixth form college with very limited HE provision) the paper synthesises the findings in relation to the themes of competition, collaboration, student profile, and the distinctiveness of the student experience offered by CBHE.

D2   How do universities interpret learning environment? (0231)

Iyad Abualrub
University of Oslo, Norway

Research Domain: Management, Leadership, Governance and Quality

A global trend within higher education is the increased emphasis on the significance of learning environments. Within policy documents and research, learning environments are increasingly seen as an instrument to improve quality in higher education, especially related to massification, internationalisation and globalisation. However, theoretically, the concept has multiple manifestations within academic literature. Moreover, while empirical research has focussed on students' perceptions of learning environments, little is known about how HEIs themselves interpret and develop their learning environments. This presentation summarises the findings of literature review on the concept of learning environment, and offers a tentative theoretical framework for investigating the logics that inform universities' approaches to learning environments, grounded in an institutional perspective. The categories of academic, administrative, and strategic logics are suggested as analytical focal points for investigating how HEIs interpret learning environments. The presentation is based on a research project that investigates Norwegian universities' approaches to learning environments.

D3   Between performativity and authenticity: researching reflection in doctoral students' electronic teaching portfolios (0092)

Helga Dorner, Joanna Renc-Roe
Central European University, Hungary

Research Domain: Academic Practice, Work and Cultures

The reflective processes and mental constructs involved in the creation of electronic teaching portfolios by doctoral students of an international, graduate university in Europe were studied in order to: a) expand our understanding of the thinking processes that are involved in developing a capacity to reflect on teaching and professional development; b) correlate the specific material from our case study with existing theories of reflective thinking and academic development; c) identify mental constructs that lead to increased abilities of reflective practice in electronic portfolio development. A total of fifteen doctoral students in social sciences and humanities who took part in a portfolio-dedicated course during four semesters were interviewed using semi-structured interviews. The students were found to move between performative and authentic repertoires and used distinctive constructs of portfolios that can account for varying degrees of development in their capacity for critically reflective teaching and lifelong professional development.

D4   Taking a leap of faith: How young scholars all over the world forge ahead for successful research careers. (0182)

Irene Friesenhahn[1]**, Catherine Beaudry**[2]
[1]Global Young Academy, Germany, [2]École Polytechnique de Montréal, Canada

Research Domain: Academic Practice, Work and Cultures

Becoming fully established as a member of the academic profession and pursuing access to a permanent position is a critical goal for young scientists all over the world. Although this allows candidates to leave behind uncertainty, moving into the security of a stable position is a challenge. This paper reports on a project investigating "the global state of young scientists" in exemplary national research systems. The empirical data was collected in semi-structured interviews with respondents from developed, emerging and developing countries and in a survey disseminated in five countries across all continents. The major themes in the career development of young scholars in all contexts emerged around levels of transparency in academic career trajectories, training, mentoring and support structures, but also in the working and living conditions. Although of global relevance, the impact of these themes differed significantly amongst male and female scholars and with respect to their cultural background.

D6   Ethical thinking in a disciplinary context: the ethical development of undergraduates and expectations of tutors in the arts, social and pure sciences (0022)

Ruth Healey
University of Chester, UK

Research Domain: Learning, Teaching and Assessment

Barnett (2000: 257) argues that universities need to prepare students for 'supercomplexity', where "the very frameworks by which we orientate ourselves to the world are themselves contested". Learning to think through ethical issues develops critical thinking skills for dealing with supercomplexity, since the frameworks students use to consider ethical issues are contested and likely to change. This research explores disciplinary variations in the development of undergraduates' ethical thinking during their programmes and compares how this aligns with the expectations of their tutors. Interviews were conducted with tutors teaching on the English, Geography and Animal Behaviour and Welfare programmes at an English University and a questionnaire was completed by 335 students studying on these programmes. It was found that across the disciplines tutors have similar expectations in terms of the nature of ethical thinking desired but that most of the students exhibit lower levels of ethical development than their tutors expected.

D7   The digital university: translocal, transtemporal (0108)

Phil Sheail
University of Edinburgh, UK

Research Domain: Digital University

This paper explores the concept of translocality, a term borrowed from recent literature in cultural geography, defined by Brickell and Datta (2011) as 'simultaneous situatedness across different locales' (p4), and applies it to the notion of 'distance' education in the digital university. Drawing on research which takes a narrative approach to the study of emerging practice in the digital expansion of a UK university, the paper works with the concept of the translocal to develop an equivalent understanding of the transtemporal in higher education, where multiple timeframes, as well as locales, are engaged in the work of the university. Rather than turning 'distance' students towards the dominant spatial and temporal geography of the campus, from which those students are 'removed', the paper calls for greater attention to be paid to the complex translocal and transtemporal relationships which form the contemporary digital university.

D9   What is implied? Exclusion of STEM students by the curriculum (0128)

Lars Ulriksen, Lene M Madsen, Henriette T Holmegaard
University of Copenhagen, Denmark

Research Domain: Student Experience

We use Bernstein's concepts of classification and framing to discuss how the curriculum and pedagogic discourse of STEM higher-education programmes include or exclude particular students. Based on interviews with 20 STEM-students during their first year at university we analyse the students' experiences of the pedagogical discourse. The study reveals a dominance of strongly classified programmes. The students both find it difficult to establish a relation between the different modules and to relate the content of the modules to the overall programme. Hence, the implied student is patient, obedient, and capable of enduring a long period of teaching and learning that make little sense and limited relevance to the students' original motivation for entering university. Students unable to submit themselves to these implied requirements are at risk for being excluded conversely; students who can persist in spite of their difficulties with recognising meaning or interest are included.

D10   Learning capabilities for the university of 'hard knocks': case studies of tensions in compensatory pedagogies in the UK and Australia. (0211)

Sue Webb
Monash University, Australia

Research Domain: Learning, Teaching and Assessment

This paper examines how non-traditional students undertaking academic preparation for higher education in pre-university settings (in Further Education Colleges in the UK and TAFEs in Australia) are supported and assessed. The paper explores how the affective and therapeutic turn in both further and higher education enables or not the development of capabilities for higher learning and employment. Tensions and contradictions of the affective and therapeutic turn are discussed revealing their assumption of compensatory education for so-called 'deficit' learners to enable non-traditional students to participate in meritocratic and elite forms of higher education. Synthesizing Bourdieu's notion of learning to 'play the game' and those, such as Hart (2012), who have begun an exploration of the application of Sen's (1997) and Nussbaum's (2000) notion of capabilities for widening participation, the paper opens up discussions of a capabilities pedagogy for social justice and questions the meaning of support in the 'affective turn'.

D12   Professional Accreditation in a Climate of 'Managerial' Accountability: Teacher Educators' Strategies, Accountability and Professional Responsibility? (0165)

Ciaran Sugrue[1], **Tone Dyrdal Solbrekke**[0]
[1]University College Dublin, Ireland, [2]University of Oslo, Norway

Research Domain: Higher Education Policy

It is a commonplace to assert that the tentacles of New Public Management penetrate ever deeper into the lives and work of professionals. It is necessary therefore to live within the tension of external prescription, to be accountable while seeking to deploy strategies that enable professionals to navigate between external demands for accountability and their sense of 'professional responsibility'. This paper undertakes a micro-analysis of the strategies deployed by key actors in seven teacher education institutions in Ireland as they navigate between the pro-forma requirements determined by the Teaching Council and the institutional politics and perspectives of colleagues' sense of 'professional responsibility'. Analysis reveals a complex melange of 'survival' and 'coping' strategies

through the overarching mindset of multiple performance scripts. The paper concludes that beyond a certain coercive tipping point, such multiple scripts may no longer be possible leading to a hollowing out of professional responsibility.

E2 Obliquity Leadership: Successful Circuiting the Dean's Disease in Higher Education (0260)

Jill Jameson
University of Greenwich, UK

Research Domain: Management, Leadership, Governance and Quality

Complex challenges to UK higher education leadership and management are accelerating as multiple institutional demands shadow the imposition of governmental fee policies. Market-based entrepreneurial initiatives, performance management, league table and quality drivers, accompanied by increasingly instrumentalist curricula, chafe against competition from private providers. As longer-term survival strategies are intermittently debated in higher education silos, Humboldtian collegial scholarship may, predictably, slip into obsolescence at corporate governance levels. Pressured to adopt micro-managerial solutions for which openness and accountability are uncomfortable, incautious senior managers risk drifting into the chiaroscuro practices of 'the Dean's Disease', expediently value-free, arrogant power-driven management behaviours that are ferociously controlling and intolerant of criticism. This paper considers research findings from focus groups, interviews and surveys on leadership, trust, complexity theory and organisational cultures to argue that the values-based application of obliquity leadership may both sidestep and successfully circuit the organisational dysfunction that can occur in distrustful higher education environments.

E3 Capacity building in advanced social science research methods: Researching teaching and learning processes (0098)

Daniel Kilburn, Melanie Nind, Rose Wiles
University of Southampton, UK

Research Domain: Academic Practice, Work and Cultures

We present an in-depth study into the teaching and learning of research methods, conducted by researchers from ESRC National Centre for Research Methods (NCRM). We outline how key stakeholders in UK HE appear increasingly preoccupied with our capacity to produce world leading research and with the need for capacity-building, in response to a perceived methodological skills deficit within the social sciences. Our research, in turn, explores teaching and learning processes on short-courses in advanced or innovative research methods geared towards those already working in (or towards) a career in research. Drawing engagements with expert panels and group interviews based on teachers' and learners' video-stimulated reflections of training sessions, we elucidate the pedagogical challenges, knowledge and experiences involved in this field. We also seek to engage delegates in a critical dialogue regarding these findings and the broader question of how pedagogical discourse and practice might respond to global trends in HE.

E4 'The Me and the Not Me': The importance of anti-role models in the construction of professional identities (0261)

Alison Chambers
The University of Central Lancashire, UK

Research Domain: Academic Practice, Work and Cultures

Situated within an interpretive paradigm and drawing upon Foucauldian notions of power, the work of Gibson (2003, 2004) and the biographical narratives (Reissman 2008, Andrews, Squires and

Tambouka 2008) of student physiotherapists this paper focuses upon an exploration of the dynamic interplay between 'student and others' The findings of this research suggest that student physiotherapists actively construct 'others' as anti-role models whom they perceive to be transgressing their idealised professional selves.

It is proposed that this active construction of 'others' as anti role models provides some insight into how role models are chosen. This paper presents narratives of resistance (counter narratives) which stand in opposition to role modelling grand narratives of emulation. This paper proposes that the reciprocal construction of anti-role models in the early stages of constructing professional identities is profoundly positive in helping individuals to work out what they are not.

E6   GeoCapabilities: An International Approach to Researching and Improving Teacher Preparation and Leadership in Geography (0026)

Michael Solem[1], David Lambert[2], Sirpa Tani[3]
[1]Association of American Geographers, USA, [2]Institute of Education, University of London, UK, [3]University of Helsinki, Finland

Research Domain: Learning, Teaching and Assessment

GeoCapabilities is a research project led by the Association of American Geographers (AAG) with funding from the U.S. National Science Foundation. The project's aim is to research the potential of improving curriculum making in geography through transatlantic and trans-European collaborations in pre-service teacher education programs.
The theoretical framework for this project is the "capabilities approach" for education as inspired by the ideas of economist Amartya Sen and philosopher Martha Nussbaum.
The first phase of GeoCapabilities produced case studies showing how capability concepts are articulated in the national geography standards of the United States, England, and Finland.
This paper will present the results of the case studies and illustrate how they establish the foundation of a common transatlantic framework for teacher preparation and curriculum making. The implications of this work for other disciplines will be discussed, as will plans for future work.

E7   These Research Training Resources are Digital, Open, and Global. Who Cares? (0113)

Robin Goodfellow
The Open University, UK

Research Domain: Digital University

Much of the evaluation of open educational resource (OER) initiatives done to date has focused on the effectiveness of international collaborative projects in getting institutional 'buy-in' to the strategic use of open resources, rather than on evidence of individual users' take-up of particular materials This talk presents an evaluation of the take-up for a collection of OERs for research training made available to international postgraduate students as part of an HEA-funded programme. The questions discussed will be: whether visit-levels to these materials support the idea that there is a significant international student audience for open resources in research training out there; what can be inferred about cultural differences amongst users from the evidence of different ways of accessing the site and its resources; and whether reputational gain for UK HEIs is a feasible outcome of delivering these resources without the substantial involvement of educational institutions in the target areas.

E9   "You don't seem damaged:" Exploring the identities of the daughters of single mothers as they experience higher education as first generation students (0131)

Jessica Gagnon
University of Sussex, UK

Research Domain: Student Experience

"When people find out that I just have my mum, they normally can't comprehend. … They're like: 'Oh, I didn't realise. … You don't seem damaged.'" This paper explores the identities of the daughters of single mothers as they experience higher education as first generation students through a thematic analysis of semi-structured interviews with and reflective writings from 25 students who are currently pursuing or have recently completed an undergraduate degree in the United Kingdom. Data was collected during spring and summer of 2013 and analysis of findings is currently being conducted. This doctoral research examines intersectionalities of gender, socio-economic class, and family status as they shape the students' identities and their university experiences. The theoretical and conceptual frameworks upon which this study is built include feminist theory (Butler, 2004; hooks, 2000), intersectionality theory (Lutz, Herrera Vivar, and Supik, 2011), and the concept of social exclusion (Byrne, 2005; Jordan, 1996).

E10   Putting Competence at the Core: Experiences of using the European Key Competences for Lifelong Learning in Postgraduate Programmes. (0214)

Ally Raza Memon, Peter Evans
University of Edinburgh, UK

Research Domain: Learning, Teaching and Assessment

The paper presents key findings from the PROPOUND project which promotes curricular reforms to improve the employability of postgraduate students in response to labour market needs in Europe. The PROPOUND project, supported and funded by the European Union Lifelong Learning Programme, aims to contribute to the modernisation of European Universities. It explores how postgraduate students acquire key transversal competences by piloting and validating different models for identifying and evaluating European Key Competences that are basis for graduate employability. The project works with a range of postgraduate programmes across Spain, Italy, Netherlands, UK and Estonia by developing Case Studies and implementing pilot projects for experimentation and validation of Key Competences particularly focused on activities on the Learning to Learn Competence. Further, the paper discusses research findings and the implications of these for higher education institutes, employers and policy-makers.

E12   Marketing postgraduate courses: education or employability? (0142)

Joanna Williams
University of Kent, UK

Research Domain: Higher Education Policy

This paper offers a critical analysis of the promotional material produced by Higher Education Institution's (HEI's) in the UK for the recruitment of students onto taught academic postgraduate courses. Relevant national policy documents and academic literature are used to contextualise this data. The aim is to consider the motivations HEIs use to recruit students to postgraduate education. A thematic analysis of promotional material such as web-sites and prospectuses shows postgraduate education is increasingly positioned as a means of gaining skills necessary for employment. This

relationship between postgraduate education and employment presents students with unclear boundaries between knowledge and skills; education and training; university and the labour market.

F1 Learning style, learning climate congruence: What does this mean for the self-efficacy and affective commitment of Australian academics? (0015)

Amie Southcombe, Ron Fisher, Ruth McPhail
Griffith University, Australia

Research Domain: Academic Practice, Work and Cultures

The purpose of the study is to examine whether the congruence between learning style and learning climate influences the self-efficacy and affective commitment of university academics. The research design is quantitative, involving survey research. A non-probability sample of 900 academics from a large Australian university was selected with a response rate of 30.33%. The study found that the congruence between learning style and preferred learning climate influenced the self-efficacy and affective commitment of academics. More specifically, the incongruence between learning style and preferred learning climate lowered the self-efficacy and affective commitment of university academics. These findings pose important implications for academic and faculty managers in the need to devise strategies to identify learning preferences to aid the development and retention of their academics.

F2 Changing the HE landscape or pulling up the ladder?: the impact of Student Number Controls on English higher education (0096)

Colin McCaig, Carol Taylor
Sheffield Hallam University, UK

Research Domain: Higher Education Policy

This paper sets out to explore the impact of recent reforms to the English higher education sector that have been overtly designed to further the differentiation of institutions using market mechanisms, such as variable tuition fees, enhanced student choice and student number controls. Using research funded by the HEA it uses empirical data via survey and interview from senior institutional leaders to ascertain the extent, nature and type of impact student number controls and other recent changes are having on both the student profile and the student learning environment within institutions and the wider sector

F3 Reflective writing: I wouldn't start from here …. (0158)

Liz McKenzie, Ken Gale, Rebecca Turner
Plymouth University, UK

Research Domain: Academic Practice, Work and Cultures

Reflection and reflective practice are widely associated with professional development in education (Schön, 1987; Day 1993; Forde et al, 2006). Writing has become established as a means of engaging in reflection through narrative storying of practice (Bleakley, 2000; Bolton, 2005). This paper explores reflective writing through discussion of outcomes from a series of six writing workshops undertaken with a group of Higher Education (HE) practitioners working across different subject areas in a Further Education (FE) College.
Two focus groups and individual semi-structured interviews were also conducted with the participants to explore their experience of the writing workshops and to share our interpretations with them as a means of invoking further responses following St.Pierre (1997). Drawing on Charon and Hermann (2012), different conceptualisations of reflective writing are identified and their implications are explored for the participants' own engagement with writing and the ways they construct reflective writing with their students.

F4   Towards a conceptual model of the 'teaching-engaged academic': An interplay between institutional frameworks, academic development provision and epistemological beliefs (0190)

Eloise Tan
Dublin City University, Iraq

Research Domain: Academic Practice, Work and Cultures

Over 800 academics in eight higher education institutes in the Dublin region responded to the 2010 - 2011 online survey 'Voices of Academics in Ireland'. The survey was conceived in part to provide direction to the academic development programme of the Dublin Region Higher Education Alliance. I discuss findings from the open-ended question:'How would you promote good teaching in higher education'.The answers were coded in line with qualitative thematic analysis with three themes emerging: 1) Institutional frameworks; 2) Structure of academic development provision; 3) Epistemological beliefs towards teaching. From those three themes and their respective subcategories I attempt to build a model to describe the phenomenon of academics engaging/disengaging in professional development related to teaching. The model outlines possible individual and institutional barriers and motivations that may influence whether or not an academic invests time and resources into improving their teaching practice.

F5 Gap Years – resisting institutional pressure (0127)

Lars Ulriksen, Henriette T. Holmegaard, Lene M. Madsen
University of Copenhagen, Denmark

Research Domain: Student Experience

The paper discusses what reasons students give for taking a gap year. Through analysis of narrative qualitative interviews with 38 Danish students just before completing upper-secondary school we find that it particularly is a need to have a break from the institutional pressure the students have experienced in the educational system during upper-secondary school. The gap year therefore serve as an important refuge where students can regain their motivation and engagement in studying that is important for their persistence at higher education. Many students plan to travel or participate in activities that involve creative activities or other activities that may develop them as individuals. The paper corroborates findings in previous research concerning students' reasons for taking a gap year, but apart from emphasising the element of resistance and refuge it suggests that some students may take a gap year because it is expected as a part of the normal biography.

F6 Fast forward: 'Australian youth work education: curriculum renewal' towards a model of sustainability for niche professions (0143)

Trudi Cooper
Edith Cowan University, Australia

Research Domain: Learning, Teaching and Assessment

This poster presents an overview of the findings a project funded by the Australian Learning and Teaching Council (ALTC). Purposes of the project included
• Anticipation of future requirements for the youth work professionals
• Articulation of aspirations, common content, pedagogy, values and guiding principles of Australian university youth work professional education
• Articulation of the relationship with the pre-university youth worker training curriculum
• Exploration of sustainability issues for niche professional courses
The intention of the project was to strengthen cross-institutional collaboration, facilitation of future benchmarking, inter-sectoral and inter-professional pathways, and international qualification recognition.

F7 New tablets in old bottles? Do mobile technologies encourage innovative learning and teaching practice? (0148)

Tessa Owens[0]
[1]Liverpool Hope University, UK, [2]Manukau Institute of Technology, New Zealand

Research Domain: Digital University

This paper reports on a longitudinal study of university lecturer's use of tablet technologies within a British university and considers the use of these technologies in three key areas, namely: as an administrative device, as a research tool and to support innovative learning and teaching practice. The study assessed whether the support of a community of practice (Wenger, 1998) could develop and support innovative learning and teaching practices. The findings are analysed using Zemsky and Massey's (2004) staged adoption of innovations framework and the author reflects upon the relentless introduction of new technologies and considers their potential use in learning and teaching innovation within higher education.

F8   Institutional positioning in Finnish higher education (0021)

Johanna Vuori
HAAGA-HELIA University of Applied Sciences, Finland

Research Domain: Higher Education Policy

With the aim of contributing to the discussion on the relationship between system diversity and institutional positioning, this paper examines the construction of institutional profiles and focus areas as they emerge in the documents related to the performance negotiations between the Finnish Ministry of Education and Culture and higher education institutions in 2008-2013. The results indicate that the meanings of these terms have developed over time, starting with a wide range of institutional interpretations and ending with statements that are conceptually closer to each other but still somewhat vague. The Ministry has consistently requested clearer definitions from the institutions whose definitions in its opinion have been too broad, whilst positively acknowledging those institutions that have been able to narrow their scope and prioritize activity areas. In the Ministry's comments, institutional positioning has also been connected with rewards, encouragement for mergers, and the creation of performance indicators.

F9   Exploring the impacts of policy changes on student approaches and attitudes to learning in contemporary higher education (0100)

Michael Tomlinson
University of Southampton, UK

Research Domain: Student Experience

This paper presents findings from a recent study that explored the impact of policy changes from 2012 in student fees on students' approaches and attitudes towards learning in HE. Drawing upon an in-depth qualitative study with over 60 year 1 and 2 students in six UK HEIs, the paper presents findings on students' values and attitudes towards learning in HE. The study's finding indicate the complexity of contemporary HE students' approaches to HE, including the co-existence of instrumental and developmental values, as well as the continued significance ascribed to HE participation as a vehicle for personal gain. Students' identities and values are also mediated by other significant dimensions including where and what they study, the interplay between formal study and other facets of their lives, including paid-employment, extra-curricular activities and other outside responsibilities.

F10   Understanding Student's Conceptions of Feedback to Improve the Student Learning Experience. (0172)

Edd Pitt
University of Kent, UK

Research Domain: Student Experience

Feedback is evaluative and provides a student with knowledge of their performance in a given task (Hounsell, 1987). Feedback is usually given by academics to facilitate a student's improvement (Hester, 2001), yet often it does not have the desired effect and is unpredictable in terms of enhancing a student's motivation, self-confidence and subsequent effort in future assessments (Young, 2000). The present study analysed social science student's (n=18) conceptions of feedback through the use of drawings (Kearney & Hyle, 2003) and semi-structured interviews. Eight broad dimensions were revealed from the data, suggesting varied conceptions of feedback within the participant group. Delegates will be presented with selected examples of students conceptions of

feedback. Implications for practitioners when giving students' feedback, to improve the student learning experience will also be discussed.

F11 Meeting new expectations: heads of department as leaders in universities in the Arabian Gulf (0025)

Jwharh Madgali, John Taylor
University of Liverpool, UK

Research Domain: Management, Leadership, Governance and Quality

Meeting new expectations: heads of department as leaders in universities in the Arabian Gulf
The importance of leadership in higher education institutions is well recognised. However, most of the literature is derived from Europe or North America, and is primarily concerned with senior levels of leadership. By contrast, this paper looks at the leadership role of Heads of Department and is based on experience in the Arabian Gulf. The paper uses interviews with 39 stakeholders to examine the changing role of the Head of Department, and the range of knowledge and skills necessary to meet new expectations. Given the rapid expansion of higher education in the region, the importance of effective leadership is clear. The paper shows some differences of emphasis compared with Western experience; aspects of leadership development and training are also emphasised. The paper adds to literature on leadership in higher education, with new geographical and cultural perspectives.

F12 Internationalising Allied Health Education: Challenges to Internationalisation At Home (0129)

Srivalli Vilapakkam Nagarajan, Lindy McAllister
The University of Sydney, Australia

Research Domain: Learning, Teaching and Assessment

Preparation of globally competent health graduates who have a good understanding of local and international healthcare is an important goal for allied health (AH) education. Internationalisation of curriculum and Internationalisation at home (IaH) strategies can be used to prepare students to work in culturally diverse contexts. Evidence on the evaluation of progress made on such initiatives and their impact on AH students' practice (including development of health graduates' intercultural competence) is still scarce on both national and international levels. We explore current approaches to IaH in AH disciplines (Speech Pathology, Occupational Therapy and Physiotherapy). Some curricular and pedagogic considerations for implementation of IaH are presented. Important challenges for progress on internationalisation goals and integration of IaH experiences into the AH curriculum are identified. The paper concludes with some questions for future research that are key to securing the full educational worth and integration of internationalisation goals with the AH curriculum.

G1 Are Health Professionals Better Off in Foreign Industries? - On Inter-Industry Wage Differentials and Job-Related Ability (0032)

Sofie Cabus
Top Institute for Evidence Based Education Research, TIER-Maastricht University, The Netherlands

Research Domain: Academic Practice, Work and Cultures

This paper explores wage differentials of graduates in nursery, midwifery, or care -- who have to make a choice of employment at the start of their career. We focus on the potential switch the respective graduates can make from the life sciences and health sector to other, foreign sectors, and its effect on wages. The empirical strategy benefits from data on abilities necessary to perform in the job. Owing to iterative one-to-one matching, we make graduates homogenous with respect to their background characteristics and abilities. The results indicate that job-related ability in the life sciences and health industry does not pay-off as well as in foreign industries. We also indicate that, if the level of job mismatch would exceed the increase in wages owing to switching from LHS to other industries, then it is no longer beneficial for the respective graduates to switch industries.

G2   The impact of tertiary education in low and lower-middle income countries: a rigorous review (0107)

Moses Oketch, <u>Tristan McCowan</u>, Rebecca Schendel
Institute of Education, University of London, UK

Research Domain: Higher Education Policy

After two decades of waning support in the 1980s and 1990s, global changes in the context of the emerging 'knowledge economy' have stimulated a renewed interest in tertiary education (TE) in Africa, Asia and Latin America. This rigorous review seeks to answer the question: What is the impact of tertiary education on economic growth and development in low and lower middle-income countries (LLMICs)? The review maps evidence from existing research studies onto a conceptual framework showing the diverse pathways of impact, including human capital theory, endogenous development, capabilities and institutional growth. A total of 6675 studies were identified and screened using a systematic review technique; approximately 150 were included in the final review and analysed using a framework synthesis approach. One of the key focuses of the review is to assess the extent to which theories of impact established in high income countries are applicable in developing contexts.

G3   The formation of academic staff members' epistemic stances (0130)

<u>Kathryn Bartimote-Aufflick</u>, Angela Brew, Peter C. Thomson
University of Sydney, Australia

Research Domain: Academic Practice, Work and Cultures

Epistemic stances are the paradigms that encapsulate the underlying system of beliefs individuals hold – in regards to knowledge and knowing. An aim of this study is to understand the relationship between academic staff members' stances and the cultural layers of gender, age, discipline, institution, ethnicity, religion, and parents' education and religion. Participants are from 8 disciplines across 4 universities. They completed an online survey, and 468 useable responses were received. Many respondents indicated they were willing to participate in a follow on interview, and 95 were conducted. Two questions were important in differentiating between the epistemic beliefs of participants: if knowledge is created or discovered; and if truth and an independent reality exist or not. On the basis of their answers, participants were allocated to one of 4 stances: postmodernism, realism, hypothetico-deductivism, and empirical realism. Stances were related to seniority, birth year, gender, discipline, religion, and religious community involvement.

G4   What drives academics to engage in internationalisation? Motives and 'logics of action' in cross-national collaborative study programmes (0241)

<u>Vassiliki Papatsiba</u>
University of Sheffield, UK

Research Domain: Academic Practice, Work and Cultures

This presentation is concerned more broadly with the ways in which policies and incentives for internationalisation in HE influence individual academic action and shape professional conduct by impacting on, or being mediated by, contexts that are significant to the actors. It draws on interviews conducted with academics leading cross-national Masters programmes, in different disciplinary and subject areas, in England, France, Norway and Spain. Its aim is to examine whether and how what is sought and what can be achieved by academics engaged in cross-national study programme collaboration, often portrayed as 'world-class' programmes, can be understood with reference to supranational or national policies and regulations, institutional HE settings, disciplinary and professional cultures. The focus here is on individual academics and the ways in which they account for their motives for engaging in joint study programme development, and the 'logics of action' emerging through their accounts of internationalisation in the making.

G5 Preparing for Professionalism. How Engineering Students Experience the Role of Professional Engineers in Society (0063)

S. Haase
Danish Centre for Studies in Research and Research Policy, Aarhus University, Denmark

Research Domain: Student Experience

Abstract
Higher education institutions are considered important actors to secure and provide a professionalised workforce, and they play a pivotal role in the formation of a professional identity among their graduates. Technology professionals such as engineers are confronted with blurred boundaries between and within different disciplinary fields and a virtually ubiquitous role of technology in an increasingly globalised society facing challenges like resource depletion, poverty, climate change and economic crisis. Engineers are expected to take on environmental, techno-scientific and socio-technical roles and to add contextual skills to their scientific and technical competencies along with social responsibility. Two-point surveys to all Danish engineering students in the 2010 cohort during their first year of enrolment were deployed in order to investigate their views on the role of engineers in society. The results indicate that student experiences run counter to some of the intentions for their professional identity development.

G6 Comparing the United Kingdom and United States Undergraduate Curriculum: Analysing Depth Versus Breadth (0144)

Jonathan Parker
Keele University, UK

Research Domain: Learning, Teaching and Assessment

This paper compares the undergraduate curriculum in higher education institutions in the United States and United Kingdom. These two countries represent the two leading models for undergraduate degrees in the world, but each pursues very different values. The United States promotes breadth and choice while the United Kingdom prioritises depth and specialisation. The paper analyses these different values by surveying degree requirements for all universities in the United Kingdom and a random sample of 200 American higher education institutions. The degrees are measured by the percentage of required courses, the use of prerequisites, and the level of choice allowed to students in selecting courses. The results indicate that the American liberal arts model of choice and breadth applies broadly, including both arts and sciences, thought it does not apply to the professional subjects. The United Kingdom approach to depth and specialisation appears remarkably strong and consistent across all universities.

G7 Researching academic literacies in the digital university: considering individual accounts and network practice (0167)

Mary Lea
Open University, UK

Research Domain: Digital University

This presentation raises methodological questions about researching academic literacies in the digital university. It speaks directly to the conference theme, in addressing what higher education research can tell us about being part of a global and technological higher education community, but challenges any assumption that this can be understood primarily through capturing the individual experiences of the different members of this community. In elaborating this, it will be suggested that a valuable complementary perspective to academic literacies research (see, Lillis & Scott 2007), which has paid close attention to individual – as opposed to network - accounts of practice and meaning making, is work broadly conceptualised as actor network theory (see, Law 2009). The presentation will draw on

examples from research in order to examine the value of combining these two perspectives in the context of a digital higher education, where competing networks jostle for power and control.

G8 "I was going from one dead end job to another": Developing the employability of Access to Higher Education students. (0038)

Nalita James, Hugh Busher, Ania Piela, Anna-Marie Palmer
University of Leicester, UK

Research Domain: Higher Education Policy

Access to Higher Education, is a nine-month diploma that offers a route into University, particularly for mature returners with few or no qualifications. It is portrayed as widening participation and a way out of dependency and low expectation, offering individuals a 'second chance education.' Access practitioners and academics have tended to identify Access students with the 'educationally disaffected', but this ignores how their experiences of the peripheral labour market influence their decisions to return to formal education via Access. Drawing on data from an ongoing project on Access students' education to work transitions, this paper examines this issue and the extent to which an Access 'qualification' is perceived by the students as adding to the value of their labour power. The paper argues for the dual value of Access not only in terms of offering individuals the opportunity to develop intellectually but to better equip them for work.

G9 Agency and the socio-economic identity of students (0223)

Anna Round
University of Sunderland, UK

Research Domain: Student Experience

The definition of a 'student' positions her in relation to the intellectual activity of learning, a specific setting and/or institution where that learning takes place, and the wider society in which these are located. All of these involve both the integration of 'studenthood' into social identity, and the exercise of various kinds of agency. In this paper I examine the nature of students' agency as socio-economic and educational actors. I suggest that analogies with established roles such as 'customer' and 'client' are of limited value in understanding the implications of recent changes in HE policy for students' learning and socio-economic identity, and explore the complexity of students' reflections on their negotiation of the new educational and economic landscape.

G10 Exploring the role of feminist knowledge in student transformations: A Bernsteinian analysis (0043)

Andrea Abbas[1], Monica McLean[2], Paul Ashwin[3]
[1]University of Lincoln, UK, [2]University of Nottingham, UK, [3]Lancaster University, UK

Research Domain: Student Experience

A three-year ESRC funded project which investigated sociology-related social science degrees in four universities differently located in UK league tables found that students from all universities were personally transformed by sociological knowledge. To explore more specifically the extent and nature of students' engagement with and transformation by gender/feminist knowledge, we analysed curriculum documents, student interviews, and a recording of a seminar. Data was analysed through the lens of Basil Bernstein's concepts of classification of curriculum knowledge and framing of pedagogy and revealed generally low levels of engagement with gender/feminist knowledge, especially on the part of men. Engagement was enhanced by dedicated modules and pedagogy which encouraged students to reflect on the personal and social relevance. If sociology-related social

science graduates are to play a role in reducing gender inequality, gender/feminist knowledge needs to be classified and framed in ways that engage men and women.

G11 Prism of Change? The academic middle manager and the transformation he accomplishes Ton Kallenberg Researcher Head Staff Department Education Research & Student Affairs Erasmus University Rotterdam (0031)

Ton Kallenberg
Erasmus University Rotterdam, The Netherlands

Research Domain: Management, Leadership, Governance and Quality

Higher Education Institutes (HEIs) must innovate. HEIs that do not so, will lose their connection with a continuously changing market and will lose their raison d'être. Therefore they must try to develop strategic innovations in a focused way, which they can use to profile their position towards other institutions. Achieving innovation is a viscous process and does not always lead to the desired result. The academic middle manager plays an important role in whether or not this innovation is achieved. What is his role? What organizational and functional related variables do affect this role? This research examines the variables which affect the roles of academic middle managers. This paper reports on the results whether or not there is cohesion between function related variables, organizational variables and the roles of academic middle managers. It is based on a survey among academic middle managers of institutions for Higher Education in the Netherlands.

G12 How to make better mistakes? Inspiring reflective and innovative teaching through creative approaches to teachers' learning experiences (0246)

Sussi Louise Zimmermann
Roskilde University, Denmark

Research Domain: Learning, Teaching and Assessment

This paper explores one of the central challenges facing contemporary higher education teaching: how to increase reflective practice and creative teaching amongst teaching staff. In an era of intense battle for talent clear institutional learning goals in relation to the development of teachers are essential. Using the dictum If you don't innovate, someone else will (Francis Bacon), the Teaching and Learning Unit at Roskilde University (DK) set out to attract attention to the importance of learning for staff as well as students. Providing workshops such as: How to make better mistakes, reflective practice, creative art mindmapping, the Unit works with the teachers to improve teaching experience from the bottom up. Findings show that changing the learning ideals in staff development to harmonise those expected of the students does foster some resistance. However, the personal supervision of all participants and the increased focus on enjoyment in teaching practice is popular.

H1 Is Bologna Working? Employer and Graduate Reflections of the Quality, Value and Relevance of Business and Management Education in four EU Countries (0039)

Helen Higson, Jane Andrews
Aston University, UK

Research Domain: Academic Practice, Work and Cultures

This paper focuses on the relevance of undergraduate management Higher Education from the perspectives of recent graduates and graduate employers in four European countries. Drawing upon the findings of a qualitative study in which data was collated and analysed using grounded theory research techniques, the paper brings attention to graduates' and employers' perceptions of the value

of Higher Education in equipping students with skills and knowledge, as well as softer 'generic' skills. It also highlights the importance of formal 'work-based' learning within the undergraduate curricula in providing students with the skills required by employers in a global workplace. The paper concludes by noting that whilst many Higher Education institutions are beginning to introduce work-based learning, there is still some way to go before all undergraduate students are provided with the opportunity to acquire cultural capital whilst testing the applicability of what they have been taught within a real-life work situation.

H2   Higher education, political cultures and public good: A comparative study (0164)

Simon Marginson
Institute of Education, UK

Research Domain: Higher Education Policy

What is the basis of sociability or 'public good' in advanced societies? How do higher education institutions and systems contribute to it? How can we enhance it? Whereas economics identifies private individual benefits of higher education such as augmented earnings, the public or social benefits pose a more difficult conceptual, empirical and policy problem. Notions of the public or social role also vary between the major regional traditions and political cultures (e.g. English-speaking limited liberal states, Nordic systems, Germany, Russia, China and East Asia, Latin America, etc.). The paper reports on the first year of a three-year comparative investigation of the role of higher education in producing national and global public goods. These goods include collective benefits jointly not individually consumed, such knowledge, equitable opportunity, scientific literacy and cosmopolitan social relations. The paper outlines findings from the first two of eight planned national case studies: Australia and Russia.

H3   Tenure Track Tensions: Academic Career Paths in a Deregulated Sector (0132)

Lars Geschwind[1], Anders Jörnesten[0]
[1]KTH Royal Institute of Technology, Sweden, [2]Knowledge Foundation, Sweden

Research Domain: Academic Practice, Work and Cultures

In this paper we are investigating how career tracks are being developed at Swedish higher education institutions in the aftermath of a new autonomy reform, launched in 2011. The study is based on semi-structured interviews and documentary studies from three Swedish universities of which one is private, one is single-faculty and one is comprehensive. All three universities have introduced tenure track systems based on promotion criteria. The paper revolves around some of the tensions/key issues we have identified in relation to tenure track systems. These include the scope of the tenure track in relation to other academic posts, the use of hard (metrics) or soft (peer review) promotion criteria, the division of academic tasks and mobility (international and across industries). The results show big differences between the universities, e.g. regarding the scope of the tenure track and the use of promotion criteria.

H4   Alternative knowledge networks in higher education: how, why and with what consequences (0220)

Filipa M. Ribeiro
University of Porto, Portugal

Research Domain: Academic Practice, Work and Cultures

This paper aims at exploring the emergence, the features and the meaning of alternative knowledge networks at higher education. It intends to do so by analysing the professional and personal networks

of academics at a Spanish university and its impact in terms of diversity in the processes of creation of knowledge. By empirically focusing on the structure of the knowledge networks and on the discourse about knowledge creation related to those networks, this paper elaborates on how these emerging alternative knowledge networks are strategies of professional demarcation and resistance adopted by academics. Whereas there is conflicting evidence about when, why and how social and personal networks affect individual knowledge creation, this paper argues that the alternative knowledge networks occur simultaneously and not necessarily in opposition to the regular collaboration and co-authorship networks of academics.

H5   The good academic - revitalizing the discourse of transformation in higher education (0071)

Soren Smedegaard Bengtsen, Tine Wirenfeldt Jensen
Aarhus University, Denmark

Research Domain: Student Experience

The world is changing around us and requires that we make changes in the field of Higher Education with it. This calls for a critical view on the current theoretical frameworks that shape and define our understandings and preconceptions of core values in Higher Education. Dominant discourses with inherent taxonomies or understandings of the right way to transform and acquire new identities need to be challenged as they can tend to become hegemonic as well as decontextual and therefore seem less and less relevant for teachers as well as students. Based on a language sensitive analysis of 48 semi structured interviews with university teachers and students, we argue that there is a need for a more inclusive and diverse language in educational theory in order to create a space for transformation of teacher and student experiences in Higher Education.

H6   Personal Development Planning as a means to strengthen supervisory relationships in doctoral education (0180)

Sofie Kobayashi, Brian Grout, Camilla Rump
University of Copenhagen, Denmark

Research Domain: Learning, Teaching and Assessment

Higher education literature describes the relationship between doctoral students and their supervisors from different perspectives, usually referring to the power relations between the two and advocating for the importance of clarifying expectations of the supervisory process. The dimension of 'closeness' building a robust and trustful relationship has been the topic of research in only a few studies. While personal development planning is used extensively in higher education in the UK to strengthen the learning process of students, this study documents another potent use of the tool. In an introduction course for new PhD students at the University of Copenhagen participants are required to share their personal development plan with their supervisor, and our analysis of reflective notes reveal how this can contribute to a better working relationship.

H7   Dimensions of openness in MOOC environments (0207)

Darren Mundy, Craig Gaskell
University of Hull, UK

Research Domain: Digital University

Taking as a basis an initial classification of connectivist MOOCs (cMOOCs), and traditional course driven (xMOOCs), coupled with recent MOOC taxonomy attempts by Donald Clark and Grainne Conole, this research explores the dimensions of openness in MOOC environments. Similar to Massively Open Online Role Playing Games (MOORPGs) MOOCs come in a variety of forms

everything from institution driven, through to community driven online courses. Truly realising the potential for MOOC development into the future will include understanding how open community driven MOOC structures can be combined with xMOOC environments, creating a framework for knowledge and accreditation.

H8   Beyond mass higher education? Transforming policies, institutions and the idea of the university for the 21st Century (0051)

David Smith, Anna Jones
Glasgow Caledonian University, UK

Research Domain: Higher Education Policy

This paper explores the discourse of higher education focusing upon the place of the university in 21st century Britain. Universities have come under increasing scrutiny as governments globally develop radical reforms designed to rebalance the costs of mass HE alongside insistence that performance is tied to specific and measurable outcomes. Conversations about the university's role are not the sole preserve of the academy, but are discussed extensively in public arenas. However, few comments on the future of HE draw directly on the views of those individuals with responsibility for steering the system or its institutions. The paper uses evidence derived from interviews with politicians, heads of university groups and public intellectuals to provide deeper insight into publicly available commentary in policy, speeches and other media statements. Its purpose is to interrogate perspectives on changing policies for HE and its institutions and how the 'idea of the university' is being transformed.

H9   Why students leave engineering and built environment programmes when they are academically eligible to continue (0023)

Nazeema Ahmed, Bruce Kloot, Brandon Collier-Reed
University of Cape Town, South Africa

Research Domain: Student Experience

The retention of engineering students within higher education is a concern for most institutions. The current paper is an attempt to gain a deeper understanding of why engineering and built environment students fail to return to their degree programmes, despite them being academically eligible to continue their studies. The sample comprised 169 students in the Faculty of Engineering and the Built Environment, who were in good academic standing, but failed to register for their studies the following academic year. The sociological notions of structure and agency were used to make sense of the data. There were cases in which students had control over their decision to leave the engineering faculty and there were those in which students are dominated by various structural factors. The findings allow for the institution to decide on what actions can be taken in order reduce the number of students leaving in good academic standing.

H10   'Lad Culture' and Learning in Higher Education (0212)

Carolyn Jackson
Lancaster University, UK

Research Domain: Student Experience

While there have been numerous studies exploring 'laddish' cultures within secondary schools in Britain and elsewhere, research on laddism in higher education (H.E.) is scarce. However, anecdotal evidence, media reports and the recent NUS research project suggest that laddism is rife and problematic in universities.

This paper presents and discusses research funded by the Society for Educational Studies, the aim of which was to begin to explore laddism in H.E.. The project focussed on students studying sports science in a post-1992 university in England. Research methods included questionnaires, observations of lectures, and one-to-one interviews with students (36) and staff (5). The paper explores manifestations of laddism, the implications for students and lecturers, and responses to it. In particular, it considers what 'laddism' means in a H.E. context, and the ways in which lad cultures impact on student learning inside and outside of lecture contexts.

H11 Swimming with 'academic piranhas': the transition experiences of senior professional services managers entering HE from other sectors (0171)

Steve Woodfield
Kingston University, UK

Research Domain: Management, Leadership, Governance and Quality

This paper will present and discuss the findings of a recent qualitative research study funded by the Leadership Foundation for Higher Education (LFHE) focused on the recruitment and transition experiences of senior managers (mainly professional services staff) who have recently entered HE from other sectors. It will also report on their perceptions of higher education organizational and management cultures compared with other sectors. The presentation will discuss how the study findings compare with recent research on institutional leadership in HE and the key research themes: motivations for non-HE recruitment; the recruitment process; induction; support and mentoring; reflections on culture; and career development. It will conclude with a discussion of the key issues and implications arising from the research including: refining recruitment practices; the need for improved induction for non-HE staff; navigating academic governance structures; bridging professional and academic 'silos'; and career development for non-academic senior staff.

H12.1 Aspiring to bridge the gap between A-level and HE: A study of assessments and additional support lessons (0109)

Frances Wilson, Sanjana Mehta, Simon Child, Irenka Suto, Sally Brown
Cambridge Assessment, UK

Research Domain: Learning, Teaching and Assessment

New undergraduates can encounter multifaceted transitional challenges in their progression from A-level to university. This paper presents research exploring these challenges for students of biology, English and mathematics. Three questions were addressed:
1. What is the focus of additional support lessons at university?
2. What are lecturers', undergraduates', and A-level teachers' views of the content of these lessons?
3. How do assessment practices at A-level and at university compare?

Case studies of additional support lessons were conducted at nine contrasting UK universities. Interview and observation data were collected. Assessment materials at A-level were compared with those at sixteen UK universities.

Participants indicated that the additional support lessons facilitated the development of critical thinking and academic writing skills. Assessment was more varied at university than at A-level, taking place sooner in the course, but with more guidance when novel. A-level re-developments and longitudinal coherence in pedagogy and curricula are discussed.

Debra Cureton, Glynis Cousin
University of Wolverhampton, UK

H12.2 Minding the Gap - From Disparity to Beyond Dr Debra Cureton (0078)

Research Domain: Learning, Teaching and Assessment

The sector wide differences in the attainment of students categorised as Black Minority Ethnic (BME) and as white increases, despite the good degrees gained by students categorised as BME rising year on year (ECU, 2012). In this research staff and student perceptions of the attainment gap are explored and initiatives to reduce the gap are implemented. The research identified four areas that are crucial to student success and contribute to gap:
• the quality of learning relationships
• pedagogic factors: i.e. the clarity of assignment briefs
• psychosocial barriers: i.e. student expectation, belongingness and fear of stereotype threats
• social capital: i.e. understanding the HE rules of engagement

On conclusion of the programme the University saw a 2% decrease in its attainment gap. This work continues through the What Works Change Programme and considers how assessment practices can impact of student retention, progression, success and sense of belongingness.

H12.3 How do students see the connections among undergraduate courses? Using concept mapping to make interdisciplinarity visible (0120)

Paulo Correia, Camila Cicuto, Joana Aguiar
Universidade de São Paulo, Brazil

Research Domain: Learning, Teaching and Assessment

The integrated understanding of different disciplines contents is a key aspect that must be considered in the undergraduate courses, in order to prepare professionals to deal with the increasing complexity of the knowledge society. Using hypertexts to address real-world high-complexity issues in classrooms helps manage extensive information from diverse disciplinary fields while engaging students in productive, collaborative work sessions to generate the synergistic effect of combining many informed individuals' perspectives. Novakian concept maps (N-Cmaps) can be used to create hypertext, i.e., a set of hyperlinked N-Cmaps that include associated resources about any domain. We present a case study involving first-year students (n=52) who developed a hypertext about six undergraduate courses, which were devised to promote interdisciplinarity. Our results confirmed N-Cmaps captured students' perceptions about the conceptual connection among these courses. The comparison between students' and academics' views about these courses may inform further curricular changes to deepen interdisciplinarity.

J1 Quality assurance or neo-imperialism: Developing universities in the third world (0058)

Hanne Kirstine Adriansen[1], Lene Møller Madsen[2]
[1]Aarhus University, Department of Education, Denmark, [2]University of Copenhagen, Department of Science Education, Denmark

Research Domain: Academic Practice, Work and Cultures

Capacity building within higher educational institutions in so-called developing countries is gaining momentum and likewise the research field 'international education and development'. In this paper we address the question: How can we make capacity building of higher education in developing countries without imposing a neo-imperialist agenda? We provide a first attempt to answer this by discussing our experiences of being part of the Danish Building Stronger University (BSU) capacity building project. Here we realized that we had participated in a mainstreaming of academia despite our intention to do the opposite. Hence, we want to address how quality assurance can be made without imposing Western epistemologies. We call for an appreciation of different knowledges instead of mainstreaming in the name of internationalisation and globalisation. Capacity building of higher education in developing countries should ensure a broader perspective of educational quality in order not to lose knowledge diversity and wisdom.

J2 Public-private dimensions and equitable access to quality higher education: perspectives from Brazil and England (0195)

Vincent Carpentier, Tristan McCowan
Institute of Education, UK

Research Domain: Higher Education Policy

The historical tensions between funding and expansion of higher education have been addressed differently in different countries. One key trend has been a worldwide acceleration of private funding and provision which has generated controversies on the impact of the redefinition of the funding regime on the social contract in higher education. This paper explores how Brazil and England have used the public and private sectors in distinct ways to ensure equitable access to quality education, and with what impact. While these two countries have very distinct trajectories in terms of cost sharing and for-profit providers, the experiences of each are illuminating for the other. Using key historical statistics and policy documents, this paper examines the strategies for expanding access through public and private sectors in the two countries and the implications for the whole system, institutions and students.

J3   What if the grass is greener? Engaging with academic career options during times of change. (0147)

Jean Rath
University of Canberra, Australia

Research Domain: Academic Practice, Work and Cultures

This paper draws on a five-year research project using a longitudinal biographical approach to explore the nature of academic work and academic careers amongst doctoral students, post-PhD researchers and new lecturers in the social sciences. The analysis focuses on the accounts of participants who were actively seeking or engaged in paid academic employment, yet who spoke of imagined future career options other than within academia. Whilst the opportunity structures presented post-PhD represented challenges, even participants with considerable career success and academic job security, retained significant "grass is greener" visualisations of options beyond higher education. It is suggested that early career academics' talk of imagined alternative lives outside academia may be a strategy that enables them to gain a sense of agency in order to renegotiate their engagement with higher education in a way that enables them to learn how to be an academic in times of rapid change.

J4   Power and gender: analysing the experiences of women for transformed practices in higher education in South Africa (0224)

Rita Niemann
University of the Free State, South Africa

Research Domain: Academic Practice, Work and Cultures

Gender is a powerful principle of social differentiation. Structures, mainly constructed by society, are visible in the careers of women in higher education. However, there is limited theory on what constructs of power underpin these divides in higher education. In view of transforming such divisions of labour, an understanding of the experiences of women in terms of their positioning, as a result of structures of power, is necessary.

Generic in-depth interviews were conducted with 11 women at five South African universities. It was necessary to seek deeper layers of understanding of the participants' experiences at their universities. Drawing on the data I argue the need to shift from unidirectional structures that perpetuate power and privilege by drawing on the theories of Connell (1987) and Bourdieu's (1990) to inform institutional policy and management in order to bring about nuanced shifts in higher education institutions in future.

J5   One size doesn't fit all: Pathways into and within higher education institutions (0081)

Sylvie A. Lamoureux, Alain Malette
University of Ottawa, Canada

Research Domain: Student Experience

This paper explores challenges faced by institutions of higher education in light of increasing diversity within their student body. As students registering at a particular university come from increasingly diverse linguistic and cultural milieus in communities close to the institution, they also come from increasingly distant communities, as well as diverse academic and scholastic traditions. As part of its institutional data analysis for a Higher Education Quality Council of Ontario funded project on regional peer mentoring for its francophone students, the research team at the University of Ottawa (uOttawa) became more aware of the diversity within what was considered homogeneous groups such as

Francophone and Anglophone students, or groups from specific geolinguistic or geopolitical communities. Given the great variety of pathways into the university, how can we afford to only offer one pathway within a program? This paper highlights some of the challenges and solutions currently explored at uOttawa (Canada).

J6   The Correlates of Statistics Anxiety (0185)

Rosalyn Collings, Martin Tolley
University of Northampton, UK

Research Domain: Learning, Teaching and Assessment

Anxiety surrounding statistics seems prevalent within Higher Education yet most courses in Psychology require students to study Statistics. To further understand Statistics Anxiety 122 first and second year psychology students completed a cross sectional questionnaire focusing on Statistics Anxiety and the potential correlates identified from the literature: General Anxiety, Stress, Statistics Self-Efficacy, Curiosity, Need for Cognition and Motivation. Analysis revealed significant correlations between Statistics Anxiety and all of the variables of interest as well as a medium effect size correlation with Achievement. The best predictors of Statistics Anxiety were Self-Efficacy, Fear of Failure and Curiosity explaining 56% of the variance. Mediation analysis highlights that the Statistics Anxiety and Achievement relationship is mediated by Adaptive Motivational Behaviours. The importance of differing correlates with the sub-components of Statistics Anxiety are highlighted in relation to potential interventions and future multilevel and longitudinal research is discussed.

J7   Pragmatics for online learning - communicative competence and learning technologies (0228)

Anna Round
University of Sunderland, UK

Research Domain: Digital University

We learn the social 'rules' for using language through an ongoing process of interaction and observation. Much of this learning is tacit, and face-to-face settings offer many opportunities for 'safe' practice, testing of competence, and gentle correction of errors in which the physical presence of speakers encourages a forgiving and encouraging approach. In online settings the need to participate and become 'visible' means that participants engage swiftly, often before they have had the chance to grasp the unwritten rules which will allow them to communicate effectively and safely. This paper examines individual reflections on the process of learning the 'pragmatics' of online language use in a variety of settings, and the development of a 'pragmatics' within an academically oriented Facebook group. Issues encountered the absence or misreading of 'cues', the difficulties of negotiating online networks of interlocutors and selecting tone and topic appropriately, and the challenges of asynchronous communication.

J8   Attendance as Control (0060)

Julian Beckton
University of Lincoln, UK

Research Domain: Higher Education Policy

The issue of student attendance monitoring has been pushed up the higher education sector's agenda by the decision of the UK Border Agency to withdraw "Highly Trusted Sponsor" status from London Metropolitan University. Even though that decision has now been reversed and neither the Border Agency nor its successors actually require the monitoring of student attendance at every session, many institutions are introducing attendance monitoring polices. In this paper I report on a

survey of the extent to which such policies are being introduced, argue that the practice of attendance monitoring may have some value to universities, if it is introduced with appropriate safeguards and suggest a tentative conceptual framework of different models of monitoring, and discuss evidence from a small number of cases that suggests attendance monitoring is actually being used to control student behaviour, in the Foucauldian sense of normalising patterns of behaviour through measurement of those patterns.

J9   Who are the mobile graduates? Similarities and differences between Intra-European mobile graduates and those remaining in the UK after graduation. (0137)

Heike Behle, Charikleia Tzanakou
Warwick Institute for Employment Research, University of Warwick, UK

Research Domain: Student Experience

The UK has often been discussed as destination country for many highly skilled migrants. Some recent reports, however, have placed the migration of British educated people on the agenda. This paper analyses the social composition of inner-European mobile graduates in the context of the current recession and recent political developments (Bologna-Process, EHEA). Using data from a survey of UK educated graduates and its qualitative SHRE follow-up study, the paper compares the social composition and current activity of three groups of mobile graduates (UK graduates, returners and other graduates) to other European countries with those remaining in the UK. Personal and higher education-related variables together with the current type of employment were significant for the distinction between mobile graduates and those remaining in the UK after their degree. Even though it is an important component of the Bologna-Process, many respondents experienced barriers in the recognition of their UK degrees.

J10   Using creative writing to understand the student experience (0119)

Matthew Cheeseman
University of Sheffield, UK

Research Domain: Student Experience

This paper discusses the use of creative writing as a means of inquiring about the UK student experience. It is based on a module designed for Erasmus and Study Abroad students studying English at the University of Sheffield, adopting a creative writing methodology previously developed within the department. By using creative writing as a reflective mode of inquiry and not as an artistic pursuit, the module is designed to encourage students to comment on Higher Education (HE) and student experience from the psychological, emotional perspective that creative writing privileges. Exchange students are thus encouraged to 'voice the other'. Post-module recorded focus groups with students and anonymous module assessments suggest the methodology has been effective and especially useful in allowing mixed ability exchange students to empathise with both the positives and the negatives of a neoliberal, monetized HE system.

J11   When to innovate and when to mimic? Responding to disruptive changes in higher education (0052)

Hossein MahdaviMazdeh, Loren Falkenberg, Oleksiy Osiyevskyy, Jim Dewald
Haskayne School of Business, University of Calgary, Canada

Research Domain: Management, Leadership, Governance and Quality

Numerous disruptive forces are changing universities' customer base, competitive landscape and funding model, and requiring the rethinking of strategies and administrative models. We explore the

circumstances influencing whether institutions should adopt a "first mover" (innovation, proactive) or "mimicking" (imitation, reactive) response to these disruptions. We empirically compare the approaches of – elite (top 25 in the world) and mid-tier universities (between 25 and 500 in the world) – in response to three categories of disruptive changes: demographic (aging and diverse population), technical advancements (on-line education), and economic (shift in funding base from public to private), with changes in the relevant ranking systems as the dependent variable. Based on our findings, we develop a strategic planning framework that integrates the premises of three management theories for mid-tier universities to consider when deciding to be the first to innovate or when to mimic.

K1.1 The integration of research, teaching and learning: the impact of national and international collaborations on practice. (0202)

Bettie Higgs, Catherine O'Mahony
University College Cork, Ireland

Research Domain: Academic Practice, Work and Cultures

In Ireland, the research-teaching nexus debate led to the establishment of the National Academy for the Integration of Research, Teaching and Learning in 2007. This is an inter-institutional collaboration, led by University College Cork, that serves all higher education institutions. Initially, the language of the integration of research, teaching and learning (IRTL) was not highly developed. Five years on, and very much influenced by Boyer's (1990) definitions of scholarship, and the work of Healey and Jenkins (2005), Brew (2006) and others, the multiple strands of IRTL have been teased out, expanded and clearly articulated. Analysis of the language used in grant applications, and award nominations over the five year period has been carried out, to detect any changes that have occurred. This paper will present the results of this analysis. Implications for future national and international collaborations will be discussed.

K1.2 Developing expertise in higher education administration and management: Perspectives of alumni students (0062)

Vuokko Kohtamäki, Seppo Hölttä
University of Tampere, Finland

Research Domain: Academic Practice, Work and Cultures

This paper analyses the interaction of research, teaching and expert work in the context of the Finnish national continuing education programme, Higher Education Administration and Management (KOHA). The goal of the KOHA programme is to enhance and deepen higher education experts' understanding of higher education organisations, their administration and management and their leadership. From the outset, the pedagogical idea has been based on the firm interaction between research and teaching from the point of view of teachers and students. Students learn in research-led environments, building linkages between theory, research and their expert work and professional knowledge. Teachers are supervisors providing research-based teaching and supporting students in their research-led learning. Using an electronic survey, this study collected feedback from the KOHA alumni students. This paper will present preliminary results of the survey (n = 68, three student cohorts) in a relational frame between teaching, learning, research and expert work.

K1.3 The research-teaching nexus and academic identities in Portuguese nurse education (0072)

Amélia Lopes
Faculty of Psychology and Educational Sciences - University of Porto, Portugal

Research Domain: Academic Practice, Work and Cultures

Throughout the last decades Portuguese nursing has undergone a strong process of professionalization. Nurse education has played an important role in the process of affirming nurse autonomy by focusing nurses' professional knowledge on caring. Nowadays, nurse education is confronted with the necessity to foster both the ability to conduct research and provide professional education. The paper addresses the academic identities of nursing lecturers, focusing on how they define and connect teaching and research. The biographical narratives of fourteen lecturers were analyzed. Findings reveal that the 'research led' model determines the connection between the research and teaching chosen by lecturers. The results also show that the research is defined in two different ways: as published research, separate from their task of educating nurses; and as a reflection, linked to their task of educating nurses. The paper concludes with information about students learning by research as a way of overcoming this opposition.

K1.4 Pre-service students' perceptions of research and inquiry (0050)

André Vågan, **Jens-Christian Smeby**
Oslo University College of Applied Sciences, Norway

Research Domain: Academic Practice, Work and Cultures

The research-teaching nexus have primarily been investigated in the context of universities and other research intensive institutions. This paper is based on a qualitative study of final year students from teaching, nursing and social work bachelor programmes. Results indicate that student teachers' perceive the nexus of research and teaching as being highly fragmented and strongly question their abilities to engage in research and inquiry activities. Nursing students had, on the other hand, adopted a rather uncritically and instrumental approach to research and evidence based knowledge. The social work students talk revealed a challenge caused by the importance attached to personal sense-making as a precondition for learning through research and inquiry. The study confirm the importance pre-service students put on the vocational relevance of research and inquiry experiences

for their learning perceptions, but also raise challenges for the enhancement of research and inquiry in these programs.

K1.5 Developing research-based learning in college based higher education (CBHE): UK and international perspectives (0040)

Mick Healey[1], John Lea[2], Alan Jenkins[3]
[1]Healey HE Consultants, UK, [2]Canterbury Christ Church, UK, [3]Oxford Brookes, UK

Research Domain: Academic Practice, Work and Cultures

This paper reviews the contribution of CBHE in the development of research-based learning. It raises the question of whether a scholarly experience for CBHE students is best promoted by their teachers becoming more research-active, or whether this should prompt a reinvestigation of the research-teaching nexus and the development of more context-tied notions of scholarship. This ongoing HE Academy funded project involves reviewing the relevant literature on scholarship and research in CBHE and collecting short case studies from staff and faculty in the sector in a range of countries including Australia, Canada, Ireland, Netherlands, New Zealand, UK, and US on the different ways in which they engage students in research and inquiry. Early indications are that there are many similarities in the different ways in which CBHE and universities engage their undergraduate students in research and inquiry although there are subtle differences in the amount and level of their involvement.

K2 International collaboration for education of future Arctic experts (0267)

Nataliya Marchenko
The University Centre in Svalbard, Norway

Research Domain: Learning, Teaching and Assessment

Arctic becomes the territory for industrial development, due to limited resources elsewhere on Earth that may be easier for exploitation. Harsh natural conditions and fragility create many challenges and education of Arctic specialist is an important issue. The University Centre in Svalbard (UNIS, Norway) is the world's northernmost institution for higher education and research, located at 78oN, using nature as classroom and laboratory for exercises, experiments and investigation. Half of the students is Norwegian and half is international from all over the world. The teachers are UNIS professors and guest lecturers from renowned institutions.
There are several collaboration programs initiated by Norwegian government to support education and science. F.i. Fellowship programme for studies in the High North provides students an opportunity to come to UNIS. A special project in Arctic Technology supports student exchange and researches with participations of professors, PhD and MSc students from leading Russian and Norwegian institutions.

K3 Constructing academic identities: between the academic career and the academic trajectory (0155)

Carolina Guzmán-Valenzuela, Ramón Cortés
University of Valparaíso, Chile

Research Domain: Academic Practice, Work and Cultures

Making a distinction between the ideas of academic career and academic trajectory, this paper analyses the construction of academic identities as an interplay between institutional structures and academic agency. Following Archerian theory, academic career represents the constraints that the university imposes on academics whereas academic trajectories involve academics' hopes, concerns and practices. Using a qualitative approach in which two Chilean universities participated (a teaching

oriented university and a teaching-and-research university), the data were gathered through documentary analyses, interviews and focus groups. The results suggest that although institutional structures are powerful in shaping academic careers, to a greater or lesser extent across different types of university, academics are able to find spaces to pursue their professional hopes projects and so advance their own trajectories.

K4 'Profes taxi' in Chile: the epitomy of outsourced academic work. A global eality. (0234)

Elisabeth Simbürger
Universidad Diego Portales, Escuela de Sociología, Chile

Research Domain: Academic Practice, Work and Cultures

Based on ongoing research on the production of neoliberal discourse and academic work in Chile, this paper discusses the organisation of academic work as an expression of contemporary capitalism. The focus of my analysis will be on so called 'profes taxi', hourly paid academics that carry out the majority of teaching at Chilean universities. The metaphor 'taxi' refers to them being 'on call' like taxi drivers, moving fast between different sites of teaching.
Drawing on qualitative interviews, I will discuss their daily work routines through the lens of critical management studies and sociology of work. In contrast to the common literature on identity, the discourses of hourly paid academics are not shaped by their disciplinary belonging but by the harsh conditions of work they are exposed to. Finally, I will question the focus on identity in higher education studies and will argue for a return to an analysis of work.

K5.1 Theorising human concerns: theorising emotion from an Archerian perspective (0045)

Sue Clegg
Leeds Metropolitan University, UK

Research Domain: Student Experience

The paper presents a critique of Cartesian dualism and the presumed dominance of reason in academic life. This dualism underpins the idea of the man of reason and the association of the university with dominant forms of masculinity. Drawing on the work of Margaret Archer it argues for understanding of emotion and reason as intertwined. Emotion is essential to understanding the development of persons and second order elaboration of emotions provides the basis for understanding how human beings reflexively come to make commitments to projects that matter to them. The denial of salience of emotion in academic life runs counter to accounts of academics passionate intellectual commitments and much recent research on emotion in higher education. The paper offers an Archerian analysis as a corrective to mis-descriptions of academic life based on faulty understandings of reason as above and outside of emotion.

K5.2 Gendered Pedagogies and the Mis/recognition of Emotion in Higher Education (0046)

Penny Jane Burke
University of Sussex, UK

Research Domain: Student Experience

Struggles over the right to higher education have become increasingly entangled with a moral panic over a 'crisis of masculinity' and assumptions that higher education has become 'feminised'. The discourse of a 'crisis of masculinity' has contributed to the reproduction of dualistic thinking about gender, reasserting problematic constructions of masculinity/femininity and reason/emotion. This has

had profound implications for higher educational cultures and practices, shaping discourses of teaching and learning. Despite this, there has been limited research attention to the relationship between gendered formations and HE pedagogies and the work/ing and mark/ing of the emotional on different gendered subjects in pedagogical space (Ahmed, 2004). This paper examines the complex formations of gender at play in students' and academics' accounts of pedagogical relations and practices. Drawing on qualitative data of students and lecturers' pedagogical experiences, it examines the mis/recognition of emotion and the impact of this on embodied subjectivities.

K5.3 'It's as if I am torn into lots of pieces and although all of it is me, none of it is': religious students stories of not belonging on campus (0047)

Jacqueline Stevenson
Leeds Metropolitan University, UK

Research Domain: Student Experience

Belonging relates to feelings of connectedness, attachment, 'mattering' and an understanding of who 'we' are. Research into belonging in higher education has evidenced the social and psychological consequences for those who struggle to belong. Such research, however, has focussed almost exclusively on class, gender and race and there has been little research into the experiences of religious students on campus. Where affect does feature in discussions of religion it has mostly been done so as a way of drawing attention to religious fundamentalism and the danger of religion on campus. This paper highlights how the lack of recognition of religion on the secular campus results in feelings of not belonging and not mattering amongst religious students. The paper concludes by arguing that the institutional lack of recognition of religion not only delegitimizes the students need for belonging but works to privilege reason over emotion.

K5.4 In/citing affect in the global higher education market: the emotionality of research policy texts (0049)

Carole Leathwood
London Metropolitan University, UK

Research Domain: Student Experience

This paper explores the circulation and generation of affect in the field of higher education research policy. Drawing on Ahmed's (2004) discussion of the 'emotionality of texts', I examine a selection of key research policy texts, including those of government, UK university 'mission groups' and European/global policy bodies to explore the emotional work performed through these texts. An initial examination of some UK documents has identified discourses of risk, threat, fear and danger, particularly in relation to the Othering of countries in 'the East', against which UK and western countries must 'defend' themselves and compete. Drawing on a range of research on the impact of research policy on academics and academic work, I explore how such policy texts work through the affective economy of the academy to re/inscribe and/or challenge inequalities in an increasingly competitive global higher education market.

K6 Assessing and Investigating Critical Thinking at Rwanda's Public Universities (0191)

Rebecca Schendel
Institute of Education, UK

Research Domain: Learning, Teaching and Assessment

Rwanda's national development strategy relies heavily on expanding access to higher education, largely due to an assumption that a university education encourages the ability to think critically about problems and to use evidence when making decisions. This study empirically investigated this

assumption by administering a performance-task-based test of critical thinking, adapted for use in Rwanda, to students enrolled at three of Rwanda's most prestigious public institutions. Assessment results were supplemented with in-depth case studies of two of the institutions involved in the study. Results of the study suggest that Rwandan students are not significantly improving in their critical thinking ability during their time at university. Although the use of innovative classroom practices appears to have a positive impact on the cultivation of such skills, results suggest that low faculty motivation and limited understanding of such practices can prohibit their effective implementation. These findings have significant implications for Rwanda's development agenda.

K7   Framing impact in the digital university: Representational affordances of the websites and blogs of Early Career Researchers (0252)

Jude Fransman
Institute of Education (University of London), UK

Research Domain: Digital University

This paper responds to heightened pressure for Early Career Researchers (ECRs) to demonstrate the impact of their research and consolidate their academic profiles while exploiting the representational potential of digital media as an outlet for research. It draws on a study which combines longitudinal ethnography with multimodal analysis of the academic websites and blogs of ECRs.

Through discussion of case studies, the paper argues that impact is framed by the social-material affordances of the media through which research is represented. As such, some media are more aligned with a conceptualisation of impact based on transmission of a singular, static knowledge while others facilitate a conceptualisation of impact as the dynamic co-production of multiple knowledges. While many ECRs identify with the latter, embracing the digital resources which might accommodate it, pressure to market themselves within institutional frameworks strongly influences their use of media and the implicit framing of impact within it.

K8.1   Lost Leaders: Women in the Global Academy (0066)

Louise Morley
University of Sussex, UK

Research Domain: Higher Education Policy

Drawing on data gathered from British Council seminars Absent Talent: Women in Research and Academic Leadership in Hong Kong (September, 2012), Tokyo (January, 2013) and Dubai (March, 2013) this paper discusses diverse academic women's experiences and explanations for women's under-representation as knowledge leaders and producers in the global academy. Participants from East Asian and Middle East and North African (MENA) regions shared experiences and identified desires for future action in the form of a Manifesto for Change (Forestier, 2013). The paper combines empirical data on enablers, impediments and attractions with consideration of debates on women's exclusions and disqualifications from academic leadership and knowledge production. Invoking Berlant's (2012) construct of cruel optimism, a key question is whether women are desiring, dismissing or being disqualified from senior leadership positions in the global academy.

K8.2   Student Performativity: How Presenteesim, Learnerism and Globalism are Eroding the Freedom to Learn (0074)

Bruce Macfarlane
University of Hong Kong, Hong Kong

Research Domain: Higher Education Policy

The paper sets out a conceptual analysis of student performativity as a mirror image of teacher performativity. The former is defined as the way that students are evaluated on the basis of how they perform at university in behavioural rather than cognitive terms. Specifically, this includes rules on class attendance (presenteeism) and increasing emphasis on class and peer participation as part of learning and assessment regimes (learnerism). Students must also demonstrate their commitment to the espoused values of the corporate university such as global citizenship and sustainability (globalism) promoted via general education programmes and a curriculum influenced by graduate attributes. Drawing on the work of Lasch (1979) and Skeggs (2010), it is argued that student performativity represents the spread of the 'performing self' in wider society and is transforming learning at university from a private space into a public performance with adverse consequences for student academic freedom.

K8.3   Troubling the concept: an exploration of difference within students' experiences of critical thinking in higher education (0133)

Emily Danvers
University of Sussex, UK

Research Domain: Higher Education Policy

This symposium paper intends to trouble the concept of critical thinking against a shifting higher education landscape of increased participation, globalisation and marketisation. The paper will socially contextualise normative understandings of what it means to be a critical student and explore how criticality is conceptualised, enacted and regulated in the 21st century global academy. It will use theories of power and difference from feminist and critical realist frameworks to reflect on interview data conducted with 14 first-year students at a small research-intensive university in the UK. Archer's (2000; 2007) concept of the internal conversation will inform discussion of how critical thinking can be theorised as both a personal and social act. Ahmed's (2010; 2012) work on the affective tensions of occupying a counter-hegemonic space will explore the extent to which critical thinking can be understood as an emotional and embodied experience, as well as an intellectual and pedagogical one.

K8.4   Managing Social Differences in Higher Education: Hidden Distinctions (0149)

Linda Morrice
University of Sussex, UK

Research Domain: Higher Education Policy

This paper will draw on research with refugee students: a group who are not recognised in either widening participation or international discourses, policies or practices. The absence of recognition means that students with a refugee background, despite often having similar academic and support needs, are rendered invisible. This cultural misrecognition impedes their participation as 'full partners in social interaction' and they are included in what Fraser refers to as a marginalised or subordinate way (Fraser 2007: 315). The observations presented illuminate how the experience of higher education can be marked simultaneously by belonging and recognition, deficit and exclusion. Complex differences and inequalities remain hidden and unspoken, raising new questions and challenges for pedagogy and for equal participation of students. The paper calls into question the binaries between 'traditional' and 'non-traditional', 'home' and 'overseas' students, exclusion and inclusion.

K8.5   Making a Difference? Conducting an applied study on the experience of BME staff in English Higher Education (0160)

Valerie Hey, Mairead Dunne
University of Sussex, UK

Research Domain: Higher Education Policy

In 2008, the Centre for Higher Education and Equity Research (CHEER) and the Centre for Higher Education Research & Information (CHERI) at the Open University began a collaborative study for the Equality Challenge Unit (ECU) examining, via survey and qualitative methods, experiences of BME staff in English higher education institutions (HEIs).

This paper discusses the politics of representing this research by interrogating its public account through a more reflexive and affectively charged commentary confirming the intractable features of doing 'policy-near' and politically sensitive research. The paper intercuts the official version of the study: the design, 'challenges', data findings and policy recommendations, as published by the ECU with a more equivocal and personal narrative conveying the ethnographic texture of working in and across 'difference'. We aim to demonstrate the significance of the affective dimensions as well as the politico-methodological location of all research.

K9 Establishing an Employability Social Structure as the Basis for Future Employablity Research: A Critical Realist Perspective (0033)

Paul Cashian
Coventry University, UK

Research Domain: Student Experience

Over the last 15 years the potential factors impacting on a student's employability has been explored in a variety of studies. When taken as a whole the research shows sufficient commonality in impact factors to suggest the existence of an underlying "organising framework" (Pawson and Tilley, 1997). The purpose of the paper is to show how, by adopting a critical realist perspective, the previous research can be drawn together as the basis of an employability social structure. The employability social structure defines the pre-existing "structures, practices and conventions" (Bhaskar, 1998) which impact on the development of an individual student's employability. The paper suggests that the development of a generic employability social structure, combined with the adoption of a critical realist perspective, can be used to provide more coherence to future employability research.

K10.1 Diversity in peer groups - the benefits and tensions it may entail (0181)

Karen M. Lauridsen, Henning Madsen
Aarhus University, Denmark

Research Domain: Student Experience

One of the aspects of English Medium Instruction (EMI) and Internationalisation at Home (IaH) is that students are expected to work together in peer groups across linguistic and cultural barriers, e.g. to complete mandatory assignments in small groups. However, students' attitude and response to this form of cooperation differ widely.

This paper discusses the benefits and tensions of work in diverse peer groups exemplified by the findings of a study of student responses to intercultural collaboration in a master of business programme. One conclusion is that the international students are more prepared to work in multicultural groups than are their home students. And once students have experience with group diversity, at least some of them become more open towards working in such groups in future. The paper discusses the possible reasons for these differences in responses and recommends more comprehensive research on this topic in non-English environments.

K10.2 Guided peer learning in diverse student groups (0187)

Ole Lauridsen, Rainer Lueg
Aarhus University, Denmark

Research Domain: Student Experience

Collaborative learning in diverse student groups may offer benefits, but certainly also challenges. The purpose of the workshop presentation is (i) to report briefly on a project where Guided Peer Learning (GPL) was introduced in an English Medium Instruction (EMI) course; and (ii) discuss how mandatory collaborative learning activities may both improve student learning and help eliminate some of the tensions that are often observed in diverse student groups. Furthermore the presentation will point out central directions for further research.

K10.3 Inviting the voices of international students to create better educational environments (0188)

Hanne Buhl, Gina Bay
Aarhus University, Denmark

Research Domain: Student Experience

This presentation aims to discuss some methodological perspectives of three small-scale projects to enhance the study environment at Aarhus University in which qualitative methods were used to explore the student experience of 'Internationalisation at Home'.
We found that the application of simple participatory and dialogical research methods, where researchers and participants were positioned in Subject – Subject relations allowed new co-ordinated and co-created understandings to emerge.
Could projects like these – small simple inquiries where everybody is invited to take a curious learning position – be micro level steps on the way towards creating macro level change – i.e. what Ryan (2011) refers to as "broader and more inclusive 'communities of practice'"? (p. 639). And how do we ensure that changes take place in order to create "transcultural" teaching and learning contexts where diversity is an asset rather than a problem – to the benefit of everybody involved?

K10.4 Recognising knowledge in the international classroom (0237)

Lisanne Wilken, Tanja Kanne Wadsholt
Aarhus University, Denmark

Research Domain: Student Experience

Ideally speaking, international education is a space where the knowledge of local as well as international students is equally valued.
However, research reports that international students experience that their previously acquired knowledge is not recognized by neither students nor lecturers at the host university. Yet little research has explored what exactly is recognized as knowledge and how this may differ across discipline, teaching methods, approaches to internationalization etc.
Drawing upon data from 3 master programs at Aarhus University, this paper explores differences in how internationalization is approached and how knowledge is negotiated. Furthermore, based upon two understanding of violence and its role in the recognition of knowledge: Bourdieu's educational sociology and Levinas' ethics, we engage in a theoretical discussion of approaches to internationalization and their role in knowledge encounters taking both wishes to include the knowledge of international students and structural barriers into account.

K10.5 Writing in a foreign language (L2) at the doctoral level (0238)

Gitte Wichmann-Hansen, Stacey Cozart
Aarhus University, Denmark

Research Domain: Student Experience

In this presentation we provide insight into the experiences of doctoral students "at home" in establishing themselves as convincing academic authors when writing in L2 English. Our study includes 1) survey answers from Danish doctoral students at Aarhus University and 2) qualitative written data material from academic writing courses at the university. Our study shows that many of the students consider writing in English to be significantly more demanding than writing in Danish, and they express overall feelings of insecurity and a lack of autonomy in relation to writing in English. However, these issues were seldom addressed as a theme in supervision. We recommend increased support and encouragement of student writing in English at earlier stages, formal training of supervisors, and integration of students into the wider 'discourse communities of practice'.

K11   Leading strategic planning in universities: case studies from Australia (0055)

Therese (Tess) Howes
Sydney University, Australia

Research Domain: Management, Leadership, Governance and Quality

Australian universities are large, complex organisations operating in a turbulent environment characterised by large-scale Commonwealth government funding cuts. Leading strategic planning initiatives therefore pose many challenges for executive leadership teams. Recent publications indicate extreme academic dissatisfaction with planning outcomes (Coady, 2000; Hil, 2012; Meyers, 2012) as do public protests held at Sydney University (Australian, March 2013). Coaldrake and Stedman (2013) provide a Vice-Chancellor's view of the difficulties associated with balancing institutional interests and government policy decisions made in the broader public interest. This paper presents three case studies from a study conducted in Australian universities. The data offer unique insights into why and how strategic planning was introduced to the sector. The cases are compared and contrasted from a leadership perspective, and as they are also reflective, suggest improvements that have relevance to contemporary planning contexts. This paper will be of interest to academics, professional staff and higher education researchers.

K12.1 Research methods teaching in vocational environments – developing critical engagement with knowledge? (0141)

Claire Gray, Julie Swain, Rebecca Turner, Carolyn Peterson, Carole Sutton
Plymouth University, UK

Research Domain: Learning, Teaching and Assessment

This paper draws on findings from a Teaching Research Methods (TRM) project within vocationally based Higher Education settings in the UK. Issues surrounding the critical relationship with knowledge and the supportive networks and capacity of teaching staff within these environments are explored. Using data gathered nationally through staff and student surveys and focus groups and interviews, a picture is presented of a sector of HE provision that is undergoing formative development in relation to research and the teaching of research. This is discussed within the broader framework of links between research and teaching and the cultural environments in which these developments take place.

K12.2 The Reflexive Classroom: Authentic, Creative Pedagogic Praxis (0150)

Paul-Alan Armstrong
University of Sunderland, UK

Research Domain: Learning, Teaching and Assessment

The purpose of this research was to investigate the development of praxis as a teacher in higher education through the adoption of authentic creative pedagogy which led to the building of the reflexive classroom;

'The fusion of authentic, artistic and creative pedagogy, where a range of practices including learning technologies are used to enhance the reflexive and reflective mind-sets of the users'.

Within the reflexive classroom a 'toolkit' has been developed which adopts creative pedagogic practices designed to give the users the ability to be more reflexive.
The transferability of the reflexive provocateur toolkit within the reflexive classroom is primarily within Business education and the toolkit has been tested with students at the University of Sunderland and disseminated to both internal and external communities of practice. This workshop will present examples of the use of these practices and the potential transferability for other subject disciplines.

K12.3 I'm just thinking - How learning opportunities are created in doctoral supervision (0186)

Sofie Kobayashi[1], Maria Berge[2], Brian Grout[1], Camilla Rump[1]
[1]University of Copenhagen, Denmark, [2]Umeå University, Sweden

Research Domain: Learning, Teaching and Assessment

With this paper we aim to contribute towards an understanding of learning dynamics in doctoral supervision by analysing how learning opportunities are created in the interaction. We analyse interaction between supervisors and doctoral students using the notion of experiencing variation as a key for learning. Earlier research into doctoral supervision has been rather vague on how doctoral students learn to carry out research. Empirically, we have based the study on four cases each with one doctoral student and their supervisors. The supervision sessions were captured on video and audio to provide for verbatim transcripts that were subsequently analysed. Our results illustrate how supervisors and doctoral students create learning opportunities by varying aspects of research in the discussion. Better understanding of this mechanism whereby learning opportunities are created by bringing aspects of variation into focal awareness can help supervisors develop their competences in supervisory pedagogy.

L2   Washback of Higher Education Language Exams (0254)

Gladys Quevedo-Camargo
University of Brasília, Brazil

Research Domain: Learning, Teaching and Assessment

Washback refers to the impact, influence or consequence of exams or tests in the language teaching-learning process. It is a complex phenomenon and has been studied more intensely in the last twenty years. Due to the relevance of classroom and standardized language assessment practices in the last years, particularly in the ambit of educational policies concerning accessibility to higher education in several countries, there has been an increasing interest in investigating washback. This presentation aims at giving an overview of 78 investigations conducted from 2004 to 2012 in 31 countries, focusing on their methodological options and contributions in attempting to understand how this phenomenon

is constituted and manifested so as to contribute to better language teaching and learning in the higher education context.

L3 Shifting concepts of value in UK higher education? (0176)

Matt Mawer, Camille Kandiko
King's College London, UK

Research Domain: Student Experience

Recent policy developments in UK higher education (HE) have enacted systemic change, particularly of funding arrangements for Higher Education Institutions (HEIs). The marketization of the sector has fuelled consumerist rhetoric, with evidence emerging that such rhetoric is increasingly deployed by students in relation to HE quality. This paper examines a key component of both 'quality' and 'consumption' - the notion of value – as it is deployed by students. Data is drawn from a national study including approximately 150 student participants at fifteen UK HEIs, focusing on data generated through focus group discussions and concept maps of the students' experiences of HE. The deployment of value is found to be complex, with multiple interlinked concepts. A consumerist ethos of value is found and interrogated, including the ways in which such reflections are contextualised in what is valued about HE and the value of a higher education.

L4 Experiencing higher education as an academic practitioner: negotiating academic identity (0240)

Angela Brew[1], David Boud[2], Karin Crawford[3], Lisa Lucas[4]
[1]Macquarie University, Australia, [2]University of Technology, Sydney, Australia, [3]University of Lincoln, UK, [4]University of Bristol, UK

Research Domain: Academic Practice, Work and Cultures

A study of academic identity carried out in Australia and England is illuminating how academics in different university contexts and with different career orientations position themselves and interpret what is possible as they mediate the influences of structure and agency. The paper presents one element of this mixed methods study: the early findings from in-depth interviews with mid-career academics in English and Australian universities. This work has enabled an exploration of key issues in academic formation such as how experiences are changing globally; academics' experiences of negotiating a complex and perplexing set of institutional and national constraints; and what enables academics to construct a productive career in higher education.
The research draws upon the theoretical resources of Margaret Archer to gather and analyse evidence on how academics interpret their situations as constraining or enabling, and to understand how they create an identity narrative to make sense of their experiences.

L6 The transition from rote learning to critical reflection: experiences of Chinese Masters students in the UK (0194)

Jennifer Johnson, John Taylor, Lisa Anderson
University of Liverpool, UK

Research Domain: Learning, Teaching and Assessment

The marketisation and internationalisation of UK higher education has resulted in the need for different teaching practises and perspectives in order to accommodate both cultural and learning differentials. As the student voice increases in both power and vocality and as substantial fees are incurred, it is pertinent to assess the specific challenges facing Chinese Masters students who are studying in the UK. This longitudinal research, of an ethnographic nature, tracks the academic progress and learning transitions that occur whilst students move invariably from 'surface' rote learning to 'deep approach' (Biggs, 1987) higher level learning of a critically reflective nature. Through a series of focus groups, the voices of Chinese students are heard at various junctures during their

year of study in the UK. Thematic analysis is used to identify key themes and, specifically for this paper, the pedagogical changes that occur in relation to cultural adaptation to learning are explored.

L7 Technologies and text trajectories: the curriculum as emergent network (0253)

Lesley Gourlay, Martin Oliver
Institute of Education, UK

Research Domain: Digital University

The curriculum in Higher Education is a relatively under-theorised element of academic work, although some authors (e.g. Barnett & Coate, 2005; Fraser and Bosanquet, 2006) have begun to focus on this area. However, there remains a dearth of qualitative empirical evidence about the material and textual processes by which curricula are conceived, created and sustained.

This paper analyses case studies that explore academics' curriculum work on a day-to-day level, drawing on a sociomaterial perspective and concepts from Actor Network Theory (e.g. Latour, 2005). The studies used multimodal journaling to investigate academics' engagements with technologies around the production of curricula.

We use the notion of 'text trajectories' (e.g. Blommaert 2001) to show how 'the curriculum' emerges via processes of movement and transformation of verbal, print and digital texts. We conclude that accounts of the materiality of curricula offer valuable insights into otherwise neglected aspects of academic practice.

L9.1 Transformation of the student learning experience through student engagement – Examples of students as partners, co-producers and authors (0233)

Rachel Curzon, Luke Millard
Birmingham City University, UK

Research Domain: Student Experience

The growing acceptance of student engagement as an influential factor in the experience of Higher Education is a global trend. This paper explores Birmingham City University's (BCU) change in practice from the traditional view of students as consumers or recipients to a strong belief in the benefits of students as partners, co-producers and authors to explore wider transferable benefits across the Higher Education sector. Through a series of initiatives BCU's approach to student engagement places the notion of students working with staff, as partners in the improvement of the learning experience, at the centre of its institutional enhancement agenda.
Findings from the literature and the projects at BCU suggest that engagement can have an impact on the wider student learning experience including satisfaction and success, and offers individual benefits for students as well as enhancing the image of the institution. This study can advance knowledge, inform policy, and enhance practice.

L9.2 Personal Tutoring : Using student experience to drive institution-wide change (0235)

Sally Alsford, **Paul Dennison**
University of Greenwich, UK

Research Domain: Student Experience

The authors were tasked with reviewing and updating the University's system for Personal Tutoring. Following extensive consultations with students and staff, we evolved a number of "principles" that

underpinned that policy, including:
• Base-line entitlements for students and baseline resourcing for staff and that these should be transparently communicated to students and staff.
• That successful personal tutoring was the joint responsibility of staff and students
• That the university and faculties were each explicitly tasked with different levels of the implementation.
These principles, together with students' greater expectations of a positive study experience, and the positive co-operation of the Students' Union, have had the effect, in combination, of exerting leverage with management to move the organisation from espoused theory (the rhetoric) to theory-in-use (practical outcomes).
We will be reporting on the success of this phenomenon, the collaborative dynamic of which may well assist implementation of staff-student policies elsewhere.

L9.3 'I would not recommend university to my friends unless they were sure they knew what they wanted to do in life, this has left me more confused than when I came': habitus and the emerging self (0259)

Tina Byrom[1], Nic Lightfoot[2]
[1]Nottingham Trent University, UK, [2]Sheffield Hallam University, UK

Research Domain: Student Experience

A wide body of existing literature highlights the complexities associated with working class students' experiences of higher education. Such research tends to focus on initial feelings and expressions of doubt, where students identify a perceived lack of fit between themselves and the institution relatively early on after their transition into higher education. This paper takes this theme up but develops it further by exploring the experiences of students who after establishing a sense of fit, hit a stumbling block through an incidence of academic failure. Using data from an on-going study into the experiences of working class students in higher education, at a post-1992 university, this paper explores the ways in which students re-construct their sense of self in relation to their university as a result of the experience of academic failure.

L11 Appointing Pro Vice Chancellors in Pre-1992 Universities: The Myth of Managerialism? (0152)

Sue Shepherd
University of Kent, UK

Research Domain: Management, Leadership, Governance and Quality

Executive management teams in pre-1992 universities are changing, both in terms of what they do and how they are appointed. The traditional internal secondment model for PVC appointments is increasingly giving way to one of open external competition, often utilising the services of executive search agencies. But who or what is driving this change: government policy, the global higher education marketplace, the whim of the Vice Chancellor, or something else? And what have been the outcomes – intended or otherwise?
This paper will present some early answers to these questions. It will also begin to subject to critical examination the hackneyed rhetoric of managerialism in HE with its underlying assumptions that managerialism is both all-pervasive and has resulted in the inexorable rise of management at the expense of academic power.

M3 Prevailing Personal Social Communication Technologies Enhancing Engagement in Large Lectures: From Texting to Mobile Web Enabled Devices (0264)

Trevor Nesbit, Billy O'Steen, Tim Bell
University of Canterbury, New Zealand

Research Domain: Student Experience

This paper presents the next phase of an ongoing study into the use of Prevailing Personal Social Communication Technologies (PPSCTs) to enhance student engagement in large lectures. PPSCTs are those technologies that the vast majority of the students in particular grown own personally and use for social communication.

A survey was conducted of students at the University of Canterbury (New Zealand) to measure the changing patterns of device ownership. Another survey was conducted of students in a class where an application running on mobile web enabled devices (smart phones, tablets, laptops) was used allow to students to interact with the lecturer during lectures.

Earlier phases of the study were based on text messaging. This phase of the study indicates that the move to mobile web enabled devices was justified because of increased ownership rates of these devices and the students' willingness to use applications on them to engage during lectures.

M6 Examining the relations between sociology students' accounts of knowledge and identity (0198)

Paul Ashwin[1], Andrea Abbas[2], Monica McLean[3]
[1]Lancaster University, UK, [2]University of Lincoln, UK, [3]University of Nottingham, UK

Research Domain: Learning, Teaching and Assessment

In this paper we examine the relations between students' accounts of the discipline of sociology and their accounts of their identities and how these change over the course of their undergraduate degrees. Based on a phenomenographic analysis of 86 interviews with 32 sociology and criminology students over the course of their undergraduate degrees, we examine the ways in which the changes in their accounts of how they saw themselves were related to their accounts of sociology as a discipline. In doing so, we will offer an insight into the relations between engagement with knowledge and the development undergraduates' personal identities.

M11 Exploring the role of Associate Dean in UK Universities – Initial Findings (0094)

Alan Floyd[1], Diane Preston[0]
[1]University of Reading, UK, [2]Open University, UK

Research Domain: Management, Leadership, Governance and Quality

Fundamental changes to the HE sector over recent years have forced universities to review their organisational management structures. Consequently, middle leadership roles such as the Associate Dean (AD) have gained in importance. Below the level of Dean, but above the level of department head, ADs are involved in largely strategic as opposed to operational duties. In supporting the Dean, they can have a critical effect on success and provide a link between the academic voice and the ever-changing demands being placed upon University faculties. However, it is a role that is not well understood with previous research tending to look at more clearly defined positions. The purpose of this paper is to report on initial data from an on-going Leadership Foundation funded project investigating the role of Associate Dean in UK universities. To answer the study's research questions, an embedded, sequential mixed methods design has been adopted.

M12 Enabling PhD students to participate as writers in international debates (0010)

Rowena Murray[1], Beverley Yamamoto[2]
[1]University of the West of Scotland, UK, [2]Osaka University, Japan

Research Domain: Learning, Teaching and Assessment

Writing for publication in English is a significant challenge for Japanese PhD students. They not only have the usual anxiety experienced by PhD students writing for publication but also the added burden of being told continually that Japanese students are no good at English. We adopted an approach that was effective in western higher education: structured writing retreat (Murray and Newton 2008; MacLeod et al. 2012). A retreat was run for twelve students from the Graduate School of Human Sciences at Osaka University (with Japanese Ministry of Education, Culture, Sports, Science and Technology funding). We describe a six-month evaluation of this retreat: post-retreat feedback from students, follow up workshops two months later and focus groups after four and six months. We used containment theory (Bion 1962) to explain how this retreat created contained students' anxieties about writing for publication in English, enabling them to participate as writers in international debates.

N1.1 Lecturers' Criteria for 'Good Research': a Framework for Debate (0042)

Didi M.E. Griffioen[1], Bart Roosenboom[2], Uulkje de Jong[1]
[1]Amsterdam - University of Applied Sciences, The Netherlands, [2]University of Amsterdam, The Netherlands

Research Domain: Academic Practice, Work and Cultures

Over the last years, institutes for higher professional education(HPE) have increasingly transformed from teaching-only institutions into institutions that generate new knowledge through research (Kyvik & Skodvin, 2003). As an effect research criteria of lecturers play a increasing role in teaching research to students in professional education, hence in educating future professionals. This interview and focus group study investigates the criteria lecturers in HPE and universities apply when they discuss 'good' and 'not good' research. The results show six themes that both groups of lecturers find relevant when they judge research. Only two of these themes seem to be part of formal frameworks for the grading of student's theses: a) the design of the research and b) the correctness of the research report afterwards. While these two are the more 'classical' themes to judge research by, one may wonder whether these are most essential in the research-related training of future professionals.

N1.2 Time to Teach: Contextualizing teaching time in German higher education (0146)

Roland Bloch, Alexander Mitterle, Carsten Würmann
Martin-Luther-University Halle-Wittenberg, Germany

Research Domain: Academic Practice, Work and Cultures

Central to the study of academic work is how much time academics spend on research and teaching. Academics' perceptions as well as large-scale workload-measurements point to the fact that German academics spend more hours on teaching than they ought to. However, complex time entanglements between research and teaching preclude simple zero-sum-games. Furthermore, even the time needed for teaching as a seemingly more structured academic activity escapes measurements. By analyzing different teaching phases, we show that at first teaching time is structured by a classification system that uses the weekly contact hour (SWS) to designate the whole activity of teaching. For example, professors at German universities are obliged to teach nine SWS which means four courses. Other than that no specifications are made. The time experience then de- and inflates, and differs qualitatively in relation to the individual tasks academics pursue, thereby shaping the individual temporal order of the research-teaching-nexus.

N1.3 Research and Teaching – nexus or goal conflict? – Junior scientists' perception on multiple demands at work (0048)

Wiebke Esdar, Julia Gorges, Elke Wild
Bielefeld University, Germany

Research Domain: Academic Practice, Work and Cultures

Junior scientists have to establish themselves in academia while juggling research and teaching tasks on a daily basis. How do they handle these multiple and often contradictory demands? Results from a standardized survey (N=695) show that many junior scientists face psychological strain due to goal conflicts reporting even more strain with research-teaching goal conflicts. They rank research goals higher than teaching goals while, at the same time, report a high and self-determined teaching motivation. Moreover, although their attitude towards the Bologna Reform is sceptical, the vast majority is committed to teaching goals set by the Bologna Reform (e.g. competence orientation). Qualitative analyses using 16 guided interviews with a selected subsample provide insight into circumstances which encourage junior scientists to engage in teaching, how teaching and research may facilitate each other, and how individuals differentially react to goal conflicts. Results are discussed in terms of practical implications and further research.

N1.4 Hyper-expansive academic workplaces (0044)

Pete Boyd[1], Caroline Smith[1], Dilek Ilhan-Beyaztas[2]
[1]University of Cumbria, UK, [2]University of Hacettepe, Turkey

Research Domain: Academic Practice, Work and Cultures

Academics may have roles as teachers, researchers, and leaders, as well as perhaps being consultants involved in knowledge exchange with graduate employers and end users of research. Within this range of work pursuit of the research teaching nexus (RT nexus) is often justified by the need to prepare graduate workers for the knowledge economy. Research on academics within specific subject disciplines provides useful insight and this study focuses on the experiences of lecturers in Nursing and Midwifery in the UK. The study applies the expansive-restrictive workplace learning environment continuum as an analytical framework to survey responses to open questions from lecturers (n=254) based in a wide range of higher education institutions across the UK. The study critically considers the value of the framework for workplace evaluation and shows how these particular academics juggle priorities as they pursue the research teaching knowledge exchange nexus (RTKE nexus) within a hyper-expansive workplace environment.

N1.5 The construction and validation of a mapping instrument for the research-teaching nexus in higher education (0134)

Bianca Roseaux, Ilse Verachtert, Pieter Spooren, Peter Van Petegem
University of Antwerp, Belgium

Research Domain: Academic Practice, Work and Cultures

The research-teaching nexus (RT nexus) has been taken for granted for a long time. As a result, educational boards and lecturers felt no need to make the RT nexus explicit in educational programmes and courses. The recent implementation of an institutional review audit in Flemish higher education and the sharp distinction between the academic orientation at universities and vocational orientation at the university colleges, challenges universities to reconsider the RT nexus.
This contribution discusses the construction and validation of an instrument to map the RT nexus, both at course and educational programme level. The instrument was based on the RT nexus framework (Jenkins & Healey, 2005) and went through a (qualitative and quantitative) validation

process. This paper reports on the current situation of the validation process, based on data from 54 lecturers. At the time of the conference, more results will be available and discussed in greater detail.

N2.1 Global Trends, Global Transformations, and Global Ethics: A Comparative International Study of Internationalization Processes in Higher Education (0225)

Karen Pashby, Vanessa de Oliveira Andreotti
University of Oulu, Finland

Research Domain: Higher Education Policy

In the current global economy, profit driven imperatives are central to policy in higher education. Universities are internationalizing by bringing students from and sending students to international sites, building research partnerships, and adding global content to curricula. In this context, the university holds two institutional responsibilities: addressing the complexities of global interdependence, including pressing questions of inequality and representation; and pluralizing knowledge to pluralize possibilities for the future. This paper will present an inter-disciplinary, international mixed-methods project involving 20 universities in 10 countries. The project examines the ethical implications of internationalization processes in higher education and how such policies and practices construct ideas of epistemic difference, transnational literacy, and global citizenship. We will present a collectively developed analytic framework, methodology, and preliminary findings highlighting ethical practices and policies. We argue the university must be a civic space for critical debate and generation of ideas for ethical and sustainable collective futures.

N2.2 New Evidence of the Dangerous Role of Economists in Incorporating Higher Education into Global Measures of Comparative National Well-Being (0209)

Carol Frances
Claremont Graduate University, USA

Research Domain: Higher Education Policy

People worldwide are interested in comparing their nation's well-being with that of other nations. Gross Domestic Product (GDP) was developed by economists to measure total output for comparison purposes. Higher education is incorporated into GDP, measured simply by the market value of education services provided. Feminist economists underscored flaws in using GNP to measure national well-being. Women's work educating children before they enter formal schools, is not even included in GDP. GDP is also seriously flawed as a measure of comparative national well-being because it counts as positive contributions to output such negative activities as polluting the environment and producing armaments for war. More recently the UN adopted a Human Development Index incorporating actual educational achievement into a comparative measure of national well-being. This dramatically alters national rankings. Considering how education is financed by nations, assessing staggering amounts of student debt, would further impact global rankings of comparative national well-being.

N2.3 University curriculum reform and global influences - examining the concepts of policy borrowing and academic drift (0110)

Ann Pegg
Open University, UK

Research Domain: Higher Education Policy

This paper explores some early findings in case study research investigating the nature of whole institutional curriculum reform undertaken by universities in the UK and beyond in response to the globalised world and global economy of the 21st Century. The research focused on identifying the organisational extent of institutional curriculum reform programmes through in-depth interviews with 9 universities that had undergone significant curriculum change in the last five years. Further in depth case studies took place with 3 of these universities, exploring how these initiatives became embedded in the day to day ongoing workings of the universities involved. The concepts of policy borrowing and academic drift are important in relation to the way in which institutions engage with curriculum reform processes, and early findings indicate some complexities in the ways in which these concepts could be used to understand how individuals engaged with curriculum reform at the institutional level.

N3   Time for a Change? Teacher Educator's views on the current provision (0159)

Liz McKenzie
Plymouth University, UK

Research Domain: Academic Practice, Work and Cultures

Whilst the landscape of Higher Education (HE) is currently undergoing a period of major change, teacher education provision within HE has experienced considerable reform over the past two decades (Whitehead, 2011; Lucas et al, 2012).
Within the Further Education (FE)/Lifelong Sector (LLS) compulsory teaching qualifications are relatively new, introduced in 2001 and revised in 2007. Recently the Lingfield Report (2012) has recommended further changes subsequently developed by LSIS (2013) through consultation with the LLS.
In a time of national change, this paper reports views of teacher educators from one partnership network on national and local provision. The teacher educators were asked to identify strengths of the existing provision and where improvements might be made. Perceived strengths were seen as increased professionalism, a strong practice focus and the range of provision, while limitations were an emphasis on skills training over theoretical knowledge, increased bureaucracy and problems with the qualification structure.

N4.1   The role of performance and narration in translating professional standards into practice: four different analytical models (0248)

Jennie Osborn
Higher Education Academy, UK

Research Domain: Academic Practice, Work and Cultures

This paper will consider the role of story in academic development by asking: can stories transform our practice as educators or does our practice simply determine our story? Taking as evidence the story 'snapshots' created by participants in an Higher Education Academy workshop entitled: 'Narrating your academic practice' I will explore whether by telling our stories we can inscribe a space for change.

Jenni Carr
The Higher Education Academy, UK

The role of performance and narration in translating professional standards into practice: four analytical models (0249)

Programme number: N4.2
Research Domain: Academic Practice, Work and Cultures

This contribution to the round-table discussion will draw on the notion of 'discourse as social action' (Wetherell, 2001) to explore how those who support learning in higher education articulate their professional practice in relation to the discursive formation constructed within the UK professional standards framework (UKPSF). This paper will draw on data gathered during six workshops that

focused on the role that performance and narrative can play in teaching, and on how creative activities can provide the space for critical reflection both in and on practice. Findings from the analysis, which will be presented at the conference, will provide the opportunity for delegates to discuss how the analysis might inform the ways in which they articulate their professional practice, and the role that the Higher Education Academy (HEA) might play in supporting them in this process.

<u>Catriona Cunningham</u>
The Higher Education Academy, UK

The role of performance and narration in translating professional standards into practice: four different analytical models. (0250)

Programme number: N4.3
Research Domain: Academic Practice, Work and Cultures

The work of The Higher Education Academy (HEA) and the rising importance of educational research for academics across all the disciplines highlight a shift in higher education towards the need for further professional recognition of the role of teaching for the academic. Barnett and Napoli's edited collection of essays (2008) explore the changing academic identity in different ways, and draw attention the increasing fuzziness around the role of the academic. Using material gathered in three workshops across the Nations run by the arts and humanities and by the social sciences cluster at the HEA, this presentation focuses on these blurred boundaries, looking specifically at language to begin to explore how academics in the arts and humanities and social sciences today translate themselves across these boundaries.

N4.4 The role of performance and narration in translating professional standards into practice: Four analytical models. (0251)

Natasha Taylor
Higher Education Academy, UK

Research Domain: Academic Practice, Work and Cultures

In 2013, the Higher Education Academy ran a new series of interdisciplinary workshops for new/early career teachers on narrating and performing practice. In our roundtable discussion, we will present four different readings of the evaluation data from the workshops,from four different disciplinary perspectives. In this paper, I will examine the workshops through the lens of Appreciative Inquiry (AI). Whilst the workshops were not specifically designed to be part of a full-blown AI programme, the techniques and tools used drew heavily on AI principles and methodology. Importantly, what happened before, during and after the workshops can – and will - be evaluated from an AI perspective.

N5.1 Belonging - to What? Longing to Be - What? (0213)

Sheila Trahar
University of Bristol, UK

Research Domain: Student Experience

Much of my research in the field of international higher education has explored how our learning, teaching and assessment practices need to be reconceptualised in order to ensure an inclusive learning environment (e.g. Trahar, 2011). In our interactions with students who come to the UK from another country to study, it is crucial, in my view, to ensure that, not only do they feel welcomed as people, but also that we welcome the different academic traditions and educational experiences as a challenge to our dominant pedagogical theories and practices.
In this paper I revisit the concepts of belonging, enculturation, marginalisation, inclusivity in higher education, focusing on the experiences of international students. What is it that students want to belong to? Do some long to belong (to something) and others not at all? If students long to belong to an 'academic culture', how can we effect an enculturation process without assimilating?

N5.2 Belonging and becoming across boundaries: How medical student work across physical and virtual settings in becoming doctors (0217)

Sue Timmis, Jane Williams
University of Bristol, UK

Research Domain: Student Experience

This paper discusses the experiences of medical students working in educational settings as well as in clinical organisations whose main purpose is patient care. Digital practices and digital space form part of their learning landscape. This requires continual reconfiguring of practices and identities in order to adapt to multiple cultural settings, spaces and expectations. Drawing on a study investigating third year medical students' uses of digital media across formal and informal learning settings whilst on clinical placements, this paper argues that digital media enabled students to bridge the different contexts, locations and cultures and to manage changes of space and time. These are culturally situated tools and artefacts so that they too require adaptation and adjustment. The paper concludes by considering the student experience of becoming and belonging as both a medical student and a doctor including the tensions and disconnects implicit in evolving identities and performances across contexts.

N5.3 Narratives of university life: a gendered and classed experience (0222)

Ann-Marie Bathmaker[1], Harriet Bradley[0]
[1]University of Birmingham, UK, [2]UWE Bristol, UK

Research Domain: Student Experience

This paper presents narratives of working-class and middle-class students who are part of a Leverhulme-funded study of higher education and social class. The study followed undergraduate students at the two universities of Bristol, one a member of the Russell Group, the other a 'modern' post-1992 university, comparing their experience and progress. The paper considers how social class and gender form significant threads in the narratives of student experience, and shape the activities that they participate in and the opportunities that they take up. The paper focuses on the generation of different forms of capital by working-class and middle-class students at the two universities, and asks to what extent the type of institution and/or the students' social background appear to influence the student experience. The narratives provide a basis for considering continuities and change in relation to questions concerning the gendered and classed nature of participation in higher education.

N5.4 Belonging and diversity: the role of digital media and new forms of learning interactions (0178)

Wan Ching Yee, Sue Timmis
University of Bristol, UK

Research Domain: Student Experience

This paper reports on a study investigating how digital technologies are influencing the engagement of non-traditional students studying at university. Higher education institutions have a responsibility to support the students they admit under a widening participation brief. There are many university-led support mechanisms, yet far less is understood about how informal networks and interactions amongst peers might contribute to WP students' successful participation in HE. Whilst a culture of belonging is understood to be critical for student engagement, this may be more challenging for non traditional students. The paper reports on the early stages of the study and will show how students develop and maintain interests, friendship groups and the creation and maintenance of a range of social and online networks. In particular we will consider the role of digital media in their learning interactions and how multiple conceptions of belonging and unbelonging relate to student engagement and retention.

N6 The dimensions underlying student attitudes and beliefs on authorship: An exploratory factor analysis of authorial identity in students. (0105)

Kevin Yet Fong Cheung
University of Derby, UK

Research Domain: Learning, Teaching and Assessment

Authorial identity is a psychological construct that pedagogic researchers have linked with reducing unintentional plagiarism. Previous studies have examined authorial identity using the Student Authorship Questionnaire (SAQ), which has limitations due to the methods used for development. Consequently, the associated factor structure cannot be treated as a robust model of authorial identity in students. To address this and facilitate development of the authorial identity approach, this paper presents a study that identifies the dimensions underlying student attitudes and beliefs on authorship. A survey was developed using statements from qualitative data and administered to students. Factor analysis and item reduction identified a three factor model of authorial identity in students, with simple structure and high internal consistency ($\alpha=0.90$); the factors were labelled as 'Authorial Self-Efficacy', 'Valuing Authorial Skills', and 'Authorial Self-Identification'. The 18 items measuring these factors are presented as the Student Attitudes and Beliefs on Authorship Scale (SABAS).

N7   Investigating employer and early career employee perceptions of the development of employability skills during postgraduate study in the UK for students entering the Chinese PR industry (0243)

Tony Byng
University of Leeds, UK

Research Domain: Academic Practice, Work and Cultures

Discussions with recent graduates from a corporate communications and public relations postgraduate programme based in the UK suggest that early career employees working in PR agencies based in China typically work significantly longer hours, have less responsibility and, generally, carry out more menial tasks than their European counterparts. This study investigates the potential skills gap for graduates entering the Chinese PR industry having recently studied on a business programme at postgraduate level in the UK. In-depth interviews with both employers and early career staff explore employers' requirements for employability skills and their perceptions of new graduates' abilities in these areas. Further, these employer perspectives are compared with the experiences of employees in the early stages of their careers. The fundamental aim is to gain insight to the effectiveness of British postgraduate business programmes in developing employability skills of relevance to the Chinese PR industry.

N8.1   The influence of gender on the UK professoriate (0269)

Justine Mercer
University of Warwick, UK

Research Domain: Academic Practice, Work and Cultures

This paper analyzes the ambitions and career trajectories of male and female (full) professors; their conceptualization of academic leadership, and their performance of the role. It also explores sexism within academia. It draws upon 1,282 questionnaires and 43 semi-structured interviews. It finds that female professors are more likely than male professors to see academic leadership in terms of 'being a role model', and 'holding an important role within the wider discipline'. Moreover, female professors more often claim to advise non-professorial colleagues and play an active role in the wider discipline (outside the institution)'. In terms of impediments to the exercise of academic leadership, women were more likely than men to cite 'insufficient secretarial and/or administrative support', and the competing demands of student supervision and pastoral care. A few female professors report more spontaneous career trajectories than their male counterparts, and some say they have experienced or observed discrimination within academia.

N8.2   'Fitting in': women Vice Chancellors' experiences of higher education gendered leadership cultures (0270)

Paula Burkinshaw
Lancaster University, UK

Research Domain: Academic Practice, Work and Cultures

Only 13% of Vice Chancellors are women (ECU, 2012) whereas women make up 51% of the population, almost 50% of early career academics and approaching 60% of higher education students. The context for this significant under-representation of women at Vice Chancellor level in UK Higher Education is the growing conversation globally about 'the missing women' in senior leadership across all sectors.
This paper explores how the making and doing of identities for women 'at the top' requires their 'fitting in' to leadership communities of practice of masculinities. Paechter's (Paechter, 2003) concept of

Communities of Practice of Masculinities is being explored throughout the research and this theoretical framework underpins the data analysis and discussion presented in this paper.
The data has been generated from semi-structured, in-depth interviews with 18 women 'at the top' between September 2011 and March 2012 and Atlas Ti was used to assist the data analysis.

N8.3 Women, careers and leadership roles: lessons for the academy from other professional workers. (0271)

Jackie Ford[1], Nancy Harding[2], Carol Atkinson[3]
[1]Leeds University, UK, [2]Bradford University, UK, [3]Manchester Metropolitan, UK

Research Domain: Academic Practice, Work and Cultures

As women's representation in the workplace has increased, greater attention has been afforded to the role of gender. This is reflected both in feminist literature and in mainstream explorations of women's workplace experiences. Prior to the 1970s, traditional patterns of education and employment created a situation in which there were relatively few women at professional and managerial level. While their representation has increased substantially since this date, it is against a backdrop in which early exit from employment for these groups was typical. Policy imperatives to extend working lives are now, however, central to professional and managerial workers and yet little research has been conducted to explore the working lives and experiences of older professional women workers. This study seeks to address this shortcoming through in-depth qualitative research within two professions and a suggestion for extension of this research within the academy.

N8.4 Revisiting 'No woman is like a man in academia': a comparative analysis of marginalisation in UK higher education (0272)

Linda Evans
University of Leeds, UK

Research Domain: Academic Practice, Work and Cultures

In a paper published very recently in 'Organization Studies', Marianna Fotaki (2013) employs a feminist psychoanalytical post-structuralist theoretical framework in which to locate her examination of the under-representation of women in senior positions in universities. This SRHE conference paper represents a loose and partial replication of Fotaki's analysis. It draws upon data gathered in three separate, but related, funded research projects that used questionnaires and interviews to focus on academics at work. It addresses:
1. To what extent, and in what ways, is the evidence of marginalisation and devaluation uncovered by Fotaki corroborated?
2. What are the implications of the answer(s) to 1., above, for consideration of gender issues in the academic workforce in the UK?

The paper concludes that the issues that Fotaki identifies are by no means confined to English business schools; they are much more widely spread. The implications of this finding are discussed.

N9.1 Making Sense of Quality Assurance in Japanese Higher Education (0101)

Sarah Louisa Birchley
Toyo Gakuen University, Japan

Research Domain: Management, Leadership, Governance and Quality

The focus of this research is a case study of a private university in Tokyo, Japan and the quality assurance accreditation procedure conducted by the Japan University Accreditation Association (JUAA). By utilizing Ericson's (2001) conceptual framework of four ideal types of meaning, and

Weick's (2005) concept of sensemaking as a lens through which to examine change, the research explores how faculty members make sense of change and accreditation procedures. It asks: how far does this particular instance correspond to, or otherwise illuminate, Ericson's (2001) conceptual framework for understanding change? Through participant observations, twelve in-depth research interviews, and extensive document analysis over two years, the research examines what happened to faculty members in a university undergoing change.

N9.2   Discrepancy in Quality Assurance: A case study of the influence of the first nation-wide evaluation of universities in China (0183)

Shan Huang
University of Oxford, UK

Research Domain: Higher Education Policy

Quality assurance has been an important trend in higher education for decades. Evaluation is one quality assurance mechanism used by governments. In 2003 the Chinese government started the first nation-wide evaluation of universities—the Undergraduate Teaching Evaluation (UTE) to improve the quality of teaching. Ten years on, having selected a university in China for case study, this research intends to examine the influences of the UTE, what quality assurance policies have been implemented by departments and what has helped teachers to improve teaching. Three departments are selected and in each department two heads of department, two professors and two lecturers are interviewed. It is found that there is a discrepancy in quality assurance, which means that the UTE has little influence on the university's quality assurance mechanisms and neither the UTE nor the university's quality assurance mechanisms have made major contribution to the improvement of teaching.

N9.3   The Quality Assurance of Higher Education in Hong Kong 1993 to 2013: What have we learned? (0034)

David Mole
The Hong Kong University of Science and Technology, Hong Kong

Research Domain: Higher Education Policy

The paper reviews the failure of the quality assurance regime for Hong Kong's established universities to progress toward maturity in the period since 1993. Through a critical reading of audit manuals, reports and evaluations, against the background of Hong Kong's developing higher education system, the paper concludes that rapid change in local higher education has forced administrative and political imperatives onto the QA agenda, leading to a return to accountability-oriented audit. The paper also notes the transmission to Hong Kong of the international loss of confidence in quality assurance, with related calls for the deployment of benchmarks and standards of performance as key in an audit process. The paper argues that it may not be optimal to disguise accountability-oriented audits as enhancement–led peer reviews. A simple inspection of the books may have a lighter touch, with peer review a matter for institutions themselves.

N10   The personal benefits of the doctorate (0203)

Charikleia Tzanakou
University of Warwick, UK

Research Domain: Student Experience

Currently the doctorate has become the focus of academic and policy literature due to the growing number of doctorate holders and its increasing importance in relation to their contribution to economy and society. This paper explores the perceptions of PhD graduates on the benefits that the doctorate entailed for their personal life using a triangular capital framework introduced by Schuller el al. Based on a mixed methods study of Greek PhD graduates in natural sciences and engineering, this paper

shows how PhD graduates identify retrospectively and after the completion of their degree intangible benefits of the doctorate related to human, social and identity capital: employability and social skills, social status and personal growth and development. Considering the criticism that the doctorate might not always yield the expected returns to investment in doctoral education, this paper suggests that doctoral education can could be a fulfilling and benefit-bearing experience for each individual.

N11   Global university alliances and the creation of collaborative advantage (0114)

Andrew Gunn
University of Leeds, UK

Research Domain: Management, Leadership, Governance and Quality

The past two decades have seen the growing trend of universities forging alliances on a global scale. Some alliances have taken a bilateral form such as the Warwick-Monash partnership, while others are multilateral networks. In a period of increasing competition between universities, such alliances represent a curious form of cooperation. They have become more common just as global competition for academic talent has been increasing, international rankings of universities have become more sophisticated, and universities have sought to attract high fee-paying international students. When does cooperation make sense? What opportunities and risks do alliances present to their members? These questions are considered with reference to research undertaken into three global alliances: the Worldwide Universities Network (WUN), Universitas 21 (U21), and the Association of Pacific Rim Universities (APRU). The research identifies how global university alliances facilitate the internationalisation of higher education and represent a valuable strategic resource for ambitious university leaders.

N12.1 Key skills and experiences to support art and design HE learning and employability (0239)

Lesley Raven, Darren Raven
University of the Arts London, UK

Research Domain: Learning, Teaching and Assessment

Fashion and graphic design are commonly associated with gaining employment through prior work experience that is often unpaid, extra-curricula or post-graduation, which provides significant barriers to these professions for students from WP backgrounds.

This workshop draws upon research conducted during a University of the Arts London Teaching & Professional Fellowship project. A qualitative study into the phenomenological experiences of three interrelated data sets was conducted comprising students, staff and creative industry practitioners across two design disciplines, graphic design (within London College of Communication) and fashion (within London College of Fashion).

The facilitators will share findings drawn from the examination of a range of reflective reports created by LCC and LCF students evaluating and assessing their experiences in work-based environments.

N12.2 Race Cars and the Hellbox: Understanding the Development of Professional Competence among Computer Animation Students (0085)

Andrew Paquette[1]
[1]King's College, London, UK, [2]NHTV, The Netherlands

Research Domain: Learning, Teaching and Assessment

Educating students in computer graphics visual arts to a professional standard of competence has generally proved difficult for educators, particularly because the field has only recently become a university-level education. This is a problem for industry, students, and educators. In an effort to understand the problem, a first year undergraduate modelling course cohort was observed. Some students in this course progressed from a novice to a professionally competent level of skill during the term, according to computer graphics modelling professionals who were asked to evaluate their work. Multiple factors contributed to student results, but the most important according to students and experts was the development of a professional attitude, which was considered a "skill" by participants. Students observed that generic "professional" skills developed during this class transferred to other classes, allowing them to become professionally competent in those subjects also by enhancing their ability to cope with novel domain-specific material.

N12.3 Tensions and ambiguity: assignment texts and practices in a vocational film production course (0054)

Lynn Coleman
Cape Peninsula University of Technology, South Africa

Research Domain: Learning, Teaching and Assessment

In the traditional university, essay writing has been the principal form of assessment. As the face of higher education has shifted to accommodate the interests of vocational and professional sectors, new types of assessment have increasingly become common place. However, the nature of these assessment forms and the implications of bringing together industry and the academy's needs for student assessment and curriculum design are under researched. An ethnographic study exploring the assessment processes in a South African vocational film production course found that alongside

the short films students produced, essay writing was still relied on as a significant means of providing academic legitimacy. The findings highlight the tensions and ambiguities that result at the level of curriculum design and student assignment production when professional relevance and academic credibility are the twin interests underpinning vocational qualifications.

P3 Developing employable Postgraduate Researchers: there is more to transferable skills development than delivering courses. (0179)

Julie Reeves[1], Pam Denicolo[0]
[1]Univerity of Southampton, UK, [2]University of Surrey, UK, [3]University of Reading, UK

Research Domain: Academic Practice, Work and Cultures

UK Higher Education Institutions have been offering transferable skills development programmes to postgraduate researchers (PGRs) for over a decade now. Initially promoted by national policy and funding directives, HEIs are now expected to have embedded such programmes in their 'normal' activity. It is timely to reflect on what makes transferable skills transferable so that appropriate factors might be considered when designing programmes or promoting transferable skills to PGRs.

The authors consider the structure and content of transferable skills development, combining existing research with their own experience and research, to indicate that both the acquisition of transferable skills and their deployment into a range of employment may not be as straight forward as has been assumed in the UK development agenda. Indeed, transferability may be more problematic than many developers of PGRs have recognised. By exploring some underlying assumptions this paper will problematize the transferable skills development agenda.

P6 Online assessment: supported learning or "just do it"? (0106)

Chris Dobbyn, Frances Chetwynd
The Open University, UK

Research Domain: Learning, Teaching and Assessment

University teachers are currently experimenting with many novel modes of teaching and assessment. In particular, online computer marked assessment is increasingly being introduced across the sector. Many Open University modules now incorporate online interactive computer-marked assignments (iCMAs) in their assessment regimes. This paper describes some of the early findings of an HEA-funded project set up to explore students' motivations in working with iCMAs, their patterns of engagement with them, and the perceived efficacy of the computerised feedback they offer. From the cohort of 2500+ students taking the Open University Level 1 module TU100 – My Digital Life, data was acquired from a small focus group, a survey of a larger sample, and Moodle statistics. Results indicated a bare majority perceiving iCMAs as an aid to learning, to be engaged with in a mixture of reflective practice and pragmatism. However, iCMAs were not seen as satisfactorily replacing tutor-delivered interaction and feedback.

P7 The Acculturation of Undergraduate Students through Research Methods (0163)

Anesa Hosein[1], Namrata Rao[2]
[1]University of Surrey, UK, [2]Liverpool Hope University, UK

Research Domain: Academic Practice, Work and Cultures

In undergraduate degrees in the Social Sciences, research methods and the research dissertation are usually a compulsory component of the curriculum. The paper explores one consequence of incorporating these components in the Social Science discipline in terms of its relationship to pursuing

a research-oriented career using the lens of acculturation theory. It posits that students who chose their discipline voluntarily and see some permanence in it would more likely integrate or assimilate into their discipline's research paradigms and lead them into a career related to research. However, those students pursuing a discipline which was not their first choice may be more likely to feel marginalised or segregated from their discipline's research paradigms and choose not to follow a research-aligned career. The paper explores the implications of employability for undergraduate students whose degree is weighted largely to the research components when their aim is not be a researcher.

P10 The Doctorate as an emotional journey: Navigating through perspectives of PhD students and supervisors (0210)

Ana Baptista
University of Aveiro, UINFOC/CIDTFF, Portugal

Research Domain: Student Experience

The international agenda on higher education reveals a growing concern with the extension and impact of research at postgraduate level, as well as an increasing number and a greater diversity of students enrolling in postgraduate studies generally, and in doctoral programmes particularly. Therefore, in-depth analyses are essential to understand the experiences of PhD students and supervisors. This effort will allow us to identify (un)successful experiences, with the aim of improving practice, and to make more explicit how a human being can go beyond his/her personal boundaries, and how his/her learning through research happens, which is embedded in strong emotional experiences. This latter aspect is the main topic of this paper. The author aims to shed light on the voices of doctoral students and supervisors, concerning the competences of emotional nature they should possess and/or enhance. This will allow a reflection on the emotional character of research and supervision processes.

P11 An approach to university management and leadership competences in Central Asia: current trends and future challenges (0138)

Michele Girotto, Xavier Llinàs
Universitat Politècnica de Catalunya, Spain

Research Domain: Management, Leadership, Governance and Quality

The Central Asia higher education systems are going through relevant transformations in recent years. In terms of organization of multi-level systems countries may vary, but higher convergence is observed concerning efforts of reforming the higher education systems to meet the needs of a modern competitive economy based on international experiences. Having to do with how universities are managed, principles of strategic planning, quality management and autonomy are being shaped. This paper sheds empirical lights on such efforts, providing on the one hand, a comparative analysis of the situation of the strategic university management in Central Asia universities and on the other, it identifies management skills and leadership qualities required of university managers across countries. The analysis of current trends and challenges of university management and leadership competences are drawn based on a survey data, which is used to explore the ongoing transformation across the region.

Q2 And Then What Happened?: A Critical Examination of the Role of Class in Graduate Employment (0156)

Ciaran Burke
University of Ulster, UK

Research Domain: Higher Education Policy

The rise of post-industrialisation and, with it, the knowledge economy has firmly placed the university as the central institution to provide social mobility. A direct consequence of this human capital discourse of "access equals success" is that there are more individuals reading for degrees; as a result, there are fewer graduate jobs than graduates, leading to graduate underemployment. In the context of fewer graduate jobs than graduates and graduates holding similar levels of educational capital, this paper considers whether other forms of capital influence graduate trajectories. Drawing on the empirical results of a study, framed through Bourdieusian social theory, which collected the life histories of 27 Northern Irish graduates examining educational and (graduate) employment trajectories, this paper will discuss the influence of class on graduate employment by demonstrating the classed nature of aspirations and strategy and the importance of a priori capitals (social and cultural).

Q3 Student performativity: how presenteesim, learnerism and globalism are eroding the freedom to learn (0029)

Bruce Macfarlane, University of Hong Kong

Research Domain: Student Experience

> The paper sets out a conceptual analysis of student performativity as a mirror image of teacher performativity. The former is defined as the way that students are evaluated on the basis of how they perform at university in behavioural rather than cognitive terms. Specifically, this includes rules on class attendance (presenteeism) and increasing emphasis on class and peer participation as part of learning and assessment regimes (learnerism). Students must also demonstrate their commitment to the espoused values of the corporate university such as global citizenship and sustainability (globalism) promoted via general education programmes and a curriculum influenced by graduate attributes. Drawing on the work of Lasch (1979) and Skeggs (2010), it is argued that student performativity represents the spread of the 'performing self' in wider society and is transforming learning at university from a private space into a public performance with adverse consequences for student academic freedom.

Q4 Happy in academia - The perspective of academic elite (0079)

Oili-Helena Ylijoki
University of Tampere, Finland

Research Domain: Academic Practice, Work and Cultures

The paper sets out to explore current work experiences in academia from the perspective of professors and other senior academics who occupy gatekeeping positions in their field. Based on a narrative analysis of 30 focused interviews with social scientists in the UK and Finland, the paper discerns a happiness narrative, stressing bliss, luckiness and joy of working like crazy. In contrast to the dominant misery narrative, also the transformations in the higher education system are seen in a positive light. It is argued that the transformations in higher education are not stemming only from external steering but academics, the elite in particular, is involved in producing them. The happiness narrative also points to the power of traditional academic values and ideals which the elite is capable and willing to safeguard.

Q6 A comparison of French-students' emotional experience from upper sixth to third-year of Bachelor's degree (0140)

Laurent Cosnefroy
Institut Français de l'Education/Ecole normale supérieure de Lyon, France

Research Domain: Learning, Teaching and Assessment

The study of emotions in academic contexts is of paramount importance to better understand students' achievement. The Pekrun's control-value theory of achievement emotions offers a theoretical framework for analyzing emotions experienced during class lessons, taking tests and studying at home. The present study analyzes French students' emotional experience by comparing different groups of students from upper sixth to third year of Bachelor's degree. It is assumed that emotional experience will change according to students' position. The Pekrun's Academic Emotions Questionnaire has been translated into French. 316 French undergraduate and upper sixth students were asked to complete the questionnaire. The results showed that the transition from secondary education to higher education makes the emotional experience more intense. Implications for teaching are then discussed.

Q7.1   Is critical thinking just a skill amongst others in the student's experience? (0103)

Martin Gough
De Montfort University, UK

Research Domain: Learning, Teaching and Assessment

There is a wide consensus that part of what makes higher education what it is is that it supports the adoption of a critical perspective on the subject matter with which it deals. So is critical thinking a skill which students (continue to) learn through their higher education? The answer to this question requires philosophical analysis. Certain supporters and critics of the skills agenda hold to a common, incorrect ontology of skills, naïve realism. Irrealism is the correct ontology. The correct ontology explains how critical thinking can be treated as a general skill. Skills are, however, not things, as if mechanically transferable eo ipso into new situations. They are both rooted at the heart of academic subject disciplines, rather than in conflict with them, and important for developing critical being in students.

Q7.2   Experiencing and thinking difference in teaching, learning and assessment (0037)

Tim Higgins
National University of Ireland, Ireland

Research Domain: Learning, Teaching and Assessment

'Learning in the context of ontological change' is argued for as a necessary response to current challenges for the university and to change in society. A general approach to this response is developed. Criteria for the identification of 'ontological learning' are proposed, cases are identified, and an empirical model developed, theorised and tested. The features of the model are explored and related to the ideas of the theorists who influenced them. Our study compares with that of Stengers on ontological change in the sciences; experiencing and thinking difference is offered as an entry to ontological learning. The study itself is presented as an experience of learning through difference and thus as a case of 'learning in the context of ontological change'.

Q9   Student Experience and Leadership Trends (0200)

Craig Gaskell
University of Hull, UK

Research Domain: Management, Leadership, Governance and Quality

"Student experience" has become a dominant term in the contemporary language of Higher Education and the development of leadership roles, implicitly or explicitly in line with this agenda, is something that needs to be better understood in the sector. This paper presents the results of a recent study, undertaken in 2012/2013, of leadership roles in UK Higher Education Institutions that relate to the student experience agenda. The aim of the study was to develop a better understanding of established and emerging roles, associated trends and possible new career trajectories.

Q10   Advantages and Risks of Using Facebook to Communicate with Students: The Christchurch Earthquake Context (0263)

Trevor Nesbit, Angela Martin
University of Canterbury, New Zealand

Research Domain: Student Experience

The University of Canterbury was not along in experiencing the disruption that was caused by the February 2011 earthquakes in Christchurch, New Zealand.

This paper presents how students in three large classes at the University perceived the advantages and risks of using Facebook as an additional communication channel in the wake of the February 2011 earthquakes. Students were surveyed about their use of the Facebook groups that were created with this phase of the study focusing on their perceived advantages and risks.

The most cited advantages related to communication; accessing information and increased feelings of connectedness. The most cited risks that related to students seeking too much help with assessments, irrelevant postings and privacy concerns. Of interest was the number of students stating that there were no risks.

Conclusions to the paper indicate that in the wake of the earthquakes the advantages of having the Facebook groups outweighed the risks.

Q11   External Examiners' Standards Examined: The practice of external examining in the contemporary quality assurance context of higher education (0139)

Margaret Price[1], Sue Bloxham[2], Birgit den Outer[1], Jane Hudson[1]
[1]Oxford Brookes University, UK, [2]University of Cumbria, UK

Research Domain: Management, Leadership, Governance and Quality

In an environment where there is concern about a loss of confidence in standards, external examining is seen as the key accountability process which addresses the quality of student performance. However, how academic standards are used by external examiners is seldom problematised. This paper presents findings of a research collaboration on how standards are conceived, constructed, and applied in external examining. Twenty four examiners took part in an innovative research process that involved a repertory grid exercise and the construction of a social world map, where the provenance of standards was further investigated. Analysis reveals that the social worlds in which examiners acquire and embody standards compete with, and sometime contradict due diligence processes that make up the modern external examining system. The research calls for a redefinition of the role of the external examiner and the place of the external examining system as custodian of academic standards.

Q12   VOCATIONAL AND TECHNICAL EDUCATION AS DRIVERS TO NATIONAL TRANSFORMATION (0242)

Oleledinma Nwanna-Nzewunwa
University of Port Harcourt, Nigeria

Research Domain: Learning, Teaching and Assessment

Culture is the potent source of knowledge; therefore the society dictates what counts as knowledge. One of Nigerians education reform efforts is to produce individuals that are equipped with skills that will make the country economically and technologically advanced. Nigeria is a country that has abundant human and natural resources, which if adequately utilized will result to personal and national transformation. This paper makes a case for vocational and Technical Education as drivers of individual and national development. The barriers to quality vocational technical education were identified the findings of the study revealed that the provision of adequate funds, quality human and material resources, political stability, absence of terrorists activities are same of the factors that will produce quality vocational and Technical graduates that will transform the country into economically and technologically developed nation.

R1   A Tale of Two Cities: the contribution of Professional staff to the student experience (0011)

Carroll Graham[1]**, JulieAnne Regan**[2]**, Nicola Banks**[2]**, Emma Dollard**[2]
[1]University of Technology, Sydney, Australia, [2]University of Chester, UK

Research Domain: Academic Practice, Work and Cultures

With growing focus on the student experience, the contribution of everyone employed in higher education requires investigation and understanding. Despite this, there is a lack of research investigating the views and contribution of Professional Staff (sometimes referred to as Support Staff). This paper will report on findings from a comparative study between an Australian and a UK University. The study used a modification of the Schmidt Delphi method to ask 'expert panels' to rank the order of ten propositions considered to support positive student outcomes. Panellists were asked to rank the propositions according to the level of contribution made by Professional Staff.
Initial comparative analysis indicates a greater consensus in the Australian panel, than those in the UK. Although the same proposition was ranked first overall, there are some important differences highlighted. Implications for the support and development of staff to enhance the student experience will be discussed.

R2   Costs and efficiency in the English higher education sector (0018)

Jill Johnes, Geraint Johnes
Lancaster University, UK

Research Domain: Higher Education Policy

This paper aims to provide an in-depth study of the cost structure and efficiency of English higher education institutions (HEIs). Given the change in the composition of the sector, we are interested in how costs structures and efficiency vary by mission group. Previous work has focussed on pre-determined mission groups; but mission groups were often formed historically, and universities within a group may not necessarily have similar outlooks today. We therefore use a 9-year panel of data from the English higher education sector to estimate a cost function for English HEIs using the latent class variant of the stochastic frontier model. This allows us simultaneously to (i) identify clusters of institutions, based on what the data tell us, (ii) evaluate the parameters of the cost function for each cluster, thence evaluating measures of economies of scope and of scale within each cluster, and (iii) measure the efficiency of each institution.

R4   Becoming and learning to be a professor: Academic leadership preparation and development for the UK's professoriate (0268)

Linda Evans
University of Leeds, UK

Research Domain: Academic Practice, Work and Cultures

In a recent issue of the Times Higher Education, the editor wrote in her leader: 'What it means to be a professor ... is magnificently opaque. There's plenty of advice on how to get there, but little once you've reached your destination. There's no global job description, no template, no handbook, only the example of those who have gone before'. This paper reports findings from a funded study focused on this issue: learning how to be, and developing as, a professor (as the title is used in UK, rather than North American, universities). The research used online questionnaires and follow-up interviews to examine professors' views on their preparedness for the professorial role, and their associated development needs and experiences. Drawing upon vignettes that illustrate professors' coping strategies and developmental experiences, this paper considers whether there is a need for professorial academic leadership development programmes and, if so, in what form.

R5   The value of a higher education in terms of morphogenesis of student agency: A decade later, graduates look back on the experience of learning (0030)

Jennifer Case
University of Cape Town, South Africa

Research Domain: Student Experience

Contemporary times of massive and rapid shifts necessitate a close examination and a reconceptualization of the student experience of learning, in order to reinterpret and reassert the broader basis for the value of this experience. This article draws on a study which interviewed in depth nearly all students in a class of senior engineering students at a South African university in the early 2000s. For the purposes of this study, students were contacted again a decade on from this experience and nearly all the original respondents were interviewed again telephonically. This longitudinal study allows a new perspective on the student experience of learning and also allows for the demonstration of a theoretical perspective on student learning that draws on the work of sociologist Margaret Archer, framing the value of higher education in terms of its potential to stimulate broad personal development (termed here 'morphogenesis of agency').

R6   A sociocultural perspective on learning for leadership in a global context: a focus on the experience of full-time 'pre-experience' MBA students (0028)

Hazel Messenger
London Metropolitan University, UK

Research Domain: Learning, Teaching and Assessment

It is anticipated that business education programmes will produce employable graduates who are 'business-ready' and capable of 'hitting the ground running'. An alternative conceptualisation of a business education programme sees it as a developmental opportunity involving the whole student. For students involved in a full-time 'pre-experience' MBA this is particularly relevant and involves creating an environment which encourages development by promoting self-awareness, team working and opportunities for leadership.

The full-time MBA at the City of London Business School (London Metropolitan University) is designed for young adults preparing for a career involving leadership and management. Students are recruited internationally from widely diverse backgrounds and the programme consists of semester-based content modules plus a year-long module associated with leadership and personal development. A sociocultural analysis of the students' experiences on the year-long module has enabled their perspectives and the organisational context to be taken into account, so informing future planning and development.

R7 Questioning Teaching and Technology Beliefs (0122)

Heather Kanuka, Erika Smith
University of Alberta, Canada

Research Domain: Digital University

With internet technologies and associated tools moving into a fourth decade, it would be difficult to argue that the internet, in-and-of-itself, is a global trend. And yet, remarkably, new net-based technologies (i.e., social media) and practices (i.e., MOOCs) continue to emerge and transform our understanding and imagination, resulting in the endless emergence of new uses and trends. Alongside net-based initiated global trends and transformations are debates on whether new uses will save higher education, or ruin it. Such discussions, however, typically revolve around 'what' is being proposed when teaching with technology, bypassing 'why' – or specifically: the raison d'être of an academic community. This presentation will share the results of a study on (1) the beliefs that academics hold about the aims (raison d'être) of academic communities, with a focus on teaching and technology, and (2) an instrument designed to identify individual beliefs on the aims of higher education.

R9 The Limits of Inclusion: Disability and access to higher education in Nigeria (0230)

Felix Olakulehin[0]
[1]University of Leeds, UK, [2]National Open University of Nigeria, Nigeria

Research Domain: Higher Education Policy

After 15 years of implementing the distance learning policy for promoting access of disadvantaged people in higher education in Nigeria, research evidence indicates that the policy has failed. Disabled people are still severely underrepresented higher education in Nigeria, including the National Open University of Nigeria, which enrols the highest number of undergraduates. It had been the policy of government to utilise distance education as means of promoting inclusion of disabled people along with other underrepresented groups in higher education. This study uses semi-structured interviews and document analysis to investigate the experiences of disabled people at the National Open University of Nigeria. Data are analysed using the social model of disability established by disability scholars including Oliver, Barton and Priestley. The study uses Archer's morphogenetic approach and Bourdieu's Habitus and Capital as meta-theoretical framework for exploring disabled peoples' experiences.

R10 Undergraduate research as pedagogy for the twenty-first century university: Student-generated perspectives on research-teaching links. (0013)

Ian Kinchin[1], Camille Kandiko[2]
[1]University of Surrey, UK, [2]King's College London, UK

Research Domain: Student Experience

This paper reports on a project in which student researchers were engaged to conduct interviews with academics to construct a view of their teachers' understanding of the link between their disciplinary research and their teaching. Nine students each produced an academic paper to summarise their findings and these case studies are analysed here to draw out themes that could influence the success of adopting a research-based pedagogy. A meta-analysis of the nine case studies reveals some disagreement among academics of the role of research in student learning.
We reflect here on our experiences with the student researchers in order to evaluate the engagement of students as researchers for curriculum enhancement, and consider the tension between student voice and engagement and co-enquiry as an area requiring further development. Possible

consequences are considered for academic development of a research-rich pedagogy that may disrupt common conceptions of teaching and research as separate activities.