

# The Changing Shape of Higher Education

## Can excellence and inclusion cohabit?

### **SRHE Annual Research Conference**

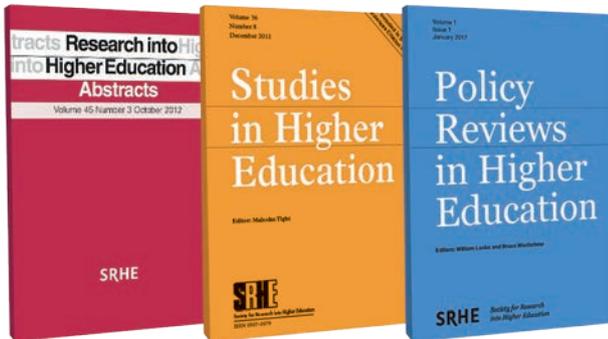
5-7 December 2018

Celtic Manor, Newport, South Wales, UK

### **Conference Programme & Book of Abstracts**

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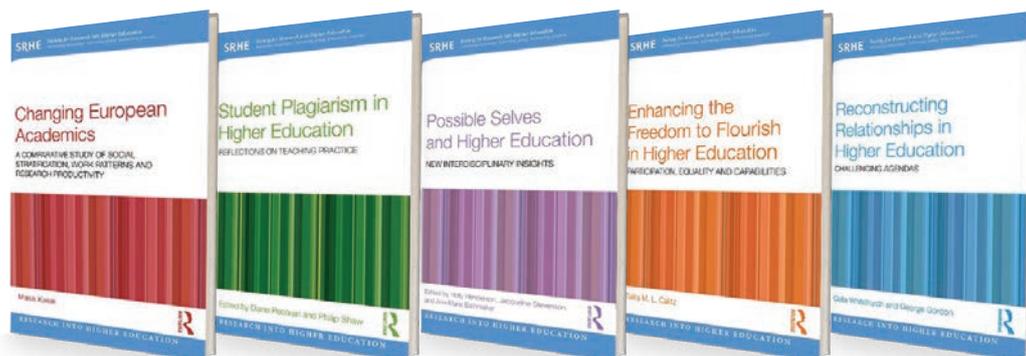
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Professor Ellen Hazelkorn, Dublin Institute of Technology

***Challenging ‘excellence’ in higher education: racism, inclusion and white privilege***

Professor Kalwant Bhopal, University of Birmingham

***The prestige claims of UK universities: rhetoric and reality***

Professor Vikki Boliver, Durham University

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## WELCOME LETTER FROM HELEN PERKINS, DIRECTOR SRHE

Dear Colleagues,

On behalf of the Society for Research into Higher Education, and all the individuals who have contributed to the development of the 2018 SRHE Annual Research Conference, I extend a very warm welcome to you all. I hope that you will experience a lively and stimulating conference and enjoy your time at the Celtic Manor, taking full advantage of all the Conference programme has to offer and the networking space which this venue offers for connecting with colleagues from around the world.

This year's Conference theme: **The changing shape of higher education: Can excellence and inclusion cohabit?** has proved both timely and important. It has also stimulated the development of some very thought-provoking plenary sessions as well as individual paper contributions.

Higher education is increasingly subject to competing demands, often from very different, seemingly incompatible world views. The idea of the "knowledge economy" has emerged as a dominant way of framing the work of universities, represented in global league tables that privilege a particular view of excellence and its purpose. In many parts of the world, governments are reorganising their higher education systems to support the growth of "elite" institutions, whilst a growing number of private providers expands the type of teaching provision available. There is a clear trend towards increasing stratification in many university systems whilst privileging economic ends over social ones.

Academics engaged in higher education research are clearly responding to the challenge of such developments, and are addressing difficult questions in observing the changing shape of higher education: Are these changes inevitable? Is higher education becoming increasingly a means of social reproduction? Is it acceptable to let markets decide who gets access to what educational opportunity? Is there space for diversity and inclusion in an increasingly stratified system? Our three plenary sessions address a number of these and other questions directly, as do many of the paper presentations.

For those of you who have not previously attended an SRHE Conference, we encourage everyone involved to do all they can to make you feel welcome and included in all aspects of the conference. I do hope that this will come across to all delegates. Making a large, international conference a welcoming, friendly and collegial experience for all is something we want the SRHE Conference known for.

The conference programme provides plenty of opportunity to exchange knowledge and ideas with colleagues working on similar topics and, equally importantly, to enjoy some congenial downtime. I hope you will take full advantage of all these opportunities and feel part of the SRHE community.

The planning and preparation of the SRHE Annual conferences is a collegial and collaborative process and we are indebted to colleagues around the world who play a major part in this, as peer reviewers, as conference chairs, as lead assessors, Network convenors and SRHE Committee members. Final selection of papers for acceptance is made by lead assessors for each of the research domains and the high quality and value of the reviews submitted was particularly helpful in making these decisions. That the Society is able to draw on such expertise and for our colleagues to give their very precious time to these activities is one of our greatest strengths as a learned society. Thank you to everyone who has played a part in this process this year.



**Helen Perkins**, *Director SRHE*

## CONFERENCE PROGRAMME AT A GLANCE

Wednesday 5 December 2018

09.00-10.30	Registration	Hotel Entrance Foyer
10.45-11.00	<b>Conference Welcome</b> Helen Perkins, <i>SRHE Director</i>	Caernarfon Suite
11.00-11.45	<b>Plenary 1: Social Stratification in Higher Education: What It Means at the Micro-Level of Individual Academics</b> Professor Marek Kwiek, <i>Director, Center for Public Policy Studies, University of Poznan, Poland</i>	Caernarfon Suite
12.00-12.30	<b>Paper Presentations:</b> Sessions: A1 – A12	Breakout Rooms
12.45-13.15	<b>Paper Presentations:</b> Sessions: B1 – B12	Breakout Rooms
13.15-14.15	Lunch	Caernarfon Foyer
14.15-14.45	<b>Paper Presentations:</b> Sessions: C1 – C12	Breakout Rooms
15.00-15.30	<b>Paper Presentations:</b> Sessions: D1 – D12	Breakout Rooms
15.45-16.15	<b>Paper Presentations:</b> Sessions: E1 – E12	Breakout Rooms
16.15-16.45	Tea / Coffee Break	Caernarfon Foyer
16.15-16.45	<b>Book launch:</b> Changing European Academics, A comparative study of social stratification, work patterns and research productivity, Kwiek	Caernarfon Suite
16.45-17.15	<b>Paper Presentations:</b> Sessions: F1 – F12	Breakout Rooms
17.30-18.15	<b>First World War Memorial Lecture: The Impact of WW1 on Higher Education</b> Professor John Taylor, <i>University of Lancaster</i>	Caernarfon Suite
18.30-19.15	<b>Welcome Reception</b>	Merlin's Bar Hotel Lobby area
19.00-21.30	<b>Informal Dinner for Delegates</b>	Olive Tree and Resort Restaurants

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

The lanyards for this event are colour coded as follows:

### Black

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

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Speakers at the event

### Red

Trustees and Members of the SRHE Governing Council

### Green

SRHE Network convenors

### Blue

All event delegates

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## CONFERENCE PROGRAMME AT A GLANCE

Thursday 6 December 2018

09.00-09.30	<b>Paper Presentations:</b> Sessions: G1 – G12	Breakout Rooms
09.45-10.15	<b>Paper Presentations:</b> Sessions: H1 – H12	Breakout Rooms
10.30-11.00	<b>Paper Presentations:</b> Sessions: J1 – J12	Breakout Rooms
11.00-11.30	Tea / Coffee Break	Caernarfon Foyer
11.00-11.30	<b>Book launch:</b> Possible Selves and Higher Education: new interdisciplinary insight Henderson, Stevenson, Bathmaker	Caernarfon Suite
11.30-12.00	<b>Paper Presentations:</b> Sessions: K1 – K12	Breakout Rooms
12.15-13.15	<b>Plenary 2: Can excellence and inclusion cohabit?: Addressing important research questions</b> <b>Panel presentations</b> <b>Does a world-class university strategy lift all boats?</b> Ellen Hazelkorn, <i>Dublin Institute of Technology, Ireland</i> <b>Challenging ‘excellence’ in higher education: racism, inclusion and white privilege</b> Kalwant Bhopal, <i>University of Birmingham, UK</i> <b>The prestige claims of UK universities: rhetoric and reality</b> Vikki Boliver, <i>Durham University, UK</i>	Caernarfon Suite
13.15-14.15	Lunch	Caernarfon Foyer
14.15-14.45	<b>Paper Presentations:</b> Sessions: L1 – L12	Breakout Rooms
15.00-15.30	<b>Paper Presentations:</b> Sessions: M1 – M12	Breakout Rooms
15.30-16.00	Tea / Coffee Break	Caernarfon Foyer
15.30-16.00	<b>Meet the Editors</b> <b>Policy Reviews in Higher Education</b> William Locke, Ellen Hazelkorn <b>Studies in Higher Education</b> John Richardson <b>Higher Education Quarterly</b> Paul Gibbs	Caernarfon Foyer Taylor and Francis Stand HEQ Stand Caernarfon Foyer
16.00-16.30	<b>Paper Presentations:</b> Sessions: N1 – N12	Breakout Rooms
16.45-17.15	<b>Paper Presentations:</b> Sessions: P1 – P12	Breakout Rooms
17.30-18.00	<b>Paper Presentations:</b> Sessions: Q1 – Q12	Breakout Rooms
19.15-20.00	<b>Drinks Reception</b> (open to all delegates) <i>Sponsored by Routledge/Taylor &amp; Francis Group</i>	Caernarfon Foyer
20.00-22.30	<b>Conference Gala Dinner</b>	Caernarfon Suite
22.30-00.30	<b>Disco</b> (open to all delegates)	Caernarfon Suite

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## CONFERENCE PROGRAMME AT A GLANCE

Friday 7 December 2018

09.00-09.30	<b>Paper Presentations:</b> Sessions: R1 – R12	Breakout Rooms
09.45-10.15	<b>Paper Presentations:</b> Sessions: S1 – S12	Breakout Rooms
10.30-11.00	<b>Paper Presentations:</b> Sessions: T1 – T12	Breakout Rooms
11.00-11.15	Tea / Coffee on the go	Level C 2
11.15-11.45	<b>Paper Presentations:</b> Sessions: U1 – U12	Breakout Rooms
12.00-12.30	<b>Paper Presentations:</b> Sessions: V1 – V12	Breakout Rooms
12.45-13.15	<b>Plenary 3: <i>Changing the Shape of Higher Education: Troubling Neoliberalism and Imagining Alternativity</i></b> Professor Louise Morley <i>University of Sussex, UK</i>	Caernarfon Suite
13.15-14.15	Lunch and Depart	Caernarfon Foyer

## EXHIBITORS AT CONFERENCE

Exhibition stands are open throughout conference in the Caernarfon Foyer.

Exhibitors this year are:

Routledge, Taylor & Francis Group  
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Johns Hopkins University Press

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## PLENARY SPEAKERS

Wednesday 11.00-11.45

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### ***Social Stratification in Higher Education: What It Means at the Micro-Level of Individual Academics***

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**Professor Marek Kwiek**, *Director, Center for Public Policy Studies, University of Poznan, Poland*

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The massification of higher education means the massification of the academic profession, resulting in ongoing global struggles on the part of academics to maintain their traditionally stable (upper) middle-class social and economic status. Globally, huge numbers of students are accompanied by huge numbers of academics. As massification progresses, stratification follows.

Research – and even more so, publicly funded research – cannot be conducted across whole national systems, in all of their segments, and with equal intensity. Vertical differentiation, which expects different contributions to knowledge from academics representing diverse segments of the system, may be the only way to protect the academic profession from widespread dissatisfaction.

This speech explores various manifestations of stratification in the academic profession across Europe and seeks to understand the extent to which ongoing governance and funding changes are consequential with respect to the work and life of academics.

The general assumption of this speech is that the changes directly affecting the life and work of academics will intensify, thereby undermining most principles of traditional academic visions and ideologies or undermining them in most segments of national systems. The drivers of change in higher education across Europe are structurally similar.

Policy implications of growing stratification in science emerge at individual, institutional and systemic levels; and they emerge for individual academic careers, institutional strategies, and national strategies, with competition and vertical differentiation as background concepts. And, above all, with the notion of the attractiveness of the academic profession (and academic workplace).

The current stratification in science is driven by the availability of disaggregated individual and institutional data and their novel national and international usage in academic hiring and promotion, national research funding distribution, and measurement of national competitiveness. This effect extends beyond national and institutional levels to individual disciplines and academics within individual institutions. Coupled with data-based national evaluation systems, bibliometrics-based peer review exerts an influence at all levels. As an important component of prestige maximization, increasing access to research resources informs institutional, departmental, and individual strategies. 'Winner takes all' logics predominate, and judgments of excellence extend beyond institutions to individual academics, intensifying their experience of the tensions between teaching and research, economic and social values, and the global scientific (fundamental) and local/regional (applied) goals of research. Big-picture issues of institutional differentiation and mission and the changing character, volume, and structure of national research funding now translate into direct anxieties for individual academics at 'the eye of the storm.'

These issues are routinely analyzed at the macro- and meso-levels of university organization. However, the present speech demonstrates that they have far-reaching implications for the academic profession as a whole and can be analyzed using micro-level data.

The three types of stratification discussed in this speech will refer predominantly to research: the inequality in its production, its links to high academic incomes and its relationships with international collaboration. Research is the core issue in academic careers from the perspective of social stratification in academic science.

The notion of social stratification in science refers directly to academics and their work and lives. It is internal rather than external to the academic profession. The issues of persistent inequality in research achievements and in academic knowledge production, the systematic inequality in academic incomes and their (disappearing)

link to research productivity and the increasing correlation between internationalization in research and productivity (together with the increasing role of international publications in national reward systems, including access to competitive research funding), go to the very heart of the academic profession. And the above dimensions can be rigorously measured and compared cross-nationally with a unique data set.

Key concepts addressed in this speech include therefore social stratification in science, academic career structures, award and recognition systems, patterns of academic behavior and attitudes, and research productivity. Specifically, there are three variations on the theme of social stratification: academic performance stratification, academic salary stratification and international research stratification. Each of these refers to prototypical figures in higher education research: academic top performers, academic top earners, and internationalists and locals. These categories are the major dividing lines used here to analyze the quantitative material from 17,211 survey respondents across 11 European countries accompanied by a qualitative material of 500 semi-structured interviews conducted across 7 European countries.

### **Biography**

#### **Marek Kwiek**

Professor and Director of the Center for Public Policy Studies, University of Poznan, Poland, Chairholder, UNESCO Chair in Institutional Research and Higher Education Policy.

Marek has been a Principal Investigator or country Team Leader in 25 international higher education research projects funded by the European Commission; the European Science Foundation; and the Fulbright, Ford, and Rockefeller foundations. His research focus is university funding and governance, public sector reforms, and the changing academic profession.

His most recent monograph, *Changing European Academics: A Comparative Study of Social Stratification, Work Patterns and Research Productivity* was published by Routledge (2018). He published in *Science and Public Policy*, *Scientometrics*, *Comparative Education Review*, *Higher Education*, *Studies in Higher Education*, *Journal of Studies in International Education*, etc.

Marek was a Fulbright Foundation scholar (University of Virginia), Kosciuszko Foundation scholar (University of California, Berkeley) and the Reagan-Fascell Democracy Fellow (National Endowment for Democracy, Washington, DC). He was also a Fulbright New Century Scholar (NCS) from 2007 to 2008.

Marek is an editorial board member for *Higher Education Quarterly*, *European Educational Research Journal*, *British Educational Research Journal*, and *European Journal of Higher Education*.

Marek is also an international higher education policy expert for the European Commission, USAID, the OECD, the World Bank, UNESCO, OSCE, the Council of Europe, European Parliament, national governments, and higher education institutions and a higher-education reforms advisor in 12 transition countries.

### **Wednesday 17.30-18.15**

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#### ***The Impact of WW1 on Higher Education***

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**Professor John Taylor**, *University of Lancaster, UK*

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The First World War had innumerable consequences for all aspects of society; universities and education being no exception. Based on his book *The Impact of the First World War on British Universities: Emerging from the Shadows* (Palgrave Macmillan), Professor Taylor details the myriad impacts of the war on British universities: telling how universities survived the war, their contribution to the war effort and the changes that the war itself brought about. In doing so, the author highlights the changing relationship between universities and government: arguing that a transformation took place during these years, that saw universities moving from a relatively closed world pre-1914 to a more active and open role within the national economy and society.

### **Biography**

John Taylor is Visiting Professor in the Department of Educational Research, Lancaster University, UK. A historian by background, his research areas lie in policy and management and the history of higher education.

Thursday 12.15-13.15

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**Plenary 2: Can excellence and inclusion cohabit?: Addressing important research questions**

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**Panel presentations**

***Does a world-class university strategy lift all boats?***

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**Professor Ellen Hazelkorn**, *Dublin Institute of Technology, Ireland*

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Despite being around for over a decade, global rankings continue to exercise in incredible influence over higher education policy, institutional strategy, and student and academic prestige. Even when they are not explicit, there is often an implicit pursuit of world-class status – because of the correlation between rankings and the geopolitical political positioning of nations and institutions. This has led many governments to target, directly and indirectly, policies and funding to support and strengthen universities capable of competing at the highest international level, according to the rankings. Recent studies in the UK point to continued socio-economic tracking of higher education and career opportunities (Britton, Dearden, Shephard, & Vignoles, 2016; Britton, Shephard, Vignoles, & Dearden, 2016), and vulnerability of some of the most vulnerable institutions in the most vulnerable places (Goddard, Coombes, Kempton, & Vallance, 2014). This talk discusses the implications of such strategies and policies on the higher education system as a whole, and asks if a world-class strategy can lift all boats.

Britton, J., Dearden, L., Shephard, N., & Vignoles. (2016). What and where you study matter for graduate earnings – but so does parents' income. London: Institute for Fiscal Studies. Retrieved from [http://www.ifs.org.uk/uploads/publications/pr/graduate\\_earnings\\_130416.pdf](http://www.ifs.org.uk/uploads/publications/pr/graduate_earnings_130416.pdf)

Britton, J., Shephard, N., Vignoles, A., & Dearden, L. (2016). How English domiciled graduate earnings vary with gender, institution attended, subject and socio-economic background. London: Institute for Fiscal Studies. <http://doi.org/10.1920/wp.ifs.2016.1606>

Goddard, J., Coombes, M., Kempton, L., & Vallance, P. (2014). Universities as anchor institutions in cities in a turbulent funding environment: vulnerable institutions and vulnerable places in England. *Cambridge Journal of Regions, Economy and Society*, 7(2), 307–325. <http://doi.org/10.1093/cjres/rsu004>

**Biography**

Ellen is Emeritus Professor and Director, Higher Education Policy Research Unit (HEPRU), Dublin Institute of Technology (Ireland). She runs an international consultancy firm focusing on education, BH Associates. She was previously Policy Adviser to the Higher Education Authority (HEA) 2011-2017 and President of EAIR (European Higher Education Society) 2013-2016, and advises and reviews for governments, international organisations and universities. She is Joint Editor of Policy Reviews in Higher Education and a 2018-19 NAFSA Senior Fellow.

***The prestige claims of UK universities: rhetoric and reality***

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**Professor Vikki Boliver**, *Durham University, UK*

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Against a backdrop of mass participation in higher education, the prestige claims of UK universities have never been more overt, or more consequential. The Russell Group claims that its member institutions are the 'jewels in the crown' of the UK university system, and the badge of 'world-class university' is valorized as though it were the highest possible honour. In this panel discussion I argue that most Russell Group universities are really no different to most other 'Old' (pre-1992) universities; they simply benefit from the reflected glory of the universities of Oxford and Cambridge whose prestige, in turn, stems ultimately from being old, rich, and a long-standing haunt of the elite. I also argue that the 'world-class university' as currently conceived is antithetical to widening participation; an overriding concern to select only the 'brightest and best' students as measured by prior academic achievement, and the substitution of excellence in research for excellence in teaching and learning, serves to exclude the vast majority of prospective students from disadvantaged backgrounds.

**Key sources**

Boliver, V., Powell, M. & Moreira, T. (2018). Organisational Identity as a Barrier to Widening Access in Scottish Universities. *Social Sciences* 7(9): 151.

Boliver, V. (2015). Are there distinctive clusters of higher and lower status universities in the UK?. *Oxford Review of Education* 41(5): 608-627.

***Challenging 'excellence' in higher education: racism, inclusion and white privilege***


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**Professor Kalwant Bhopal**, *University of Birmingham, UK*

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This presentation will explore how universities work to perpetuate a certain kind of 'excellence'. It argues that universities are spaces in which whiteness and white identities predominate in which the notion of 'excellence' is defined by white, middle class norms and behaviour. This is evidenced not just in representation but in the curriculum and approaches to diversity and inclusion. Processes of racism continue to disadvantage staff and students of colour, consequently universities continue to perpetuate the superiority and dominance of whiteness in which they remain spaces reserved for the privileged few (Bhopal, 2018). They reproduce and reinforce racial inequalities by employing a rhetoric of inclusion and 'excellence' but one that is rarely evidenced in practice or outcomes.

**Biography**

Kalwant Bhopal's research focuses on the achievements and experiences of minority ethnic groups in education. She has conducted research on exploring discourses of identity and intersectionality examining the lives of Black minority ethnic groups as well as examining the marginal position of Gypsies and Travellers. Her research specifically explores how processes of racism, exclusion and marginalisation operate in predominantly White spaces with a focus on social justice and inclusion. She is Visiting Professor at Harvard University in the Harvard Graduate School of Education and Visiting Professor at Kings College London (Department of Education and Professional Studies). Her most recent book, 'White Privilege: the myth of a post-racial society' was published in 2018 by Policy Press.

**Friday 12.45-13.15*****Changing the Shape of Higher Education: Troubling Neoliberalism and Imagining Alternativity***


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**Professor Louise Morley**, *Centre for Higher Education and Equity Research, University of Sussex, UK*

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In this presentation, I explore the complexities and contradictions of how the political economy of neoliberalism's conceptual apparatus and reason have become entangled with higher education policies, values, practices, priorities, knowledge production, employment regimes, and identities in the knowledge economy of the global academy today. Neoliberalism can be a catchphrase, empty signifier or framing device, but also a potent condensate to express frustration at the rapidly changing value base and marketisation of higher education. The neoliberal transformation of higher education has been discursive and material, with ontological and epistemological consequences. However, higher education knowledge workers are increasingly placed in a binary of compliance or critique. We can perform neoliberalism or we can contest it, often simultaneously. Opportunities for resistance are differentially distributed in an increasingly asymmetricised, casualised or uberised profession. Deconstructions of neoliberalism and denunciatory analyses of its regulation and disciplinary technologies have become a central occupation of counter-hegemonic scholars. However, for others, neoliberalism represents progress, modernisation and a type of creative destruction that purges archaic practices and date-expired people. Measurement, audit and management by numbers are seen to represent a concretisation of academic labour, productivity and student satisfaction that counters the immaterialisation and abstraction of academic life. Financialisation and the economic matrix enables evaluation of higher education practices by means of market concepts. Cognitive capitalism suggests that there are rich rewards for those entrepreneurial academics who meet market demands, including lucrative leadership positions, large research grants, performance pay increases and gatekeeper power in decision-making fora.

The accelerated academy and resulting cognitive triage reduce time for thinking otherwise, and promotes particular forms of subjectivities and citizenship. The financialisation agenda produces subjects who are managers of their own portfolios seeking investment and maximising their value. All academic labour, activity and productivity need to be made intelligible via dominant metrics and norms. How did this all happen? I argue that neoliberalism has been installed via material, discursive and affective means - often by stealth. This includes funding and employment regimes and the stimulation of a range of emotions including fear, shame, competitiveness and pride. While dominant discourses can form and speak us, I question whether, as higher education scholars, professionals and students, we can start to identify new discursive formations, value systems and lexicons for imagining alternative higher education futures?

### **Biography**

Louise Morley FAcSS is a Professor of Education and Director of the Centre for Higher Education and Equity Research (CHEER) (<http://www.sussex.ac.uk/education/cheer/>) at the University of Sussex, UK. Louise has an international profile in the field of the sociology of gender in higher education, and has made keynote conference presentations on five continents.

Her current research interests focus on internationalisation and equity, the equity and affective implications of the neoliberal university, and higher education as a public good. She is Principal Investigator for the CHEER Project Higher Education Knowledge Exchange and Policy Learning in the Asian Century (<http://www.sussex.ac.uk/education/cheer/researchprojects/japan>), and is a Co-Investigator for an ESRC Newton Fund research project on Higher Education and the Public Good: Reflections from Four African Contexts. She is leading the University of Gothenburg's project on Fika in the Swedish Neoliberalised University, and is also participating in a new research network with Chile and Denmark: Internationalization and Knowledge Construction in Higher Education from a Gender Perspective co-ordinated by the Pontifical Catholic University, Chile.

She has recently completed a Horizon 2020 Marie Skłodowska-Curie funded project Higher Education Internationalisation and Mobility: Inclusions, Equalities and Innovations (HEIM) ([www.sussex.ac.uk/education/cheer/heim](http://www.sussex.ac.uk/education/cheer/heim)). During her career she has undertaken research on women and leadership in higher education for the British Council and for the Leadership Foundation for Higher Education on women and leadership, for the ESRC/DFID on Widening Participation in Higher Education in Ghana and Tanzania ([www.sussex.ac.uk/education/cheer/wphegt](http://www.sussex.ac.uk/education/cheer/wphegt)), for the ESRC on knowledge exchange, the HEFCE on graduate employability and for the Carnegie Corporation of New York and the Department for International Development on Gender Equity in Commonwealth Universities.

Louise is a Fellow of the Academy of Social Sciences, and a Fellow of the Society for Research into Higher Education. She was a Guest Professor at the University of Gothenburg, Sweden (2016-18), a Senior Research Fellow, Centre for Gender Excellence, University of Örebro, Sweden (2011), and the 2013-2014 Inaugural Chair, Women's Leadership Centre, Universiti Kebangsaan, Malaysia. In 2018-2019, she will be a Guest Professor at the University of Tampere, Finland. Louise has published widely in the field of higher education studies. See Sussex Research Online- <http://sro.sussex.ac.uk/view/creators/461.html>

# Conference Programme in full

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## CONFERENCE PROGRAMME IN FULL

Wednesday 5 December 2018

### A1

Beaumaris Lounge | **Wednesday 12.00-12.30**

***Are we denying ourselves space for academic integrity in the changing landscape of marketed H.E.? (0156)***

**Richard Scullion**, *Bournemouth University, United Kingdom*

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

One vital aspect of a changed H.E. landscape that appears to have been claimed by the neoliberal agenda is the career and progression structures that signal what it is to be a successful academic. Being a 'good' academic is increasingly linked to discourses narrowly and managerially defined and this has resulted in us increasingly valuing what is measured in our university life whilst simultaneously complaining about such a state of affairs. In this paper I present the case for this position before reflecting on its implications on our ability to retain any meaningful academic integrity. Proust's words resonate

I adore certain symbols no less than you do. But it would be absurd to sacrifice to the symbol the reality that it symbolises. Cathedrals are to be adored until the day when, to preserve them, it would be necessary to deny the truths which they teach.

We might substitute cathedral for university here.

## PANEL A2

### A2

Beaumaris 1 | **Wednesday 12.00-13.15**

***Higher education systems and the challenge of the entry of new providers***

Chair: **Susan Webb**, *Monash University, Melbourne, Australia*

Research Domain: Access and widening participation (AWP)

This panel discussion provides an international comparative analysis of the changing institutional structure of higher education in: England, Germany, Australia, Canada, and the USA brought about by the development of higher level vocational education in these five countries. The presenters consider how current developments address two key policy concerns: an emphasis on high skills as a means of achieving economic competitiveness and raising productivity; and the promise of increasing access for students hitherto excluded from higher education. We address these questions in relation to specific country contexts, in order to highlight similarities and differences in developments within the European arena and in a wider global context. This comparative analysis will encourage discussion of questions about policy learning and transfer in relation to equity and inequality in evolving higher education systems in changing contexts.

#### A2.1

Beaumaris 1 | **Wednesday 12.00-13.15**

***New forms of distinction and equity or continuing inequalities: analysing the role of non-university providers in Australian higher education (0477)***

**Susan Webb**, Lizzie Knight, *Monash University, Melbourne, Australia*; Shaun Rawolle, *Deakin University, Geelong, Australia*; Steven Hodge, *Griffith University, Brisbane, Australia*

A decade after demand driven funding for higher education was introduced in order to increase the diversity of provision and address social inequalities through widening participation, the Australian Government has capped university places at 2017 levels. Whether this policy move has been instigated because the participation problem has been solved or because the Government is facing fiscal constraints is a moot question, which is leading to a number of calls for reviews of tertiary education. It is in this context that

the paper explores the effects of demand-led growth of higher vocational education and the provision of Bachelor degrees in non-university college providers of vocational education (VET). Answering questions about the effects of this growth on equity and inequalities through the case of Australia has wider relevance to the growing field of scholarship on college based higher education (Bathmaker 2016; Kuhlee and Laczik 2015 Wheelahan 2016).

Thematic and critical discourse analyses are used to uncover the messages associated with the marketing of undergraduate degrees and the teaching, curriculum and assessment to students in the three largest publicly owned non-university providers. Data analysed from three case studies include: semi-structured interviews with senior college staff, curriculum leaders and marketing managers; media/marketing materials, institutional strategy and curriculum documents and government-collected enrolments data. The analysis explores how providers position themselves to support social mobility, who participates on their programmes and whether the position these providers play is different from Anglophone or German speaking country models. The analysis shows tensions and ambiguities in institutional missions and effects. State government owned non-university providers of Bachelor degrees present mixed messages by claiming to provide a distinctive form of applied higher technical knowledge and a mission to redress system inequalities for those from low-income families without experience of higher education. Participation data reveal a different account; the majority of students recruited are from a wider range of social groups, including international students and those from more affluent backgrounds trying to maintain their social advantages. This analysis of how vocational institutions are seeking to be distinctive providers in higher education provides a contribution to understanding whether the system is becoming increasingly vertically stratified and stretched between providers in different global contexts (Marginson 2016).

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#### A2.2 Beaumaris 1 | Wednesday 12.00-13.15

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##### ***Whose interests are served by developments in higher vocational education: exploring country specific similarities and differences (0486)***

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**Susan Webb**, Monash University, Melbourne, Australia; **Ann-Marie Bathmaker**, University of Birmingham, United Kingdom; **Kevin Orr**, University of Huddersfield, United Kingdom; Lucas Graf, Hertie School of Governance, Berlin, Germany; Justin J. Powell, University of Luxembourg, Esch-sur-Alzette, Luxembourg; Leesa Wheelahan, University of Toronto, Ontario Institute for Studies in Education, Toronto, Canada

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

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Applied degrees in colleges emerged as a distinct provision in many Anglophone countries around the turn of the 21st century. This includes foundation degrees and vocational degrees in England, applied baccalaureates in Canada and the United States, and vocational degrees in Australia. The paper will consider three rationales for this provision. Firstly, it can expand access to higher education (HE) for disadvantaged students; secondly, it can result in HE aligned with the needs of the workplace; and, thirdly, it is cheaper for governments and individuals compared to university provision. Those of us researching the emergence of this provision thought that it had the potential to grow and be a key mechanism to underpin universal systems of higher education (Bathmaker et al. 2008; Skolnik 2013; Wheelahan et al. 2009). However, instead growth has occurred through expansion of enrolments in universities.

Two research projects led by Wheelahan in Australia (Wheelahan et al. 2012, Wheelahan et al. 2009) and one project in Ontario, Canada (Wheelahan et al. 2017), as well as research by colleagues in Australia (Webb et al. 2017), Canada and the US (Skolnik 2013), and the UK (Bathmaker 2016) have led to theoretical reflections on what have been the limitations on the growth of college HE. In contrast, Continental European states have maintained their considerable investments in a range of vocational and higher education (Powell et al. 2012) and continued to develop "dual-study" programs pioneered in Germany in the 1970s. These hybrid programs fully integrate higher education study and paid work in firms; students are simultaneously trainees

(Graf 2016). The paper will consider how current policies and practices contain the traces of the historical differences in the structures of each system. We argue that the ways in which Marginson's (2016) notion of the vertical stretching of higher education systems plays out across these different national spaces depends in part on their historical antecedents. The analysis of different systems indicates differences between the Anglophone liberal market economies and the more organised markets of the DACH models (Germany, Austria, Switzerland). However, this is not to suggest that current developments involve a simple binary.

The developments in Germany illustrate the increasing pressures of competitive marketisation whilst still engaging employers in shaping advanced skill formation. In England there is the persistence of a wider educational and widening participation role for VET in spite of government policy pressures on the sector to respond more to vocational needs, and in Australia and Canada regulatory changes have enabled market expansion, but there are tensions with other policies, such as student funding, which have privileged university expansion. All these have had unintended consequences on who has taken up the new opportunities in higher vocational or college-based higher education.

**A2.3** Beaumaris 1 | **Wednesday 12.00-13.15**

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***The elusive pursuit of excellence and inclusion in an unequal playing field: an analysis of discourses of distinction and equity in English higher vocational education (0469)***

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**Ann-Marie Bathmaker**, *University of Birmingham, United Kingdom*

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Research Domain: Access and widening participation (AWP)

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At the end of the 2010s, the 'hidden world' of higher level vocational education (OECD 2014) is gaining an increasingly visible place as part of tertiary education provision, with countries across the globe seeking to gain advantage in knowledge-driven economies by expanding opportunities for advanced level education and training. In England in the 2010s, higher vocational education has found growing prominence in industrial strategy, in skills policy and in higher education policy reforms (HM Government 2017; BIS and DfE 2016; BIS 2016). Major reforms to technical education at all levels, the promotion of higher level and degree apprenticeships (BIS 2015), and the construction of college-based higher education (HE) as part of the HE system rather than a separate add-on, seek to make sweeping changes to technical and vocational education. All these reforms are accompanied by discourses of the distinctiveness of higher vocational education, of the need for high quality, and the positioning of higher vocational education as an equal but different form of HE. These discourses can be found not just in recent policy (Bathmaker 2018), but also in reports from a range of policy influencers, which offer analyses of the state of English vocational and higher vocational education and prognoses for the future. This paper uses critical policy analysis, drawing on Scheurich's (1994) notion of policy archaeology and Fairclough's (2013) work on critical discourse analysis, to put these reports under critical scrutiny, particularly in relation to questions of excellence and inclusion and notions of distinctiveness and distinction. The paper explores the ways in which different policy influencers construct the problems and the solutions to issues that have troubled vocational education in England for more than fifty years, and considers the implications for the current wave of reforms.

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**A2.4** Beaumaris 1 | **Wednesday 12.00-13.15*****Higher Vocational Education and the UK Skills Plan: What's going on? (0481)*****Kevin Orr**, *University of Huddersfield, United Kingdom*

Research Domain: Access and widening participation (AWP)

The UK Skills Plan (DBIS and DfE 2016: 16) called for “a world-class technical option which continues into tertiary education” to sit alongside academic routes. Hybrid forms of vocational and higher education have already evolved in countries with well-established vocational education sectors such as Germany, Austria and Switzerland (Graf 2016). Australia has similar plans and the Australian Catholic University, in particular, has tripled its domestic bachelor degree numbers through offering a “vocational brand of higher education” (Ross 2018: 11). Alison Wolf (2016: 10) in particular has complained that the UK does not have a functioning tertiary sector that incorporates technical and academic elements. Yet there have been similar initiatives that have only ever been marginal to mainstream HE, most recently, Higher Apprenticeships (Bishop and Hordern 2017). With these hybrid apprenticeships set to expand, the distinctions between higher and technical or vocational education may become more blurred.

Drawing on available statistical data, this paper examines HIVE in England to evaluate the impact of the new policy, focusing on HE provision in Further Education (FE) colleges.

At the heart of the UK government's Skills Plan are ambitious targets for apprenticeships. Only 7 percent of apprenticeship starts in 2016-17 were at level 4 or higher, however. Beyond apprenticeships, HIVE is already the major component within college-based HE and graduates from FE colleges are marginally more likely to be in work after five years than graduates from universities. However, these graduates are likely to be earning less than their university peers in every category of employment apart from engineering, which weakens the economic argument for expanding this element of HE (DfE 2018). We conclude that while HIVE has an important place in English HE provision, predictions that a new expanded tertiary sector of vocational higher education could evolve quickly have, however, little foundation.

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**A3****Beaumaris 2 | Wednesday 12.00-12.30*****Parental Involvement in Student Complaints: help or hindrance? (0297)*****Harriet Dismore**, Sharon Gedye, *University of Plymouth, United Kingdom*

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

Despite the student experience being an important higher education agenda, there is still much to be learnt about how we deal with student complaints. This paper reports on a study with Complaints and Appeals staff, Student Union advisory staff and academic staff from across the UK. The questionnaire data point to an increasing role of parents in complaints procedures, raising questions about the factors influencing this development as well as its impact. For example, to what extent does this reflect the changing shape of higher education and what might be the impact of parental involvement on complaint handling? This has important implications for supporting students should a complaint arise.

A4

Caldicot | **Wednesday 12.00-12.30*****Class matters in Australian HE: exploring the relevance of class analysis in explaining disadvantage in an Australian University. (0318)***

**Matthew Bunn**, *Centre of Excellence for Equity in Higher Education, University of Newcastle, Newcastle, Australia*; **Steven Threadgold**, *University of Newcastle, Newcastle, Australia*; **Penny Jane Burke**, *Centre of Excellence for Equity in Higher Education, University of Newcastle, Newcastle, Australia*

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

This paper explores the issue of class within HE in Australia. It argues that far from the effects of class being ameliorated throughout university study, new boundaries of class are being produced. This is examined through a feminist reading of Bourdieu's conceptualisation of class. Across the three key stages of HE – access, study and graduation – students from working class backgrounds must continue to demonstrate and struggle over their deservingness to be in university study. These struggles play out through the embodied and emotional circumstances within day-to-day life, and so do not readily conform to simplistic categorical explanations of disadvantage. Thus, a relational theory of class that can be applied to the social, both outside and inside the university, is crucial in recognising the dual role that HE plays in ameliorating and perpetuating class and social closure. This paper explores the issue of class within HE in Australia. It argues that far from the effects of class being ameliorated throughout university study, new boundaries of class are being produced. This is examined through a feminist reading of Bourdieu's conceptualisation of class. Across the three key stages of HE – access, study and graduation – students from working class backgrounds must continue to demonstrate and struggle over their deservingness to be in university study. These struggles play out through the embodied and emotional circumstances within day-to-day life, and so do not readily conform to simplistic categorical explanations of disadvantage. Thus, a relational theory of class that can be applied to the social, both outside and inside the university, is crucial in recognising the dual role that HE plays in ameliorating and perpetuating class and social closure.

A5

Caerphilly | **Wednesday 12.00-12.30*****Do you need to have all the prerequisites to be successful in HE or can you make it work with what you have? (0378)***

**Jekaterina Rogaten**, *Open University UK (University of the Arts London), London, United Kingdom*

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

Open University UK (OU) is the largest distance education and part-time HE provider in Europe. OU practices an open access entry policy meaning that there are no entry requirements to enrol into the 1st year degree module. As such, this study aimed to examine the learning trajectories of students who have below A-levels qualifications and whether those students succeed in distance part-time learning. The results of this study showed that there was a gap in initial attainment between students who have below A-levels qualifications and those who have A-levels or above. This gap remained unchanged throughout the degree programme, but the percentage of students who were enrolled for the degree programs with no prior qualification was comparatively the same among graduates. These findings illustrate that OU courses are fit for presenting equal opportunities and widening access.

A6

Cardiff | **Wednesday 12.00-12.30****Exploring visual methodologies in higher education research: a case of university-workplace transition as graduate identity formation (0615)****Emma Mullen**, *Northumbria University, Newcastle upon Tyne, United Kingdom*

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

This project tracks recent graduates as they transition from university into their first post-graduation position, exploring their experiences and reflections on their transition aligning with SRHE's research priorities around 'Employability, Enterprise and Graduate Careers'. There is a growing 'blurriness' between traditional and non-graduate roles (BIS, 2015, p. 13), and consequential changes in employer expectations. In light of this, this study focuses on an exemplifying case (Yin, 2009) of a 'new graduate occupation' portrayed via increasing numbers of students undertaking this degree discipline and dissolution of traditional career paths (CIPD, 2006, 2013). Visual-elicitation interviews (Warhurst and Black, 2015) are utilised as the data collection method, incorporating interpretation of visual images by the research participants (Collier and Collier, 1986). Although visual methods have been utilised in other studies for exploring student transitions into HE (Everett, 2017), this paper signposts the potential of visual methodologies for other areas of HE research, responding to SRHE's priorities around developing and widening of research methodologies in the field.

A7

Chepstow | **Wednesday 12.00-12.30****Thriving lives for military service children – improving progression to HE (0179)****Judith M. McCullouch, Michael Hall**, *University of Winchester, United Kingdom*

Research Domain: Higher education policy (HEP)

Our research shows that children from military service families are around one third less likely to go to university than the general population. During today's 18 year olds' education their parents have been involved in Afghanistan, Iraq, Syria, Libya. This, combined with known differences in patterns of mobility and deployment between branches of the services, indicate the diversity of experience of being a service child. Service children have to work harder than their non-service peers for the same outcomes but also accrue considerable strengths and advantages from their experiences. However, they are not maximising their education progress. Our ground-breaking research is of national importance and has already influenced practice and policy up to government level. This paper will explore what we have changed with regards to the educational opportunities of service children and what is still to be done.

A8

Conwy 1 | **Wednesday 12.00-12.30****Developing Intercultural Awareness for Better Peer Interaction: Study of a British University (0141)****Ming Cheng**, *University of East Anglia, Norwich, United Kingdom*

Research Domain: International perspectives and context (IPC)

This paper explores the impact of intercultural awareness on students' interaction with peers in a UK university. Chinese postgraduate taught students and their peers from non-Chinese backgrounds are selected for the study to explore whether their experience of peer interaction is affected by their understanding of different culture and different approaches to learning. The distinct experiences of these two groups of students offer invaluable insights into the challenges that students often encounter in a multicultural learning environment. Using the intercultural awareness model proposed by Baker (2011), this paper presents perspectives into understanding the link between peer interaction and how students mediate and negotiate between different cultural frames of reference. It offers practical suggestions for universities to foster inclusive learning environments by increasing opportunities for students to practise and demonstrate intercultural awareness.

A9

Conwy 2 | **Wednesday 12.00-12.30*****Barriers in the Peer Review Process: Overcoming the Distress Using a Critical Incidents Approach (0534)*****Anna Romanova**, *University of Greenwich, London, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Peer Review has always been an important part of group work. Group work is often used in HE context to teach to sustain, compromise, negotiate and deliver. Nevertheless group work is a source of distress and thus individual behaviour and group reaction to an individual is of great importance. This work reports on the transition between the historical peer-review models towards an authentic peer learning journey that utilises a critical incident method. The method educates students through story telling of past peer interactions in order to prepare them for the stressful experience of group work aiming to improve reflective performance, peer acknowledgement and credibility. Also, avoiding traditional Peer Review blame or narcissistic self-praise. This work describes a five factor Peer Review process that benchmarks and maps out the assessment evolution over 4 years in HE practice of students undertaking a Group Business Project activity.

A10

Denbigh 1 | **Wednesday 12.00-12.30*****Attitudes and/or Experiences? Undergraduate Students' and Lecturers' Experienced Research Integration in Higher Education (0253)*****Didi M.E. Griffioen**, *Amsterdam University of Applied Sciences, The Netherlands*

Research Domain: Learning, teaching and assessment (LTA)

Students and lecturers share educational experiences, each in their own role: Students as part of their learning context, lecturers as part of their work-environment. But how much of their experiences are similar? A large scale questionnaire provided first insight in experiences of research integration of undergraduate students (N=2336) and lecturers (N=379). For measurements the Research Attitudes in Vocational Education Questionnaire (RAVE-Q), and Experience in Research Integration scale were applied in the student surveys. For lecturers, all items of the student surveys were rephrased into items related to lecturers' perceptions of their students' attitudes and experiences. The findings show students and lecturers having similar perceptions on the role of research in the related vocational field and the experienced research integration. However, there are important differences found between students and lecturers on the cognitive and affective aspects related to doing research. Implications for further research and educational design will be discussed.

A11

Denbigh 2 | **Wednesday 12.00-12.30*****Referencing and inclusion: exploring barriers to agency in the higher education student experience (0135)*****Karen Gravett**, *Ian Kinchin, University of Surrey, Guildford, United Kingdom*

Research Domain: Student experiences (SE)

This paper examines the challenges experienced by students when developing referencing practices. There has been little research into students' development of their referencing skills, with referencing often considered a mechanistic skill. In this study we argue that, rather, referencing is an area of practice imbued with issues of power and identity, and that discursive and cultural practices can lead students to feel excluded, and to exhibit a lack of agency – ultimately, a form of educational 'frailty'. Worried about plagiarism and confused by feedback, rather than developing the independent research skills we would wish, students look for direction and report feelings of anxiety. These themes are explored using questionnaires and interviews with a small number of undergraduate students. Based on the findings, this article concludes by making recommendations for widening our understanding of the less visible exclusions students encounter, the need for further discussion and potentially greater scaffolding and support.

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

### ***Uncomfortable truths and dislocated communities in changing times: barriers, bridges and hierarchies between researcher developer, PGR and supervisor communities (0405)***

**Sian Vaughan, Jacqueline Taylor**, *Birmingham City University, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

There is increasing focus on community in doctoral education as supporting wellbeing in Postgraduate Researchers (PGRs) and encouraging professional development for PGRs and supervisors. However, engaging supervisors with doctoral training has been recognised as problematic and there is little research that examines relationships between PGR, supervisor and researcher-developer communities. Using a comparative mixed-methods approach, we investigated these relationships within the universities forming an Arts & Humanities Research Council funded Doctoral Training Partnership (DTP). Significantly the DTP itself creates another elite PGR community and layer of researcher development provision. Examining the strengths and limitations of different constellations of provision, our research identifies challenges, tensions and dislocations between these communities. We question their impact on the doctoral experience and suggest strategies for bridging divides through examples of good practice and alternative pedagogies. We also argue that although some truths may be uncomfortable, that does not necessarily mean that they should be rewritten.

## B1 Beaumaris Lounge | **Wednesday 12.45-13.15**

### ***Having Faith in the University: A Philosophical Study (0162)***

**Søren Bengtzen**, *Aarhus University, Aarhus, Denmark*; **Ronald Barnett**, *University College London, United Kingdom*

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

A heightened discrepancy between the university and society is now evident. Discourses of excellence and value-for-money press upon universities while, on the societal level, there are calls for impact, skills, employability and marketable knowledge. All this is symptomatic of a wide societal loss of faith in the university. We examine the nature of the loss of faith in universities, and we explore the possibility of there being opportunities for universities to regain the faith of the wider world. Instead of seeing academic knowledge as a means of separating universities and the wider society, we present knowledge understood as a relational bond and 'social contract', or even 'social pact', between the institution and society. In this mode, the university does not speak of and about society, but from and for society. Knowledge is part of the lived life of society and becomes a living of that life, mediated through knowledge.

## B3 Beaumaris 2 | **Wednesday 12.45-13.15**

### ***What is an Academic Judgement? (0241)***

**Geoffrey Hinchliffe**, *University of East Anglia, Norwich, United Kingdom*

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

This presentation asks of academic judgements: what exactly are they? Taking the philosopher Immanuel Kant as a starting point, I suggest that there are two principal elements: determinate judgements (which make claims to objectivity) and reflective judgments (which are subjective but nevertheless try to reach for consensus). Whereas determinate judgements say 'this is how the world is', reflective judgements are interpretative try to make sense of our understanding through identifying relational patterns. Sometimes reflective judgements may try to impose a unity on our understanding, more or less successfully: a holistic approach is adopted. In addition to these two there is a third element – practical judgments, which recommend a course of action. In my presentation I will give easily-understood examples of each kind of judgement. I will also suggest that there is a danger of seeing academic judgments solely, or principally, as determinate: this threatens creativity in academic study.

## B4

Caldicot | **Wednesday 12.45-13.15*****Excellence through Inclusion: Telling the story with data. (0358)*****Cathy Minett-Smith**, Mike Kennedy, *University of Bedfordshire, United Kingdom*

Research Domain: Access and widening participation (AWP)

Universities are increasingly being held accountable for their activities and required to demonstrate excellence across multiple aspects of their provision. This has been accompanied by an associated rise in standard reporting metrics through REF, TEF and league tables. This can create significant challenges for widening participation institutions that often do not compare favourably in standard reporting metrics. This paper presents an analysis triangulating data from the Office for National Statistics with student postcode data to demonstrate the tangible benefit of the educational experience to students recruited into the Business School of a widening participation institution. The Business School is the first in the UK to apply for evaluation with the European Federation for Management Development (EFMD) under the Business School Impact System (BSIS). The approach taken demonstrates how excellence through inclusion can be evidenced.

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## B5

Caerphilly | **Wednesday 12.45-13.15*****A Flying Start: the benefits of changing induction to introduction. (0390)*****Jane Wormald**, Cheryl Reynolds, *University of Huddersfield, United Kingdom*

Research Domain: Access and widening participation (AWP)

The metrics that inform the ranked performance of Higher Education Institutions (HEIs) have been contentious, but remain instituted as the markers of impact. This paper focuses on one response by the University of Huddersfield that reacts to, and strengthens, TEF indicators through an inclusive approach to enhancing the transition for all undergraduate students, especially those in widening participation groups. A 'Flying Start' focused on instigating early relationships with peers and academics to produce an academic community, stimulating excitement about the subject and developing habits of study. Flying Start surveys, interviews and focus groups reported increased engagement, belonging and relationships, most especially for male students. Staff reported earlier identification of risk factors, students taking ownership, peer support and contributing in lectures. There has been an opt-in upscaling of the initiative from eight courses in 2017 to thirty-four for 2018 and it won a Guardian HE Award in April 2018.

## B6

Cardiff | **Wednesday 12.45-13.15****Graduate apprenticeships are great opportunities for individuals, but are they inclusive? (0273)****Ella Taylor-Smith, Sally Smith, Alison Varey**, *Edinburgh Napier University, United Kingdom*

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

Higher education-level apprenticeships can provide routes to university degrees for people without the financial resources for traditional degrees. In Scotland, the first cohorts of graduate apprentices began their studies in 2017, including cohorts studying three computing programmes at our university. Our apprentices are full-time, salaried employees, studying university degrees through work-based learning and traditional modules, on campus one day each week. Narrative interviews were conducted with apprentices in their second and third trimesters, to gather context-rich information about the apprentices' backgrounds and their experiences of these new degrees. Apprentices had many reasons for taking this route and diverse pathways into it, from individual plans to their employers offering this opportunity. They had found resources to support their studies: both from their employment and from the bonds they established as a cohort. This paper presents the perspectives of apprentices, focusing on their routes to university and strategies for academic success.

## B7

Chepstow | **Wednesday 12.45-13.15****Internationalization, pathway colleges, and the privatization of Canadian higher education (0193)****Dale M. McCartney**, Amy Scott Metcalfe, *University of British Columbia, Vancouver, Canada*

Research Domain: Higher education policy (HEP)

Since 2005, a new institutional form has emerged in Canada: the pathway college. These are affiliated to larger Canadian universities, for which they recruit international students who lack the necessary qualifications for direct entry to the primary institution. Seventy-two per cent of Canadian universities have a formal relationship with at least one of these pathway colleges. Nearly a third of these pathway programs are operated by private, for-profit corporations. This paper examines the development of the pathway colleges at four institutions, two of which operate public pathways and two of which are partnered with corporate pathways. Though economic desire for more full-fee paying students drove the creation of the programs, institutional prestige and activism by institutional stakeholders played a key role in determining whether a private option was chosen. Further, the public pathways have adopted the template created by the private pathways, blurring the distinction between the two.

## B8

Conwy 1 | **Wednesday 12.45-13.15****Summary Report on National STEM Educational Policies in Relation to Girls' Experiences in Physics across Europe and to the Engineering Pipeline (0252)****Shannon M. Chance**, *University College London, United Kingdom, Dublin Institute of Technology, Ireland*; Rebekah McGuire, *Higher Education Policy Unit, Dublin, Ireland*; Annetoinette Gleeson-Mills, *Office of the Revenue Commissioners, Dublin, Ireland*; Pamela L. Eddy, *William & Mary School of Education, Williamsburg, Virginia, The United States of America*

Research Domain: International perspectives and context (IPC)

This paper summarizes research in press with SRHE's Policy Reviews in Higher Education. We collected and analysed narratives from 47 women studying engineering in culturally diverse corners of Europe (Poland, Portugal, and Ireland, including international students studying in Ireland). Drastic differences appeared, particularly between the Irish- and Polish-born groups with regard to early enjoyment of physics, clarity of options, and direct forms of government support for third-level STEM studies. Probing this, we discovered Poland's Minister for Science and Higher Education had developed an organized suite of majors, designed to crystallize public definitions of engineering and to streamline STEM access and routes into the technical universities that specialize in engineering. This paper compares student experiences with national initiatives and policies. Findings highlight the influence of policy on educational structures and pathways. Our data suggest girls have differential experiences when educational structures and public norms support their access to STEM fields.

## B9

Conwy 2 | Wednesday 12.45-13.15

**Staff perceptions of “inclusive” and “excellent” teaching in a changing HE landscape (0537)**Kate Litherland, *University of Chester, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

This paper explores the perspectives of both early and mid-career academics on their teaching development needs, and sets them in the context of pressures driven by TEF metrics. Accepting that neoliberal notions of “excellence” fail to translate meaningfully into effective teaching practices (Wood & Su, 2017) and can also be harmful to them (Saunders & Blanco Ramírez, 2017), this paper examines and contrasts academics’ interpretations of both “inclusion” and “excellence” in HE teaching; how they perceive and enact these qualities, and how they evaluate their own teaching against these criteria. This study is timely, in that it contributes to current debates, reinvigorated by the outcomes of the first TEF exercise, around “excellence” (or proxies for it) in HE teaching. It is also novel in its “cross-over” method, which invites an unconventional range of perspectives on HE teaching and related development activities, and in turn, have implications for notions of “educational development”.

**References**

Saunders, D. B., & Blanco Ramírez, G. (2017). Against ‘teaching excellence’: ideology, commodification, and enabling the neoliberalization of postsecondary education. *Teaching in Higher Education*, 22(4), 396–407. <https://doi.org/10.1080/13562517.2017.1301913>

Wood, M., & Su, F. (2017). What makes an excellent lecturer? Academics’ perspectives on the discourse of ‘teaching excellence’ in higher education. *Teaching in Higher Education*, 22(4), 451–466. <https://doi.org/10.1080/13562517.2017.1301911>

## B10

Denbigh 1 | Wednesday 12.45-13.15

**Objectives of undergraduate research programs – Creating a program theory for research-based learning (0303)**Anna Heudorfer, Eileen Lübcke, *Hamburg Centre for University Teaching and Learning, Hamburg, Germany*

Research Domain: Learning, teaching and assessment (LTA)

Even though research-based learning is an approach often used to promote students’ scientific education, there is a lack of evidence on the aims that Higher Education institutions want to achieve with the students’ exposure to research, especially in early stages of the study career. In this paper, we use program theories as a tool to identify aims on different levels (target systems, key objectives, intermediary objectives and detailed objectives). We conducted an empirical analysis with interview data from 21 research-based learning programs. Our analysis resulted in four target systems that are further divided into different objectives on the other levels: student graduation/final degree, curricular coherence, scientific education and selection. Within these target systems, we find many interconnections but also contradictions between particular aims. Our analysis provides hints on further research on the impact of undergraduate research and on the question how to evaluate these types of programs.

## B11

Denbigh 2 | Wednesday 12.45-13.15

**What do students want from their learning experience? A mixed methods study of antecedents and outcomes of students’ hopes (0462)**Kathleen Quinlan, *Centre for the Study of Higher Education, University of Kent, Canterbury, United Kingdom*; Alina Salmen, *School of Psychology, University of Kent, Canterbury, United Kingdom*

Research Domain: Student experiences (SE)

Surveys of student engagement (e.g. NSSE, UKES) provide information about student behaviours and perceived skills development, but not students’ hopes for their learning experiences or their assessment of the value of their experiences in relation to their own goals or aspirations. In this study, we surveyed students (n=1772) about what they wanted from their university experience and how that has turned out.

Using thematic analyses, the most common codes were Interest in subject (20% of students), Application-oriented (16%), Nonspecific (12%), Personal growth (11.5%), Well-rounded (10%), Peer interaction (8%) and Interaction with Staff (4%). Chi square analyses were used to examine the relations between demographic variables, study environment variables and each of the seven most common hoped-for learning experiences. Chi squares were also used to test the relations between demographic variables, environmental variables, students' hopes and whether their hopes had been fulfilled. There were significant differences based on ethnicity, with fewer BME students expressing Interest in subject and more BME students preferring Application-oriented experiences than white students, even when disaggregating applied from pure subjects. Ethnicity was the only demographic or environmental variable associated with whether hopes had been fulfilled. Whether students' hopes had been fulfilled was more related to the nature of their desired learning experience. Students with Interest in subject, Well-rounded hopes, or desire for Personal growth were more likely to be fulfilled. Those who wanted Interaction with staff were more likely to be unfulfilled. Implications for research and practice are discussed, particularly in relation to the ethnicity attainment gap.

## B12 Raglan | **Wednesday 12.45-13.15**

### ***The Temporalities of the Writing Experience of Part-Time Doctoral Students in Education (0248)***

**Phil Wood**, *Bishop Grosseteste University, Lincoln, United Kingdom*; **Joan M. Woodhouse**, *University of Leicester School of Education, Leicester, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Part-time doctoral students are an important group in UK-based Education departments, as the subject attracts many individuals who are already in full-time employment and have returned to higher-level study, often after a period away from academia. This context creates particular pressures as students attempt to pursue their studies at the same time as having both professional and personal responsibilities beyond their research.

This paper considers students' reflections on their emerging writing experiences through the use of stimulated recall interviews based on graphic and image-produced stimuli. The results from the pilot were considered through interpretive phenomenological analysis, showing ethical tensions and ways of accommodating the process of writing and associated enabling activities. These themes are linked to the emergence of strong rhythms of writing which students develop, each attempting to meet their idiosyncratic preferences and restrictions when engaging with the process of writing within their doctoral studies.

## SYMPOSIUM C1

## C1 Beaumaris Lounge | **Wednesday 14.15-16.15**

### ***Metrics in Higher Education: Technologies and Subjectivities***

Chair: **Roland Bloch**, *Martin Luther University, Halle-Wittenberg, Germany*

Discussant: **Alexander Mitterle**, *Albert-Ludwigs-University Freiburg, Germany*

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

### **Symposium rationale**

Metrics are increasingly used to measure and evaluate research and teaching in higher education. They aim at the organizational as well as the individual level: By using the same metrics across a range of different organizations or individuals, their performance is rendered commensurable so that they can be brought into a ranking order. Specific technologies are constructed and implemented to classify and to measure organizational and individual performance. Both organizations and individuals have to react to such technologies.

The focus on 'reactivity' however implies a one-sided process of subjectivation through metrics. In contrast, higher education institutions may proactively use metrics to position themselves within a certain field or sector, and individuals may follow but also modify, subvert, or ignore the new rules of the game. In fact, and in contrast to current critiques of metrics as a neoliberal technology, in addressing a scientific community

whose judgements and decisions are expected to be solely merit-based but which is also prone to reproduce social inequalities, metrics can even be regarded as having emancipatory effects. For instance, by rendering performance commensurable they raise the transparency of academic evaluations (for publishing, for career advancement). Moreover, although the use of metrics is globally advancing, their shape and extent varies between different higher education systems – with the UK for example, on one pole, characterized by the use of fully-fledged metricisation technologies such as TEF and REF, and central European higher education systems such as Germany, where such technologies are just being invented, on the other pole.

This symposium takes these two contrasting cases with respect to the use of metrics – advanced in the UK, just beginning in Germany – as a starting point. Comparing different levels of metricisation will allow us to a) estimate the effects of specific national paths on the shape of technologies and b) to generalize characteristics and effects of metrics that are not bound to specific national trajectories. In doing so, the symposium focuses on the technologies that inscribe metrics into higher education and the subjectivities they produce. Contributions to the symposium analyse the construction of metrics on different levels in higher education, ask for performative effects of employing digital infrastructures in measuring academic performance, reconstruct effects of metrics on academic careers, shed light on the organizational use of metrics and its effects on the individual level, and relate academics' perspectives on metrics to concepts of organizational justice.

**C1.1** Beaumaris Lounge | **Wednesday 14.15-16.15**

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***English and German academics' perspectives on metrics in Higher Education: Dimensions of fairness and organisational justice (0449)***

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**Catherine O'Connell, Namrata Rao**, *Liverpool Hope University, United Kingdom*

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This mixed-methods study compares English and German academics' perspectives on accountability practices surrounding teaching and research metrics at the organisational level in the two national contexts. The study draws on theoretical resources from contemporary management literature that identify different dimensions of organisational justice associated with organisational accountability frameworks. In the English context, respondent accounts emphasise significant concerns with 'procedural justice' (fairness of organisational processes with metrics) highlighting greater variability in accountability practices relating to research rather than teaching metrics. Further, their accounts of distributive justice (performance consequences associated with metrics) reflect an orientation towards systemic rather than individual outcomes. These accounts are contrasted with German academics' perspectives where metric-based evaluations of teaching and research at sectoral level are less developed. Drawing on data from the two contexts, the study identifies possible ways in which accountabilities associated with teaching and research evaluation can be constituted in more relational, professionally meaningful terms.

**C1.2** Beaumaris Lounge | **Wednesday 14.15-16.15**

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***Metrics and indicators for research (0459)***

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**Alis Oancea**, *Dept of Education, Oxford University, United Kingdom*

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The paper analyses metrics and indicators of research along four levels (micro, meso, macro and meta) and argues that the increasing use of metrics and indicators is a soft and pervasive change that tensions academic identities and plays out in different ways in governance processes. The reason behind the ambivalence of metrics and indicators, however responsibly used, is that they are inevitably drafted into an ongoing renegotiation of the principles underpinning the relationships between universities and the state, mediated through public funding arrangements. Excessive focus on technical issues can distract from more fundamental debates around the ways in which highly formalized, complex performance assessment systems may affect these principles.

**C1.3** Beaumaris Lounge | **Wednesday 14.15-16.15*****Digital Infrastructures in Academic Evaluation – Measuring Performance or Performing Measurement? (0463)***

**Anne Krueger**, *Humboldt-University Berlin, Berlin, Germany*; **Judith Hartstein**, *Felicitas Hesselmann, German Centre for Higher Education Research and Science Studies (DZHW), Hanover, Germany*

The employment of digital infrastructures in measuring academic performance in research and teaching currently spreads across German universities. Universities make continuously more use of digital databases and online platforms to categorize the facets of academic work and to evaluate academic performance. Yet, digital infrastructures do not only facilitate evaluation practices. They moreover change the practices of data production and assessment as such. Digital infrastructures enable to collect, compare, and classify large amounts of data through automated processes. They thus restructure evaluation practices by influencing which kind of data is gathered and how it is used. We therefore ask about the performativity of digital infrastructures in academic evaluation thereby addressing two questions: (1) As digital infrastructures simplify the production of large amounts of data, how does this shape practices of data assessment? And (2) how do new possibilities of data production and assessment affect the understanding of academic performance?

**C1.4** Beaumaris Lounge | **Wednesday 14.15-16.15*****The ambivalent use of metrics in German higher education (0468)***

**Roland Bloch**, *Christian Rennert*, **Jakob Hartl**, *Martin-Luther-University Halle-Wittenberg, Halle, Germany*

Though the German higher education system lacks a central system to measure organizational performance it is characterized by the widespread use of certain indicators for individual performance. Based on an online survey of German academics in education and economics, this paper explores the organizational use of metrics on different levels (university-wide, departmental, individual) and how metrics are perceived by organizational members. The results reveal two ambivalences: First, metrics are located on the individual rather than the organizational level; they influence individual priorities in research and teaching but are only to a limited extent advanced by the organization. Second, metrics are more important in research than in teaching. Both ambivalences point to prevalent institutional logics of the scientific community in which academics position themselves individually through their research performance. Here, metrics have come to be seen as a legitimate way of doing so, as they render performance visible and commensurable.

**C1.5** Beaumaris Lounge | **Wednesday 14.15-16.15*****Unintended Consequences of Quantification, Metrification and New Public Management in Higher Education: The Rise of a New Spirit of Academic Capitalism (0478)***

**Alexander Lenger**, *Albert Ludwigs University Freiburg, Freiburg im Breisgau, Germany*

The paper outlines the major findings on the consequences of the implementation of “new public management” and “academic capitalism” on knowledge production at German universities. To capture the process of economization and marketization thirty biographical interviews with professors from various subjects were conducted. In particular, the intended and unintended consequences of ratings, rankings, and scientometric indicators on the academic profession were analysed. The interviews indicate that a significant shift in the academic profession has taken place, giving rise to professors with an entrepreneurial spirit and managerial skills. Moreover, the findings reveal a structural change in the illusion of the field away from an intrinsic driven motivation to produce knowledge into science as an ordinary career path, driven by strategic imperatives. The findings highlight the long-term issues that arise if quantification and metricisation become normative points of reference in academia.

## C2

Beaumaris 1 | [Wednesday 14.15-14.45](#)***Salient Practices of Award-Winning Undergraduate Research Mentors – Excellence, Freedom and Control. (0353)***

**Helen Walkington**, *Oxford Brookes University, United Kingdom*; **Kearsley Stewart**, *Duke University, Durham, The United States of America*; **Eric Hall**, *Elon University, Elon, The United States of America*; **Elizabeth Ackley**, *Roanoke College, Salem, The United States of America*; **Jenny O. Shanahan**, *Bridgewater State University, Bridgewater, The United States of America*

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

This paper presents the mentoring practice of 32 international faculty who have received excellence awards for undergraduate research mentoring. The data reveal a freedom – control dialectical, illuminating the ways in which expert mentors negotiate the desire to create opportunities for students to experience freedom and creativity in research, yet maintain control over the topic, quality and outcomes. The research findings reveal that the defining characteristic of award-winning mentors is their ability to establish and sustain a sense of challenge, while maintaining meaningful engagement and a sense of achievement amongst students.

This paper provides exemplars of award-winning mentor practices and contributes to the literature on teaching excellence by extending the current body of literature pertaining to mentoring pedagogies in undergraduate research settings with varying social, institutional, and disciplinary contexts. Implications include mentor training, the importance of tailoring practice to the needs of particular student groups, and resource implications for institutions. This paper presents the mentoring practice of 32 international faculty who have received excellence awards for undergraduate research mentoring. The data reveal a freedom – control dialectical, illuminating the ways in which expert mentors negotiate the desire to create opportunities for students to experience freedom and creativity in research, yet maintain control over the topic, quality and outcomes. The research findings reveal that the defining characteristic of award-winning mentors is their ability to establish and sustain a sense of challenge, while maintaining meaningful engagement and a sense of achievement amongst students.

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## C3

Beaumaris 2 | [Wednesday 14.15-14.45](#)***Everyday Life in the Competitive, Accelerated Academy: politicising Belonging and Becoming through the lens of Rhythm. (0261)***

**Fadia Dakka**, *Birmingham City University, United Kingdom*

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

This paper examines a range of findings from a recently completed pilot study (2017-18) that has sought to capture the spatiotemporal and affective dimensions of teaching and learning in a post-1992 HEI of the West Midlands (BCU). Showcasing an innovative methodology inspired by Lefebvre's work on Rhythmanalysis (2004), it addresses the crucial existential notions of being and belonging in the contemporary competitive, stratified and fast-paced university sector, encouraging us to think of space and time differently and, crucially, together.

Foregrounding the affective, aesthetic and political dimensions of everyday practices, rhythm reveals people's experiences (and struggles) of production and appropriation of time-space in higher education. The built environment in which higher education unfolds tells us powerful and often hidden stories about what being an HE student/teacher at a particular institution means, providing an alternative critique to the ways in which HE reflects, reproduces or challenges dominant cultural, economic and policy paradigms.

## SYMPOSIUM C4

## C4

Caldicot | **Wednesday 14.15-16.15*****Rural students' transitions to and trajectories through higher education in South Africa: geographies, knowledges and intercultural relationships***Chair: **Sue Timmis**, University of Bristol, United KingdomDiscussant: **Ann-Marie Bathmaker**, University of Birmingham, United Kingdom

Research Domain: Access and widening participation (AWP)

**Symposium rationale**

This symposium presents 4 papers from the ESRC/NRF/Newton funded project – Southern African Rurality in Higher Education (SARiHE) exploring the transitions into and trajectories through higher education for students from rural backgrounds at three very different universities in South Africa through a co-researcher methodology where students have worked in partnership with academic researchers longitudinally. The symposium is dedicated to our colleague and friend Brenda Leibowitz who was the South African Principal Investigator on the project until she passed away in April 2018. The symposium is set within current debates on decolonisation and decoloniality within higher education in South Africa (e.g. Leibowitz 2017; Oyedemi, 2018).

This acknowledgement of the continuation of colonial thinking and practices is particularly important in South Africa, where the legacy of the colonial past is still very much in evidence. Rural students are amongst the most marginalised groups (Mgqwashu, 2016) and there has been a tendency towards 'spatial blindness' which assumes rural students need to become less rural, or are 'other' (Roberts and Green, 2013). In seeking to address such injustices, De Sousa Santos (2016) calls for a recognition of an ecology of knowledges where all knowledges are to some extent incomplete. Embracing other knowledges thus requires 'intercultural translation' – searching for common concerns, revealing underlying cultural assumptions and developing hybrid forms of understanding (de Sousa Santos, 2016). We use these ideas to interrogate the project findings and practices spatially, culturally and relationally, exploring competing and contested knowledge domains for those experiencing higher education in South Africa, within a productive but challenging international collaborative partnership.

**Paper 1** – An introduction to the Southern African Rurality in Higher Education (SARiHE) project: aims, research questions, methodology, theoretical framing Sheila Trahar, Lisa Lucas, University of Bristol, Kibbie Naidoo, University of Johannesburg

**Paper 2** – Methodological conversations: Reflections on using participatory methodology across three data collection sites in the SARiHE project Kibbie Naidoo, University of Johannesburg, Emmanuel Mgqwashu, Rhodes University, Patricia Muhuro, University of Fort Hare

**Paper 3** – The SARiHE project: Negotiating the transitions from rural contexts into and trajectories through higher education in South Africa Patricia Muhuro, University of Fort Hare, Gina Wisker, University of Brighton, Sheila Trahar, Karen Desborough, University of Bristol

**Paper 4** – Co-generation of knowledge through international research collaborations in higher education? Multiple perspectives from the SARiHE experience Emmanuel Mgqwashu, Rhodes University, Thea de Wet, University of Johannesburg & Sue Timmis, University of Bristol

**C4.1** Caldicot | **Wednesday 14.15-16.15*****An introduction to the Southern African Rurality in Higher Education (SARiHE) project: aim, research questions, methodology, theoretical framing (0357)***

**Sheila Trahar, Lisa Lucas**, *University of Bristol, United Kingdom*; **Kibbie Naidoo**, *University of Johannesburg, South Africa*

Rural students in South Africa continue to be highly marginalised despite policies to address equity and access to higher education. Geographical location remains a deeply political matter due to the displacement effects of apartheid. This paper outlines the background and context, research questions, theoretical framings and methodological approach of our collaborative ESRC/NRF project, Southern African Ruralities in Higher Education (SARiHE), involving South African and UK partners. The project is investigating how rural students negotiate the transition to university and how prior cultural and educational experiences influence their higher education trajectories. Students participated as co-researchers at the 3 sites – University of Johannesburg, Rhodes University and University of Fort Hare – and university leaders and academics participated in interviews and focus groups to provide their perspectives on rural students and the extent of curriculum transformation in light of questions of decoloniality. The paper establishes the context for the other symposium papers.

**C4.2** Caldicot | **Wednesday 14.15-16.15*****Methodological Conversations: Reflections on Using Participatory Methodology Across the Three Data Collection Sites in the SARiHE Project (0340)***

**Kibashini Naidoo**, *University of Johannesburg, Johannesburg, South Africa*;  
**Emmanuel M. Mgqwashu** *Mgqwashu, Rhodes University, Grahamstown, South Africa*;  
**Patricia Muhuro**, *University of Fort Hare, East London, South Africa*

The focus of this symposium is on excellence and inclusion in relation to the transition of rural students to and through higher education in South Africa. The Southern African Rurality in Higher Education (SARiHE) project aims to contribute to the development of inclusive teaching and learning practices, as well as support structures and mechanisms to enhance the learning experiences and outcomes for students at universities. The overall aim of this paper is to share insights on the participatory methodological approach and experiences of data collection in the three research sites. It highlights the importance of participatory research as a decolonising mode, the challenges of conducting research across multiple sites and the importance of context. Adopting a conversational approach, the three co-investigators will foreground the differences between their institutions that necessitated flexibility in the application of the methodology, adding to the richness of experiences and data.

**C4.3** Caldicot | **Wednesday 14.15-16.15*****The SARiHE project: Negotiating the transitions from rural contexts into and trajectories through higher education in South Africa (0399)***

**Patricia Muhuro**, *Fort Hare, East London, South Africa*; **Gina Wisker**, *University of Brighton, Brighton, United Kingdom*; **Sheila Trahar, Karen Desborough**, *Bristol University, Bristol, United Kingdom*

Research on educational inequalities and students from widening participation (WP) backgrounds emphasises issues and contexts affecting successful transitions into and through university including gender, ethnicity, economic background, previous learning and home location. However, little work concentrates on students from rural backgrounds. The SARiHE project focuses on challenges and strategies for successful transition into and through Higher Education (HE) for students from rural backgrounds in South Africa, the majority of whom are first generation. This paper focuses on data generated by student co-researchers highlighting in particular (i) what students bring with them to university: cultural capital, previous learning behaviours and practices affected by family, religion, community and work and living competences, and (ii) improvisations and adaptations students make to address the challenges of transitioning from one context to another. A number of personal and HE contextual changes are surfaced and indicated as important to enable their successful transition, including curriculum decolonisation.

**C4.4** Caldicot | **Wednesday 14.15-16.15****Co-generation of Knowledge Through International Research Collaborations in Higher Education? Multiple Perspectives from the SARIHE Experience (0354)****Emmanuel Mgwashu**, Rhodes University, Grahamstown, South Africa; **Thea De Wet**, University of Johannesburg, South Africa; **Sue Timmis**, University of Bristol, United Kingdom

This final paper in the SARIHE symposium reflects on achievements to date and focuses on the experience of participating in a collaborative, international multi-partner research study. We consider to extent to which international research collaborations which aim to address social inequalities in the Global South can challenge the dominant models of such research partnerships. The authors come from South Africa and the UK with different histories, genders, ethnicities, institutional contexts and disciplines. We offer multiple perspectives without homogenising our voices. Drawing on the work of de Sousa Santos (2016) on the necessity for an ecology of knowledges and intercultural translations, we explore our experiences of working together, reflecting on successes and examining constraints, structural and spatial limitations, different knowledges and intercultural translations required. The paper concludes by examining the critical role of funding agencies in shaping research, raising questions for rethinking future partnerships, equity and social justice.

**C5** Caerphilly | **Wednesday 14.15-14.45****Towards measurement of higher education as a common good: possibilities and challenges (0229)**Pepka Boyadjieva, **Petya Ilieva-Trichkova**, Institute for the Study of Societies and Knowledge, Bulgarian Academy of Sciences, Sofia, Bulgaria

Research Domain: Access and widening participation (AWP)

The paper aims to outline a theoretical framework for conceptualising higher education as a common good, as well as to reveal the empirical manifestations of this phenomenon. It argues that the extent to which higher education as a common good is accomplished in a given society/country reflects the accessibility, availability, and affordability of higher education, in addition to the commitment to this goal made by society and all its influential actors. Building on this conceptualisation and using data for 13 European countries, it develops a composite index which measures the extent to which higher education as a common good is implemented in a given country. The results indicate substantial cross-country differences and demonstrate that higher education as a common good is a complex phenomenon with differences within the country ranks. Finally, the paper identifies four distinctive clusters of countries as regards the accomplishment of higher education as a common good.

**C6** Cardiff | **Wednesday 14.15-14.45****Learning for the job market: Preparing graphic design students in the GCC for the local design industry (0245)****Cordula C. Peters**, Middle East Design Educators Association, Amman, Jordan

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

The number of graphic design students in the Arab States of the Gulf (GCC) is steadily increasing. Still, the majority of graphic designers employed are expatriates, not GCC nationals. This study investigated whether faculty and graduates of GCC-based graphic design programs and the graduates' employers in the GCC are satisfied with the depth, range and quality of the graphic design education offered by higher education institutions in the GCC; whether the groups' levels of satisfaction are in alignment with each other; and what reasons might be associated with the level of reported satisfaction of these three groups. These questions were answered using survey responses from GCC region employers in the graphic design industry (n=34), as well as alumni (n=152) and faculty members (n=69) from GCC-based universities. The quantitative data collected was used to describe the perceptions of graphic design education held by its stakeholders, and provide insights into these perceptions.

## C7

Chepstow | **Wednesday 14.15-14.45*****Coercion, Mimesis, and Normativity in UK Social Science Doctoral Funding (0379)*****Richard Budd**, *Liverpool Hope University, United Kingdom*

Research Domain: Higher education policy (HEP)

In 2010, the UK Economic and Social Research Council (ESRC) began channelling all of its doctoral funding through 21 single or joint university Doctoral Training Centres (DTCs), hosted within or across 46 universities. The remaining universities, many of whom had previously enjoyed ESRC recognition and doctoral funding, were essentially 'frozen out' until the policy was renewed and expanded somewhat in 2015-16; others have remained excluded from ESRC doctoral funding. This paper describes, through interviews with 30 senior academics or research administrators, how universities across the sector responded to being within or outside the ESRC fold. The data analysis draws on neo-institutional theory that attributes organisational behaviour to administrative coercion, mimesis, or normative adherence. The findings firstly offer insights into how the DTC policy compelled, in different ways, universities to alter aspects of their doctoral training and research provision. Secondly, the data also suggests the theoretical categories require some amendment.

## SYMPOSIUM C8

## C8

Conwy 1 | **Wednesday 14.15-16.15*****International contributions to the 'public good': ideas and practices***Chair: **Simon Marginson**, *UCL Institute of Education, University College London, UK*

Research Domain: International perspectives and context (IPC)

**Symposium rationale**

This symposium addresses the production of public goods by universities (1) from both a national and a comparative perspective, and (2) in terms of global public goods and global common goods. While the production of goods by higher education institutions – especially in the form of private goods and private benefits obtained by individuals – is extensively discussed, recognised in policy (albeit often rather narrowly) and broadly understood, the role of HEIs in generating public goods, especially collective goods, is less investigated, less well understood, and often under-recognised by governments. While rich and multi-disciplinary theorisations can be brought to bear on the problem of public goods, perhaps this very diversity has contributed to the lack of clarity on the question. One aspect of the public goods role of HEIs that is downplayed is their role in fostering global public and common goods, for example through collaboration in research. The competitive picture of the higher education world called up by global ranking conceals the immense growth of cross-border research and publications, often focused on common global problems. The symposium reports from a four-year project being conducted in eight countries that is focused on understandings, conceptions and measures of the public good contributions of higher education. The symposium will include papers on the approach to public goods in public universities in UK, France, Poland and Chile. It will both advance existing knowledge about the local, national and global contributions of higher education and help to clarify approaches to the empirical investigation of the public goods produced by HEIs.

## C8.1

Conwy 1 | **Wednesday 14.15-16.15*****The Public Good and the Common Good in Public Higher Education in Poland. (0249)*****Krystian Szadkowski**, *Adam Mickiewicz University, Poznań, Poland*

This paper examines a relationship between the two different concepts of social engagement of public universities in Poland: contribution to the public and the common good. The paper is based on a national case study prepared for an international comparative project that encompasses seven other cases. The study uses the qualitative method of inquiry, and it is based on 36 semi-structured interviews conducted with the representatives of Polish Ministry of Science and Higher Education and national collegial governing bodies, as well as with the leadership of the two studied universities and the academic faculty in three

disciplines: history, economics and engineering. The initial research results go in line with the idea of the bipolar continuum between the public and the common good. In the view of the interviewees, the relational and communal aspects of the contribution of higher education can be based only on the strong support of the state.

**C8.2** Conwy 1 | **Wednesday 14.15-16.15**

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***Public good in French universities: Principles and practice of the ‘republican’ model (0251)***

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**Vincent Carpentier**, *UCL Institute of Education, University College London, UK;*

**Aline Courtois**, *University of Bath, Bath, United Kingdom*

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This paper explores the French case examined as part of a CGHE comparative research project that seeks to understand the production of public good in higher education. We examine the historical and contemporary cultural, political, social and economic forces that may explain the ways in which public good(s) is (are) perceived, translated and debated within the French higher education context. Our methodology combines documentary analysis at government and institutional levels and fieldwork research, as part of which 60 semi-structured interviews were conducted in four public universities. Our first findings indicate that a variety of views of the public good of higher education co-exist, which reflect various conceptions of the ways in which the principles and practices driving the French ‘republican’ model work or should work.

**C8.3** Conwy 1 | **Wednesday 14.15-16.15**

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***Global public and common goods in higher education (0283)***

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**Simon W. Marginson**, *UCL Institute of Education, University College London, UK*

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This paper introduces the 2016-2020 Centre for Global Higher Education (CGHE) project on ‘Local and global public good contributions of higher education: A comparative study’. This includes ESRC-funded research in six countries (United Kingdom, France, Finland, China, Japan, United States of America) and parallel work in two countries (Chile and Poland). The goal of the project is to identify and compare concepts and measures of the public good contributions of higher education, which differ by country according to political and educational cultures, and to explore the potential for a generic cross-country approach. The paper reviews definitions of national and global public good(s), and the related but distinct notion of common goods. Common goods produced and distributed in higher education, including global research, contribute to social relations and individual rights that are cooperative and solidaristic. Global common goods are discussed by UNESCO and in the first paper from the CGHE research in China.

**C9** Conwy 2 | **Wednesday 14.15-14.45**

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***Joking apart: on the educative value of the humorous (0541)***

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**Richard Davies**, *University of Central Lancashire, Preston, United Kingdom*

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

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Humour is considered, on some accounts, to be a universal feature of human interaction. Whilst there has been some research on the use of humour in education, in this study we focus on the value of joke construction and deconstruction. Drawing on McGraw’s ‘benign-violation’ thesis of humour, a small study was conducted with lecturers to trial jokes which have educational value. The study operationalised McGraw’s thesis as a framework for developing jokes which tested and extended students understanding of their subject. Undergraduate students graded the jokes in terms of the educative value as well as their humorous potential. Students reported that there was a cognitive demand on them to understand the joke and that this was relevant to their studies. More significantly for this study was the development of McGraw’s ‘benign-violation’ thesis as a framework for the use of ‘serious joking’ as a pedagogical device in higher education.

## SYMPOSIUM C10

**C10** Denbigh 1 | **Wednesday 14.15-16.15*****Experts, Knowledge and Criticality in the Age of 'Alternative Facts'***Chair: **Neil Harrison**, *University of the West of England, United Kingdom*Discussant: **Kathy Luckett**, *University of Cape Town, South Africa*

Research Domain: Learning, teaching and assessment (LTA)

**Symposium rationale**

In their seminal works of the early 1990s, both Ulrich Beck and Anthony Giddens predicted that one manifestation of late modernity would be a popular suspicion of experts and expertise. Since then, the rise of the individual's ability to have their voice heard through social media has eroded traditional patterns of authority – including in academia. On the one hand, this democratisation of knowledge is to be welcomed, as it has enabled new critical voices to emerge and new discourses to develop, especially among groups that have historically been voiceless. However, it has also created an environment of confusion – a crowded forum of competing voices where volume, integrity and quality are often out of balance. This confusion has allowed those with power to obfuscate, especially when the weight of evidence is against them; we have seen former UK Education Secretary Michael Gove claim that the public are 'tired of experts', while US President Donald Trump's infamous refrain of 'fake news' is used to sideline inconvenient facts and expert opinion. Universities have traditionally been seen as authoritative sites for both the creation and transmission of knowledge.

Academics are positioned as experts whose work enriches public life through scientific, social and cultural advances, with expertise that is passed to students through a variety of teaching practices as part of a consensual corpus of knowledge. More recently, universities have increasingly promoted the idea of their graduates as globally-aware and values-led problem-solvers, with the knowledge to tackle 'wicked issues' like climate change, public health crises and economic instability. An important contemporary challenge for higher education across the globe is therefore how to respond to the new public scepticism, providing an inclusive environment for diverse voices while still maintaining a commitment to epistemic rigour and 'excellence'. Universities need to reassess what and how they teach in order to prepare their graduates for a world riven with ambiguity and competing interests. The symposium pulls together five papers from a forthcoming special issue of 'Teaching in Higher Education' journal that explore a range of topics including pedagogic rights, metadisciplinary aims, digital literacy, critical thinking and the teaching/research nexus. It focuses on how universities might best respond to the 'post-truth' world where experts and expertise are under attack, but where knowledge and its effective transmission through teaching practices offer the hope of a fairer, safer and more rewarding world.

**C10.1** Denbigh 1 | **Wednesday 14.15-16.15*****Examining student digital literacies through epistemologies of ignorance (0392)*****Ibrar Bhatt**, *Alison MacKenzie, Queen's University Belfast, Northern Ireland, United Kingdom*

This paper examines student digital literacy in Higher Education and how it relates to the philosophical study of ignorance. It argues that a social practice approach to digital literacy can help examine how epistemologies of ignorance may be sustained through students' practices of digital literacy. Much has been written recently about how to educate students to be critically aware of how misinformation is circulated in online spaces, and how information discernment is a vital skill for the 21st century. These are now considered key issues with which theorists of digital and informational literacy should contend. Using data from a study which explores the knowledge producing work of undergraduate students, we will argue that the challenge for Higher Education is to understand how particular forms of digital literacy practices pave the way for the construction of ignorance, and that such inquiry is a first step in developing approaches to counter it.

**C10.2** Denbigh 1 | **Wednesday 14.15-16.15*****Higher expertise and pedagogic rights in the post-truth society (0419)*****Jim Hordern**, *Bath Spa University, United Kingdom*

This paper discusses the nature of higher expertise in society and the role of higher education in constituting that expertise. It is argued that the ongoing development of higher expertise is reliant on certain conditions of disciplinary community, normativity and purpose, and that these are necessary elements not only for higher education but also as the basis for all forms of civic practice in contemporary society, including in professional bodies, the media and government. However, the realisation of expertise is challenged by 'post-truth' developments, which are leading to the increasing commodification of knowledge and confusion about issues of interest and bias, and therefore obscuring the potential for a genuinely democratic participatory discourse. Bernstein's pedagogic rights of enhancement, inclusion and participation are explored for their potential to provide insight into how higher expertise may be enabled and constrained, and as a means for thinking through academic practice in higher education.

**C10.3** Denbigh 1 | **Wednesday 14.15-16.15*****The truth, but not yet: Avoiding naïve skepticism via explicit communication of metadisciplinary aims (0445)*****Jake Wright**, *University of Minnesota Rochester, Minnesota, The United States of America*

Introductory students regularly endorse naïve skepticism—doubt about the existence and universality of truth—for a variety of unsupported or uncritical reasons. Though some of the reasons for students' skepticism can be traced back to the student—for example, a desire to avoid engaging with controversial material or a desire to avoid offense—naïve skepticism is also the result of how introductory courses are taught. Such courses deemphasize the search for truth in order to promote students' abilities to engage in basic metadisciplinary aims because placing the search for truth at the forefront would essentially impede students' abilities to develop necessary disciplinary skills. Drawing from extant philosophical literature on naïve skepticism, I argue that we can make progress against naïve skepticism by clearly discussing how metadisciplinary aims differ at the disciplinary and course levels in a way that is meaningful, reinforced, and accessible.

**C10.4** Denbigh 1 | **Wednesday 14.15-16.15*****'Research is great and everything, but it doesn't help me': Undergraduate experiences of the research / teaching nexus (0458)***Tom Clark, *University of Sheffield, United Kingdom*; **Rita Hordosy**, *University of Sheffield, United Kingdom, University of Manchester, United Kingdom*

There is currently much interest in the interconnections between research and teaching in Higher Education. This relationship is usually termed 'the research/teaching nexus'. However, within this wide body of literature there has been little attempt to explore the emergent experiences of students across the entire length of their degree programme. Drawing on the results of a three-year qualitative study that followed 40 students through their whole student lifecycle, this paper explores how undergraduates in an English university experienced the research/teaching nexus, how those experiences developed over time, and how these changes can be variously enabled or constrained. Situating the findings in the context of the 'post-truth' society and the uncertainty of employment futures, the paper demonstrates how the nexus can provide some capacity to 'robot-proof' graduate skills. However, it also highlights how the nexus can also often serve to exclude students from accessing these potential benefits.

## C12 Raglan | Wednesday 14.15-14.45

### ***Walking the Line: Doctoral Supervision In Changing Times (0508)***

**Nick Pratt**, *University of Plymouth, United Kingdom*; **Julie Shaughnessy**, *University of Roehampton, London, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

The paper reports on a research project examining doctoral supervisory processes in contemporary times. It specifically explores how supervisors support the development of critical voice and theorisation with their doctoral students, examining the complexity of supervisors' pedagogical approaches and embedded assumptions in navigating the discourses surrounding supervision. Using Bernstein's (1999) notion of 'pedagogic relations', it considers the influence of competing discourses, spaces, relationships and physical/conceptual resources that operate to shape practice. This sheds light on the tensions experienced by supervisors in trying to maintain excellence and 'quality' on the one hand and diversity on the other. Through a consideration of doctoral identity and community, and culture and risk-taking, we show how focusing on procedures, completion rates and 'quality standards' can actually militate against the 'quality of the experience' for some students; and ultimately the diversity of candidates and their doctoral work.

## D2 Beaumaris 1 | Wednesday 15.00-15.30

### ***Adapted Kaizen Group Enquiry Based Learning; A Four Year Longitudinal Analysis Utilising a Hybridised Kaizen Group Model for Plural Participatory Inclusion in a Post Graduate Taught Programme and the Emerging Role of Digital Collaborative Space. (0510)***

**Graeme Heron, Marc Bennett**, *Newcastle University, Newcastle upon Tyne, United Kingdom*

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

#### **Purpose**

Our four year longitudinal research records MSc student performance in hybridised Kaizen groups, gathering data and analysing organisational supply chain strategies. There is a research gap in the application of Kaizen practices promoting collaboration and innovation amongst students; extant literature around group learning is primarily focussed upon outputs rather than group management.

#### **Research Approach**

An action research approach in our scrutiny of student group member profiles, group marks and assessments.

#### **Originality**

Transferability of workplace strategy, interpretation and technical learning paradigms through a process of acculturation of continuous improvement prevalent in equal participatory Kaizen, contributes to enquiry based learning. *Ceteris paribus*, we find students derive broadly equal benefit.

#### **Impact**

Kaizen groups overcome barriers between different students and cultural predispositions. Successful industrial adoption occurs across organisations, underpinning assertions that value lies within the depth of the Kaizen group's research, not organisational scale, as students migrate from consumers to producers of knowledge.

## D3

Beaumaris 2 | **Wednesday 15.00-15.30****Academic careers: milestones and options on a critical path (0220)****Celia Whitchurch, William Locke**, Giulio Marini, *UCL, Institute of Education, University College London, United Kingdom*

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

This paper explores the implications of a diversifying workforce for institutions and those individuals undertaking academic and associated roles. It reports on interviews with 69 respondents in eight case study universities across the UK, demonstrating key influences and milestones on the critical path of an academic career, in which informal opportunities and relationships appear to be as significant as formal structures and processes. It shows how individuals and institutions navigate tensions around, for instance, market imperatives and ideals of service, policy requirements and creative endeavour, and the competing demands of teaching, research and related activities. Finally, it considers the extent to which these developments may be eroding the sense of a collective profession or even disciplinary community, so that younger generations of staff may see academia more in terms of a job among others, in which life experience and networks may be as significant as knowledge itself.

## D5

Caerphilly | **Wednesday 15.00-15.30****Recording and Recognising the Experiences of Estranged Students in Higher Education: Using Photo-Elicitation as Method (0239)****Rachel Spacey**, *University of Lincoln, United Kingdom*

Research Domain: Access and widening participation (AWP)

This presentation details the findings of research at a university in England, UK to record and recognise the experiences of estranged students. Estranged students, who have a permanent lack of contact with their parents, were recruited to take part in a photo-elicitation project which involved taking a series of images and completing a research diary over the course of a university vacation. The resulting images were used to stimulate discussion in a series of focus groups about the experiences of estranged students at university and the ways in which higher education institutions might better support estranged students. Drawing on focus group data and a review of the literature, this presentation considers the invisibility of estranged students and their experience in higher education whilst reflecting on the use of photo-elicitation as a research method with a vulnerable group.

## D6

Cardiff | **Wednesday 15.00-15.30****Effect of real world activities in the link between university reputation and students' transition to work (0258)****Oluyomi S. Pitan**, Colette L. Muller, *University of KwaZulu-Natal, Durban, South Africa*

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

Although, university reputation has emerged as an important determinant of graduate employment outcomes around the world, in South Africa this cannot be detached from the historic legacies of inequality and disadvantage. In the spirit of redress and equity, this study examines one of the probable interventions to minimise the gap between students from highly rated universities and those from so-called disadvantaged universities, with regard to employment outcomes. To achieve this, we tested for the mediating effect of real world activities in the relationship between university reputation and student perception of their transition – using the OLS regression of PROCESS macro in SPSS. The findings show that the indirect effect of university reputation on students' transition through real world activities is significant. Therefore, universities, and particularly those with a low reputation, can still assist their students to achieve a successful transition, by raising the level of their exposure to various real world activities.

**D7**Chepstow | **Wednesday 15.00-15.30****Configuring the Student-Consumer (0551)****Elizabeth K. Staddon**, *University of the Arts London, United Kingdom*

Research Domain: Higher education policy (HEP)

This paper addresses challenges linked to the consumerisation of higher education by exploring the potential for reconciling rather than contesting or contrasting notional ideas about students and consumers. Accepting that policy depictions of the consumer are overly reductive, it questions whether the consumer figure can be depicted in such a way as to include student characteristics more often attributed to the goals of higher learning. It is proposed that paying attention to the particularity of the higher education context, diverse configurations of the consumer figure, the moral positioning of the consumer, and the processes of consuming will lead to a richer conception of the student-consumer.

**D9**Conwy 2 | **Wednesday 15.00-15.30****Exploring undergraduate students' conceptions of "teaching excellence" (0544)****Mike Mimirinis**, *Anglia Ruskin University, Cambridge, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

'Teaching excellence' in higher education has been a contested notion well before the introduction of the Teaching Excellence Framework (TEF). Despite waves of attention to "student-centredness" or the "student voice", what the students understand and experience as 'teaching excellence' has been suspiciously absent from the discourses articulated in response to the TEF. The current phenomenographic study aims to thematise students' conceptions of teaching excellence in a research-focussed and a teaching-focussed university. A brief questionnaire was given to samples of 343 in the teaching-focussed and 172 in the research intensive institution with selected students invited to attend semi-structured interviews. The results provide an overview of the qualitatively different ways in which undergraduate students understand excellent teaching while the discussion centres on how these conceptions relate to the TEF debates as well as the literature on conceptions of university teaching.

**D11**Denbigh 2 | **Wednesday 15.00-15.30****Making placement learning inclusive for students facing additional challenges (0219)****Stephanie Brewster**, *David Thompson, University of Wolverhampton, United Kingdom*

Research Domain: Student experiences (SE)

Since 2010-11 HEFCE have observed a 42% increase in students identified as 'disabled' and 160% more "with a known mental health condition". A graduate with a work-limiting disability is more likely to not have a job compared to an unqualified person with no disability. The aim of our research was to enhance work-based learning for all students, focussing particularly on filling gaps in current knowledge about disabled students' concerns about placements, their experiences while there, and what support is needed to maximise their placement learning.

We took a participatory approach to engage students in the creation of data within a pseudo-longitudinal design, as well as gathering data from networks supporting them throughout their studies. We report on findings which acknowledge the challenges faced by disabled students on placement, inform pedagogy and practice aimed at boosting their employability and have potential for "levelling HE experiences for disabled students" (Cunnah, 2015).

**D12** Raglan | **Wednesday 15.00-15.30*****Challenging the Current Zeitgeist of Doctoral Education: Focussing as much on Fulfilment as on Stress as part of Excellence (0426)***

**Dawn C. Duke**, *University of Surrey, Guildford, Surrey, United Kingdom*;  
**Pam Denicolo**, *University of Reading, United Kingdom*; Julie Reeves, Southampton University, United Kingdom

Research Domain: Postgraduate Scholarship and Practice (PGSP)

As the doctorate has metamorphosed over the past thirty years new policies and procedures have been introduced to ensure timely completion and at the same time produce doctoral graduates with broader range of transferable skills. This combined with recent studies focused on mental health and wellbeing of doctoral researchers has sparked debate about what is being portrayed as added pressure in the context of the doctorate. This discussion paper intends to challenge this emphasis on negative aspects contending that this may be to the detriment of celebrating the opportunities for fulfilment and joy available during the doctoral process. We contend that, while expectations are focussed on the potential for pervasive stress and uncertainty, and troublesome eventualities, those productive and stimulating challenges that help researchers attain excellence are seemingly neglected. We explore what could make the doctoral experience otherwise, illustrating our argument with recent case studies derived from practice.

**E2** Beaumaris 1 | **Wednesday 15.45-16.15*****Imagining Our Futures: Exploring how women doctoral students negotiate academic career-possible selves (0196)***

**Rachel Handforth**, *Sheffield Hallam University, United Kingdom*

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

Using possible selves theory, this paper explores how women doctoral students perceived the prospect of becoming an academic. Reflecting on qualitative data from my doctorate, I show how participants negotiated traditional notions of academic identity, often constructing career-possible selves which positioned them as 'other' within the academy. Literature highlights that academic careers are highly gendered; women are less likely than men to have linear career progression, and may experience marginalisation and discrimination during their careers. In this paper, I explore the barriers that participants envisaged to pursuing an academic career, as well as the impact of disciplinary, departmental and institutional cultures, and the influence of academics and peers. This paper makes a valuable contribution to literature on post-PhD career trajectories, academic cultures, and women's experiences of academia, drawing on discourses of belonging and identity to illuminate the ways in which women doctoral students negotiated the possibility of becoming an academic.

**E3** Beaumaris 2 | **Wednesday 15.45-16.15*****Mind the Mind: mental health first aid training and cultural change in HE (0536)***

**Tina Byrom**, Johanna Bramham, Kathy Carter, *The University of Nottingham, United Kingdom*

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

Mental ill health is a global problem affecting 676 million people worldwide (WHO, 2015). The university sector is not exempt from this issue with recent research identifying both staff and student groups as being vulnerable to experiencing mental health issues (see Thomas, 2014 and Hughes et al., 2018). At The University of Nottingham, there has been a recent increase in demand for University counselling amongst staff and students, placing the need for a pro-active approach in tackling this issue high on its agenda. As a result of growing concerns around mental ill health the University has invested in the training of 12 mental health first aid instructors with the ambition to train 1 in 10 of the university population as mental health first aiders by 2027 and to establish a culture where mental ill health can be openly discussed. This paper details progress made to date.

## E5

Caerphilly | **Wednesday 15.45-16.15****Enhancing learning confidence for direct entry computing students (0302)****Khristin Fabian, Ella Taylor-Smith, Debbie Meharg, Alison Varey**, *Edinburgh Napier University, Edinburgh, United Kingdom*

Research Domain: Access and widening participation (AWP)

Previous studies have shown that students who transfer into university from college (direct entrants) face several challenges when they enter university. In response, the Associate Student Project supports students who enter university directly into the third year of a four-year honours degree, after completing a Higher National Diploma at further education college. Associate students matriculate as university students from their first year in college and are provided with confidence-building interventions from this point. The focus of the current study is to assess the academic confidence of associate students and compare their confidence with other direct entrants and continuing students. Undergraduate students (n=158) were surveyed on their confidence in facing various university tasks and situations. Results revealed that, while direct entry students were less confident about their studies than students who had studied at university since first year, there was a closer parity of confidence between the latter and associate students.

## E6

Cardiff | **Wednesday 15.45-16.15****Conceptions of employability: charting changing undergraduate perspectives amongst dominant political narratives (0238)****Sara Bird**, University of the West of England, Bristol, United Kingdom

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

Graduate employability is positioned as the silver bullet for the UK knowledge economy, and higher education institutions held responsible for its development. Conceptions of employability are dominated by policy makers and large employers, yet the perspectives of graduates, and particularly undergraduates, remain largely unexplored.

This paper explores the documented gap in conceptions of employability between students and employers and the role that HEIs play in bridging this gap, by reviewing the extant literature and presenting a critique of the dominant narratives in this field. This paper also outlines an ongoing study designed to explore stakeholders' conceptions of key graduate attributes and the level of development required are explored using a participatory action research methodology. This paper reports on the first cycle of this study and the value of cocreation strategy to negotiate meanings of employability between students, employers and academic staff.

## E9

Conwy 2 | **Wednesday 15.45-16.15****Facilitating diversity and inclusion as measures of quality: the case of an Inclusive Curriculum Framework (0548)****Annie Hughes, Nona McDuff**, *Kingston University London, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

In this paper we argue that embracing diversity strengthens Universities and the learning of their students. However, campus diversity does not in itself improve the learning of students. Higher Education Providers must consciously and strategically embrace their students' multiple worldviews and diverse perspectives and moreover recognise this diversity as a measure of quality with inherent value (Brink, 2009). We argue that mechanisms must be designed and implemented to facilitate an approach to learning which recognises the strength that diversity brings. If embraced, Universities can become 'hopeful spaces' where patterns of exclusion and segregation can be disrupted and intercultural competencies can be developed (Lee et al. 2012). In the paper, we introduce an Inclusive Curriculum Framework which has been adopted in a post-1992 University as a curriculum design tool to facilitate a more inclusive curriculum from concept to review (McDuff and Hughes, 2015).

**E11** Denbigh 2 | **Wednesday 15.45-16.15*****A Cross-Disciplinary Comparison of Students' Self-Reported Degree Completion Strategies (0231)***

**Fiona A.E. McQuarrie**, School of Business, University of the Fraser Valley,  
British Columbia, Canada

Research Domain: Student experiences (SE)

Student retention is an increasingly significant issue in higher education. However, much existing research focuses only on retention from first to second year, and has not paid significant attention to potentially influential factors such as the student's program of study. This research analyses data from 690 students and recent graduates of undergraduate degree programs at three Canadian universities, and compares self-reported influences on degree completion across five different academic disciplines. Some factors potentially affecting student retention, such as the perception that secondary education does not provide adequate preparation for higher education, appear to be relevant to students in all disciplines. However, other factors, such as perceptions of instructors, may affect persistence to graduation for students in some disciplines but not others. These results will be of interest both to researchers interested in student retention issues and to higher education administrators and faculty members seeking to develop effective retention-related policies and practices.

**GROUP DISCUSSION E12****E12.1** Raglan | **Wednesday 15.45-16.15*****Motherhood and the Professional Doctorate: Balancing Time and Space (0493)***

**Harriet Dismore, Louise Webber**, University of Plymouth, United Kingdom

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Balancing Professional Doctorate studies, family life and a professional role is a complex task for many women students. Family support, work commitments and feelings of guilt can impact on how mothers carve out time and space for family life and their studies.

This paper draws on qualitative research with a small group of mature women students to examine their use of time and space. A narrative line of inquiry was used to uncover the women's stories using methods of mind mapping and focused interviews. Findings reveal factors that may act as a barrier to a woman's success and show the importance of both physical and mental space in the facilitation of time.

Family capital is used as a theoretical lens to analyse the role the family play in supporting access to time and space. It is argued that time is a valuable source of capital to aid women's success in their studies.

**E12.2** Raglan | **Wednesday 15.45-16.15*****Factors Influencing the Academic Progress of Master's Students. (0331)***

**Anna Ólafsdóttir, Hermína Gunnthorsdóttir**, University of Akureyri, Iceland

Research Domain: Postgraduate Scholarship and Practice (PGSP)

The paper reports on findings from a case study research on factors influencing the studies of master's students. Interviews were conducted in 2016, with graduated master's students from the University of Akureyri, Iceland. The main findings are that a certain organization of the study programme seems to open up new opportunities for students. In general, geographical factors did not hinder the study process, although many students had a long way to go to attend lessons. However, women rather than men needed to organize their absence from home and family to a greater extent when attending study blocks on campus. During the period of study, students built a network that had a positive impact on their studies. The research findings cast light on some important factors and could constitute a useful contribution to quality improvement work at UNAK as well as to the field in general.

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## F1

Beaumaris Lounge | **Wednesday 16.45-17.15**

***Semantic levity: a requirement for learners and teachers in higher education?(0167)***

**Daphne Loads**, *University of Edinburgh, United Kingdom*

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

Academic discourse is abstract and semantically dense, whereas everyday communication is usually contextualised and semantically simple. Effective teachers help students to move up and down in semantic waves (Maton, 2013) between the academic and the everyday. This two-dimensional movement is valuable, but learning in higher education also includes open-ended, multidimensional exploration, and this requires semantic levity.

Semantic levity is that disposition seen in both teachers and students who are able to keep in play a wide range of contexts and meanings when encountering and explaining new ideas and experiences.

In my practice as an academic developer, I help university teachers to foster semantic levity through engagement with literary and non-literary texts, drawing on the methods and sensibilities of literary studies. During this presentation I will invite delegates to foster semantic levity through participation in collaborative close reading.

Maton, K. (2013) Making semantic waves: A key to cumulative knowledge-building. *Linguistics and Education*, Volume 24, Issue 1, April 2013, Pages 8–22.

## F2

Beaumaris 1 | **Wednesday 16.45-17.15**

***How can we theorize academic librarians' cross-boundary identity?  
Focusing on information literacy as a new dimension of librarians' jobs (0213)***

**Hiroyuki Ida**, *UCL, Institute of Education, University College London, United Kingdom*

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

This research explores how academic librarians' shifting identity is conceptualized using 'third space theory', proposed by Whitchurch. As this theory suggests, elaborating 'cross-boundary' professionalism is a critical issue. Recently, higher education has faced institutional changes from external factors (i.e. policy) and professional staff tend to take responsibility for new elements of their roles. For academic librarians, information literacy is emergent work, which they are expected to conduct in relationship to the disciplines. I will explore how their shifting identities are described in information literacy education, focusing on a UK

social science institution. Semi-structured narrative interviews were conducted with four academic librarians. Three themes emerged from the data analysis: Relationship to the departments; disjointed tension; and pedagogical development to address this rapidly changing context. Drawing on these, I will suggest how this 'cross-boundary' experience might be theorized.

## F3

Beaumaris 2 | **Wednesday 16.45-17.15**

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***Comparing higher education cultural contexts: International recruits' insights on induction experiences (0314)***

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Virginia King, **Peter Harrison**, Coventry University, United Kingdom

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

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Using Pierre Bourdieu's social reproduction theory as a framework, we report on a qualitative research project that examined the cultural perspectives of international staff recruited into one multicultural UK higher education institution. The institution had commissioned an external consultancy to run workshops specifically designed for international staff called 'Surviving and Thriving in a New Cultural Environment'. In the project's pilot phase, we interviewed a sample of academics at our home campus who had attended the workshop, and held focus groups with other self-identified international staff who had not had such an opportunity. We found that the workshops were effective in helping international recruits adapt to the UK HE cultural context. However, some participants wished they had been more culturally aware before making their career decisions. Other interventions to welcome and support these recruits were identified. We underline the importance of tailoring induction to the diverse needs of individual international recruits.

## F4

Caldicot | **Wednesday 16.45-17.15**

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***Local students in Higher Education cold spots: Geographies of undergraduate futures (0326)***

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**Holly Henderson**, University of Birmingham, United Kingdom

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Research Domain: Access and widening participation (AWP)

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This paper presents findings from a project researching the possible selves of undergraduate students studying at Further Education colleges in areas of England which do not have university provision. The paper situates the experiences of these students within discourses of the 'local' or 'commuter' student, and the local, rather than global, Higher Education (HE) institution. Arguing that narratives of place, space and mobilities intertwine to make particular futures seem possible or unimaginable, the paper focuses on three key findings from the project. The first highlights the complexities of student identities where local opportunities and futures are in doubt. The second shows the dominance of traditional narratives of student mobility and offers a counter to associations between mobility and capital. Finally, the educational spaces of the institution are shown to be shaped by and to shape perceptions of the 'local' student and their locality.

## F5

Caerphilly | **Wednesday 16.45-17.15**

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***Reconceptualising part-time adult learning in higher education (0315)***

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**John Butcher**, The Open University, UK, Milton Keynes, United Kingdom

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Research Domain: Access and widening participation (AWP)

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This paper presents an attempt to re-conceptualise part-time adult Higher Education. This is timely given the dramatic decline, over the last decade, in the number of part-time adult learners registering for HE courses in England. It is potentially an important contribution to address the concern expressed by the new Office for Students (OfS) that recent initiatives to widen participation in English universities have failed part-time adult learners, particularly those from under-represented groups. An emerging model is offered, based on a synthesis of empirical data from two funded research projects: one exploring outreach for disadvantaged adult learners (OFFA, 2017) and the second a UK-wide study of the part-time HE learner experiences for the HEA (Butcher, 2015). Drawing on student voice data I seek to re-balance current paradigms, to better align the needs of part-time adult learners with sector and institutional attempts to equalise HE opportunities.

## F6

Cardiff | **Wednesday 16.45-17.15****Enhancing the Employability of International Students: Chinese students on taught Master's programmes in social sciences (0276)****Xuemeng Cao**, *University of Warwick, Coventry, United Kingdom*

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

As the largest source country of international students, China has witnessed a huge wave of returnees in the latest five years. Chinese international students, who expect positive benefits of overseas education on their career prospects (Willis, 2004; Wang, 2016), nowadays confront employment difficulties in the Chinese labour market (Wang & Miao, 2017). However insufficient research exists on Chinese students' understandings of the relationship between their overseas learning experience and their employability enhancement. The research that this presentation is based on takes Chinese international students studying social science taught Master's programmes in the UK as the sample, adopting Capabilities Approach as the theoretical framework, employing interviews and diaries to explore:

- 1) what are the initial motivations of Chinese students choosing to study abroad, and what their expectations of studying abroad in terms of their employability enhancement;
- 2) how they manage their employability during receiving overseas education; and
- 3) what factors influence their understanding of and approaches towards employability management.

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## F7

Chepstow | **Wednesday 16.45-17.15****Competing Discourses of Excellence and Inclusion: Marketisation in English Higher Education Policy, 1987-2017 (0200)****Colin McCaig**, *Sheffield Hallam University, United Kingdom*

Research Domain: Higher education policy (HEP)

Marketised differentiation of higher education systems, is a global and developing phenomenon, often encapsulated in the term neoliberalism. In many ways the English system has gone further down the marketisation route than other comparable systems (Marginson 2013; Brown and Scott 2009; Brown and Carrasso 2014; Bowl 2016). The paper, using critical political discourse analysis of 12 UK HE policy documents over a thirty year period traces marketisation policy development from the earliest uses of market-like concepts (e.g. in relation to efficiencies and accountability) in the 1980s through to the encouragement of competition (and the risk of exit) in 2017 and address the following questions:

- to what extent has there been a continuity of policy (i.e. as part of a deliberate and phased policy of neo-liberalisation of the sector)?
- how generalisable are the stages of marketisation witnessed in England?
- has marketisation developed in response to factors beyond the control of policymakers?

## F8

Conwy 1 | **Wednesday 16.45-17.15****Reforming pedagogy to support the development of critical thinking in Ghana, Kenya and Botswana: The challenge of changing faculty identities, motivations and behaviours (0446)****Rebecca Schendel**, Tristan McCowan, *UCL, Institute of Education, University College London, United Kingdom*

Research Domain: International perspectives and context (IPC)

Critical thinking is often espoused as a key learning outcome of a university education. As the academic experiences most likely to foster critical thinking are a significant departure from traditional forms of university pedagogy, many universities have launched processes of pedagogical reform, in order to move toward more active and collaborative approaches to teaching and learning. Universities in sub-Saharan Africa are no exception to this trend, with many institutions across the continent launching processes of pedagogical reform in recent years. A recent investigation of seven such reforms, implemented at universities in Ghana, Kenya and Botswana, found that few have had the desired effect on student learning, largely due to faculty members adapting the nature of the reform to suit their pre-existing understandings of teaching and learning. We conclude that faculty members are unlikely to fundamentally change their approach to teaching unless their underlying teaching orientations are challenged.

## F9

Conwy 2 | **Wednesday 16.45-17.15****'Teaching Excellence' or 'Learning Excellence'?: Strategic Approaches to Assessment Feedback in UK Higher Education (0396)****Naomi Winstone**, *University of Surrey, Guildford, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Despite calls in the literature to replace a transmission-focused approach to assessment feedback with a more student-centred, learning-focused model (e.g. Carless, 2015), feedback as the transmission of comments from educator to student remains the predominant approach to practice in the UK and elsewhere. The aim of the present study was to explore, through document analysis methods (Bowen, 2009), whether this is mirrored in strategy documentation; do institutions' learning and teaching strategies and TEF Provider Submissions demonstrate a predominantly transmission- or learning-focused approach to feedback? Through an iterative method involving thematic and content analysis, the study reveals that discussion of feedback is rare within learning and teaching strategies, despite evidence that feedback is one of the most powerful influences on learning. Within TEF submissions, feedback was more likely to be discussed in transmission-focused than learning-focused terms. The findings are discussed with reference to the distinction between 'learning excellence' and 'teaching excellence'.

**References**

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## F10

Denbigh 1 | **Wednesday 16.45-17.15****Beyond Learning: Students' Responsibility for their Knowledge (0170)****Martin G. Erikson**, *University of Borås, Sweden*

Research Domain: Learning, teaching and assessment (LTA)

The claim that students should take responsibility for their learning is challenged through the alternative claim that students should be expected to take responsibility for their knowledge. It is argued that students can reflect on responsibilities for knowledge and teachers can support this in an everyday academic discourse regardless of discipline, whereas responsibility for learning is difficult to grasp without an elaborate learning theory. Further, the suggested shift from learning to knowledge will widen the scope to issues beyond learning, explicating a more nuanced student role. Through the focus on knowledge, students' responsibilities relates to educational purposes, and points to expectations on critical thinking as well as the students' academic freedom. It also makes it possible to discuss the mutual responsibilities of students and teachers with the same conceptual framework. This can also support the notion of students as co-creators of knowledge.

## GROUP DISCUSSION F11

**F11.1** Denbigh 2 | **Wednesday 16.45-17.15**

***Time for Studying – A Question of Quantity or Quality? (0330)***

**Lars Ulriksen**, Christoffer Nejrup, University of Copenhagen, Denmark

Research Domain: Student experiences (SE)

The time, effort and interest students put into their studies affect their learning outcomes and are measured in various surveys. This paper presents results from a study where second-year university students at four different fields of studies reported their time use in two different ways. One, using a mobile application to register the time spent in two separate weeks during one semester. The second, drawing a week schedule during a semi-structured qualitative interview presenting their activities during the week. The results from the mobile application showed that the average number of hours conceal a substantial variation between the students and between different weeks. The drawings of schedules showed that some students perceive time as levels of intensity or as a wave of activities during the week. These results question how valid or useful it is reporting average number of hours if the students' time and effort is our concern.

**F11.2** Denbigh 2 | **Wednesday 16.45-17.15**

***What time is good for you: To what extent do student perceptions of the time of their activities motivate their attendance behaviours? (0621)***

**Helen F. Kirby-Hawkins**, University of Wolverhampton, United Kingdom

Research Domain: Student experiences (SE)

Abstract A pilot study into student preferences around start times of teaching activities and their tolerance of gaps between activities. This research was based on cohort specific feedback about the teaching timetable expressed in the National Student Survey (NSS) in 2016. The findings around a preferred working day support other research which suggest this preference transcends discipline. The findings also demonstrate that gap tolerance may vary based on the distance from campus a student lives. The aim of this paper is to introduce the concept of gap tolerance as a motivating factor for student's attendance and to encourage further discussion around the influence of the teaching timetable on student attendance.

**F12** Raglan | **Wednesday 16.45-17.15**

***"Why didn't you hire a PhD graduate?" A critical examination of recruitment, selection and onboarding practices of employers seeking to hire researchers. (0265)***

**Inger Mewburn**, Will Grant, Hanna Souminen, Australian National University, Canberra, Australia

Research Domain: Postgraduate Scholarship and Practice (PGSP)

It is difficult to advise PhD candidates and research supervisors on what to expect and how to prepare for a non-academic career. The PhD started being offered by Australian Universities in the mid 20th century to train future academics. Presently, the PhD typically follows an experiential learning model: you learn to become an academic by doing academic work in the form of an original research project that is written up as a dissertation. The PhD should deliver the next generation of academics and equip them with the skills necessary to navigate our complex bureaucracies, but increasingly the degree is being looked to deliver research knowledge workers. More than 60% of graduates now seek employment outside academia on completion of their degree. We know very little about where these graduates go and what barriers and opportunities there are for them in non-academic workplaces. This paper reports on survey and interview research with employers and recruiters of skilled researchers, which aims to increase our understanding of why employer and recruiters' practices around selecting and hiring PhD graduates.

Manathunga, C., Pitt, R., Cox, L., Boreham, P., Mellick, G., & Lant, P. (2012). Evaluating industry-based doctoral research programs: perspectives and outcomes of Australian Cooperative Research Centre graduates. *Studies in Higher Education*, 37(7), 843–858. <http://doi.org/10.1080/03075079.2011.554607>

Nous Group (2017) Enhancing the value of PhDs to Australian Industry, Australian Technology Network of Universities. Accessed 15/6/2018 <https://www.atn.edu.au/siteassets/publications/atn01-phd-report-web-single.pdf>

## CONFERENCE PROGRAMME IN FULL

Thursday 6 December 2018

### SYMPOSIUM G1

# G1

Beaumaris Lounge | **Thursday 09.00-11.00**

***Academic Work Across the Career Stages: power and precarity at the 'micro' level in everyday academic life***

Chair: **Carole Leathwood**, *London Metropolitan University, United Kingdom*

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

#### Symposium rationale

This symposium focuses on the variety of ways in which academia remains 'a site of exclusion, elitism and power' (Harris, 2005, p.424) in relation to the policies and practices that shape academics' working lives at the everyday, 'micro' level. The papers of the symposium focus on varying groups of academics, varying national contexts, and varying patterns and dynamics of power, but commonalities are evident in relation to the patterns of inequity that emerge, inflected by aspects of identity and positionality such as gender, age, career stage and contract status. [Author 1] focuses on the conception of the 'fast professor', and the consequences of the ever-increasing pressure for research funding, based on a study of mid-career education scholars in five Canadian Universities. In doing so, [Author 1] explores ways in which neoliberal policy trends in the academy influence and alter the working practices of academics in the 'everyday' and 'everynight'.

A similar focus on the 'micro' level of everyday working life is taken by [Author 2] in their paper 'The Silence/ing of Academic Women'. [Author 2] draws from a qualitative study of 35 academics from three research-intensive universities, to look at the ways in which 'small events' produce 'micro-inequities' that can be hard to prove and to resist. [Authors 3] turns our attention to the experience of UK lecturers on 'casualised' contracts, exploring the subtle and complex ways in which the power dynamics in the lecturer-student relationship are disrupted and recontextualised, through, for example, decisions to try and 'cover up' or 'disclose' one's contract status and the difficulties it may generate in teaching. [Author 4] takes an information studies perspective to explore the effects of managerialism and the dynamics of precarity in academic disciplines on the working practices of early career academics – in particular the ways in which attempts to agentically manage threats of precarity alters the scope and context of the academic role for these ECAs. Finally, [Authors 5] utilise auto-ethnographic methods to discuss the ways in which feminist collaborations across career stages can potentially disrupt and rework neoliberal imperatives of competitive individualism, arguing for a 'messier imaginary' of academic work and careers that involves a potentially more nuanced look at conceptions of precarity and privilege in the academy. At a time when the conditions of academic work are undergoing significant levels of restructuring globally (Gupta et al 2016), this symposium illuminates important yet diverse areas of academic practice.

**G1.1** Beaumaris Lounge | **Thursday 09.00-11.00**

***'Fast professors' in Canadian academe: negotiating the research funding imperative (0492)***

**Sandra Acker**, *University of Toronto, Canada*

This paper is about the fast professor, the alter ego of Berg and Seeber's (2016) Slow Professor. Over the past several decades, neo-liberal trends have altered the everyday/everynight working practices of academics. For many, research is now an all-encompassing imperative, structured around the twin goals of publishing prolifically and securing external grants.

Here I discuss the consequences of the frenetic quest for research funding, drawing on an exploratory, qualitative study of ten mid-career education scholars, located in five Canadian universities. In Canada, the

Social Sciences and Humanities Research Council (SSHRC) is the main source of social science research support. While some individuals had settled into an intimidatingly 'fast' pattern of sequential and ever-larger SSHRC projects, others struggled repeatedly to acquire funding. Despite the appeal of the 'slow' movement in academe, for most, it was not an option.

**G1.2** Beaumaris Lounge | **Thursday 09.00-11.00**

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***The Silencing of Academic Women (0499)***

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**Sarah Aiston**, *University of Birmingham, United Kingdom*

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The underrepresentation of women in the most senior ranks, and senior leadership positions in the academy, is a global phenomenon. How and why women academics experience the higher education profession differently to their male colleagues has been the subject of extensive research. This paper brings a new, original conceptual dimension to our understanding of this complex and enduring issue. Based on the rigorous analysis of 35 interviews with women academics from three world leading research-intensive universities, the paper introduces the concept of the silence, and silencing, of academic women. The theoretical frame of 'micro-inequities' – that is 'small events' which are hard to prove and covert – is used to analysis why academic women remain silent and how academic women are silenced.

**G1.3** Beaumaris Lounge | **Thursday 09.00-11.00**

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***Casualised Academic Staff and the Lecturer-Student relationship: power, legitimacy and (im)permanence (0506)***

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**Barbara Read**, *University of Glasgow, United Kingdom*; **Carole Leathwood**, *London Metropolitan University, United Kingdom*

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This paper focuses on findings from a study of academics on short-term, insecure or 'casualised' contracts, and their perceptions of the effect their contract status has on the nature and quality of their teaching and interactions with students. Much has been written on the changing nature of the lecturer/student relationship in academia with the pervasive rise of neoliberal influence on 'traditional' academic cultures and practices. As yet, however, there has been little attention paid to potential changes (and their gendered, classed and racialised inflections) in such relationships as a result of the rise of casualised contracts amongst teaching staff, a gap we aim to address here. The paper focuses on email interviews with 19 academics (16 women and 3 men) on casualised contracts, whose role includes teaching. The findings point to new and complex ways in which 'traditional' notions of the academic-student relationship are disrupted and recontextualised.

**G1.4** Beaumaris Lounge | **Thursday 09.00-11.00**

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***Precarity, Managerialism, and the Shifting of Academic Work (0507)***

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**Rebekah Willson**, *University of Strathclyde, Glasgow, United Kingdom*

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**Introduction.** This research examines how precarity and managerialism, resulting from neoliberalism in higher education, influences the work early career academics (ECAs) do and how they undertake that work.

**Method.** Constructivist grounded theory was used to collect and analyse data from 20 ECAs in Canada and Australia. ECAs were followed over a 5-7-month period, interviewed about their experiences in starting a new academic position.

**Findings.** ECAs consider the precarity of their disciplines and their own positions within academia. To reduce precarity, ECAs alter what work they undertake and how, engaging in work that is of value to free markets and ensuring that their work fits within the constraints of auditing procedures. As increasing managerialism overlays administrative components onto all aspects of academics' work, ECAs are required to take on more clerical tasks, which are increasingly shaped and controlled by technology in the form of university information systems.

**G1.5** Beaumaris Lounge | **Thursday 09.00-11.00*****Feminist Collaborations in Higher Education: Stretched across Career Stages (0509)*****Maddie Breeze**, Yvette Taylor, University of Strathclyde, Glasgow, United Kingdom

Categorical career stages offer an institutional framework through which mobilities can be claimed and contested by feminists in academia. Inhabiting career stages uncritically can serve to reproduce neoliberal academic structures that feminists may seek to resist and rework. Collaboration across career stages is a significant empirical case for understanding how feminists occupy academic space. We use auto-ethnographic methods to read career stages and feminist collaboration through each other, analysing the authors' cross-career collaborations and mentoring relationship in a Scottish University. We ask how feminist collaboration can claim and disrupt the neoliberal temporal logics of competitively achieving individuals on upward career trajectories, where academic arrival can feel permanently deferred. As such we argue for more pluralised and fragmented understandings of 'career stages', which as fixed categories work to position academics as either precarious or privileged, and for a messier imaginary of academic work and careers.

**G2** Beaumaris 1 | **Thursday 09.00-09.30*****'Why mouth all the pieties?': Black and women academics' revelations about discourses of 'transformation' at an historically white South African institution (0316)*****Dina Z. Belluigi**, Queen's University Belfast, United Kingdom; Gladman Thondhlana, Rhodes University, Grahamstown, South Africa**Research Domain:** Academic practice, work, careers and cultures (AP)

Illuminating alike issues worldwide, this paper critically examines quality and oppression among the black and women professoriate who are the recipients of post-apartheid accelerated development fellowships at an historically white institution in South Africa. Utilising a report-and-respond approach, the participating recipients were firstly invited to respond individually to a questionnaire, where they critically analysed the discourses of transformation portrayed in the Integrated Transformation Plans of South African universities, followed by small group discussions of the analysis of their responses. Their insights into misalignment between transformation discourses and evaluation practices raise questions about the validity of inclusivity models of academic development for transforming institutional structures and cultures.

**G3** Beaumaris 2 | **Thursday 09.00-09.30*****Understanding HE environments: a suggested framework for lecturer identity work (0461)*****Linda Mcghie**, University of Cumbria, United Kingdom**Research Domain:** Academic practice, work, careers and cultures (AP)

This paper explores HE lecturer identity, and a framework for supporting a consistent methodological approach. This focuses upon the HE lecturer's background, self-practices and relations with authority sources. The contested nature of identity in society has created lengthy debate (Jenkins, 2014). Conceptualising lecturer identity is important because it forms part of the HE environment (Clegg, 2008), and influences teaching-learning interactions (Ashwin, 2009). This study finds identity tied to second level discourses, in line with social constructionism (Burr, 2015). These discourses influence personal beliefs in both limiting or enabling ways, significant for the agentic ability of lecturers and student inclusion.

Ashwin, P. (2009) *Analysing Teaching-Learning Interactions in Higher Education: Accounting for Structure and Agency*, London: Continuum

Burr, V. (2015) *Third Edition Social Constructionism*, London: Routledge

Clegg, S. (2008) 'Academic identities under threat?' *British Educational Research Journal*, Vol. 34, 3, pp329-345

Jenkins, R. (2014) *Social Identity*, Fourth Edition, London: Routledge

G4

Caldicot | Thursday 09.00-09.30

**Exploring the effectiveness of low-cost low-intensity programmes for improving educational knowledge and progression (0432)**Sonia Ilie, *University of Cambridge, United Kingdom*

Research Domain: Access and widening participation (AWP)

Widening participation activity is currently benefitting from an expansion of evaluation work that aims to understand the effectiveness of programmes and interventions for improving equitable access to higher education. This paper presents new evidence exploring the effectiveness of two low-cost, low-intensity behavioural nudging interventions (O'Reilly et al., 2017) with a widening participation remit. Two interventions, one aiming to improve Year 11 students' knowledge of post-16 education options, and one aiming to increase university applications via UCAS for Year 13 students were tested in an experimental framework, through two separate randomised controlled trials. With data collection surrounding the outcomes of the two interventions currently underway, the present paper will report on the results of the evaluation and discuss the implications of any low-cost, low-intensity interventions for widening participation in the context of the ongoing need for comprehensive complex widening participation initiatives that address local socio-cultural issues.

G5

Caerphilly | Thursday 09.00-09.30

**Strategic ambiguity and/or policy ad-hocery? The positioning of evaluation in higher education widening participation discourses. (0554)**Julian Crockford, *The University of Sheffield, United Kingdom*

Research Domain: Access and widening participation (AWP)

Taking an analytical approach aligned with policy trajectory studies (Ball 1993; Ball 2015; Gale 1999; Taylor 1997; Vidovich 2003), I adopt a cross-sectional perspective to explore the formulation of Government and regulatory policies concerned with the evaluation of university-delivered widening participation activities. I argue that regulatory guidance in this area bears all the hallmarks of what Ball (1993; 2015) refers to as policy 'ad-hocery', as well as strategic ambiguity (Jazabkowski et al 2015; Davenport and Leitch 2005; Abdallah and Langley 2014). Tracing the evolution of policy about the evaluation of WP outreach, I identify four phases, from monitoring and tracking to meta-evaluation, as HE Regulators attempt to balance the contradictory positions of Government and HEIs, in which evaluation is at once both required and unfeasible.

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## G6

Cardiff | Thursday 09.45-10.15

**University-Industry Partnerships in Kazakhstan (0356)**

**Dilrabo Jonbekova**, Jason Sparks, *Nazarbayev University, Astana, Kazakhstan*;  
Matthew Hartley, *University of Pennsylvania, Philadelphia, United States of America*

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

This study seeks to examine how, and in what ways, universities and industry collaborate in Kazakhstan, and the extent to which recent reforms on governance and autonomy in higher education may have enhanced these partnerships. More specifically, the study will investigate the different types of, and associated purposes for collaboration. It aims to identify the success factors that underpin the development and improvement of university-industry partnerships, as well as potential barriers to such partnerships.

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## PANEL G7

## G7

Chepstow | Thursday 09.00-10.15

**In a fast-changing higher education landscape can TEF help excellence and inclusion cohabit?(0204)**

**Chair:** **Amanda French**, *Birmingham City University, United Kingdom*

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

This panel will explore how staff working in higher education have been affected by the introduction of the Teaching Excellence Framework (TEF) in 2016 with a particular focus on how it has influenced issues around inclusion. The panel offers a number of critical and informed perspectives on the TEF as well as providing a platform for participants to share their experiences, understanding of and practices around excellence and inclusion.

The TEF marks a key turning point for higher education in the UK. Never before has the quality of HE teaching been subjected to such external scrutiny, culminating in high stakes assessment outcomes for institutions through the TEF's medal ranking system of gold, silver and bronze. Given how TEF has placed the sector in uncharted territory, HE providers are understandably still trying to make sense of what the TEF means for them and how best to organise their institutional responses to it.

**Contributors**

TEF and the marketisation of English HE (0656)  
Colin McCaig, Sheffield Hallam University, United Kingdom

This paper sets the Teaching Excellence Framework within the wider context of marketisation and differentiation that dominates English HE. In the discourse of most recent wave of marketisation policy in England (DBIS 2015; DBIS 2016; HMSO 2017) the importance of teaching excellence is central, designed as a set of metric indicators or market signals for applicant-consumers of where 'excellent teaching' can be found in the system. It became a condition of provider registration with the Office for Students that all HEPs engage in the TEF exercise from 2019-20.

#### Other Panellists

Sanja.Djerasimovic, University of Exeter, United Kingdom  
 Matthew.O'Leary, Birmingham City University, United Kingdom  
 Vanessa.Cui, Birmingham City University, United Kingdom

## SYMPOSIUM G8

### G8

Conwy 1 | **Thursday 09.00-11.00**

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***The changing shape of higher education: An international view on the position of higher education in setting debates and constructing emerging understandings of sexual violence on campus and in society?***

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Chair: **Helen Bovill**, *University of the West of England, United Kingdom*

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Discussant: **Neil Harrison**, *University of the West of England, United Kingdom*

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Research Domain: International perspectives and context (IPC)

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#### Symposium rationale

In the UK and the US there is a sharpened focus on sexual violence on campus and this is mirrored in changes in wider society in movements such as #MeToo and 'Time's Up'. Internationally Higher Education Institutions (HEIs) are moving toward better informing students about what constitutes sexual violence, what their rights are and how they may report sexual violence. The papers in this symposium will variously engage with and report on the prevalence of sexual violence on campus and the continuing issues faced in understanding, reporting and responding to sexual violence.

The papers will illuminate that whilst sexual violence can happen to anyone, certain populations are disproportionately victims: women and LGBTQ+; and certain populations are less understood in terms of sexual violence such as graduate students. Further, highlighting sexual violence on campus and responses to this can have various impacts upon potential victims/survivors and those that take preventative or interventionist action; this needs further exploration. A consequence of increased focus upon sexual violence on campus can be that a climate of fear can emerge for those most likely to be targeted. This can have an adverse impact of constructing universities as places where you may suffer harm. Rather than widening participation to become more inclusive, alternatively this discourse could run the risk of excluding some groups from full or partial aspects of university life.

How do we continue to debate sexual violence on campus in a way that emancipates those who are most likely to be a target of sexual assault, rather than alienating them? How do we move this debate forwards so that universities are viewed as safe spaces; or that if sexual violence occurs they are spaces of pro-active response leading the way in management of sexual violence? Universities are places of knowledge generation where complex issues can be examined. Currently global society is struggling in its response to the overwhelming and ubiquitous extent of sexual violence being uncovered as cultures begins to shift. Momentum for this needs to continue if inroads are to be made into understanding global responses. In a time of shifting economic priorities for universities, the papers in this symposium will variously consider how to maintain momentum to enable better understandings of sexual violence and the very complex issues that are only now just beginning to be explored.

**G8.1** Conwy 1 | **Thursday 09.00-11.00*****A UK/English context: What are the unintended consequences for women of a more open debate upon sexual violence on campus and how can we keep this debate on the agenda in universities to challenge this? (0189)*****Helen Bovill**, *University of the West of England, Bristol, United Kingdom*

Whilst US universities can be seen to lead in researching sexual violence on campus, UK response from 2010 has followed. Mixed method studies emerged highlighting prevalence of sexual violence mirroring national and international trends. Though this likely masks the true picture, what remains unclear is how to understand the complexities of sexual violence on campus.

This paper considers impacts of sexual violence upon female students. It uncovers trends toward a loss of female agency where women are 'protected from men by men'. Other findings highlight tendencies for some forms of sexual violence to be 'misrecognised' as gender neutral, e.g. 'unwanted groping'. This could be backlash to 'victimisation' or a desire to tone down overly militant responses to sexual violence, once again constructing women as passive in the academy; further understanding is needed. As some funding streams diminish, what is the future of research in this area?

**G8.2** Conwy 1 | **Thursday 09.00-11.00*****Exploring Consequences of Bystander Action in Higher Education: Implications for Sexual Violence Prevention (0190)*****Victoria Banyard**, *University of New Hampshire, Manchester, United States of America*

High rates of sexual assault (SA) and dating violence (DV) among college students interferes with students successfully achieving their academic goals across the globe. Bystanders or "actionists," who witness risk for these incidents can play an important role in prevention and in changing campus social norms to be intolerant of harassment and violence. Less studied, however, are the effects of taking action on bystanders and on the situation. Does taking action help or harm? This paper will present findings from research on 1391 young adults who took an online survey asking about their experiences as an actionist. Positive reactions from victims and other bystanders related to higher efficacy and intent. This extends current theories of bystander action. If a goal of higher education prevention efforts that train bystanders to help, is to promote ongoing and future action, then we need more work to help bystanders feel supported when they act.

**G8.3** Conwy 1 | **Thursday 09.00-11.00*****The Role of Stigma in Partner Violence: A Social Psychological and Ecological Perspective (0191)*****Katie Edwards, Heather Littleton**, *East Carolina University, Greenville, United States of America*

The purpose of this proposed presentation is to describe a recently created theoretical model entitled the multi-level sexual stigma model of intimate partner violence (MLSSM-IPV). The MLSSM-IPV is grounded in social psychological and ecological theories and seeks to explain the role of sexual stigma in increasing risk for experiences of IPV among sexual minority (lesbian, gay, bisexual, and other sexual minority [LGB+]) college students. In the proposed presentation we will briefly review literature on IPV among LGB+ college students, describe the MLSSM-IPV, provide preliminary evidence to support the MLSSM-IPV, and discuss future plans to rigorously evaluate the MLSSM-IPV. Identification and elucidation of stigma-related factors operating at structural and individual-levels and the longitudinal impact of these factors on IPV experiences among LGB+ college students can be directly used to inform prevention, intervention, and policy efforts on campuses across the U.S.

**G8.4** Conwy 1 | **Thursday 09.00-11.00****Campus sexual violence and graduate students (0192)**

**Sarah McMahon**, *Rutgers school of Social work, Rutgers University, Newark, United States of America*

Institutions of Higher Education (IHE) are increasingly addressing the issue of campus sexual violence. Graduate students are a group that has tended to be overlooked in outreach efforts on campuses. Because outreach efforts are typically geared towards undergraduates, graduate students may not receive any educational programming on sexual violence prevention or campus resources for those who are victimized.

The proposed presentation will provide a summary of available research on the experiences of graduate women students and sexual assault. Next, data from 9,546 students will be provided to explore victimization rates of graduate students, and then compare undergraduate and graduate students' awareness of resources on campus, confidence in knowing where to seek assistance, and perceptions of the campus climate. Finally, the presentation will include discussion of global implications for universities.

**G9** Conwy 2 | **Thursday 09.00-09.30****Staff-Student Partnership Initiatives to Promote Digital Technology Use in UK Higher Education: Their Emergence and Role in Defining Students as Partners (SaP) (0328)**

**Fiona Handley**, University of Brighton, United Kingdom

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

This presentation explores the development of staff-student partnership initiatives in digital technology projects in UK higher education. This type of initiative has a key role in what have become to be known internationally as students as partners (SaP) schemes. The paper presents findings from a systematic review of these initiatives, examining how they were presented and disseminated outside their home institutions through conference abstracts, journal papers, blog posts and websites published between 2014-2017. The research aims to explore the nature of the partnerships presented, understand the role of technology in shaping practices within the projects, and identify the role of these media in shaping SaP. The presentation will include some preliminary findings within the context of a discussion of the emergence of technology focussed projects within SaP and how this relates to contentious issues such as student performativity.

**G10** Denbigh 1 | **Thursday 09.00-09.30****Beyond The Trigger Warning: Staff and Student Experiences of Potentially Emotionally Sensitive Topics in Higher Education (0207)**

Katie Cebula, **Gale Macleod**, Kelly Stone, Stella Chan, *University of Edinburgh, United Kingdom*

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

Previous research on the teaching of potentially sensitive topics in higher education has often focused specifically on the use of trigger warnings. The questionnaire (N = 917) and interview (N = 30) study, to be reported, aimed to provide a broader and more in-depth examination of the ways in which university staff and students experience the teaching of emotionally sensitive topics. Findings suggest that, contrary to popular media conceptualisations of 'snowflake students', in fact only a very small minority experienced significant levels of distress and all students were strongly against the censorship of emotionally challenging topics. Trigger warnings formed only a small part of the thoughtful and reflective approach taken by staff, which focused more on classroom atmosphere, meta-discussion, and rationale for teaching approaches and content. Both staff and students did, though, identify ways in which teaching practice in this area could be further developed, and these will be discussed.

## SYMPOSIUM G11

**G11** Denbigh 2 | **Thursday 09.00-11.00****Getting Personal: Conceptualising 21st Century Personal Tutoring**Chair: **Samuel Dent**, *University of Sheffield, United Kingdom*Discussant: **Katy Vigurs**, *University of Derby, United Kingdom*

Research Domain: Student experiences (SE)

**Symposium rationale**

Personal tutoring in the modern university is a complex beast, historically undervalued and underresourced, yet it is increasingly considered a potential remedy to shifts in the UK higher education policy landscape (Dent, 2017; Lochtie, McIntosh, et al, 2018). Especially in connection to widening participation, delivering on the UK'S Teaching Excellence and Student Outcomes Framework (TEF), learning gain, and student mental health. While some argue that personal tutoring should be replaced by professional services (Bunc, 2005), others highlight the value of the 'academic' highlighting these educational mentor's important role as 'interlocutors' to knowledge about the academy (Stuart et al, 2011). In this symposium a series of papers are brought together which asks complex questions about the role of the personal tutor, stemming from the work of an Office for Students (OfS)-funded project which explores the issue in the context of helping to reduce gaps in attainment for Black and Minority Ethnic (BME) students (Brocke & Nicholls 2006; Equality Challenge Unit [ECU], 2017).

The first paper *Equity in Higher Education This Time It's Personal*, explores the overall findings of the project and discusses the role personal tutoring could have in underpinning a culture of equity in higher education.

The second paper, *Creating a sense of place: The role of the personal tutor* looks at the role personal tutors have in students' wider social network, providing a theoretically informed account of personal tutoring and a critique of WP interventions which do not consider the relational impact of actors outside of the intervention.

The third paper, *Fostering Student Mental Health in the Context of Personal Tutoring*, explores how responding to student mental health is now an inevitable, yet invisible, part of the role of being a personal tutor and explores experiences of students and staff when handling difficult conversations about mental health.

The fourth paper, *Closing Attainment Gaps Through Personal Tutoring: Putting Learning Gain Data To Use*, Kandiko Howson explores the role of learning gain data in personal tutoring, showing how data can be used for interventions with at-risk students. This paper also highlights ethical concerns about how the data is used to support student learning.

The fifth paper *Personal Academic Tutorials: moving away from a deficit approach* explores how a collaborative institutional approach to reviewing personal academic tutoring led to a new policy which advocates student success, stretch and challenge. Finally, Dr Katy Vigurs from the University of Derby will act as discussant.

**G11.1** Denbigh 2 | **Thursday 09.00-11.00*****Equity in Higher Education This Time It's Personal! (0256)*****Samuel R. Dent**, *The University of Sheffield, United Kingdom*

Unexplained attainment gaps exist for BME students, 17.7% nationally controlling for prior attainment (ECU, 2017). Existing research suggests this is contributed to by a number of factors which staff can be change agents for (Mountford-Zimdars et al, 2015) build relationships of power-sharing with students (Stevenson, 2012). This paper presents the concluding finding of a 2-year OFS funded project which has applied these findings to developing an approach to personal tutoring in three disciplines and institutions to support the closure of attainment gaps, drawing on a series of surveys, interviews and focus groups with students and staff at regular intervals across the project. Mobilising Frasers (2001) theories of recognition, I deconstruct the ways in which students and staff conceptualise personal tutoring exploring its potential to perpetuate/ remedy social-inequalities. I argue that reconceptualising existing working practices, with a robust theoretical framework to support the 'participatory parity' of different groups of students.

**G11.2** Denbigh 2 | **Thursday 09.00-11.00**

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***Fostering Student Mental Health in the Context of Personal Tutoring (0271)***

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**Emma L. Broglia**, *The University of Sheffield, United Kingdom*

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Supporting student mental health is now an inevitable, yet invisible, part of being a personal tutor that is not sufficiently valued or supported by the HE sector (Hughes et al., 2018). This paper presents findings from three projects exploring the role of personal tutoring in the context of student mental health, belonging and social connectedness including: a recent Student Minds project, the ongoing Raising Awareness, Raising Aspirations (RARA) project and preliminary findings from the Student Transitions project. These projects present findings captured through interviews, focus groups and surveys with students and personal tutors, and analysed with thematic analysis co-produced by students and academics. Preliminary survey results are descriptive and correlational to explore the relationships between student mental health, social connectedness and course satisfaction. The aim of this paper is to encourage attendees to critique recommendations for the sector to better support academics in their role of fostering student mental health.

**References**

Hughes, G., Panjwani, M., Tulcidas, P., & Byrom, N.C (2018). Student Mental Health: The Role and Experiences of Academics. Student Minds.

Please also see the Raising Awareness, Raising Aspirations project website for more information: <http://www.raratutor.ac.uk/>

**G11.3** Denbigh 2 | **Thursday 09.00-11.00**

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***Closing attainment gaps through personal tutoring: Putting learning gain data to use (0360)***

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**Camille Kandiko Howson**, *King's College London, United Kingdom*

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Learning gain metrics are rapidly developing in UK higher education. Data points link student inputs, progress and attainment outcomes, providing opportunities for strategic decision making, pedagogical enhancement and student engagement. However, evaluation of learning gain metrics highlights the complexity of the learning process, and metrics used to judge attainment, indicating there is no 'silver bullet' metric or activity that captures student success. While learning gain data can provide useful insights at national and institutional levels, it needs to be embedded locally within a student's course—through engagement with the curriculum and personal engagement with their teachers—to impact on students' learning. This paper explores using learning gain data to support evidence-enhanced personal tutoring, drawing on interviews and focus groups with personal tutors and students. Findings include there are serious ethical issues to consider around how data is used and presented but also possibilities for meaningful engagement.

**G11.4** Denbigh 2 | **Thursday 09.00-11.00**

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***Personal Academic Tutoring: Moving from a Deficit Approach (0363)***

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**Tamsin Bowers-Brown**, *University of Derby, United Kingdom*; David Lochtie, *Union of Students, University of Derby, United Kingdom*

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This paper shows how a collaborative institutional approach to reviewing personal academic tutoring led to a new policy which advocates student success, stretch and challenge. The paper presents the findings from qualitative consultation with staff and students about the potential possibilities offered by a structured and consistent institutional approach.

**G11.5** Denbigh 2 | **Thursday 09.00-11.00**

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***Creating a Sense of Place: the role of personal tutors and social networks (0623)***

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**Ciaran Burke**, *University of Derby, United Kingdom*

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Higher Education is an opportunity for many to become socially mobile. By design, higher education, when accessed through widening participation, is a foreign institution, a place which people are often trying to make sense of and confirm a sense of belonging. As such, the role of personal tutors provides key support and guidance for non-traditional students to successfully make the initial and sustained transition to higher education. This paper is based on an empirical research project examining the effectiveness of personal

tutors in the context of a student's wider social network. The research focus and analysis are driven by three competing but complementary theoretical contributions:

- Hot Knowledge
- Communicative Reflexivity
- Collective Habitus

The paper will provide a theoretically-informed account of the role of personal tutors and a critique of widening participation interventions which do not consider the relational impact of actors outside of an intervention.

## G12 Raglan | Thursday 09.00-09.30

### **Exploring perceptions about the role of information and communication technologies (ICT) in doctoral research processes (0145)**

**Kwong Nui Sim**, *Victoria University of Wellington, Wellington, New Zealand*;  
 Sarah Stein, *University of Otago, Dunedin, New Zealand*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Information and communication technologies (ICT) have long been seen as important in supporting doctoral research and supervision processes. However, there is minimal research that has explicitly investigated this claim. This study explored PhD students' perceptions of the role of ICT in doctoral study. Data were collected using a three-tier drawing-discussion process involving participants from two institutions. Inductive analysis of data revealed that where ICTs are concerned, effort by students was on developing a "flow" to research project development and implementation, through/alongside the incorporation of ICTs. Second, ICTs are not neutral: there is a two-way interaction between technological artefacts and the use of them to achieve research, PhD and study ends. Implications concern relationships between ICT perceptions and practices, and integration of ICTs in doctoral research processes. Outcomes thus provide insights into support that may better enable supervisors and students to integrate ICT for academic purposes in/during doctoral supervision and research.

## H2 Beaumaris 1 | Thursday 09.45-10.15

### **Temporalities of trust and betrayal: teaching and learning in the neoliberal university (0372)**

**Matthew Bunn**, Anna Bennett, Penny Jane Burke, *Centre of Excellence for Equity in Higher Education, University of Newcastle, Australia*

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

This paper explores accounts of 25 academic staff, 30 undergraduates, and 10 postgraduates in their experience of the tensions within the changing temporal character of an Australian university. It explores how the future-orientated discourse conveyed through the marketised university produces the sense that the experiences and outcomes of study are linear, predictable and already-always known. We draw on data to illustrate that this market promise is often experienced as a betrayal, especially for students from under-represented backgrounds. We hence explore the difficulties for students and staff in navigating this temporally compressed market causality with the aim of opening up recognition that higher education experiences and outcomes are multiple and unfolding.

## H3 Beaumaris 2 | Thursday 09.45-10.15

### **The UKPSF through a Foucauldian lens, its origins and intentions, evolution and impact (0491)**

**Paul H. Dennison**, *University of Greenwich, London, United Kingdom*

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

This paper analyses the UK Professional Standards framework (UKPSF) as an artefact, using professionalisation as a form of accountability as the starting point. From there, the nature of fellowship and the structure and formulation of the UKPSF are explored, its use as a legitimating codification of competence, and its increasing impact and acceptance in higher education (HE). A case is made for seeing the UKPSF

as infiltrating Foucauldian governmentality across the HE sector, with individual lecturers responsibilised to engage in technologies of the selfE sectorH. The debates around the basic values of HE at the time of the Dearing report are touched on and the revision of the UKPSF in 2011 is examined in terms of subtle realignment of values and priorities. Finally, the impact of the UKPSF is estimated through quantitative and qualitative means and issues around its acceptability and utility.

## H4

Caldicot | **Thursday 09.45-10.15**

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***Antiblackness in institutional strategies to overcome race inequality and discrimination (0437)***

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**Manuel Madriaga**, Sheffield Hallam University, United Kingdom

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Research Domain: Access and widening participation (AWP)

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This article highlights antiblackness pervading English higher education. This antiblackness is attributed to a majoritarian view, which not only upholds the view that education is value-neutral, meritocratic, colour-blind, but also has a cultural disregard for those racialized as Black Minority Ethnic (BME). There has been considerable attention drawn to the achievement gap issue in English higher education in which those racialized as BME are less likely to obtain a 'good honours' degree than those identified as white upon graduation. However, there is no critical work, as of yet, which examines university responses to addressing it. This paper sets out to investigate this, as well as the extent of institutions embracing a majoritarian view of race inequalities in education. This is done through reframing the issue by examining race equality action plans of six English universities.

## H5

Caerphilly | **Thursday 09.45-10.15**

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***Transformation or Transgression? The impact of an institutional habitus on working class student identity (0562)***

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**Tina Byrom**, *The University of Nottingham, United Kingdom*; **Nic Lightfoot**, *Sheffield Hallam University, United Kingdom*

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Research Domain: Access and widening participation (AWP)

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Whilst evidence continues to highlight disparity in higher education (HE) participation rates across social groups, there continues to be small numbers of young people from social groups 4 – 7 choosing to go to university. There is a body of literature that identifies issues connected to social and academic fit for such students (see Rose 1989, Law 1995, Mahony, Zmroczek 1997, Reay 2001, Walkerdine, Lucey et al. 2001) but little that tracks the influence of an institutional habitus on identity transformation. Drawing from data collected within a post-1992 HE institution, and utilising a Bourdieuan analysis around the notion of habitus (Bourdieu, 1997), this paper seeks to explore issues of student identity as they negotiate their way through the HE field. HE institution, and utilising a Bourdieuan analysis around the notion of habitus (Bourdieu, 1997 [6]), complexities around the notion of fit will be used to uncover the idea of habitus transformation for first generation students.

## H6

Cardiff | **Thursday 09.45-10.15**

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***The labour market of young graduates in Portugal: The effect of higher education reform and economic recession (0364)***

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Maria da Conceição T. Figueiredo, **Fátima Suleman**, *Instituto Universitário de Lisboa (ISCTE-IUL), Lisboa, Portugal*

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

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This paper examines determinants of the wages of young under and master graduates engaged in different contractual arrangements in Portugal. Linked employer-employee data, namely Quadros de Pessoal (2007 and 2011), was used to compare the impact of flexibility (stability), part-time (full-time) and occasional jobs on wages of post-Bologna graduates who entered in the labour market during the economic recession. Most graduates start by getting a full-time job, be it stable or flexible. Empirical evidence shows wage differentials among the five types of arrangement, although the impact varies between 2007 and 2011. The contracts that combine flexibility with part-time work have been the most penalised in recent times. Whereas the transition

of undergraduates to the labour market is expected to be more precarious, post-graduates appear to be protected against low quality jobs in Portugal. The findings show that it is increasingly difficult for young graduates to access high quality jobs.

## H9

Conwy 2 | **Thursday 09.45-10.15**

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### ***Implementing the One-Minute Paper Using Applications on Personally Owned Devices: Student Perspectives on the Benefits (0329)***

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**Trevor Nesbit**, *Ara Institute of Canterbury, Christchurch, New Zealand*;  
**Billy O'Steen, Tim Bell**, *University of Canterbury, Christchurch, New Zealand*

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

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The “one-minute paper” has been used at the end of lectures to find out the most important questions that students have about lecture content and for students to identify the most important content that had been covered. Traditionally the “one-minute paper” was implemented with students writing down their responses on pieces of paper, with the lecturer responding in the next lecture.

In this study the “one-minute paper” was implemented using an application that runs on smart phones, tablets and laptops so that the lecturer could respond at the end of the same lecture, thereby speeding up the feedback process.

The results of a survey of students are presented. The analysis and conclusions suggest that the use of the application to implement the “one-minute paper” was successful with the students responding positively regarding the value of the feedback received from the lecturer and reporting increased levels of cognitive engagement and enjoyment.

## H10

Denbigh 1 | **Thursday 09.45-10.15**

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### ***Metacognition in higher education: How academics think and how they teach students to think (0209)***

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**Jayne Dennis**, *Queen Mary University of London, United Kingdom, UCL, Institute of Education, University College London, United Kingdom*; **Matthew Somerville**, *UCL, Institute of Education, University College London, United Kingdom*

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

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In higher education (HE) students take responsibility for their learning not only in terms of time and resource management but also in terms of how they learn. Knowledge and regulation of one's cognition is called metacognition, which has been significantly associated with academic performance across all levels of education. However, a gap has been reported between metacognition research and the inclusion of metacognition in teaching practice in primary and secondary education. This study investigated whether the metacognition research-practice gap extended to HE. Participants were 72 academics working in various scientific disciplines at a UK research-intensive university. A questionnaire and semi-structured interviews evaluated academics' awareness of metacognition and its inclusion in teaching practice. The study also developed the Metacognitive Awareness Inventory for Academics (MAIA) to measure academics' metacognition in their research practice. Findings will be presented and their implications for the professional development of academics with teaching responsibilities will be discussed.

## H12

Raglan | **Thursday 09.45-10.15**

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### ***Crisis, Catharsis, and Creation: A Gothic Approach to Doctoral Supervision (0165)***

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**Søren Bengtsen**, *Aarhus University, Aarhus, Denmark*; **Gina Wisker**, *University of Brighton, United Kingdom*

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**Research Domain:** Postgraduate Scholarship and Practice (PGSP)

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In doctoral schools and programmes today, and in the research literature too, we see a strong concern for the well-being of doctoral students who have to cope with stress, anxiety, and depression, while at the same time having to be excellent researchers. We challenge such pathological discourses that are clouding and reducing the scope and quality of doctoral education and supervision. Through a qualitative interview study

with doctoral students at British, South African, and Danish universities we show that well-being and research excellence are closely connected to intellectual and epistemic breakthroughs. Our data makes visible how the deep anxieties and frustrations experienced by doctoral students are about vanishing of identity, loss of meaning, and displacement and disconnection with the surrounding social and societal contexts. Interestingly, the pathological issues can be seen to be a derived consequence and implication of deeper challenges and troubles in their intellectual-existential transformation and development.

## J2

Beaumaris 1 | **Thursday 10.30-11.00**

### ***The paradoxes and pressures of trying to maintain academic professionalism in Higher Education (0221)***

**Helen Haywood**, *Bournemouth University, United Kingdom*; Elizabeth Nixon, *University of Nottingham, United Kingdom*; Richard Scullion, *Bournemouth University, United Kingdom*

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

In UK HE where students are increasingly constructed as consumers, little is written about the corresponding academic conceptualisation; the lecturer as service provider. Whilst some authors embrace such metaphors, others identify negative behavioural consequences. This interpretivist study of academics seeks to examine the notion of academic as service worker by examining how academics experience interactions with students and how these influence their professional identities. Early data interpretation reveals themes of boundary setting in student encounters; the need to regulate emotions; and evidence of self-exploitation suggesting academics are complicit in extra responsibilities and how this contributes to new forms of academic labour. A final theme depicts an idealised version of academia as a coping mechanism. Market pressures are reshaping what it means to be an academic, forcing them to face the many paradoxes of maintaining professionalism characterised through their everyday experiences of being squeezed both by managerialism and rising student expectations.

## J3

Beaumaris 2 | **Thursday 10.30-11.00**

### ***Arts in Re-imagining the University (0494)***

**Teija Loytonen**, *Aalto University, Espoo, Finland*

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

In the context of today's changing shape of higher education the question Readings (1996) asks is still very topical: how might we re-imagine the university after relinquishing one single unifying idea. In this paper, I discuss the arts as a possible site for re-imagining the university. The paper draws from the philosophy of Gilles Deleuze, which serves as an impetus for exploring the role of the arts in the university. I will provide an overview of the recent changes in my university and offer some examples of the arts-based activities in transforming my university in Finland.

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J4

Caldicot | **Thursday 10.30-11.00*****The Power of 'Unrecognizable Habitus': Inclusion and Exclusion among 10 British Low-Socio-Economic Status Students Abroad (0150)****Anna Mountford-Zimdars, University of Exeter, United Kingdom; Julia Gaultier, Bergman Academy, Des Moines, The United States of America*

Research Domain: Access and widening participation (AWP)

We present the experience of 10 British low-socio-economic status students who were supported by a charitable scheme to be internationally mobile and who are currently studying at a range of highly selective universities and liberal arts colleges in the North-Eastern United States. Based on semi-structured interviews and the discussion of artefacts symbolizing their experience, findings show that by moving across national contexts, cultural cues of socio-economic difference such as the vernacular become less recognizable, thus reducing the likelihood for 'social identity threat' and feeling of not belonging. The self-concept and habitus of these students is transformed, as they adopt the upper and middle-class dispositions and career pathways associated with elite college culture, thus suggesting the possibility of a wholesale escape of habitus.

J6

Cardiff | **Thursday 10.30-11.00*****The impact of artificial intelligence on knowledge work: Implications for educating future graduates (0412)****Matthew Hall, Aston University, Birmingham, United Kingdom*

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

This paper considers the impact of artificial intelligence (AI) on knowledge work, and what are the implications for how we educate future graduates. It presents an initial conceptualisation of the relationship between AI and knowledge work, which suggests that educators should focus on craft skills; creativity; collaborative skills and multi-disciplinarity; the ability to conceptualise and theorise at an abstract level; and the ability to read and react to context. The paper concludes by proposing a programme of ethnographic research to observe longitudinally how artificial intelligence is impacting the nature of knowledge work in the professions of Accountancy, Law and Medicine.

J7

Chepstow | **Thursday 10.30-11.00*****Internationalisation and immigration processes: exploring UK universities' involvement in administering the Tier 4 student visa (0523)****Aisling Tiernan, University of Sussex, Brighton, United Kingdom*

Research Domain: Higher education policy (HEP)

The Tier 4 visa sets out a multitude of rules that many international students must navigate in order to undertake their studies in the UK. This paper explores international students' perceptions of who manages and implements the visa rules directed by the UKVI. Qualitative interview data undertaken with 29 international students who successfully navigated the Tier 4 visa between 2012 and 2017, shows that the role between immigration officers and university staff is at times blurred. Drawing on these students' understanding of how the UK student visa system is operationalised, this paper argues that universities have become overly involved in "bordering processes" (Villegas, 2018) due to the responsibilities endowed by their Highly Trusted Status.

## J9

Conwy 2 | **Thursday 10.30-11.00*****Four principles for promoting learner agency within the design of learner dashboards (0352)*****Liz Bennett**, Sue Folley, *University of Huddersfield, United Kingdom*

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

Learner dashboards provide students with data about their learning behaviours with the aim of encouraging the student to modify their behaviours in ways that will improve their learning. This paper takes a critical stance to examine the literature that relates to the design of learner dashboards. We illustrate how the field tends to be informed by technical features drawn from the discipline of human computer interaction. In contrast our paper develops a socio-cultural approach informed by the literature about how students interpret and act on feedback. We outline four alternative principles that might be used to shape the design of learner dashboards. These four principles position the student as active participants in their learning and foreground the cultural and relational dimensions of learning. Data from a small scale qualitative study is used to explain the principles and their significance.

## J10

Denbigh 1 | **Thursday 10.30-11.00*****Making Stuff Up: student views of assessment in learning reflective practice (0215)*****Carla J. Thomson**, University of Otago, Dunedin, New Zealand

Research Domain: Learning, teaching and assessment (LTA)

Reflective practice skills enhance students' learning in higher education and support higher education graduates to navigate the complex world of work. Accordingly, education in reflective practice is incorporated into many higher education courses. Such education is challenging in a number of ways, one of which is assessment. Traditional assessment practices often encourage students to 'make stuff up', to treat reflective practice education as a game they engage in superficially, rather than an authentic learning experience.

The proposed paper will present findings from a mixed-method investigation of reflective practice education in a dietetics education programme, focusing on students' perceptions of assessment. Student data indicate that assessment both fosters and hampers the development of reflective practice skills. The findings support a case for not assessing reflective practice, suggesting that it is imperative to find alternatives to traditional forms of assessment to encourage students to develop reflective practice skills.

## GROUP DISCUSSION J12

## J12.1

Raglan | **Thursday 10.30-11.00*****Summer Vacation Research Competition: An opportunity for Post-doctoral Researchers and Undergraduates (0387)*****Jennifer Leigh**, Helen Leech, **Jo Collins**, *University of Kent, Canterbury, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Being a post-doctoral researcher is not necessarily a happy time full of opportunities for progression and promotion. The postdoctoral system has been described as broken. Whilst postdoctoral positions may be thought of as opportunities for research post-PhD, they are often ignored in the literature.

We wanted to support the postdocs at the university, whilst aligning ourselves to the University's aims to support undergraduates in experiencing cutting edge research, providing opportunities for widening participation, and creating a supportive and nurturing research environment.

Our Summer Vacation Research Competition piloted with three prizes in the Science Faculty. It was set up as a prestigious prize including funding for an undergraduate intern, a mentor and training, as these are beneficial to developing a successful academic career. We will follow up the winners to record any long lasting benefits to their careers. Moving forward, we aim to take the competition university wide.

**J12.2** Raglan | **Thursday 10.30-11.00*****Enhancing PhD students' wellbeing using creative methods (0300)***

**Jo Collins**, *University of Kent, Canterbury, United Kingdom*; **Nicole Brown**, *UCL, Institute of Education, University College London, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

We present the context and background as well as the impact and outcomes of workshops delivered at the University of Kent's Graduate School to foster wellbeing amongst PhD students. The workshops provide participants with reflective tools, which, if applied consistently, help students understand their innermost emotions, concerns and needs. We will present three student activities, which all draw on the use of objects and metaphors. Through the process of reducing an experience to its essence and subsequently elaborating on that essence, students implicitly learn how to reflect deeply. This recognition of personal experiences and feelings provides the first step towards developing strategies for wellbeing. We will conclude our presentation with an insight into the relevance and impact of the workshop on the Graduate School and on the individual PhD students, as well as a brief look to future developments and initiatives based on this.

**K1**Beaumaris Lounge | **Thursday 11.30-12.00*****A new holy grail? Mixed Methods and quality management in teaching and learning in HEIs (0582)***

**Florian Reith**, *University of Armed Forces Hamburg, Hamburg, Germany*;  
**Markus Seyfried**, *University of Potsdam, Germany*

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

Quality management (QM) is confronted with one of the most obvious contradictions in modern management, because "qualities" are often measured with "quantities". Nevertheless, organizations which rely on numbers or indicators often ignore two important points: Firstly, numbers or indicators are an "alert system", but do not provide an answer on how or why something triggers an alert. Secondly, organizations' reactions to address the how or why are frequently decoupled from empirical evidence. Particularly complex organizations like higher education institutions (HEIs) reveal a lot of different reasons and mechanisms that may cause different values in pre-selected indicators. Based on the findings of our research project on HEIs in Germany ("WiQu: Research on Impact of quality management in higher education"), we claim that the provision of additional qualitative information and evidence helps to interpret the outcomes of indicators and leads to more functional interventions regarding quality in teaching and learning.

**K2**Beaumaris 1 | **Thursday 11.30-12.00*****Worth in academia in times of change – Reformation of the German university sector and its consequences on the construction of worth (0368)***

**Melike Janßen**, *University of Bremen, Germany*

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

The present study investigates the influence of New Public Management (NPM) in the German university sector on academics' construal of worth in research and teaching. Based on actor-centered perspective and semi-structured, in-depth interviews with 64 university professors from different disciplines, the study firstly enhanced our understanding of how university professors' perceive and deal with the profound changes associated with the implementation of NPM. Further, it develops a typology regarding patterns of responsiveness to NPM. Our findings show that potential for recognition as well as endangerment of professional values co-exist and that professors' perceptions and evaluations of NPM vastly differ. Accordingly, findings suggest that this variance can be explained by critical boundary conditions relating to disciplinary backgrounds, career stage, and the specific realization of NPM within universities. Thus, this study offers implications for policy-makers in universities and a deeper understanding of the phenomenon of resistance to changes in the university context.

## K3

Beaumaris 2 | **Thursday 11.30-12.00*****Writing, Talking, Eating: Nurturing Spaces and Cultures of Pedagogical Creativity in Higher Education (0503)*****Lewis Winks**, Sarah Dyer, *University of Exeter, United Kingdom*

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

The University of Exeter Education Incubator was established in 2017 to encourage and support faculty innovation in teaching approaches across departments. In its first year, the Incubator supported the work of twelve faculty-researchers, each of whom developed and ran a project aimed at pushing the boundaries of Higher Education pedagogy within their own discipline. This paper focuses on four challenges faced by educational innovators: institutional alignment, time and space, peer support, and fostering risk. Specifically, the paper examines the final capstone event organised by the Education Incubator in its first year: a structured social writing retreat with the dual focus of providing time for writing as well as discussion as educational development. Utilising theories of brave space and critical hope, the paper examines the ways in which the writing retreat helped participants to engage with, and negotiate, the liminal spaces of pedagogical innovation and creativity in Higher Education.

## K4

Caldicot | **Thursday 11.30-12.00*****Using the lens of 'possible selves' to explore access to higher education – a new framework for policy, practice and research (0424)*****Neil Harrison**, *University of the West of England, Bristol, United Kingdom*

Research Domain: Access and widening participation (AWP)

The theory of 'possible selves' (Markus and Nurius, 1986) asserts that we all have multiple visions of ourselves in the future that motivate and legitimise our current actions. Each future self can be considered more or less probable or desirable, as well as being in constant flux through the individual's experiences and changing sociocultural context. The theory has enjoyed substantial exposure with respect to many facets of young people's decision-making (e.g. around careers education), but it has not yet been applied extensively to access to higher education.

This paper will present a new framework for bringing the thinking tools provided by 'possible lives' to bear on decisions made by young people about higher education. It will suggest theory-led interventions to influence decisions among disadvantaged young people, as well as outlining an agenda for future empirical research to challenge the dominant policy discourse around 'aspiration-raising'.

## K5

Caerphilly | **Thursday 11.30-12.00*****By chance or by plan? The academic success of non-traditional students in higher education (0147)*****Billy Wong**, *University of Reading, United Kingdom*

Research Domain: Access and widening participation (AWP)

In the UK, a 'good' undergraduate degree is understood to be a 'first-class' or an 'upper second-class', which is achieved by three-quarters of students. The need to distinguish oneself from others is ever more important in an increasingly crowded graduate market, although a 'first-class' degree is most likely achieved by privileged students. Informed by Bourdieu's theory of habitus and capital, this study explores the educational experiences and trajectories of 30 final-year high-achieving non-traditional (HANT) students through in-depth interviews. These include working-class, minority ethnic and/or mature students at university. We found that prior development in academic study skills and the desire to prove oneself, often in response to previous negative experiences, are key ingredients in academic success. Our HANT students also seem to find inspiration or support from significant others, an educational capital, although these resources are often by chance rather than by plan. Implications for policy and practice are suggested.

## K6

Cardiff | Thursday 11.30-12.00

***The Language of Employability: A Comparative Analysis of HEIs' Promises and Predictions. (0423)*****Clare E. Jones, Sarah Horton-Walsh**, Coventry University, United Kingdom;  
**Sarah E. Montano**, University of Birmingham, Birmingham, United Kingdom

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

Graduate employment has become a key outcome of higher education with increasing numbers of students seeing their studies as a gateway to accessing a career, and universities themselves operating in a competitive market environment (Soutar and Turner, 2002).

This paper, responds to the call from Hemsley-Brown and Oplatka (2015) that, as students from diverse backgrounds make differing choices, further research needs to be carried out to understand how messages are presented. Furthermore, Maringe (2006) calls for universities to review their promotional statements, of which employability messages are part.

The researchers investigated a cross-section of HEIs to determine whether there exists a meaningful distinction between them, in terms of employability messages.

This conference raises the question of diversity and inclusion. Findings from this research show little distinction in the language and message around employability which has implications for those seeking to make an informed choice about entering higher education.

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## K7

Chepstow | Thursday 11.30-12.00

***Binary Code? Bridging the 'Academic'-'Technical' Divide and the Permeability or Perpetuation of Pathways in England (0480)*****Bill Esmond**, *University of Derby, United Kingdom*

Research Domain: Higher education policy (HEP)

Questions of diversity and equity in higher education are not only addressed through its systems and structures but by the possibilities for students to make transitions within them. In an English policy environment encouraging diversification through the promotion of a 'competitive market', the Sainsbury Review articulated a substantive divide between 'academic' and 'technical' education extending into higher education, recalling the shape of England's former binary divide. Case studies of programmes designed to support bridging into higher education were undertaken with the aim of examining the potential of each to support transitions across such pathways. Whilst each case study demonstrated potential to support progression, the distinctive aims and internal logic of each tended to support continuity within particular university-oriented, 'academic' or work-oriented 'technical' pathways. This implies that 'bridging' provision may reflect the persistence of, and indeed perpetuate, binary tendencies rather than support permeability across an academic/technical divide currently emerging in England.

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## K8

Conwy 1 | Thursday 11.30-12.00

***The construction of higher education students within national policy: a cross-European comparison (0195)*****Rachel Brooks**, *University of Surrey, Guildford, United Kingdom*

Research Domain: International perspectives and context (IPC)

It is often assumed within much of the academic literature and by many of those working in higher education that universities across Europe are homogenising, converging around an Anglo-American model as a result of neo-liberal pressures and the aim of creating a single European Higher Education Area. However, drawing on an analysis of 92 policy documents from six different European countries, this article demonstrates that enduring differences remain – at least in so far as constructions of students are concerned. While European policy may assume that higher education students can move unproblematically across national borders, as part of the Erasmus mobility scheme, for example, we show that understandings of 'the student' differ in significant ways both across countries and, to some extent, within them. This has implications for both European policy and academic theorisation.

## K9

Conwy 2 | **Thursday 11.30-12.00****Evaluating and Upscaling Telecollaborative Teacher Education (0333)**

**Jekaterina Rogaten**, *Open University UK (University of the Arts London), London, United Kingdom*; Robert O'Dowd, *Universidad de León, Leon, Spain*; Mirjam Hauck, *Open University UK, Milton Keynes, United Kingdom*; Andreas Müller-Hartmann, *Pädagogische Hochschule Heidelberg, Heidelberg, Germany*; Sarah Guth, *Francesca Helm, Università Degli Studi Di Padova, Padova, Italy*

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

Telecollaboration, also known as Virtual Exchange, involves engaging learners in task-based interaction and collaborative exchange with fellow students in other locations through online communication technologies. Although there are number of small scale studies that support the effectiveness of telecollaboration in development of intercultural competences and digital-pedagogical skills, there is no empirical study to validate those findings. This study aims to fill this gap by examining longitudinally change in intercultural competence and digital-pedagogical competence of pre-service teachers across 10 countries and comparing them to the control group of pre-service teachers. The results provide support for the effectiveness of the telecollaboration for the development of digital-pedagogical competences. The results in relation to intercultural competence development were less conclusive. The presentation will cover the setup of the telecollaborative exchanges, the tasks used to direct telecollaboration, the results of the study, practical applications, limitations and future research directions.

## K10

Denbigh 1 | **Thursday 11.30-12.00****The English Teaching Excellence Framework: Excellence, Metrics, Evaluation, Inclusivity And (Unintended) Consequences. (0359)**

**Rosemary Deem**, *Royal Holloway, Egham, United Kingdom*; Jo-Anne Baird, *Dept of Education, Oxford University, Oxford, United Kingdom*

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

We explore the recent introduction of a Teaching Excellence Framework (TEF) in England, including related changes to the HE landscape (system marketization, 2017 Higher Education Act and creation of a new regulator, the Office for Students), how TEF works and some of the (unintended) consequences of TEF. As well as discussing what might constitute teaching excellence and what TEF itself is attempting to measure, we analyse the underpinning ideologies of choosing arbitrary metrics to assess teaching excellence, albeit accompanied by peer evaluation of written self-assessments, in determining TEF outcomes. It is suggested that what underlies TEF is primarily neither teaching excellence nor student inclusivity but rather an endeavour to pit universities against each other in a highly marketised system with an oversupply of places, in which student debt levels are rising fast and non-repayment of a good proportion of loans a strong possibility

## K11

Denbigh 2 | **Thursday 11.30-12.00****Who is Taking Student Loans in England? Determinants of Student Loan Take-Up. (0286)**

**Ariane de Gayardon**, *Claire Callender, UCL, Institute of Education, University College London, United Kingdom*

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

Recent changes in higher education financing policies in England have led to an increasing number of students taking larger student loans to finance their studies. Despite 90 per cent of students taking out student loans, little is known about who does and does not take them out and what determines loan take-up. In this paper, we try to assess what parental and students' characteristics are associated with taking out student loans. Preliminary results indicate that wealth, gender, ethnicity, and attitudes towards debt are all associated with loan take-up. Students might also be using mechanisms such as living at home or working during term time to avoid taking out loans.

**K12** Raglan | **Thursday 11.30-12.00****Stabilising transitions to doctoral study: finding the reasonable boundaries of peer-mentoring. (0440)**

**Kay Guccione**, Chris Blackmore, *The University of Sheffield, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

High numbers of PGRs experience disorientation, stress and feelings of being overwhelmed as they get to grips with what is required of an 'independent' researcher. Doctoral students can experience many stressors and research on occupational stress in university environments indicates that it is widespread, especially among junior academics. Making sense of developmental experiences can be supported dialogically by good professional relationships, and recent research has mapped a wider set of 'meaningful others', including peer networks, and peer-mentors. One concern though, is that the role of peer-mentor could become inappropriately burdening to the mentor (who is also themselves a PGR under pressure). This project seeks then to define a set of boundaries for peer-mentoring and create a Good Practice Guide that defines the structures, attributes, remit, and limitations of a PGR peer-mentoring approach. We will provide a set of key recommendations to those designing peer-mentoring for new doctoral researchers.

**L1** Beaumaris Lounge | **Thursday 14.15-14.45****Senior Professional Leaders: Prestige, Credibility and Advancement in Higher Education (0291)**

**Camille Kandiko Howson**, *King's College London, United Kingdom*; **Kelly Coate**, *University of Sussex, Brighton, United Kingdom*

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

The identification of 'third space professionals' in academia has illuminated key changes in how universities are led and managed. In this study we explored third space professionals who have made it to the top levels of their institutions. The management of contemporary universities requires institution-wide strategic leadership, and this is increasingly the role of senior leaders with backgrounds that differ from colleagues with traditional academic backgrounds. In this research, funded by the Society for Research in Higher Education, we report on interviews with a purposive sample of 30 high-profile, senior professional leaders. In exploring the types of leadership skills that those from a 'non-academic' background described, it was clear to see that there is quite a big cultural gap between traditional academic pathways to senior leadership, and 'non-academic' pathways, which increasingly include leaders who have non-HE backgrounds.

**PANEL L2****L2** Beaumaris 1 | **Thursday 14.15-15.30****Creating Happiness in the Measured University: Navigating, resisting and re-making discourses of excellence in academic life (0305)**

Panel Lead: **Dr Martha Caddell**, *Edinburgh Napier University, UK*

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

In the context of league tables, national student surveys and increasing competition for students and resources, measurement and comparison is an ever present – and ever more fraught – aspect of contemporary academic life. How, then, do academics navigate between institutional drives for 'excellence' and the need to find happiness, meaning and value in their work?

Through this session, participants will be invited to consider, construct and challenge a picture of excellence in academic life and what it means to be a 'happy academic'. This active discussion will be informed by a series of research vignettes. Each will challenge and prompt further development of these pictures and build through the session a critical discussion of happiness, 'excellence', and value in the measured university. Research inputs include discussion of journeys into and through 'academic' careers; the identity challenges faced by 'teaching-focused' academics; the search for prestige in the context of

programme leadership; transitions into HE careers from creative industries; and consideration of what recent industrial action reveals about perceptions of the university workplace and work culture.

Key prompt questions which guide the discussion and activity are:

- In what ways do university staff create 'happiness', meaning and value in their work and academic roles?
- How does a dominant culture of measurement and 'excellence' impact on everyday academic work, and the balance of competition and collegiality in workplace relationships?
- What are the practical, political and policy implications of adopting a 'happiness' lens to explore academic work?

**L2.1** Beaumaris 1 | **Thursday 14.15-15.30**

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***Resisting and Re-making 'Excellence': Exploring Everyday Transcripts of Value and Meaning in Academic Work (0422)***

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**Martha Caddell, Kimberly Wilder**, *Edinburgh Napier University, United Kingdom*

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In the context of league tables, national student surveys and increasing competition for students and resources, measurement and comparison is an ever present – and ever more significant – aspect of contemporary academic life (Gourlay & Stevenson 2017, Deem 1998). Indicators of excellence drive action planning, with particular dimensions of academic work effectively reified as the drive for improve performance in areas that are measured and are therefore perceived to 'matter' and offer institutional and personal prestige (see. e.g. Blackmore & Kandiko 2011, Kandiko Howson et al 2017).

However, constant exposure to comparison and pressure to 'be excellent' results in academic staff having to consider which aspects of their role to prioritise or, indeed, perform. This interlinking of institutional definitions of success and individual sense of value, career-progression and everyday work activity takes many forms, from active engagement and championing of particular dominant visions of 'excellence', selective compliance, through to varying forms of resistance, both passive and active (e.g. Lucas 2014, Manathunga et al 2017, MacFarlane 2016).

This paper seeks to explore the contradictory, messy and refractory effects of the promotion of 'excellence' in higher education. Our approach draws on anthropological perspectives on development and 'improvement' initiatives, building on Scott's (1990) work on 'hidden transcripts', domination and resistance (see also Scott 1998, 2010, Li 2005, Ferguson & Gupta 2002). This lens is used to explore the multiple interpretations of value and meaning in academic work, key points of resistance and challenge, and the impact these 'hidden transcripts' have on institutional and sectoral efforts to enhance university performance.

The empirical study explores how academics navigate ideas of 'excellence' as they transition through their careers, examining detailed personal narratives of 23 academics based at Scottish universities. Participants shared their CVs and identified – and shared the stories behind – three artefacts that were significant to their career journey. The resulting narratives offered detailed insight into how participants saw themselves in relation to 'being an academic' and how they re-framed ideas of excellence to create meaning and 'happiness' in their work. As one participant noted "It's tough not to be appreciated by an institution. But there are other things and other routes that can appreciate you. You have to be honest about whether you are doing a good job by your own values or not."

The insights reveal a complex intertwining of discourses of excellence, value and collegiality, with the latter seen both as a source of positive support and a 'darker' relationship associated with competition and compulsion. Giving voice to these everyday transcripts opens fresh space to understand how efforts to promote excellence and enhancement impact on practices within the measured university - how powerful discourses and resistance to them intertwine.

**L2.2** Beaumaris 1 | **Wednesday 14.15-15.30*****“The satisfaction of a job well done”: value and meaning in the role of programme leader (0470)*****Sam Ellis**, *Glasgow Caledonian University, United Kingdom*

This panel contribution examines the lived experiences of programme leaders through the lenses of academic motivation and ‘prestige rewards’. What motivates staff to take on and excel in these roles? Where do they find meaning and value in their work?

Learners’ experiences are principally at the level of the subject or programme, and programme leaders have a central role in designing and managing these experiences. In many universities, the role of the programme leader is therefore being re-examined and reasserted. TEF has focused the minds of senior managers as they make comparisons against other institutions; it seems likely that TEF is also turning attention inwards, to the internal management of structures, functions and roles associated with teaching.

Murphy and Curtis (2013) remind us that programme leaders have ‘responsibility for managing programmes, but not for managing staff.’ Furthermore, incremental pay for programme leadership is appreciably rarer than in the recent past. A useful way of framing value and meaning within the programme leader role is to use the concept of the ‘prestige economy’, applied convincingly to higher education by Blackmore and Kandiko (2011).

This approach may enable us to answer some central questions within the TEF landscape. What will the impact of TEF be on staff responsible for the coordination of teaching in higher education? How can this impact be discerned and measured? How can the reassertion of ‘the programme experience’ be managed effectively and sympathetically?

Narrative interviews were conducted with programme leaders at a post-1992 university in Scotland. Participants were selected to represent a range of disciplines and programme sizes. Interviews were transcribed, and the data were analysed to identify themes around prestige. Through these interviews, the following themes emerged:

- a) programme leaders’ passionate attachment to their work, and the intrinsic rewards of enhancing the student learning experience;
- b) financial rewards, both personal (gained through promotion or increments) and at the programme level (access to institutional resources); and
- c) so-called ‘prestige rewards’, such as being regarded by others as highly competent, and having opportunities to demonstrate one’s skill and knowledge.

While TEF may be a policy lever which (at least superficially) focuses attention towards teaching, this contribution argues that the ways in which this focus is enacted within institutions must take cognisance of the complex prestige economy at the level of the programme leader.

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**L2.3** Beaumaris 1 | **Wednesday 14.15-15.30*****Supporting one another in teaching via a Faculty Learning Community (0547)*****Anne M. Tierney**, *Edinburgh Napier University, United Kingdom*

Teaching at university may be a lonely activity. Academics new to post may feel isolated and unsupported. These feelings may have a variety of origins; lack of confidence in one’s ability to teach, lack of familiarity with pedagogic research and theory, loss of opportunities to discuss teaching with colleagues, pressures of disciplinary research (Bell et al, 2006). These influences may result in new lecturers feeling unsupported in the development of their teaching. Although many UK institutions provide support via postgraduate certificates of higher education (PGCert) for the initial period of new academic appointments, often support

stops on completion of the course. This paper explores the formation and development of a Faculty Learning Community (FLC) at a post-1992 university. Using the Miami model proposed by Milton Cox (2004) we secured funding and recruited participants who were new to the university, but post-completion of the institution's year long PG Cert. Meeting once a month for a year, exploring the theme of "Supporting one another in the university", we chose topics of interest to the group. Initial meetings were led by the facilitators, while subsequent meetings were led by members of the FLC. This increased confidence of the group in articulating their ideas and opinions on a variety of teaching issues, and allowed the group space to explore evidence-based approaches to teaching and learning. However the most important outcome of the FLC was the continued support that individuals were able to give one another, using the range collective experience and expertise. The FLC also made contact with another at a research intensive university and through that, expanded their networks beyond the confines of the institution (MacKenzie et al, 2010)

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## L2.4 Beaumaris 1 | Wednesday 14.15-15.30

### **#WeAreTheUniversity: Strike Action and the Re-making of Academic Identities (0565)**

**Alison Gilmour**, *The Open University, UK, Milton Keynes, United Kingdom*

Amongst higher education professionals there is growing use of social media, for mixed purposes including establishing profiles, disseminating work, and seeking opportunities for collaboration within networks related to teaching and research. The ways in which individuals make use of social media is varied and with complex pressures, with recent work exploring the use of social media shaped by both discipline and job profile. (Jordan and Weller, 2018) The 2018 University and College Union industrial action over proposed changes to the USS pension scheme provided a specific context for social media use as a form of digital activism and for individuals to organise, share information, and find spaces for resistance and the re-making of academic identities.

Drawing on qualitative interviews, the focus is on the use of social media focusing on the experience of staff within a geographically dispersed distance learning institution. Consideration of social media use during the industrial action goes beyond the specifics of the pension dispute. The context is provided by #WeAreTheUniversity, a movement for universities to become more democratic and transparent institutions framed around a resistance to neoliberal pressures within higher education (Goldsmiths University and College Union, 2016; Reclaiming Our University Campaign, 2016). The development of the discipline of Critical University Studies has also gained renewed attention following the UCU strike. In this context, academic freedom in the use of social media is more important now more than ever. (Morris, 2018)

Digital activism saw the use of social media to build networks, reclaim a sense of collective endeavour surrounding shared responses to the challenges raised by #WeAreTheUniversity, and regain a positive sense of professional identity. Narratives are used to explore the ways in staff build public profiles, how these are managed by individuals associated with an institution (Costa, 2015), and this is situated within broader discussions on collegiality, finding the power within 'digital and physical resistance' (Balmer, 2018) and individual and collective notions of value.

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## L3

Beaumaris 2 | **Thursday 14.15-14.45**

### ***Towards a professional development framework for leaders of degree programmes (0519)***

Susan Moron-Garcia, *University of Central Lancashire, Preston, United Kingdom*;

**Elizabeth K. Staddon**, *University of the Arts London, United Kingdom*;

**Petia Petrova**, *University of the West of England, Bristol, United Kingdom*

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

In this paper we discuss the need for a professional development framework for course leaders in higher education and explain why we are using Winch's (2015) framework for professional curriculum design as the key conceptual framework for our investigations. We seek to discuss and receive feedback on the way in which we have applied this framework.

By course leaders (CLs), we mean academics who are responsible for running whole degree courses. This study focuses on those working at undergraduate level only as this is a key location for the judgement of excellence in our institutions.

The research seeks to provide guidance and support for those working in this complex role. We aim to:

- Investigate how course leader (CL) roles are allocated and defined by higher education institutions (HEIs)
- Explore the professional development needs of course leaders
- Propose a professional development framework for educational development programmes aimed at supporting CLs

## L4

Caldicot | **Thursday 14.15-14.45**

### ***Can private providers be expected to improve higher education inclusion, choice and quality in the UK? (0295)***

**Stephen Hunt**, *UCL Institute of Education, University of London, United Kingdom*;

**Vikki Boliver**, *University of Durham, United Kingdom*

The UK government is keen to grow the private provision of higher education (HE) to promote greater choice and quality for students and widen access to higher education.

Using data from a 2017 UK wide web-based survey of private providers we mapped their geographical distribution. Our findings indicate they are poorly placed to contribute to widening access, being concentrated in the South-east, particularly London, and underrepresented in low HE participation neighbourhoods and HE 'cold spots'.

Furthermore: private providers offer a narrower range of subjects than public providers, often only at sub-degree or postgraduate level; only a minority have had an external quality inspection. Moreover, 30 per cent of institutions operating between 2014 and 2017 had ceased to operate, suggestive of institutional quality issues, and adverse effects of sudden 'provider exit' for students.

We conclude, the private HE sector, as currently configured, is unlikely to meet the government's higher education ambitions.

## L5

Caerphilly | **Thursday 14.15-14.45*****How do students respond to institutional labels around widening participation and equality and diversity? (0336)*****Miriam R. Miller**, Aunam Quyoum, *The University of Sheffield, United Kingdom*

Research Domain: Access and widening participation (AWP)

In this paper, we explore students' responses to institutional labels around widening participation and equality and diversity. We draw on our findings from four research projects. Three of these focussed on the experiences of BME students and one focussed on students with specific learning difficulties, mental health and/or autism spectrum conditions. Students across all four projects were seen to resist labels; for BME students this included resisting homogenisation, and for students with learning differences this was about resisting being labelled vulnerable. There were further tensions between these labels and academic or other identities, which students perceived as being in opposition to each other. Students also acknowledged their changing relationship to labels; they were able to talk about their experiences of using them instrumentally (e.g. to join or form committees and social groups in order to find people with similar experiences), despite resisting them in other arenas.

## L6

Cardiff | **Thursday 14.15-14.45*****Enterprise in the curriculum is rarely about Entrepreneurship: A case study in setting up Enterprise Education awareness at the University of St Andrews. (0529)*****Jon P. Issberner**, Catherine O'Leary, *University of St Andrews, United Kingdom*

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

External and internal drivers in HEIs today place evermore emphasis on enterprise & entrepreneurship education, which in its current form, has been posited as potentially stifling the entrepreneurial spirit. Even following many years of growth, most HEIs deliver badged enterprise and entrepreneurial experience to only a minority of students, a lesser sub-set of whom will choose entrepreneurial career paths. At the University of St Andrews, enterprise education within the curriculum has been redefined as an entity separate for entrepreneurship, and by using a reviewed set of enterprise capability definitions, have widened the applicability of enterprise to encompass readily determined credible badged experiences for staff and students. This paper presents the approach taken to review the curriculum, some of the barriers encountered in initiating recognition of enterprise across University curricula, and some initial results.

## L7

Chepstow | **Thursday 14.15-14.45*****Reorienting Internationalisation of Higher Education in Taiwan: From Outward-Looking to Inward-looking (0370)*****William Yat Wai Lo**, *The Education University of Hong Kong, Hong Kong*

Research Domain: Higher education policy (HEP)

This paper explores how internationalisation of higher education is reoriented in Taiwan through a new initiative known as the Higher Education Sprout Project. It elaborates how perceived domestic problems in higher education, like the phenomenon of emphasising research but neglecting teaching, the overemphasis on certain performance indicators and the resulting effects of homogenisation, are considered the consequences of emphasising internationalisation and the associated discourse on global competition. It also examines how the initiative, which is a response to the problems, constitutes a reorientation of higher education policy. Many studies have commented on how teaching and local studies are threatened by the tendency to stress research and publishing in international journals. Based on these commentaries, apparently the reorientation reveals a shift from outward-looking to inward-looking strategies. However, the paper argues that the reorientation also illustrates the constraints that governments confront in internationalising higher education due to political conditions.

## PANEL L8

# L8

Conwy 1 | **Thursday 14.15-15.30**

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***Discourse, Technology and Social Practice: Questioning Excellence and Examining Practices of Diversity in Transnational Education (0596)***

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**Irene Malcolm**, *Heriot-Watt University, United Kingdom*

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**Research Domain:** International contexts and perspectives (ICP)

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Transnational education (TNE) is the theme used to explore neoliberal and neo-colonial values in Higher Education. We ask how TNE may bring different discourses of learning, teaching and globalisation into conflict and what this means for teachers' practices. The papers seek to identify and critique dominant discourses of excellence, manifested in TNE.

Aims:

- To interrogate dominant discourses of 'excellence' and 'inclusion' in TNE;
- To explore HE teachers' interpretations of institutional aspirations that are neoliberal, transnational and aspire to excellence;
- To interrogate neoliberal and neo-colonial discourses' relationships to inclusive practice.

The papers draw on early data analysis from particular theoretical positions:

- Critical discourse analysis
- Practice theory
- Postcolonial

Panel Questions:

- How can studies using different approaches to critical discourse analysis support a critique of the neoliberal university?
- How are neoliberal policies affecting teachers' discourses?
- How can a focus on practices of learning reframe dominant discourses, in particular, inclusion?

Contributors

S Camacho-Felix, London School of Economics, United Kingdom

M Grimwood, Higher Education Consultant, United Kingdom

C Cunningham, University of Stirling, United Kingdom

# L9

Conwy 2 | **Thursday 14.15-14.45**

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***The educational value of using simulation games in the classroom: learners' perspective (0572)***

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Kholoud Mohsen, *University of Essex, United Kingdom*; **Suha Omar**, *De Montfort University, Leicester, United Kingdom*; **Shahpar Abdollahi**, *University of Richmond, The American International University in London, United Kingdom*

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

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Addressing the challenge of students' employability by incorporating real-world learning experiences into learning and teaching has been emphasised as a priority in management education. While simulation games (SG) offer great opportunities for students to learn and experience real-world business decisions in a risk-free learning environment, the impact of experience generation from SG on educational outcomes is not fully understood. Therefore, drawing on experiential learning theory, this study contributes to education literature by examining students' perceptions of the values generated from a SG adopted in a postgraduate program at a UK business school. Using survey data and qualitative data from students' reflective reports from a sample of 120 students collected in three years for the same course, findings suggest that SG have positive impact on students' conceptual understanding, skills development and affective evaluation of their learning experience. The paper discusses the findings while acknowledging limitations and offering directions for future research.

**L10** Denbigh 1 | **Thursday 14.15-14.45****Co-Creation of Innovative Gamification Based Learning: A Case of Synchronous Partnership (0321)**

Nicholas Dacre, **Vasilis Gkogkidis**, *University of Sussex, Brighton, United Kingdom*;  
 Pete Jenkins, *University of Brighton, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

In higher education, gamification offers the prospect of providing a pivotal shift from traditional asynchronous forms of engagement, to developing methods to foster greater levels of synchronous interactivity and partnership between and amongst teaching and learning stakeholders. The small vein of research that focuses on gamification in teaching and learning contexts, has mainly focused on the implementation of pre-determined game elements. This approach reflects a largely asynchronous approach to the development of learning practices in educational settings, thereby limiting stakeholder engagement in their design and adoption. We draw on the theory of co-creation to examine the development process of gamification based learning as a synchronous partnership between and amongst teaching and learning stakeholders. Our findings suggest that students gain a greater sense of partnership and inclusivity as part of a synchronous co-creation gamification based learning development and implementation process.

**L11** Denbigh 2 | **Thursday 14.15-14.45****Do alumni want to give back to their university? (0161)**

**Fiona Cownie**, *Bournemouth University, United Kingdom*

Research Domain: Student experiences (SE)

Institutions' relationships with alumni are important (Gallo 2012; 2013). Gratitude is increasingly seen as an important aspect of relational exchange and embraces a desire to reciprocate (Palmatier et al. 2009; Howells 2012; Cownie 2016, 2017). Do alumni feel grateful for their experiences of higher education and if so, do they want to give back to their university? This exploratory qualitative study explores evidence of gratitude amongst alumni from a UK HEI and alumni's willingness to give back through curricula-based activities. The study finds that alumni have feelings of gratitude towards their institution, academics, course and peers. Academics emerge as the key focus for gratitude, reminding us of the importance of the student-academic relationship within pedagogic strategies. Whilst there is a well of intention to give back, alumni may not understand the variety of ways in which this can be performed.

**L12** Raglan | **Thursday 14.15-14.45****Marketing 'development studies' in HEIs: are we selling 'white saviours'? (0228)**

**Kamna Patel**, *University College London, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

This study intersects higher education scholarship on course marketing practices in UK universities and debates on representations of 'development' and their effect in development studies literature. The common theoretical link between them is neoliberalism as both a logic that drives course marketing practices and which produces compelling narratives of superior western knowledge and expertise (Sidhu, 2006); and the sale of 'development' as a neoliberal product bought and sold by audiences in the global north and premised on northern agents empowering individuals in the south to self-improve (Escobar, 2012). We present empirical data from two postgraduate development studies courses having asked: what is sold in marketing materials? How? And to what effect on student imaginations of 'development'? We highlight tensions between dominant representations of expertise and the 'development subject', and the role of alternative knowledges produced by racialised minorities and marginalised voices from the global south. We discuss the resultant implications for inclusive curricula and development practice.

## M1

Beaumaris Lounge | **Thursday 15.00-15.30*****How Canadian University Deans Make Sense of their Reappointments (0247)*****Eric Lavigne**, University of Toronto, Ontario Institute for Studies in Education, Canada

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

This paper presents the results of a multiple-case study of thirteen reappointed and one non-reappointed Canadian university deans. The paper examines how deans make sense of their reappointments and clarifies their intended and unintended outcomes. The findings reveal that reappointments are political arenas where politics are embedded, essential, and problematic. In addition, though most reappointed deans deemed their reappointments satisfactory, serving, in some cases, as sources of strength, they nevertheless identified several critical issues. Of particular importance, the study brings to light how reappointments tend to overly focus on popularity and can induce unwarranted duress and fatigue.

## M3

Beaumaris 2 | **Thursday 15.00-15.30*****Women that work in higher education in Africa: A Southern feminist perspective (0522)*****Anita Bosch**, University of Stellenbosch Business School, Cape Town, South Africa

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

As the continent with the second largest population in the world, very little is known about Africa, its diversity and contributions to higher education globally. Women's work and employment in the South African higher education sector has received research coverage. Much less has been published regarding women working in higher education on the rest of the continent. Western feminists have received critique for assuming that women's experiences and needs regarding gender justice are universally similar (Connell, 2015). This paper reports on progress towards a proposed research agenda on women working in higher education in Africa which is framed in Southern feminist theory. Specifically, the paper presents a review of southern feminist thought in order to derive a contextually sensitive outline with which to frame future research about women employed in higher education on the African continent. Application of the outline to a literature review covering the period 2000-2018, about women working in HE in Africa, produces insightful avenues for future research.

## M4

Caldicot | **Thursday 15.00-15.30*****'A Middle-Range Realist Approach to Evaluating the Student Lifecycle in Widening Access and Participation' (0483)*****Greg Brown**, University of Sheffield, United Kingdom; **Adam Formby**, University of Leeds, United Kingdom

Research Domain: Access and widening participation (AWP)

Widening participation strategies are evolving further to embed 'student lifecycle' approaches (SLA's). Concurrently, increasing investment and pressures to outline 'what works' has led the sector away from 'light touch' approaches to evaluation, and to instead explore the use of methodologies that offer a more rigorous approach to ascertaining program efficacy. In this paper, we outline realist research, paying specific attention to realist evaluation and synthesis (Pawson and Tilley 1997; Pawson 2006; 2013), and their promise in the evaluation of widening access and participation strategies. Situated within the broad realist paradigm, they seek to extend evaluative inquiry to ask what's worked for whom, why, under what circumstances and how. We go onto outline their use of 'middle-range' (Merton 1949; Pawson 2000) programme theory, and how this framework can be useful both in articulating – and then empirically testing – the effectiveness of SLA's in WP.

## M6

Cardiff | **Thursday 15.00-15.30**

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***Understanding resilience in graduate careers: a systematic review and agenda for future research (0616)***

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**Ciaran Burke**, *University of Derby, United Kingdom*; Tracy Scurry, *Newcastle University, United Kingdom*

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

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Within general discourse there is an emergence of the term resilience in relation to graduates generally and graduate careers more specifically. Despite its prevalence, the concept has received limited critical attention in the context of graduate careers and Higher Education. In this paper we systematically review the literature to examine how graduate resilience is understood within the various arenas associated with graduate employment at both a macro level – including HEIs, social policy and graduate employers – and a micro level – students, graduates, higher education staff and careers practitioners.

We address the following research questions:

- How has “graduate resilience” been presented in policy and grey and academic literature?
- What does existing work tell us about the development of graduate resilience?
- Can a critical/theoretical framework be developed to provide the starting point for future research?

## M7

Chepstow | **Thursday 15.00-15.30**

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***The agenda for now and the future: The centrality of international student mobility in Luxembourg’s higher education policy discourse (0244)***

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**Emilia Kmiotek-Meier**, Ute Karl, Justin J. Powell, *University of Luxembourg, Esch-sur-Alzette, Luxembourg*

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

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The nexus of national educational and migration policies and international student mobility (ISM) in Europe becomes strikingly visible in Luxembourg, which currently has the highest proportion of ISM worldwide. Based on a discourse analysis of the political debates surrounding the foundation of the University of Luxembourg in 2003, we analyse how and why ISM became a cornerstone of higher education policy in Luxembourg. Our findings reveal that, incoming student mobility – and the establishment of an international research university – was and is seen as a means of competing for the best and brightest, regionally and globally, and of securing human resources to satisfy a booming, internationalised labour market. Outgoing student mobility, has traditionally been viewed as the main mechanism to establish international networks across Europe and foster elites back home. Both incoming and outgoing mobility are thought necessary to establish and maintain a competitive and sustainable knowledge economy.

## M9

Conwy 2 | **Thursday 15.00-15.30**

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***Global Online Inter-university Teaching (GO-IT): an inclusive approach to students as global researchers? (0325)***

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**G Hughes**, *UCL, Institute of Education, University College London, United Kingdom*; Rikke T. Nørgård, *Aarhus University, Aarhus, Denmark*

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

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Students as researchers are increasingly expected to engage internationally to develop a critical global citizenship. Students can participate in international communities through TNE and formal partnerships, but these can be costly and cumbersome. Travel abroad is an option only for select students with sufficient economy, access, family support, life situation, and academic network.

Online international research participation offers wider access and opportunities. However, MOOCs are not necessarily inclusive as the scale and format may not favour research engagement, participation or production. In this paper, informal online teaching partnerships in different countries are proposed for more inclusive, and participatory ways to develop intercultural perspectives for research-based education. An example of such a partnership between UK and DK universities is presented and evaluated using self-reflections and participant evaluations. This approach to students as global researchers offers hope for counteracting the bifurcation of universities into elite and non-elite although there are caveats.

**M10** Denbigh 1 | **Thursday 15.00-15.30*****Discourses of students and their writing in a South African vocational university: problematising the 'gaps'. (0381)*****Jackie Tuck**, *The Open University, UK, Milton Keynes, United Kingdom*; Lynn Coleman, *Cape Peninsula University of Technology, Cape Town, South Africa*

Research Domain: Learning, teaching and assessment (LTA)

This paper seeks to explore the apparently low 'uptake' of transformative approaches to language, literacies and writing in the university by drawing insight from an empirical study conducted in a vocationally oriented South African university. The study sought to explore lecturers' perspectives on student writers and their writing and their enacted writing pedagogies. The findings draw attention to the different framings of student writing and focus on three ways in which writing pedagogies are constructed as "filling gaps" in students' language deficits, "bridging gaps" between students' perceived language practices and those of the academy and professions, and more rarely, as "closing gaps" between institutional and students' literacies by emphasizing students' meaning-making and epistemological contribution. These insights suggest the need to rethink institutional responses to the student writing 'problem', and to reconsider the role of the individual teacher as part of this response, both within and beyond South Africa.

**M11** Denbigh 2 | **Thursday 15.00-15.30*****Development of socio-emotional skills for innovation in higher education students: exploring learning catalysts (0558)*****Andrea Detmer**, *University College London, United Kingdom*

Research Domain: Student experiences (SE)

The dialogue between universities and the broader society in innovation-based societies implies the creation and transformation of educational models to enhance the understanding of the discipline of innovation and developing skills for innovation. These abilities include socio-emotional skills, such as being open, flexible, able to collaborate in diverse settings and to take responsible decisions. Universities are rapidly developing programmes on innovation which include the development of this kind of skills. Yet, there is still insufficient knowledge on how universities can pedagogically encourage them. This qualitative study explores how universities promote socio-emotional skills for innovation in four Minor for Innovation Programmes. The findings discuss two learning 'catalysts' that facilitate the development of such skills and are key features of some of the pedagogical approaches used: 'authenticity of the learning experience' and 'exposure to otherness'. The paper discusses how these features facilitate learning processes and skills' development in HE students.

**GROUP DISCUSSION M12****M12.1** Raglan | **Thursday 15.00-15.30*****This Could be Heaven or this Could be Hell: The changing shape of Swedish higher education from a work place perspective focusing on doctoral researchers (0632)*****Marie-Louise Österlind**, *Kristianstad University, Kristianstad, Sweden*;  
**Pam Denicolo**, *Reading University, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Swedish university doctoral researcher-teachers construe their work as creative, vital to the development of students and modern societies. The majority feel privileged, even though they find themselves in tension between reforms based on managerial business world logics and pedagogic processes informed by professional academic logic. Autonomy and jurisdiction is threatened by managerial, administrative and external stakeholder pressure. Complexity, intensification and frequent change impede their potential to perform according to professional standards: endangering teaching quality, the doctorate, student results, work satisfaction, health and well-being.

Drawing on constructivist theories about professional practice as superordinate constructs, we explore the core identity of academic staff/doctoral researchers, in relation to the experience of being a good teacher in the current politic-economic context of higher education. The results will inform recommendations about improving working conditions and models for policy and practice, designed to improve quality as sought by the Government by increasing professional freedom and discretion.

**M12.2** Raglan | **Thursday 15.00-15.30**

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***Do doctoral candidates with poor health differ from doctoral candidates with good health concerning their academic self-efficacy and career objectives? Analyses with data of a preliminary study of the German National Academics Panel Study (Nacaps) (0218)***

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Andreas Sarceletti, German Centre for Higher Education Research and Science Studies (DZHW), Hanover, Germany; **Janine Lange**, German Centre for Higher Education Research and Science Studies (DZHW), Hanover, Germany

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Research Domain: Postgraduate Scholarship and Practice (PGSP)

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Scientific findings and innovations are important for the societal development and competitiveness of nation-states. Therefore it is crucial that (most) talented scientists stay in academia. To our knowledge, there are no extensive studies so far which focus on the chances of doctoral candidates and PhD holders with an impairment or with poor health for an academic career and we would like to tackle this research gap – at least for Germany. We use data of a preliminary survey on doctoral candidates in Germany and focus on (academic) career objectives as an indicator for occupational orientation and preferences. First findings show that doctoral candidates with poor health/an impairment and with good health/without an impairment do not differ concerning their intention to stay in academia or their intention to become a professor. However, they have a significantly lower academic self-efficacy, a result that needs explanation and will be further analysed using multivariate means.

**N1**

Beaumaris Lounge | **Thursday 16.00-16.30**

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***Leading through networks: the benefits of informal networks to academic heads of departments (0346)***

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**John Deane**, College of World Sport Holdings, London, United Kingdom

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

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In the last decade or so there has been an increasing understanding of the value of academic heads of department (HoD) operating as boundary spanners. HoD have used boundary spanning as a mechanism to further development their informal networks of support. Many of these HoD have undertaken internal and external training programmes that have not addressed the issue of how to become boundary spanners and develop effective informal networks of support.

The purpose of this article is to draw on data from a doctoral study that addressed these issues through interviews with 14 academic heads of department.

**N2**

Beaumaris 1 | **Thursday 16.00-16.30**

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***Migrant Academics and Professional Learning Gains: Perspectives of the Native Academic (0317)***

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**Namrata Rao**, Liverpool Hope University, United Kingdom; Ian Kinchin, **Anesa Hosein**, Will Mace, University of Surrey, Guildford, United Kingdom

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

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This SRHE-funded research seeks to address an important gap in the internationalisation of the higher education research, that of the pedagogic impact of international staff recruitment on the professional practice of the native academics. Previous research has largely focussed on the experiences of the migrant academic and their acculturation; this research on the contrary focuses on the possible professional gains/non-gains of academic migration on the professional practice of the native academics. Concept map-

mediated interviews with 15 native academics highlighted similarity in the factors that affect the professional learning gains of both migrant and native academics. Further, the native academics identified that the cultural sensitivity they developed working alongside migrant academics enabled them to better understand the cultural context of their international students. Findings also indicate the value the native academics placed on the first-hand experiences migrant academics offered in enhancing the curriculum of which they only had a textbook knowledge.

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## SYMPOSIUM N3

### N3

Beaumaris 2 | **Thursday 16.00-18.00**

***Inequality in the academic profession: Policies, practice and the possibility of change***

Chair: **Holly Henderson**, *University of Birmingham, United Kingdom*

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

### Symposium rationale

Despite increased attention to issues of equality, diversity and inclusion in universities, there remain significant inequalities of access to and access within the academic profession for groups such as women, BME academics, and academics with caring responsibilities. This symposium draws together studies of these inequalities from a variety of qualitative perspectives, looking at how academic processes such as knowledge production and research dissemination opportunities, promotion and leadership, and representation in management roles are affected by intersections of gender, race and ethnicity, and caring responsibilities. With a focus on how equality and diversity policies in UK and international academic contexts are enacted, and how future policies might be improved, the papers highlight the complexities involved in current attempts to redress historically entrenched patterns of silence, discrimination and exclusion.

Collectively, the papers ask what kinds of change might be needed for equality policy to become equality in practice. The symposium opens with one of two papers addressing the equality 'chartermark' awards in the UK Higher Education (HE) context. The paper explores institutional experiences of working with the Athena SWAN Charter for gender equality, asking important questions about the capacity of the Charter to address HE's complex gendered geographies. The second paper analyses practices of masculinity and femininity in a Finnish Business School. The paper shows how particular practices of femininity in this national context enable academic career-making that is both flexible and precarious, with interesting comparisons to the English HE system. The third paper focuses on the largely hidden inequalities of access

to international conferences for academics with caring responsibilities, arguing that these inequalities escape both institutional equality and diversity policies and those of academic associations. The fourth paper also explores caring responsibilities, looking at the senior levels of academia in England. The paper shows how the typical construction of a care-free academic identity means that senior academics with caring responsibilities occupy dual roles as professionals and as carers, and at the same time mask the effects of caring on their academic lives. The symposium concludes with the second paper to address the UK chartermark policy, this time focusing on the Race Equality Charter award. The paper asks how race equality, often a secondary institutional equality priority, can be realised through current policy. Together, these papers bridge and interrogate the gaps between the aims of policy and the lived experience of the academic profession across national and international, institutional and extra-institutional contexts.

**N3.1** Beaumaris 2 | **Thursday 16.00-18.00**

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***The Race Equality Charter in UK Universities: A framework for change? (0257)***

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**Kalwant Bhopal**, Clare Pitkin, **Holly Henderson**, *University of Birmingham, United Kingdom*

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Women and Black and Minority Ethnic groups are significantly under-represented in universities' senior decision-making roles in the UK. Two 'charter' schemes have been introduced to address the situation: the Athena SWAN Charter (ASC) and the Race Equality Charter (REC). This paper reports findings from two related projects, both aimed at exploring the impact of the charter marks on work practices, finding evidence of good practice and how it can be improved, and identifying key themes and issues for future research and policy-making. This paper is particularly unusual in focusing on findings related to the REC award, and discussing its relationship to the more well-established ASC award. These findings identify some of the challenges as well as some of the achievements of institutions aiming to put into practice policies that begin to redress residual and enduring racial inequalities in UK universities.

**N3.2** Beaumaris 2 | **Thursday 16.00-18.00**

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***Athena SWAN: Constraints and Disruptions (0259)***

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**Kate Carruthers Thomas**, Birmingham City University, United Kingdom

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This paper reflects on the findings of a small-scale, qualitative enquiry into UK institutional experiences of engaging with the Athena SWAN Charter. While Athena SWAN is widely recognised as a catalyst for institutional actions to address gender inequality, it is increasingly criticised for its broadened gender equality remit, the application of its principles to non-STEMM disciplines and claims that Award submissions are inconsistently judged. Employing Massey's spatial concepts and devices to map Athena SWAN within the context of a stratified UK higher education sector, the paper asks to what extent the Charter's capacity to address and redress entrenched patterns of silence, discrimination and exclusion is shaped and constrained by an established geography of power.

**N3.3** Beaumaris 2 | **Thursday 16.00-18.00**

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***The Inaccessibility of 'International' Conferences: Hidden Inequalities in the Academic Profession (0260)***

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**Emily Henderson**, *University of Warwick, Coventry, United Kingdom*

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Conferences feature in promotion and sometimes appointment criteria, as a proxy indicator for harder-to-measure qualities such as networking and dynamism. Furthermore, conferences are known to have indirect benefits which are more clearly related to success within academia, such as reputation building, and the development of research and publication collaborations. As such, access to conferences can be said to be associated with access within the academic profession. However conferences are notoriously exclusionary in many ways, and for many academics the most prestigious conferences – so-called 'international' conferences – are the most inaccessible. This paper draws on findings from the research project 'In Two Places at Once: the Impact of Caring Responsibilities on Academics' Conference Participation', and examines the intersecting inequalities which result in conferences being more accessible for some academics than others. The paper ultimately asks the question: who is responsible for facilitating access to conferences: higher education institutions, conference organisers, or individuals?

**N3.4** Beaumaris 2 | **Thursday 16.00-18.00*****'Care-free at the top'? Exploring the experiences of senior academic staff who are caregivers (0397)***

Marie-Pierre Moreau, *Anglia Ruskin University, Cambridge, United Kingdom*;  
**Murray Robertson**, *Anglia Ruskin University, Cambridge, United Kingdom, University of Roehampton, London, United Kingdom*

In England as in other parts of the global North, the academic workforce has considerably transformed over the past decades (Leathwood & Read, 2009). Those with caring responsibilities now represent a significant presence in academia as in other sectors of employment (Carers UK, 2014). While extant literature informs the experiences of academic mothers, there is limited research on fathers and on academics with other types of caring responsibilities, particularly at senior level.

This paper draws on an eponymous research project funded by the SRHE (2018-2019), which explores the experiences of England-based senior academic carers. Informed, on a theoretical level, by post-structuralist feminist research and, on an empirical level, by a corpus of interviews conducted with senior academics with caring responsibilities, it explores some of the tensions experienced by this group at a level of the academic hierarchy described in previous work as 'care-free' (Moreau & Robertson, 2017).

**References**

Carers UK. 2014. Facts about carers. Policy Briefing. London: Carers: UK.

Leathwood, C. & Read, B. 2009. Gender and the changing face of higher education: A feminised future?. Buckingham: SRHE and Open University Press.

Moreau, M.P. & Robertson, M. 2017. Carers and careers: Career development and access to leadership positions among academic staff with caring responsibilities. London: Leadership Foundation for Higher Education.

**N3.5** Beaumaris 2 | **Thursday 16.00-18.00*****Project research, children, and securing the next contract – navigating the traps on a precarious career trajectory (0404)***

**Katja Jonsas**, *University of Roehampton, London, United Kingdom*

In this paper, I highlight the limitations of the feminine-masculine dichotomy, when aiming to address the conditions of career-making. Consequently, I propose a shift in perspective when addressing the conditions of academic career-making. Instead of prescribing academic activities in gendered terms, I maintain that attention should be on the career agency, and how and whether the locally shared practical understanding of femininity and masculinity shapes engagement with academic practices and the subsequent career agency. In the context of a Finnish business school, femininity is prescribed as agentic stance rather than rejected one. While this stance furthers the understanding of research being a suitable line of work for women with young families, engagement with research is not necessarily enough to secure career continuity. As the current recruitment tend to favor those with long publication lists, engagement with project research can be detrimental for career progression, as well.

## SYMPOSIUM N4

## N4

Caldicot | **Thursday 16.00-18.00*****Evaluating outreach programmes: practices, evidence and epistemological challenges***Chair: **Neil Harrison**, *University of the West of England, United Kingdom*Discussant: **Richard Shiner**, *Office for Students United Kingdom*

Research Domain: Access and widening participation (AWP)

**Symposium rationale**

This symposium is drawn from two England-based projects commissioned by the Office for Fair Access (now the Office for Students) to explore the evaluation of the outreach activities organised by universities and colleges with the aim of widening participation to groups that have been historically under-represented in the sector. The overarching purpose of the projects has been to develop a stronger understanding of how universities and colleges can generate epistemologically valid evidence around the effectiveness of the portfolio of activities that they provide. To this end, the projects have variously mapped the activities being used, explored how these are being evaluated, identified strong practices and established standards of evidence to guide future practice; one project has focused on activities targeted at young people aged under 16 and the other for those over 16. The symposium draws out important findings for those researching around the effectiveness of outreach activities:

- The first paper will focus on setting the policy context around outreach activities in England since 2010, where individual universities and colleges have become increasingly responsible for delivering government objectives for higher education participation, leading to a stronger focus on establishing whether or not activities are effective.
- The second paper summarises findings from interviews with university staff and 'third sector' organisations delivering outreach activities to explore their evaluative practices and the importance of a strong 'theory of change' in both devising activities and establishing their effectiveness.
- The third paper examines the nature of the evidence produced by evaluations of outreach activities and the application of a 'standards' approach to assess and categorise its epistemic 'value' with respect to establishing a causal relationship between an activity and the likelihood of a young person participation in higher education in the future.
- The fourth paper critiques the epistemological challenges of isolating the effect of an outreach activity on a young person with lengthy time-frames, multiple influences and obstacles to counterfactual analyses, highlighting the dangers of overly-simplistic constructions of claims to knowledge in a complex social field. The symposium will conclude with a contribution from a discussant drawn from the Office for Students around the ongoing challenges of effecting change in the face of deep-rooted structural constraints where efforts are dispersed across nearly 200 individual higher education providers.

**N4.1**Caldicot | **Thursday 16.00-18.00*****The epistemology of effectiveness: exploring the challenges of demonstrating impact from higher education outreach activities (0389)*****Neil Harrison**, *University of the West of England, Bristol, United Kingdom*

There is increasing pressure on higher education providers in England to demonstrate the effectiveness of the outreach activities that they deliver to widen participation to groups that have historically been under-represented in the sector. In particular, providers are now expected to undertake rigorous evaluations of their outreach activities and to report these to a regulatory authority in the shape of the Office for Students. However, there are significant epistemological challenges that make it difficult to draw unambiguous conclusions about the effectiveness of activities that are delivered within a complex social field. This paper will explore some of the challenges that have been identified within a recent research project commissioned by the forerunning of the Office for Students and conclude by arguing that there is a need for care in the planning and interpretation of evaluative research in this field, with more focus needed on context, criticality and reflexivity.

**N4.2** Caldicot | **Thursday 16.00-18.00*****Building Rigour into Evaluation Design (0427)*****Anna Mountford-Zimdars**, *University of Exeter, United Kingdom*

There is keen awareness of the significant amount of investment that goes into higher education outreach and student support. This has been rightly coupled with calls for justification and accountability of how these funds are spent. This is providing a great opportunity for practitioners working in widening participation and academics and other evaluation and methodological experts supporting them to improve the rigour in evaluation design. This can enhance our understanding of what works – and also what does not work, thus enhancing the evidence-base for practice and ultimately, improve outcomes for widening participation students.

**N4.3** Caldicot | **Thursday 16.00-18.00*****“You’ve got to prove your worth maybe in a way which, you know, universities traditionally didn’t quite need to”. Evaluating widening participation interventions for cohorts of young people pre-16. (0428)*****Julian Crockford**, *The University of Sheffield, United Kingdom*; **Katy Vigurs**, *The University of Derby, United Kingdom*

This paper outlines findings from research commissioned by the Office for Fair Access (OFFA) into the delivery and evaluation of widening participation outreach for young people under-16. We provide a comparative overview of evaluation activity across the English Higher Education sector, focusing specifically on points of difference and similarity between Higher Education Providers (HEP) and Third Sector Organisations (TSO). Qualitative research and documentary analysis outcomes reveal the extent to which variations in context, organisational culture and external drivers impact on the design, focus, outcomes, purpose and limitations of approaches to evaluating their outreach interventions.

**N4.4** Caldicot | **Thursday 16.00-18.00*****The evaluation of HE outreach: the market and drive to evidence effectiveness (0441)*****Colin McCaig**, *Sheffield Hallam University, United Kingdom*

Evaluation is increasingly seen as important to the major funders of access to HE outreach activity in schools and colleges. This is particularly so for state-funded outreach programmes, but is also becoming more important for individual higher education institutions (HEIs) as they are expected to evidence the effectiveness of their widening participation (WP) spending. Following the demise of the collaborative state-funded Aimhigher and Lifelong Learning Networks (in 2010 and 2011 respectively) HEIs were encouraged to pursue their own WP agendas, reflecting their institutional mission and market requirements. However, in 2014 the government announced funding for National Networks of Collaborative Outreach (NNCOs) and this was followed up with far larger-scale National Collaborative Outreach Programme (NCOP) funded over four years (2017-21).

**N5** Caerphilly | **Thursday 16.00-16.30*****The Malignant Market: Is the widening participation debate lost? (0296)*****Duncan Watson**, *University of East Anglia, Norwich, United Kingdom*; **Steve Cook**, *Swansea University, United Kingdom*; **Robert Webb**, *University of Nottingham, United Kingdom***Research Domain:** Access and widening participation (AWP)

A backlash against the marketisation of higher education is gathering momentum. The view that education is not a product but a public good is increasingly voiced by those demanding a more holistic approach that transcends the ‘value for money’ criteria. Frequently the stance is rehearsed alongside a critique of developments such as the Teaching Excellence Framework. This paper contributes to this debate by investigating the impact of the commodification of UK education. We consider the combined impact of high tuition fees and social congestion, where too many graduates chase too few jobs. Constructing a unique dissatisfaction index, we model socio-economic differences in how the quality of education is perceived. Combining this approach with tobit and probit methods, we show how preferences to attend university are under threat. This threat is found to impede Higher Education’s role in promoting social mobility.

## N7

Chepstow | **Thursday 16.00-16.30*****Establishing World Class Universities in China: Deploying a Quasi-experimental Design to Evaluate the Net Effects of Project 985 (0385)*****Wei Zhang**, *University of Leicester School of Education, United Kingdom*

Research Domain: Higher education policy (HEP)

The rapid advances of China's universities in major international league tables is generally believed to be an accomplishment of Project 985. A quasi-experimental study was, therefore, undertaken to evaluate the effectiveness of this policy intervention, using 15-year panel data between 1998 and 2013. Results from a difference-in-differences model showed that Project 985 had a positive effect on publication outputs of '985' universities. Tier 2 '985' universities gained strong momentum in publication growth in international and ISI journals. Additionally, Theil index decomposition was employed to examine the stratification effect of Project 985. Results confirmed the homogenizing trend within '985' universities. In contrast, the vertical differentiation between '985' and '211' universities was noticeably enlarged. While sustained public funding is still vital, the study findings inform policy makers and HE leaders of greater sectorial and institutional reforms to fulfil individual HEI's needs and remove bottlenecks to publication. The rapid advances of China's universities in major international league tables is generally believed to be an accomplishment of Project 985. A quasi-experimental study was, therefore, undertaken to evaluate the effectiveness of this policy intervention, using 15-year panel data between 1998 and 2013. Results from a difference-in-differences model showed that Project 985 had a positive effect on publication outputs of '985' universities. Tier 2 '985' universities gained strong momentum in publication growth in international and ISI journals. Additionally, Theil index decomposition was employed to examine the stratification effect of Project 985. Results confirmed the homogenizing trend within '985' universities. In contrast, the vertical differentiation between '985' and '211' universities was noticeably enlarged. While sustained public funding is still vital, the study findings inform policy makers and HE leaders of greater sectorial and institutional reforms to fulfil individual HEI's needs and remove bottlenecks to publication.

## SYMPOSIUM N8

## N8

Conwy 1 | **Thursday 16.00-18.00*****CHEER Symposium: The Hidden Narratives of Internationalisation***Chair: **Louise Morley**, *University of Sussex, United Kingdom*Discussant: **Kelly Coate**, *University of Sussex, United Kingdom*

Research Domain: International perspectives and context (IPC)

**Symposium rationale**

The Centre for Higher Education and Equity Research (CHEER) is undertaking research on the sociology of higher education internationalisation policy in diverse national and regional locations including Japan and Europe. A central argument is that policy discourses present internationalisation processes and procedures as a problem-free, coherent enterprise that is unquestioningly beneficial to all parties and players. This representation masks the social, material and affective dimensions of mobility. Internationalisation combines modernisation, detraditionalisation, and expansiveness, with knowledge capitalism, linguistic imperialism, and market dominance. Mobility inaugurates a chain of injury, pleasure, opportunity and expansiveness that is rarely explored in the policy-oriented research. There are notable policy shadows and silences, especially relating to the emerging subjectivities, motivations and narratives of internationalised subjects.

This symposium will explore how Internationalisation is a polyvalent policy discourse, saturated in conceptual and ideological ambiguity. As a policy paradigm with performative effects, it is a mix of commodification, exploitation and opportunity and is a container for multiple aspirations, anxieties, and affordances. Morley, Leyton, Hada and Kosbar's paper explores how migrant academics in and out of Japan experience the benefits and challenges of their mobility in a policy context that is promoting rapid internationalisation and is frequently characterised by the ascendancy of the English language. They argue that other factors need to be taken into account including precarity, gender regimes and the unhelpful binary of core and periphery. Kim's paper examines the case of East Asian female academics in UK universities and analyses how they

make sense of their cross-border mobility in the context of the political economy of neoliberalism. Tiernan interrogates the UK Tier 4 visa system for international students and argues that this is a form of surveillance that negatively constructs the identities of international students in the UK. Roberts and Sasaki draw on their research with international doctoral students in Japan and investigate their motivations, lived experiences and aspirations in the policy context of the globally changing doctorate. Rapidly changing policyscapes, intellectual trends and contemporary socio- spatial transformations are producing uncertain futures, and it is valuable to investigate the situation of mobile academics and students as this could be symbolic of what is happening within the neoliberalised, commodified and commodifying higher education system as a whole.

**N8.1** Conwy 1 | **Thursday 16.00-18.00**

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***The Affective Economy of Internationalisation: Migrant Academics in and out of Japanese Higher Education (0267)***

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**Louise Morley**, *Centre for Higher Education and Equity Research (CHEER), University of Sussex, United Kingdom*; **Daniel Leyton**, *Universidad Alberto Hurtado, Santiago, Chile*;  
**Yumiko Hada**, *Kansai Gaidai University, Osaka, Japan*

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Internationalisation is a polyvalent policy discourse, saturated in conceptual and ideological ambiguity. As a policy paradigm with performative effects, it merges commodification, exploitation and opportunity and is a container for multiple aspirations, anxieties, and affordances. Mobility combines modernisation, detraditionalisation, and expansiveness, with knowledge capitalism, linguistic imperialism, and market dominance. There are notable policy shadows and silences, especially relating to the emerging subjectivities, motivations and narratives of internationalised subjects like migrant academics. This paper explores the affective economy of internationalisation drawing upon interview data gathered in 15 private and 7 public universities in Japan with 33 participants. Internationalising oneself can be repressive and generative, with migrant academics finding themselves both vulnerable and animated by their experiences. Rapidly changing policyscapes and contemporary socio- spatial transformations are producing precarity, disposability and uncertain futures. The situation of migrant academics could be symbolic of what is happening within the wider neoliberalised, higher education system.

**N8.2** Conwy 1 | **Thursday 16.00-18.00**

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***The Hidden Narratives of Higher Education Internationalisation: Can Excellence and Inclusion Cohabit? The Case of East Asian Mobile Academics in UK Universities (0268)***

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**Terri Kim**, *University of East London, United Kingdom*

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This paper explores unofficial stories of internationalisation, equality and diversity in UK universities by taking intersectional approaches to minority ethnic identities, nationalities, class, and gender. It takes the case of East Asian female academics, whose narratives have not been told much in the main stream literature on Equality and Diversity in UK HE. The paper adopts a narrative-constructivist methodology and employs a comparative historical perspective of international power relations entailed in UK HE. There is disparity between the two sets of neoliberal policy discourses in UKHE: i.e. the market-framed internationalisation for 'excellence' on the one hand and the over-generalised equality/diversity for 'inclusion' on the other. Against the background, the paper analyses how East Asian female academics make sense of their cross-border mobility, current work conditions, and how they have been subjected, and have subjected themselves, to the neoliberal discourses and practices of 'excellence' and 'inclusion' in UK HE.

**N8.3** Conwy 1 | **Thursday 16.00-18.00**

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***Exploring International Student Responses to Surveillance within the UK student Visa System (0323)***

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**Aisling Tiernan**, *University College Dublin, Ireland*

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This paper argues that surveillance mechanisms within the UK student visa system result in a negative positioning of international students with a consequential impact on international students' identity. Drawing on the experiences of 29 international students who successfully navigated the UK Tier 4 visa between 2012 and 2017, an analysis of interview data shows that the UK student visa process encompasses many forms of surveillance; surveillance which results in feelings of uncertainty, distrust, anger and disbelief within the

international student community. The surveillance mechanisms discussed are embedded throughout the visa process from the application form and interviews prior to arrival, through to police registration and attendance monitoring while registered at a university in the UK. The results show that international students' identity is affected not only by their individual experience of the Tier 4 visa but also by the differentiated rules applied to students according to their country of citizenship.

**N8.4** Conwy 1 | **Thursday 16.00-18.00**

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***The Hidden Narratives of International Doctoral Students in Japan: How are Japanese Government's Internationalisation Policy Initiatives being Experienced at the Micro Level? (0338)***

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**Paul Roberts**, *Centre for Higher Education and Equity Research (CHEER), University of Sussex, Brighton, United Kingdom*; **Ryo Sasaki**, *Centre for International Exchanges, SHIMANE University, Shimane, Japan*

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Why study for a doctorate in Japan if you are an international student? Traditionally, in Japan, the doctorate has remained a route to a research and academic career, with sixty per cent of doctoral students continuing into research roles. With an ageing population and a declining birth rate, the number of doctoral students fell from 18,232 in 2003 to 14,972 in 2016. With government policy stressing the importance of doctoral graduates to innovation and knowledge creation, interventions aim to attract and retain more international doctoral researchers. This initiative also relates to the over-supply of university places in Japan and the policy priority to internationalise. This paper explores the lived experiences and hidden narratives of international doctoral students in Japan drawing upon interview data gathered in 3 private and 3 national universities in Japan with 10 participants. How do their diverse experiences interact with policy intentions to internationalise Japan's higher education system?

**N9**

Conwy 2 | **Thursday 16.00-16.30**

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***Networked selves and networked publics in academia: Exploring academic online identity through sharing on social media platforms (0230)***

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**Katy Jordan**, *The Open University, UK, Milton Keynes, United Kingdom*

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

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Academics are under increasing pressure to embed social media and online networking in their scholarly practices, as its use is often linked to goals of open access publishing and enhanced impact of research. Previous studies suggest that academics may be highly selective of what they choose to post to different sites, through a combination of choosing whether to merge personal and professional identities, and contrasting perceptions about the audiences at different sites. This paper will present the results of an online survey with quantitative and qualitative elements to test the bounds of different academic 'selves' mediated by different platforms, and explore the link between different perceived audiences and impact. The findings clarify the theoretical understanding of how academic identity is fragmented across different platforms, while also being of practical use for academics in terms of understanding the affordances and customs of different platforms and how best to make use of them in relation to their academic practice.

**N10**

Denbigh 1 | **Thursday 16.00-16.30**

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***Developing a framework for feedback literacy from a student perspective (0391)***

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**David Boud**, *Deakin University, Melbourne, Australia*; **Elizabeth Molloy**, *The University of Melbourne, Australia*; **Michael Henderson**, *Monash University, Melbourne, Australia*

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

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There is an increasing focus on notions of feedback in which students are positioned as active players rather than recipients of information. These discussions have been either conceptual in character, or have an empirical focus on designs to support the active engagement of learners in feedback processes. There has been little emphasis on learners' perspectives on, and experiences of, the role they play in such processes and what they need in order to benefit from feedback. This study therefore seeks to identify the characteristics of feedback literacy—how students understand and can utilise feedback for their own learning—by analysing students' views of feedback processes drawing on a large data set derived from a study of feedback in two Australian

universities. The paper explores the extent to which learners see it as their role to seek information, make judgements themselves and use information for their benefit of their future work.

## N11 Denbigh 2 | Thursday 16.00-16.30

### ***A Foucauldian discourse analysis into the role of student voice in a UK higher education institute. (0347)***

**Dan C. Bishop**, *University of Lincoln, United Kingdom*

Research Domain: Student experiences (SE)

Student voice in higher education has the potential to empower students to influence change and improve the collective learning and teaching experience, working to counter a marketised sector. This paper presents findings from a research study that sought to conceptualise and discursively construct the student-university relationship within a UK higher education institute that promotes the involvement of students in the institution's governance models and policies. Qualitative data was generated from interactions at the multiple levels through individual and group interviews, observations, texts and policy documentation. The research used a Foucauldian critical discourse analysis to explore the concepts of discipline, surveillance and governmentality to help expose the problematic practices and the external power in operation. The findings provide a rich and detailed assessment of how students are positioned within the student-university relationship and the reasons for such positioning, developing a greater understanding of the complexities in practice.

## GROUP DISCUSSION N12

### N12.1 Raglan | Thursday 16.00-16.30

#### ***Identifying the components of excellent doctoral supervision: creating an inclusive experience for the doctoral candidate (0388)***

**Anne Lee**, *University of Bristol, United Kingdom and University of Stavanger, Norway;*  
**Kate Whittington, Sally Barnes**, *University of Bristol, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

The important role of the doctorate supervisor cannot be underestimated, both in terms of a positive student experience and successful completion. However, supervision is complex and changing, making supervisor training and professional development a contested area. One significant question is: how can we engage busy and experienced academics in supervisor development activities that will enable all doctoral researchers to have an outstanding experience? In this project a team of three senior academics has been working to identify and embed good practice by forming learning communities around key concepts that supervisors themselves have identified. This paper discusses the first stage of the project – the qualitative research that enabled us to formulate the learning communities. The model identifying the range of inputs and outputs in the process of doctoral supervision will be discussed alongside findings about disciplinary differences and similarities.

### N12.2 Raglan | Thursday 16.00-16.30

#### ***Re-framing Supervisor Development for Internationalisation and Professionalisation (0476)***

**Pam Denicolo**, *University of Reading, United Kingdom;* **Dawn C. Duke**, *University of Surrey, Guildford, United Kingdom;* **Julie Reeves**, *Southampton University, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Reporting on recent contributions to the EUA-CDE debate on the internationalisation of the doctorate, the need for agreed standards in the professionalisation of the supervisor role will be considered in this presentation. The professionalisation of doctoral supervisory practice has three key elements: raising supervisor awareness of the multi-faceted nature of their role in the 21st century knowledge society; supporting their skill development to meet the current role requirements; and inculcating the desire and skills necessary for sustaining their own development as the needs of society and researchers change. Recognising the contradictions in valuing diversity (disciplinary, institutional and national) and consistency/

equivalence in doctoral education in addition to the needs of researchers, we review the current situation and raise issues for debate about the future of supervisor development, particularly in relation to academic/researcher mobility, quality evaluation of practice, sustainability and co-operation.

## P1

Beaumaris Lounge | **Thursday 16.45-17.15**

***A Path Dependency Approach to Understand the Role of Regions in the Development of New Universities (0580)***

**Debananda Misra**, UCL Institute of Education, University College London, UK

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

The main research question in this study is: how can engagement with the region contribute to the development of new universities? Conducted in seven new higher educational institutions (HEIs) in India, this study investigates the tensions and challenges faced by the new HEIs for leveraging contributions from the regions. I collected the data by conducting semi-structured interviews with seventy-one faculty members in the HEIs, and from official documents, media reports and opinion pieces about the HEIs. Using the conceptual frameworks of regional engagement and path dependency, I find and discuss the role of three antecedents pertaining to the new HEIs that can lead to reactive sequential events making their evolution path dependent. I identify three distinct evolutionary paths for the new HEIs – canonical path dependent, evolutionary path dependent and non-path dependent –, and discuss the role of the region in development of the HEIs in each of these paths.

## P2

Beaumaris 1 | **Thursday 16.45-17.15**

***Exploring embodied academic identity through creative research methods: A video essay (0417)***

**Jennifer Leigh**, University of Kent, Canterbury, United Kingdom; Catriona A. Blackburn, Independent Researcher, London, United Kingdom

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

Higher Education research is conventionally disseminated through papers, book chapters, talks and presentations. The use of film or video essays, whilst more common in anthropological and ethnographic disciplines, is still a more unusual mode of dissemination within education. However, film is a medium that is able to capture and share the emotion of experiences in a way that is able to 'haunt' or affect and stay with the audience (Wilson, 2018). As such, it seems an appropriate mode to share and disseminate work that uses creative methodology designed to elicit and capture personal and emotional stories.

This abstract is for the screening of a 20 minute video essay that draws from a study funded by SRHE in 2016 that used visual and creative methods to explore embodied academic identity. It takes an anthropological perspective to provoke questions around identity, embodied practice, creative methods and the vulnerability of researchers and researched.

## P5

Caerphilly | **Thursday 16.45-17.15**

***Programme leaders' attitudes towards inclusion and diversity management – first results of an international survey (0393)***

**Elke Welp-Park**, Silke Preymann, University of Applied Sciences Upper Austria, Linz, Austria

Research Domain: Access and widening participation (AWP)

Student heterogeneity is continuously growing and HEI are asked to shift their focus to accommodate new and different demands. But how well equipped are study programme leaders (PLs) as those responsible for curriculum design, teaching and access to their programmes, to handle this momentum task? What are the problems they are confronted with in managing the diversity of student backgrounds? Despite PLs' central role in the implementation of inclusive policies, existing research on the level of programme leaders is slim to non-existing. In order to close this knowledge-gap an international survey among more than 200 PLs in four countries was recently carried out analyzing PLs' attitudes and approach towards inclusion and diversity management (IDM) and the challenges they face in dealing with student diversity in its various aspects. This contribution will present the first findings of this survey.

P6

Cardiff | Thursday 16.45-17.15

**Perceived Quality Matters: Increased returns to University education (0638)****Carol E. Cuthbert**, Owen Skae, *Rhodes Business School, Grahamstown, South Africa*

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

Highly unequal South Africa is grappling with funding tertiary education. Against a backdrop of limited resources, public universities require state funding to remain financially viable and employers need graduates who can quickly provide the requisite skillset. Graduates want the assurance that they are employable. Social networks and stratification differ across tertiary institutions and schooling background in South Africa. This paper utilises data from a tracer study of graduates from Rhodes University (RU) and the University of Fort Hare (UFH) representing institutions at the opposite end of the perceived institutional quality spectrum, employing a Heckman selection to predict the returns to education. RU students earn 21% more than UFH students supporting the notion that perceived quality matters. Notwithstanding that, UFH graduates also get positive returns through education confirming that government should better direct its limited resources to quality schooling and tertiary education institutions to ensure overall better returns.

P7

Chepstow | Thursday 16.45-17.15

**Comparing value in higher education: the conundrum of commensurability. (0540)****Richard Davies**, *University of Central Lancashire, Preston, United Kingdom*

Research Domain: Higher education policy (HEP)

A critical question in contemporary, public debate is the value of higher education. This debate has been largely articulated in terms of either the personal preference of students, or the value of higher education for their future income. Both of these discourses are antithetical to the historical account of education as an intrinsic good which contributes to the humanity of the individual and society as a whole.

In this paper I argue that the genesis of the argument is embedded in two issues. The first is political concern with comparing different types of higher education, and the resultant need for a commensurable scale for comparison. The second is the lack of a shared conception of what it means to be human. I argue in this paper that if we want to assert an account of intrinsically value higher education then we need to develop such an account.

P9

Conwy 2 | Thursday 16.45-17.15

**Paving the Way to Digital Learning: A case study in Engineering (0335)****Evangelia Ganniari-Papageorgiou**, Anas Amjad, *Staffordshire University, Stoke-on-Trent, United Kingdom*

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

With the advancement of digital technologies, the effective use of digital tools is being considered as an innovative way to reinforce traditional teaching and increase student engagement in classroom activities [1,2]. The use of Student Response Systems (SRSs) has been studied in the existing literature, however, clear evidence is required to demonstrate that such systems facilitate better student performance [3-7]. In this study, the impact of the use of an advanced SRS, known as Top Hat, on student performance, engagement and understanding level is investigated. Top Hat was used during classroom for core engineering undergraduate modules at different years of study and an online survey was conducted to obtain feedback. After using Top Hat in classroom, students' performance in examinations was monitored and significant enhancement was observed. Moreover, the use of Top Hat resulted in high level of student engagement.

**References**

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P10 Denbigh 1 Thursday 6 December 16.45-17.15

A Methodology that Makes Self-Assessment an Implicit Part of the Answering Process –Results from a Year Long Study (0618)

Paul J. McDermott<sup>1</sup>, Hanah Kinsey<sup>1</sup>, Mohamed J. Dungersi<sup>2</sup>, Robert Jenkins<sup>1</sup>, Fabio Arico, University of East Anglia, Norwich, United Kingdom <sup>2</sup>North West Anglia NHS Foundation Trust, Peterborough, United Kingdom

## P10 Denbigh 1 | Thursday 16.45-17.15

### ***A Methodology that Makes Self-Assessment an Implicit Part of the Answering Process –Results from a Year Long Study (0618)***

**Paul J. McDermott**, Hanah Kinsey, Robert Jenkins, Fabio Arico, *University of East Anglia, Norwich, United Kingdom*; Mohamed J. Dungersi, *North West Anglia NHS Foundation Trust, Peterborough, United Kingdom*

Research Domain Learning, teaching and assessment (LTA)

This presentation introduces a format for multiple choice questions (MCQ), implicit in which, are measures of student confidence. We will initially outline the MCQ protocol and how it was applied in a pre-registration pharmacist training programme. We will then discuss the analysis of our results and how they have informed the future design and implementation of clinical decision making training in our pre-reg programme.

## P11 Denbigh 2 | Thursday 16.45-17.15

### ***Engagement, ethnography and the student voice: a review and recommendation for research (0475)***

**Elizabeth Farrier-Williams**, Malcolm Sullivan, Tony Woodall, Nottingham Business School, Nottingham Trent University, United Kingdom

Research Domain: Student experiences (SE)

Whilst the academic literature and HEIs alike recognise engagement as key to both student achievement and satisfaction, currently applied research methods restrict our ability to generate and test associated theory. To measure and understand fully student engagement we need to invoke the 'student voice', which means encouraging students to express themselves completely. However, practical efforts are constrained both by issues of respondent selection and by student's reluctance, and/or inability, to wholly 'open up'. Current research preferences conceptual reviews, questionnaires, focus groups and interviews, each of which fail to fully capture the longitudinal, dynamic and experiential nature of student life. This paper discusses the use of ethnography as an immersive alternative to surfacing the student voice. We suggest that by using the framework presented here, innovative researcher engagement can be deployed effectively to materialise student engagement and, in so doing, to derive rich representations of constituency experience in its widest sense.

## P12 Raglan | Thursday 16.45-17.15

### **China's effort to construct the Asian postgraduate education zone: how should scholarship policy react? (0542)**

**Wei YUAN**, Hunan, China; Ruonan Zhang, *Fujian, China*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

This study aims to answer the research question: What are the consideration for applying the postgraduate scholarship of international students in Chinese universities? How could postgraduate scholarship can improve their college experience? What Chinese government could do to increase the attraction through the postgraduate scholarship policy?

This study adopted qualitative methodology including semi-structure interviewing and observation in data collection.

We find that the cost to study abroad and the growing international influence of Chinese universities, is the major consideration in scholarship, the scholarship to their learning and life has brought great convenience, play a crucial role for them. Through various forms of scholarships, the Chinese government has stimulated their enthusiasm for learning, enabling them to study in school and improving their academic performance greatly. The Chinese government attracts a large number of outstanding graduate students to study in China through generous scholarships, which is conducive to enhancing China's academic influence in east Asia and the world at large. China's efforts to build the education region for east Asian graduate students through the reform of the scholarship policy are conducive to accelerating the transformation from an elite country of education, and it's fundamental for Chinese government to build a strong country of education.

## Q1 Beaumaris Lounge | Thursday 17.30-18.00

### **Present challenges to university construction, design and maintenance (0635)**

**Susan Harris-Huemmert**, *German University of Administrative Sciences, Speyer, Germany*

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

It is estimated that there are over 26,000 higher education institutions (HEIs) (webometrics Ranking Web of Universities, 2018). The expansion of the tertiary sector is a world-wide phenomenon of huge financial significance. Many university buildings built centuries ago remain in service, bearing witness to former sound choice of materials and construction processes. HEI planners of today are under considerable pressure to accept the most economic bids. Instead of constructing for centuries, which may be more costly up front, campus buildings are being erected for shorter lifespans. However, later maintenance and renovation necessities are making huge demands on university and state capital. This paper, which is part of ongoing international research into administrative processes of HE estate management, presents decision-making involved in the procurement of new buildings and makes suggestions for the improvement of best practice, at both design and maintenance levels

## Q2 Beaumaris 1 | Thursday 17.30-18.00

### **New to HE: processes of professional learning for new teachers with dual roles and identities. (0431)**

**Fran M. Beaton**, *University of Canterbury, United Kingdom*

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

Policy directions and perceptions of the purposes of higher education have spawned metrics intended to distinguish universities' relative teaching and research prestige (Blackmore 2015) and student outcomes (Altbach 2015; Ashwin 2016), leading to stratification, a discourse of winners and losers and individual performative pressure (Ball 2012; MacFarlane 2016).

What challenges does this environment pose? How divergent are institutional missions and the lived experiences of their staff? Is this different in different kinds of institutions? What processes (Knight et al 2006) help staff begin to navigate their new environment, which may also challenge their beliefs about what it means to be a teacher? What influences their integration into (or alienation from) their environment?

Through document analysis, literature and interviews these questions are explored with two groups of new academics grappling with contextual challenges and framing their beliefs: postgraduates who teach and industry practitioners making a mid-career transition into HE teaching.

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## Q6

Cardiff | **Thursday 17.30-18.00**

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### **Exploring 'mismatch' between line manager and graduate perceptions of university-workplace transitions (0624)**

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**Emma Mullen**, *Northumbria University, Newcastle upon Tyne, United Kingdom*

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

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In the UK, the skills agenda continues to dominate Higher Education (HE) policy (Leitch, 2006, Holmes, 2015, Jackson, 2016) with universities facing criticism from a range of stakeholders (particularly employers) regarding the employability of graduates. Despite the efforts of HEIs to prioritise graduate employability, there is a notable amount of research which suggests that employers are still claiming a skills gap at the graduate/employer level that needs to be addressed (Brown and Hesketh, 2004; Cramner, 2006; Prospects, 2015). This paper offers a comparative analysis of employer and graduate perceptions around university-workplace transitions, drawing from empirical findings across two research studies. Key findings emerge around provision of support for new graduates, impact of prior work experience and impact of workplace relationships. The findings also indicate a mismatch in graduate/employer expectations around job design, and also a lack of awareness amongst line managers regarding personal, social and emotional factors involved in graduates' university-workplace transitions.

## Q7

Chepstow | **Thursday 17.30-18.00**

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### **Early career researchers in Europe: a narrative of academic self-construction (0550)**

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**Sanja Djerasimovic**, *University of Exeter, United Kingdom*; **Marialuisa Villani**, *Independent, Paris, France*

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

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The last couple of decades have witnessed changes in funding and management of higher education and HE-based research in Europe, as the region follows wider trends towards marketisation, performance-based management, and competitiveness in the search for excellence and competitiveness in the 'Europe of knowledge'. The effects of these changes on early career academics form a widely documented story of extreme work casualisation, precariousness, and pressure to conduct research that is externally – to the academic field – defined as 'valuable'. This paper offers insights from narratives of 13 of such researchers in the field of education, who were interviewed as a part of a study on the construction of the academic identity among newer European researchers. With a professional life story approach, the paper highlights similarities between, and varieties of, motivations, values, and circumstances driving the scholarly and professional choices of the generation of academics formed under the new academic governance regime.

## Q9

Conwy 2 | **Thursday 17.30-18.00*****Designing an Online Music Tutor Development Programme (0148)*****Carol Johnson**, University of Melbourne, Parkville, Australia

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

Abstract: The inclusion of online music courses is becoming increasingly prevalent in undergraduate and graduate music programs (Johnson, 2017; Johnson et al., 2018). As these online courses become more common, and class sizes increase, the use of graduate teaching assistants, or tutors, will become necessary as instructor support mechanisms. Given differences between face-to-face and online teaching approaches, online tutors will need to have basic skills specific for online- teaching, -communication and -assessment. This literature study explored the research of graduate teaching assistant (i.e., tutor) programs and online music teaching and learning to identify key elements for developing a program for online music tutors. Key elements of an online tutor preparation programme, and future research areas will be discussed.

## Q10

Denbigh 1 | **Thursday 17.30-18.00*****Collaboration as a catalyst for understanding and improving learning and teaching in higher education: staff-student collaborative observation (0502)*****Matt O'Leary**, Birmingham City University, United Kingdom; **Vanessa Cui**, Birmingham City University, United Kingdom

Research Domain: Learning, teaching and assessment (LTA)

This paper reports on key findings from a recent project 'Improving learning and teaching through collaborative observation' funded by the higher education funding council for England. It builds on previous work on the conceptual and methodological underpinnings of the collaborative observation model with empirical data from five case studies that undertook two cycles of observation between November 2016 and April 2018. Our approach used observation to provide a reciprocal reference point for students and staff to co-interrogate the relationship between teaching and learning, whilst simultaneously generating situated understandings of authentic learning and teaching practices that challenge contrived notions of 'teaching excellence'. The inclusion of staff and students as sense makers of their own learning and teaching and co-constructors on how best to maximise the effectiveness of the interdependent relationship between learning and teaching also serves as an illuminating antidote to managerialist approaches that purport to improve the quality of teaching.

## Q11

Denbigh 2 | **Thursday 17.30-18.00*****Moving beyond good intentions towards inclusion: What the Changing Mindsets project reveals about unequal student experiences and outcomes (0305)*****Jessica Gagnon, Arif Mahmud**, University of Portsmouth, United Kingdom

Research Domain: Student experiences (SE)

This paper explores initial findings from the two-year Office for Students (OfS) funded attainment gap project titled "Changing Mindsets: Reducing stereotype threat and implicit bias as barriers to student success". The project is focused on addressing unequal student outcomes for two student groups: Black and Minority Ethnic (BME) students and socio-economically disadvantaged students. Initial analysis of data suggests that the attainment gaps cannot be explained by a student's tariff on entry (qualifications) into university, which is aligned with findings from previous attainment gap research (Mountford-Zimdars et al, 2015). Additionally, findings indicate that staff and students who have growth mindsets are more likely to want to create inclusion and to overcome bias. Staff and students with fixed mindsets are more likely to hold stereotype beliefs. Findings from the project are intended to inform higher education policies and practices to address inequalities in students' experiences and outcomes.

**Q12** Raglan | **Thursday 17.30-18.00**

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***Exploring the spatiotemporal scales of doctoral paths: lower and higher-scale actions of doctoral studies and how they are interrelated (0341)***

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**Melina Aarnikoivu**, *University of Jyväskylä, Finland*

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Research Domain: Postgraduate Scholarship and Practice (PGSP)

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This paper explores the lower and higher-scale (Blommaert 2007) actions that doctoral students carry out during their studies. Furthermore, it aims to explain how these actions are connected with each other, as well as with society. To conceptualise the different layers of space and time, Blommaert's (2007) sociolinguistic concept of scales will be used. It will be connected to a theoretical-methodological framework of nexus analysis (Scollon & Scollon 2004). Together, these will help in examining the complex relationships and linkages between the different aspects of doctoral studies: (social) actions, actors, settings, events, objects, and discourses. The data for the study was collected at CERN (the European Organization for Nuclear Research) in Switzerland within a time period of 18 months. The ultimate aim of the paper is to help in building a more holistic model of doctoral studies and the process of doing a doctorate.

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## CONFERENCE PROGRAMME IN FULL

Friday 7 December 2018

### PANEL R1

# R1

Beaumaris Lounge | **Friday 09.00-11.00**

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***Exploring the Everyday: Diary Method in Higher Education Research (0171)***

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Chair: **E Henderson**, *University of Warwick*

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

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Diary method enables researchers to enter into the everyday lives of participants in a range of contexts that they are unable to enter or that are too geographically distant to access, and it also facilitates research on sensitive topics. However diary method is under-utilised in higher education research. This methodologically-oriented panel showcases a variety of types of diary research which were used in empirical higher education studies, and invites discussion of the further potential – and the risks – of diary method for higher education research.

**R1.1** Beaumaris Lounge | **Friday 09.00-11.00**

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***Introduction to Diary Research: Exploring the Everyday in Higher Education (0172)***

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**Xuemeng Cao, Emily Henderson**, *University of Warwick, Coventry, United Kingdom*

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Diary research, which is under-used in the higher education research field, is more commonly implemented in the research field where social sciences and health sciences intersect (eg. Furness and Garrud, 2010; Milligan, Bingley and Gatrell, 2005). In this presentation, we provide an introduction to diary method, the key types, the challenges and issues, and discuss the potential for this method to be more widely used in the field of higher education research. Diary research can take the form of unsolicited diaries, which pre-exist the research, and which are particularly useful for historical analysis. We focus on solicited diaries, which are created and collected specifically for research purposes, and which can therefore be designed and adapted to meet research questions and the target participants (Cucu-Oancea, 2013). Solicited diary research can accord with the full gamut of epistemological and theoretical positions, and can produce data for quantitative and qualitative analysis. As such there are examples of time-use diaries which produce regression models (Mullan, 2018), and diaries which produce poem-like analysis in the postqualitative school of thought (Taylor and Gannon, 2017). Diaries are often used in tandem with other methods, and in particular are coupled with interviews to form the diary-interview method, where the diary forms the basis for successive or retrospective interviews. The format of diaries can be adapted to suit participants with specific conditions, as shown in studies of people with dementia (Bartlett, 2012) and disabilities (Kaur, Saukko and Lumsden, 2017), enabling the representation of voices of marginalised groups and communities in research. Forms of diary research include written (paper and on-line), photo, video, audio, and a combination of these; moreover, diary research can follow both short and intense timescales and periods of months or years.

While the first part of the presentation introduces the different types of diary research, the second part discusses the challenges and issues that arise across diary research (Filep et al., 2017), no matter which type – although, as the other presentations in the panel show, these challenges and issues vary hugely across different empirical contexts. We present four principal areas of challenge in diary research: attrition of participants; variation in quality and quantity of entries; the modification of behaviour that results from diary-keeping; and ethical issues relating to personal and private content. The presentation ends with a discussion of the relevance of diary research to current concerns in higher education (Henderson, forthcoming; Travers, 2011), which leads into the other presentations in the panel.

**R1.2** Beaumaris Lounge | **Friday 09.00-11.00*****Capturing the minutiae of mobility: using diary method to research the conference experiences of academics with caring responsibilities (O187)*****Emily Henderson**, *University of Warwick, Coventry, United Kingdom*

Conferences remain an under-researched phenomenon within the higher education research field (Henderson, 2015), and issues of inequality and conferences are no exception. There have been a number of studies relating to access to conferences, which have used survey methods to examine gender inequality (e.g. Eden, 2016) and 'international' representation (e.g. Derudder and Liu, 2016) at conferences. However the experiences of academics while at conferences remain clouded in mystery. This presentation is based on a project which set out to understand more about how academics experience conferences, following a previous study that uncovered some of these issues (Henderson, 2018b). The project, entitled 'In Two Places at Once', researched the impact of caring responsibilities on academics' access to and participation in conferences (Henderson, forthcoming). The objective of the study was to feed data on this specific aspect of academic practice into wider studies of academia and care (Hook, 2016; Moreau and Robertson, 2017). The study used the diary-interview method to capture the minutiae of how academics with caring responsibilities balance their roles as conference delegate and carer. Each research participant completed a time-log for one conference; the time-log gathered information predominantly on communications with caring responsibilities or co-carers. The time-log included free-text boxes where participants filled in details of their preparatory and catch-up care work for the conference, and also further reflections. The time-log then provided the basis for the post-conference interview, and experiences of that conference were then compared with participants' other conference experiences.

This then is an example of a study which used the diary method for a short, intensive data collection period of one or a few days. After introducing the study and the diary method used, the presentation discusses the challenges and risks of using the diary method in this context. While it is not unusual to conduct time-use research on a short period (Mullan, 2018; Sullivan and Gershuny, 2017), conferences are not just any short period – the intensity of conference activity, and the associated difficulties of finding time to manage care (which, after all, were the focus of this study), meant that participants were faced with tough choices about how to factor in their participation in the study. These challenges were discussed in the interviews, and they raise both practical and ethical issues. The quality and quantity of information submitted was hugely varied. There were ethical questions about further burdening participants who were by nature already under heavy pressure while at the conference. Ultimately, however, the diary research produced invaluable data that has led to a policy briefing on developing a care-friendly policy (Henderson, 2018a). The presentation ends with a discussion of how short, intensive diaries could be applied in other aspects of higher education research.

**R1.3** Beaumaris Lounge | **Friday 09.00-11.00*****Reading the Personal: Troubling everyday encounters within women doctoral students' research diaries (O222)*****Rachel Handforth**, *Sheffield Hallam University, United Kingdom*

Drawing on my longitudinal research with women PhD students, this presentation explores the opportunities and challenges of using research diaries with participants, showing how diary data generated a deeply contextualized understanding of participants' everyday experiences of doctoral study, and generated insight into the temporal complexities of their shifting aspirations. Further, in this presentation I consider the affective experience of engaging in diary-based research as an insider-researcher (Dwyer and Buckle, 2009), the challenges of engaging with data which is inherently confessional (Harvey, 2011), and the ethical complexities that researchers face in analysing data of this nature.

Despite literature highlighting persistent inequalities in doctoral study (Brown and Watson, 2010; Carter, Blumenstein and Cook, 2013), and within post-PhD career trajectories (Wellcome Trust, 2013), little attention has been paid to women doctoral students' everyday experiences, with empirical work largely involving one-off interviews with individuals. Yet analysing the minutiae of seemingly mundane everyday encounters enables connections to be drawn between the personal and the political; between the everyday and wider structural issues within academia, such as gender discrimination. My findings highlight how attending to the everyday within research diaries often revealed the exclusionary practices which operate at the micro-level, and which positioned women doctoral students as 'outsiders' in the academy (White, 2013).

Participants' research diaries were kept for the duration of the doctorate, meaning their everyday experiences were documented over a number of years. These diaries captured data of a considerably different character to data gathered during interviews, enabling access to experiences which may not have otherwise been voiced (Hammersley and Atkinson, 1995). Analysis illuminated incidents which showed the marginalization that some individuals experienced within particular spaces, including offices, labs and academic departments, though participants often did not share these everyday encounters within our interviews. Attending to research diary data thus enabled insight into the lived experiences of participants, and highlighted that some academic cultures continue to have implications for women's ability to feel a sense of belonging (Becher and Trowler, 2001).

This presentation makes a valuable contribution to discussions about utilising research diaries within higher education research, highlighting the opportunities, tensions and challenges of using this method within empirical work. Further, drawing on data from my work with women doctoral students, it argues that attending to the everyday can produce new insights into the doctoral experience, and to the gendered politics of the neoliberal academy.

**R1.4** Beaumaris Lounge | **Friday 09.00-11.00**

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***"I'm not really sure why I took that!" Exploring the everyday and the unexpected through photo-elicitation (0223)***

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**Michael Keenan**, *Nottingham Trent University, United Kingdom*

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Recent years have seen an increase in research on LGBTQ (lesbian, gay, bisexual, trans, queer/questioning) lives and experiences. Within higher education studies, discussions have explored LGBTQ experience across countries (e.g. (Valentine, Wood and Plummer 2009, Munyuki and Vincent 2017), subject (Cech and Waidzunus 2012, Stout and Wright 2016), and across campus locations including classrooms (Pryor 2015) and university accommodation (Taulke Johnson 2010). While such developments have added to knowledge of LGBTQ lives, they do not always reflect the diversity of LGBTQ experiences and the variety of issues, contexts and influences which impact on these experiences.

Influenced by Seidman's (2005) recognition of the importance of the informal in discussions of sexual citizenship, and in the light of existing discussions of institutional heteronormativity within educational institutions (Ferfolja 2007, Vega et al 2012), as well as recognizing the potential shortcomings of a focus on the LGBTQ 'umbrella' for the recognition of diverse lives, this project sought to access and reflect upon the day-to-day experiences of bi- and trans-identifying students. The project asked 15 trans- or bi-identifying undergraduate students from universities across England to take up to 20 photographs using their mobile phones. Students were asked to take photos which represented specific experiences during the time they were engaged with the project, their sense of place within the university community, or previous influential experiences or interactions. These photos were then the focus for a subsequent face-to-face interview.

This paper reflects on the usefulness of this application of photo-elicitation as a method to access and explore students' everyday experiences, and reflects upon the importance and influence of these oft missed/under-researched experiences. The paper illustrates how the process of photographing everyday life takes the form of diarying, allowing access to diverse insights, perspectives and areas of reflection.

With reference to photos taken for the project, the paper will reflect on the relevance of photo-elicitation in a number of ways including – as a 'can-opener' method (Leonard and McKnight 2015) which uses the photograph as a starting point to open related discussion, as a way of accessing and reflecting upon everyday experience, and as a means of accessing and engaging with the unexpected. The paper then reflects upon the importance of these insights by illustrating the ways such everyday experiences and 'mundane' interactions impact on students' wider university experiences and feelings of belonging with reference to the discussion of microaggressions (Nadal et al 2011) and institutional heteronormativity.

**R1.5** Beaumaris Lounge | **Friday 09.00-11.00*****“I am a researcher but also your friend”*: working with diarists during a long-term study on employability management (0224)****Xuemeng Cao**, *University of Warwick, Coventry, United Kingdom*

Using solicited diaries in data collection enables the researcher to access participants' lives across time and contexts, which is difficult to achieve by other methods (Breakwell, 2006). Diaries also allow participants express their own versions or interpretations of events with fewer interventions from the researcher (Hammond and Wellington, 2013). However, diary studies, especially those with longitudinal purposes, require a vast amount of investment on time and efforts from participants, which leads to the challenges of both participant recruitment and retention (Xiao, 2016). This presentation aims to discuss how I have tried to work with diarists effectively throughout the process.

Solicited diaries, combined with semi-structured interviews, have been adopted as the data collection methods in my PhD project which focuses on the employability management of Chinese international students. Specifically, I conducted two-round interviews, with the first one at the beginning of the academic year 2017-2018 and the second one at the end. During the nine months in between, participants were required to record their employability-related experiences in diaries for one full week per month. The purpose of the diary research was to trace the process of how participants' understandings of employability were developed, and which strategies they used to make themselves more employable during receiving overseas education.

The population of this research was Chinese students who completed their undergraduate studies in China, and who were then studying social science taught Master's programmes in the UK. The challenges therefore in the participant recruitment were how to access sufficient participants within very limited time (since Master's students usually arrive in the UK at the end of September), and how to persuade enough number of people to join in such a time-consuming study. In terms of the participant retention, the main concerns were how to avoid drop-off and respondent fatigue.

Having successfully recruited 33 participants within one month and only lost one of them during the research period, in this presentation I share four principal strategies in relation to how I cooperated with my participants in the diary research. 1) what media and occasions I utilized to expose the research to a wide range of the targeted population; 2) how I 'marketed' the project to students; 3) how I designed the diary research to make it more participant-friendly; and 4) what other roles I played in my participants lives beyond the research.

**R2****Beaumaris 1 | Friday 09.00-09.30*****Navigating disciplinary identity in the field of Higher Education studies: a reflexive enquiry (0569)*****Ruth Walker**, *University of Oxford, United Kingdom***Research Domain:** Academic practice, work, careers and cultures (AP)

The relatively new field of Higher Education studies has seen a proliferation of postgraduate courses over the last decade, pitched as pathways for both academic and professional careers in the higher education sector. This presentation reports the findings of a reflexive research project that investigated the perspective of a range of stakeholders in the higher education studies community. The insider research study elicited narrative identity-trajectories of stakeholders via semi-structured interviews with a selection of UK and Australian distinguished scholars (experts), academic staff (mid-careers), professional staff ('third space;'), and postgraduate students (novices) who currently research, teach or study in the field of Higher Education studies. The study investigated the question: if Higher Education is an 'inter-discipline', with ambiguous borders and a loosely-coupled community, what does this mean for the disciplinary and personal identity formation of the growing numbers of students and staff who are choosing to study, teach or research in this emerging field?

## R3

Beaumaris 2 | Friday 09.00-09.30

***The academization of engineering education in the United States and the UK  
A neo-institutional perspective (0293)*****Mike Klassen**, University of Toronto, Ontario Institute for Studies in Education, Toronto, Canada

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

Engineering education has shifted in the late 20th century from a practice-oriented “shop culture” to a theory-oriented “school culture” (Case, 2016). Historians in the United States and United Kingdom struggle to explain why (Harwood, 2010; Seely, 1999). Using sociological institutionalism, this paper shows the changing logics, structures and composition of engineering schools. I argue that academization of engineering education is explained best as the outcome of competing processes of institutionalization, in which the university has largely dominated (Abbott, 2005). This is demonstrated by dramatic increases in research funding, engineering aligning itself with science in the status hierarchy of disciplines, increased requirements for doctoral degrees among faculty members, and curriculum change towards the engineering sciences. The findings raise questions about engineering’s knowledge base and its subsequent normative influence in society (Halliday, 1985).

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## R5

Caerphilly | Friday 09.00-09.30

***Making stratification explicit – a study of verticality in German higher education  
(0549)*****Alexander Mitterle**, Martin Luther University, Halle-Wittenberg, Germany

Research Domain: International perspectives and context (IPC)

In most of higher education research, stratification is used as a vague metaphor for social verticality. It either refers to universities as reproduction devices for class structure or as the vertical order between research organizations. The paper suggests to think of stratification less as a stable vertical metaphor and more as a granular process of building up scale that itself has to be explained. It draws on the case of Germany as a country that has been characterized by rank equality among universities. This is due to coercive state regulation that establishes verticality by assigning privileges to types of institutions. Recently reforms have introduced changes that allow for more organizational agency and an increase in competition through aspiring private providers. The paper argues that precisely because of the contradiction between state regulation (sector stratification) and organizational competition (field stratification) no clear cut vertical order can be established.

## R6

Cardiff | Friday 09.00-09.30

**Higher education as a system: a conceptual approach (0603)****Ourania Filippakou**, Brunel University London, United Kingdom

Research Domain: Higher education policy (HEP)

With particular, although not exclusive, reference to England, this paper explores the appropriateness of describing higher education as a system. It has two main purposes: to explore the grounds for labelling English higher education as a system and to argue that, because this is no longer an appropriate label, a different conceptualisation is required. It will be hypothesised that the English (indeed, the British) model of higher education is better described as an increasingly internally differentiated network of sectors rather than as a system. The argument is that there has been a steady emergence of flexible sectors, which both converge and diversify. However, there is a danger that the Higher Education and Research Act 2017, rather than sustaining flexible sectors, could intensify the nascent shift in the direction of stratification marked by increasing differentiation between sectors as they converge internally.

## R7

Chepstow | Friday 09.00-09.30

**Exploring Patterns of Learning Gain in Higher Education: The Equity Dimension (0380)****Sonia Ilie**, Jan Vermunt, Anna Vignoles, University of Cambridge, United Kingdom

Research Domain: Higher education policy (HEP)

In this paper we bring together current policy debates surrounding learning gain as a potential metric to understand the quality of higher education provision, and ongoing efforts to widen participation in higher education. We report on results from a large-scale longitudinal, three-wave study of students' learning gain. Using data from over 2,500 participants in 11 UK universities we explore the trajectories of learning gain, defined as the change in students' abilities, competencies, skills, and attitudes occurring during higher education. We undertake this for both our full set of student participants, as well for a sub-group of traditionally under-represented students, analysis for which is currently underway. We report on the difference in initial and final levels, as well as in the patterns of change for these group and conclude with a discussion concerning the equity dimension required for any metric that seeks to potentially explore quality in higher education.

## R8

Conwy 1 | Friday 09.00-09.30

**Assessment for Learning in the UK and Malaysia: A Mixed-Methods Study (0212)****Claire VS. Pike**, Anglia Ruskin University, Cambridge, United Kingdom

Research Domain: International perspectives and context (IPC)

Student achievement in assessment tasks on similar, UK-validated, BSc (Hons) courses differs between students based in the UK and students based in Malaysia. Data suggest the former perform better in tasks requiring critical analysis, and the latter perform better in closed-book examinations. This study seeks the reasons for such differences, employing questionnaire and focus-group methods to explore the attitudes, behaviours and practices of students and lecturers based in both countries.

Contrary to some existing literature, Malaysia-based lecturers did not value simple memorisation of facts any more highly than UK-based lecturers. Culture and policy differences did seem to underpin contrasts in student achievement, however; I recommend that UK institutions adopt stricter student attendance policies and place greater emphasis on supporting students with 'exam technique'.

Highly valuing transferrable skills seems to go hand-in-hand with student achievement in critical analysis. I recommend that Malaysian institutions make greater use of exemplar-, debate- and case-study-based teaching to inculcate confidence and skills, and thus raise student achievement in this area.

## R9

Conwy 2 | Friday 09.00-09.30

***Students; Being and Becoming Consumers of Higher Education? (0436)***

Anu Lainio, Jessie Abrahams, University of Surrey, Guildford, United Kingdom

Research Domain: Student experiences (SE)

Within an increasingly marketised higher education (HE) environment, there is a growing tendency to construct students as being and becoming consumers of HE. In this paper we scrutinise this notion by exploring the discursive practices of 'the student consumer' in Denmark and England. These two countries pose an interesting point of comparison as they have very distinct welfare regimes and HE funding systems. We draw upon empirical data collected in the two countries as part of the five year European Research Council-funded Eurostudents project. Within both countries, data drawn upon includes focus groups with university students, analysis of university websites and interviews with staff, analysis of policy texts and interviews with policy makers and finally analysis of national media. We raise a question of what it actually means to consider students as 'being or becoming' consumers of their education and we seek to begin an exploration at a conceptual and theoretical level around 'the student consumer'.

**References**

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## SYMPOSIUM R10

## R10

Denbigh 1 | Friday 09.00-11.00

***A principled approach to the development, implementation, and evaluation of research-informed assessment practices within higher education***Chair: **Carol Evans**, University of Southampton, United KingdomDiscussant: **Christine O'Leary**, Sheffield Hallam University, United Kingdom

Research Domain: Learning, teaching and assessment (LTA)

**Symposium rationale**

While research on effective assessment feedback practices in higher education (HE) is extensive, assessment remains the Achilles heel both nationally and internationally, as a measure of students' learning gains, and from student and lecturer satisfaction perspectives. Despite claims of 'transformative practices' within HE, in reality, much assessment activity remains instrumentalist. This situation is exacerbated by the 'gaming' of assessment to satisfy the requirements of accountability mechanisms.

While much is known about effective assessment feedback practices as part of high impact pedagogies, effective translation of ideas into practice is variable and impacted by individual and organisational conceptions of learning and teaching, the degree to which teams have a shared understanding of the core principles underpinning assessment initiatives, and the pedagogical research literacy capacity to enable integration and implementation of ideas in a robust and meaningful way that is sensitive to context. This symposium explores implementation and measurement issues in pursuing a high impact assessment agenda. It has a strong warrant in its focus on supporting the development of shared understandings of meaningful approaches to assessment through an emphasis on team-based rather than individual design of assessment (Bass, 2012), and in its emphasis on the lecturer perspective. Importantly, we draw attention to key implementation considerations when seeking to enhance assessment practices within naturalistic

settings. The co-ordinating pedagogical assessment framework utilised in the research presented in the four papers comprising the symposium is the EAT Assessment and Feedback Conceptual Framework (Evans, 2013, 2016), informed by sociocultural, constructivist, and socio-critical perspectives.

Key principles underpinning the framework include the importance of shared beliefs and values; student-staff partnership; inclusive – universal design; sensitivity to context; holistic and integrated approaches to assessment design; agency through the promotion and development of self-regulation capacity; adoption of meaningful assessment experiences; and sustainability. The four papers highlight individual and contextual variables impacting the implementation of the EAT research-informed assessment approach. Assessment process issues in building shared understandings and in the development of robust assessment designs are considered in the papers from Zhu et al., and Evans et al. from those implementing, and leading inclusive self-regulatory approaches to assessment. Considerations of what to measure, why, and how are explored by Ballou and Winstone, and Al'Adawi, and Evans. This symposium is relevant to all those interested in research-informed high impact assessment practices, and the implementation of these through a team-based approach. Implications from individual, team and organisational perspectives will be highlighted.

**R10.1** Denbigh 1 | **Friday 09.00-11.00**

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***Building Pedagogical Research Literacy in Assessment Practices within Higher Education (0591)***

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**Xiaotong Zhu**, Veronica Spencer, Emanuela Lotti, **Neil Ford**, Carol Evans, *University of Southampton, United Kingdom*

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Effective implementation of assessment initiatives requires shared understanding of the principles underpinning practice. This paper reports on the experiences of academics in implementing assessment initiatives to promote student self-regulation using an assessment inclusive research-informed conceptual assessment and feedback framework: EAT (Evans, 2013, 2016). Twelve projects were undertaken to support student's development of assessment feedback skills using elements of an action research frame (Scott et al., 2014). Using an interpretive research design, the experiences of lecturers and the associated outcomes of the project are scrutinised to identify key learning points in implementing successful assessment change from the lecturer perspective. Thematic analysis of data obtained through interviews and on-going team development (Braun & Clarke, 2006) highlighted a number of overarching themes impacting lecturer development. These themes include: (a) issues around ownership, responsibility, agency and autonomy; (b) connectivity; (c) sustainability; (d) development of research-informed learning communities; (e) flexibility; and (f) validation.

**References**

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**R10.2** Denbigh 1 | **Friday 09.00-11.00**

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***Managing Complex Assessment Interventions: Research within Research (0598)***

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**Carol Evans**, *University of Southampton, United Kingdom*; **Naomi Winstone**, *University of Surrey, United Kingdom*; **Annie Hughes**, *Kingston University, United Kingdom*; **Xiaotong Zhu**, *University of Southampton, United Kingdom*; **Kieran Balloo**, *University of Surrey, Guildford, United Kingdom*; **Christina Mitchener**, *Kingston University London, United Kingdom*

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This paper highlights the importance of evaluative processes as a central component of project design. We describe a process to explore the experiences of those leading and managing a complex assessment intervention focused on promoting the self-regulatory development of undergraduate students in three higher education institutions in the UK. In doing so, it highlights the importance of an iterative evaluative approach embedded within the project design and the complexities inherent in trying to implement the project in practice, mindful of the need for rigour regarding the use of data, choice of methodologies, and inferences that could reasonably be deduced from the research. The need for ongoing evaluation as integral to project management is highlighted. Tools and approaches to support this evaluative process as part of 'research within research' will be elucidated and shared.

**R10.3** Denbigh 1 | **Friday 09.00-11.00**

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***Evaluation of a Large-scale Inclusive Assessment Intervention: A Novel Approach to Quantifying Perceptions about Assessment Literacy (0600)***

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**Kieran Balloo**, *María Norman*, **Naomi Winstone**, *University of Surrey, Guildford, United Kingdom*

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Assessment literacy involves students having a clear understanding of standards and criteria, which allows for the development of self-regulation. We introduced a standardised assessment brief template, built on principles from the inclusive assessment EAT Framework, to enhance students' assessment literacy. In order to evaluate this approach, students responded to open-ended questions about whether they felt this approach supported their development of assessment literacy. As a means of understanding the beliefs and thinking patterns in students' responses, text analysis software, Linguistic Inquiry and Word Count (LIWC), was used to identify the presence of words in responses from particular linguistic domains. Significant differences in students' self-regulation were found based on their choice of words; students who expressed more negative language had significantly lower self-regulation. The findings indicate that the design of our assessment brief template has the potential for developing aspects of perceived assessment literacy that are linked to self-regulation.

**R10.4** Denbigh 1 | **Friday 09.00-11.00**

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***Meaningful Assessment Practices in Higher Education (0614)***

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**Carol Evans**, **Sharifa AlAdawi**, **Xiaotong Zhu**, *Southampton University, United Kingdom*; **Michael Waring**, *University of Loughborough, United Kingdom*

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Feedback can be very powerful in impacting positive change in learner behaviour, and there has been considerable growth in the amount of research on how learners make sense of and use feedback within higher education in the last five years. Work on supporting students to enhance their understanding of feedback is valuable, however, claims of paradigm shift are frequently overstated especially where the main emphasis is on what students can do with feedback rehearsing yet again a transactional model of instruction rather than a transformational one. We argue that greater emphasis should be placed on assessment designs that promote student engagement with all dimensions of the assessment process as part of 'knowing assessment'. In this paper notions of meaningful assessment to support lecturer and student self-actualisation in assessment are discussed with the emphasis on promoting student ownership of assessment.

**R11** Denbigh 2 | **Friday 09.00-09.30****What proportion of National Student Survey comparisons are statistically significant? (0366)****Alex Buckley**, *University of Strathclyde, Glasgow, United Kingdom*

Research Domain: Student experiences (SE)

The NSS is a powerful force in UK higher education, with a key intended role in student choice and genuine influence on institutional quality mechanisms. Concerns about the statistical limitations of the data are common and longstanding, and the presentation of results via Unistats and the media, and the use of results within institutions, still depend on raw scores with little consideration of statistical significance. This paper uses the confidence intervals provided with the publicly-accessible aggregate NSS data to assess the proportion of comparisons made using the NSS that are statistically significant. Results suggest that the ability of the NSS to support student choice and institutional quality mechanisms is limited: for the vast majority of subjects and questions, institutions do not differ statistically significantly from the sector average, or from more than a small minority of other institutions, and year-on-year changes are very unlikely to be statistically significant.

**R12** Raglan | **Friday 09.00-09.30****Feasible utopias in doctoral education: A research based model for expanded doctoral pedagogy (0322)****Dely L. Elliot**, *University of Glasgow, United Kingdom*; **Kay Guccione**, *University of Sheffield, United Kingdom*; **Søren Bengtzen**, *Aarhus University, Denmark*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Ongoing educational and psycho-social challenges in doctoral education (e.g. psychological distress, attrition and delay in completion) warrant a more comprehensive understanding of the expanded doctoral education context and how the different facets of doctoral support mechanisms interact to help alleviate these challenges. Drawing upon evidence captured at the action-based SRHE research seminar, this paper presents insights intended to elucidate the concepts surrounding 'feasible utopias' as well as providing examples of 'actualised utopias' within the doctoral context. Our study findings have twofold implications at both the theoretical and pragmatic levels as we offer an evidence-informed conceptual map characterising how 'feasible utopias' can realistically be translated into 'actualised' utopias within the doctoral ecology framework.

**Reference**Barnett, R. (2018). *The Ecological University: A Feasible Utopia*. London & New York: Routledge.**S2** Beaumaris 1 | **Friday 09.45-10.15****Where is diversity? On work-life balance in German universities (0559)****Irina Gewinner**, *Institute of Sociology, Leibniz Universität Hannover, Hanover, Germany*; **Freya Gassmann**, *Sportwissenschaftliches Institut, Universität des Saarlandes, Saarbrücken, Germany*

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

This paper summarises the arguments within the debate on reconciliation of scholarly work and family life in German academia and introduces a fresh perspective that goes beyond the previous theorisation. Taking into consideration low levels of family formation in German researchers, the new viewpoint suggests that not necessarily and exclusively precarious academic working conditions, already exacerbated by the market-oriented rhetoric of the New Public Management, but heteronormative notions, expectations and cultural beliefs on division of care responsibilities coin the usual behaviour patterns in German academia. This implies that scholars are guided by traditional ideas on child rearing and family duties, which reveal themselves after the birth of the first child. Additionally, traditionally connoted cultural values pertinent to work and family are particularly pronounced among childless scholars. Two independent empirical studies, using qualitative (N=30) and quantitative methodologies (N=539), support these arguments and provide suggestions on practical actions needed for mindset change.

## S3

Beaumaris 2 | Friday 09.45-10.15

***My Brilliant Career? A graphic essay (0152)****Kate Carruthers Thomas, Birmingham City University, United Kingdom*

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

This poster experiments with the emerging practice of graphic social science to present research findings on gendered experiences of work and career in higher education (HE) and ways in which gender operates as a geography of power to shape experiences of work and career for individuals of all genders. *My Brilliant Career?* is a graphic essay combining the structural conventions of the academic essay or article with those of the cartoon strip. Visual metaphor has the capacity to operate on multiple levels of analysis and this poster engages with the tropes which characterise academic and popular discussion of career obstacles, risks, constraints and privileges i.e.: the glass ceiling, glass escalator and glass cliff. The graphic essay also represents the embodiment of the researcher in the process of research: as insider, observer, narrator and interpreter.

## S4

Caldicot | Friday 09.45-10.15

***Applying learning design to identify areas of improvement in 1st year Mathematics modules at the University of South Africa (0376)****Katharine Reedy, Open University UK (University of the Arts London), United Kingdom; Linda Greyling, Belinda Huntley, Jekaterina Rogaten, Open University UK (University of the Arts London), United Kingdom, University of South Africa (UNISA), Pretoria, South Africa*

Research Domain: International perspectives and context (IPC)

University of South Africa (UNISA) is the largest distance education with more than 350,000 students. One of the paramount missions of the university is to widen the access to HE. This paper discusses how practices employed at the OU UK can be adapted and applied in the context of UNISA to improve students' learning and success. Two mathematics modules were examined in terms of students' progress and learning design. The mapping of learning design highlighted that 1) the actual workload of the modules was substantially larger than what was estimated by the module tutors and 2) the actual workload of the module was larger than what was suggested by module workload guidelines. The presentation will cover explanation and demonstration of learning design tools used to examine the workload on the module and specific recommendations made for improving Module 1 and Module 2 learning design.

## S5

Caerphilly | Friday 09.45-10.15

***Surfacing 'Southern' perspectives on student engagement with internationalisation: doctoral theses as alternative forms of knowledge (0581)****Catherine Montgomery, University of Bath, United Kingdom*

Research Domain: International perspectives and context (IPC)

This paper explores how knowledge represented in doctoral theses may be constructed as a source of 'Southern' knowledge on international education and aims to surface some of the ways in which knowledge generated by doctoral students could illustrate new perspectives on internationalisation, particularly for the students' own country contexts. The research conducted a search of all UK doctoral theses from 2008 to 2018 in the EThOS repository of the British Library, focusing on theses on internationalisation and then conducted a thematic analysis. In addition to questioning whether thesis knowledge constitutes powerful or empowering knowledge for the student and the Southern cultures they come from, the research indicates that the doctoral theses both reproduced Western knowledge but also generated some new perspectives on methodological and thematic constructions of internationalisation. The paper highlights hierarchies of knowledge, questioning whether postcolonial encounters through the PhD can generate knowledge that builds Southern perspectives on internationalisation.

## S6

Cardiff | Friday 09.45-10.15

**Characteristics and Dilemmas of Higher Engineering Education under the Background of Supply-Side Structural Reform in China (0373)**

Xiaofang HO, Dalian University of technology, Dalian, China

Research Domain: Higher education policy (HEP)

Nowadays, China is carrying out Supply-Side Structural Reform in the economic field aiming to inspire the market's vitality and social creativity. Economic policy has significant influence on higher education reform. Today, Chinese government has comprehensively implemented Supply-Side Structural Reform in higher education in order to strengthening the joint cultivation between universities and community and the quality of talent training. Based on the text analysis to the 39 evaluation reports of undergraduate teaching and learning issued by the Ministry of Education of China, and the interview to more than 10 university presidents, researcher found that the supply-side structural reform of higher engineering education in China is typical and special. It faced with many development difficulties such as scale, structure, quality, social needs, educational objectives and so on. These difficulties are partly caused by the special stage of superposition both Chinese higher education popularization and the adjustment of economic structure. At that time it is also directly related to the interaction between tradition and modernity in the process of modernization of Chinese higher education.

## GROUP DISCUSSION S7

S7.1 | Chepstow | Friday 09.45-10.15

**Higher education policy: Compounding the problem of social mobility or contributing to its solution? (0146)**

Alex Elwick, Middlesex University, London, United Kingdom

Research Domain: Higher education policy (HEP)

This paper will problematize the concept of social mobility through an exploration of its temporality in relation to higher education policy in England. Based upon a content analysis of a number of key policy documents from distinct eras, it will identify definitions and speculate on understandings of social mobility within them; explore how such references have changed over time; and critique the differences between the imagined 'ideals' of what policy rhetoric seeks to do and the reality of policy implementation. In particular it will consider the extent to which a focus on social mobility in higher education policy masks underlying issues of inequality.

S7.2 | Chepstow | Friday 09.45-10.15

**Public Policies for reducing inequalities in Federal Brazilian higher education: main findings (0292)**

Cristina Had. Carvalho, Ana Ma. Moreoira, University of Brasília (UnB), Brasília, Brazil

Research Domain: Higher education policy (HEP)

This paper analyses the shifts in the students' profile in Brazilian federal Universities due to public policies for reducing inequalities and improve access and retention for the underrepresented social groups. The study draws on documentary analysis and descriptive statistics. This research uses the official quantitative data about freshmen, enrolments, courses and graduates and the three editions of Socioeconomic Profile Survey in Federal Institutions (2004, 2010 e 2014). First, it will describe the main Brazilian policies for reducing inequality and increasing the access to higher education. Second, it will analyze the shift in the students' profile. To conclude that these public policies implementation has been changing the profile of the federal universities students: poor, black and brown people are more represented in these institutions. Despite of these changes in direction of social justice, inclusive higher education remains as a huge challenge for Brazilian government, federal universities and society as a whole.

S8

Conwy 1 | Friday 09.45-10.15

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***What are the International Students' Success Rates in Germany's Institutes of Higher Education? How Do International Students Compare to German Students in Economics and Business Studies, Mechanical Engineering and Architecture (Under)-Graduate Degree Programmes? (0272)***

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**Marita McGroary**, *Europa-Universität Flensburg, Flensburg, Germany*

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Research Domain: International perspectives and context (IPC)

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International student success is a global concern, and this work specifically addresses international student success in Germany's Higher Education Institutions. To gain a better understanding of student success rates, this work focusses on economics and business management, mechanical engineering, and architecture bachelor and master's degree programmes, and analyses student success rates for the different international students, in their different study programmes. By analysing these fields and degrees, the work identifies the relevance of the different (under)graduate degree courses in the different HEIs for different types of migrant students. Using federal student registration, examination, and employee data from 1995 to 2015, the cohort analysis can lend an insight into the impact of intergovernmental policies, such as the Bologna Process, and the increasing pressure and demand for, and of, internationalization on HEIs in Germany. Student success is defined according to the duration of study period and examination results.

S9

Conwy 2 | Friday 09.45-10.15

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***Nothing succeeds like success: supporting high achievers in HE after enrolment (0535)***

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**Juliette E. Gaunt, Mark O'Hara**, *Birmingham City University, United Kingdom*;  
**Abbi Flint**, *Abbi Flint Consulting, Sheffield, United Kingdom*

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Research Domain: Student experiences (SE)

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This paper focusses on student perceptions of a High Achievers' Recognition Scheme (HARS). Historically high achieving students in HE have often been regarded as a safe bet, as though their outcomes are somehow inevitable. Some Universities invest in bursary schemes to attract able applicants, but almost none provide a bespoke personal and professional development 'offer' for able students once enrolled. At Birmingham City University (BCU), meeting student's learning needs is something to be assured for all, including those with good academic profiles; high achieving students benefit from being stretched too. The evaluation's findings shed light on an area where, currently, there is little published UK-based research. The evaluation found that students valued both the recognition and developmental aspects of the Scheme and that their perceptions of the benefits aligned with the Scheme's aims. High achievement itself was perceived to be enabled by social and individual factors, whilst some operational factors could hinder engagement.

S11

Denbigh 2 | Friday 09.45-10.15

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***Have we neglected UK universities' role in mediating the student experience? (0382)***

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**Richard Budd**, *Liverpool Hope University, United Kingdom*

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Research Domain: Student experiences (SE)

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This conceptual paper argues that scholarship on the UK student experience has somewhat neglected the mediating role of the university. Research largely focuses either on the experiences and inequalities of marginalised groups or – to a lesser extent – on the potential and actual effects of neoliberalism on students as consumers/customers. In other words, connections have been made between the individual and macro (i.e. societal trends and national policy), but less so on the meso that sits between, the organisational level. We know that who you are, what, and where, you study matter in terms of transitions, unequal capital accumulation and career trajectories, but far less about how the of the individual university shapes the broader nature of contemporary studenthood. It will be suggested that we can greatly enrich our understanding of students' experiences by simultaneously considering three dimensions of universities within this – their organisational cultures, social composition, and geographical features.

**S12** Raglan | **Friday 9.45-10.15*****Pedagogically Potent or Bureaucratically Banal: The Trials and Tribulations of Doctoral Progress Reviews (0530)*****Shane Dowle**, *Royal Holloway, Egham, United Kingdom*, **Dawn C. Duke**, *University of Surrey, Guildford, Surrey, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Progress reviews have been widely accepted by institutions as good practice, however, the design and implementation of these processes are often bureaucratically driven with sparse attention paid to their pedagogical value, sometimes leading to the perception of reviews as box-ticking exercises and not part of doctoral teaching and learning. We report on a series of interviews with doctoral researchers and supervisors, which reveal that progress reviews are utilised in diverse ways: from open and constructive conversations, to misrepresentations of progress, to passive compliance. We examine the characteristics and implications of these approaches for supervisors and doctoral researchers, as well as impacts on submission rates. Furthermore, we will discuss the importance of academic ownership of wider doctoral pedagogy, beyond the supervisor-student relationship in order to facilitate open discussion that addresses problems that may or may not surface through reviews.

**T2** Beaumaris 1 | **Friday 10.30-11.00*****Transitions in Academic Writing Development (0642)*****Marion Waite**, *Oxford Brookes University, United Kingdom*

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

This case study reports on a two-phase intervention for academic research writing development of master's clinical health care students. Firstly, to support dissertation text writing and secondly to repurpose texts for scholarly peer-review publication.

There is little research that examines the process of cultural and psychological development or theorise the learning and transitions that take place in such contexts. Thus, the theoretical lenses of sociocultural theory and activity theory were used to design and analyse the interventions.

Narrative analysis of participant stories enabled mapping of individual social situations of development and the dialectical interplay between these activity settings which contain motives for writing development leading to rupture-transitions. Thematic analysis focused on the micro level of writing development. Three overarching themes emerged; firstly, tool use to achieve writing goals, secondly, the meaningfulness of mediation during the interventions and thirdly collaboration to overcome contradictions especially the peer-review process of academic journals.

**GROUP DISCUSSION T3****T3.1** Beaumaris 2 | **Friday 10.30-11.00*****Tango Emotions In HE Teaching And Learning: HE Teaching Staff' Identities In Motion (0367)*****Ana Baptista**, *Queen Mary University of London, United Kingdom*

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

Felten and colleagues (2006) assume that emotions are part of the thinking process. Cotterall (2013) highlights that emotions are fundamentally implicated in all human behaviour (p.175). However, there are very limited spaces and times at HE where the community reflects about the impact of emotional experiences on the transformation of teachers and learners. Instead, emotions are usually kept apart from cognitive processes. This proposal draws on a recent exploratory qualitative study with the main purposes of 1) exploring emotions experienced by HE academics in teaching and learning, 2) reflecting on whether this aligns with their self-perception as HE teachers, and 3) discussing on how this may influence the development of academics' identity(ies). We argue that it is highly important to consider (the role of) emotions when discussing the changing shape of HE.

**T3.2** Beaumaris 2 | **Friday 10.30-11.00*****Academic Development in the Neo-liberal University: Reflexivity as the key to authentic practice and informed agency (0319)***

**Claire Stocks**, University of Central Lancashire, Preston, United Kingdom;  
Chris Trevitt, Joseph Hughes, *Australian National University, Canberra, Australia*

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

Taking a collaborative auto-ethnographic approach, we interrogate our experiences of contemporary academic development work. Drawing on diverse experiences across two countries (Australia and the UK) we argue that it is essential for academic developers to both take – and be seen to take – a reflexive approach to their work. Failure to do so, we suggest, contributes to the lack of clarity about what academic development work is for and risks promulgating the antithesis of its purpose. This then becomes a core challenge of contemporary academic development work in the neo-liberal university. In particular, we explore the values that we bring to our roles, and the key challenges and opportunities that we have identified through the process of collaboration. We conclude that such on-going learning demands deep reflection and enhanced professional self-awareness and is essential to practicing authentically and the exercise of informed critical agency in the current HE climate.

**T4** Caldicot | **Friday 10.30-11.00*****One Step Toward Excellence and Inclusion: Grading Top Sociology Graduate Programs' Training on Race and Gender (0186)***

Vilna Bashi Treitler, **Michelle Grue**, Jamella Gow, *University of California, Santa Barbara, United States of America*

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

For academic excellence and inclusion to coexist, university departments and academic leaders need to determine, first, if they are serious about achieving these goals. If they are, then self-assessment is the next step. For graduate schools, one way to do so is to examine the degree requirements and course offerings in their programs to ensure if they are producing students who are trained to rigorously research and teach on subjects related to race and gender. This research project assessed the top-50 Ph.D. granting sociology departments and found that few programs provide a structured and deep track for such training, yet also discovered clear pathways for improvement.

**T5** Caerphilly | **Friday 10.30-11.00*****Policy Rationales for Student Mobility in the Nordic Countries: Balancing Egalitarianism and the Global Knowledge Economy? (0479)***

**Mari Elken**, Elisabeth Hovdhaugen, *NIFU – Nordic Institute for Studies in Innovation, Research and Education, Oslo, Norway*; Jannecke Wiers-Jenssen, *OsloMet – Oslo Metropolitan University, Oslo, Norway*

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

Nordic student mobility has traditionally been characterised by cultural cooperation and egalitarian values in constructing a common Nordic identity. Yet, the region has not been isolated from international trends towards emphasizing excellence, and earlier studies have identified that Nordic student mobility in some cases can become somewhat taken for granted. The aim of this paper is to explore how policies for student mobility have been framed over time and identify specific regional dynamics regarding student mobility, and in this manner, explore regional cooperation in the context of national and global rationales for mobility. Policy framing is used as an analytical lens for analysing national policy documents on student mobility over a twenty-year period.

## T6

Cardiff | Friday 10.30-11.00

***The Earnings Expectations of Business Studies Undergraduates in Two English Universities: a case of credentialism? (0495)***Martina Benesova, **John R. Anchor**, University of Huddersfield, United Kingdom

Research Domain: Higher education policy (HEP)

While the returns to education have been studied extensively since the 1960s, research on students' earnings expectations is relatively scarce. This study examines 1878 English business studies students' earnings expectations and their perceptions of the link between education and labour market outcomes. A wide range of factors was found to influence students' earnings expectations. These include gender, ethnicity, seniority, expected degree classification, supervised work placements, parental income, and graduate employment location. Students expected their earnings to grow with education and experience. The evidence of a so-called sheepskin effect was found in final year students' expectations – they believed they would have been financially punished for leaving university during their final year. Students' perceptions of the link between education and labour market outcomes were evaluated in the light of human capital theory, the screening hypothesis and credentialism. Students favoured the credentialist explanations of the relationship between education and future socio-economic status.

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## GROUP DISCUSSION T7

T7.1

Chepstow | Friday 10.30-11.00

***An Investigation into the impact of Higher Education Policy: the Teaching Excellence Framework. A single case. (0154)***

Halina Harvey, University of Huddersfield, United Kingdom

Research Domain: Higher education policy (HEP)

This research seeks to identify how the Department for Education (DfE) represents teaching excellence in higher education (HE) and how practitioners enact policy in a single case. The units of analysis are the 2017 Teaching Excellence and Student Outcomes Framework Specification (TEF) and semi-structured interviews with leaders of undergraduate courses. Policy is analysed through the lens of O'Connell's (2017) Analytical protocols for textual analysis. The research finds that the TEF undervalues teaching as a craft and does not support professional recognition. That the DfE drives a value – laden system of awards which privileges quantitative metrics to measure teaching excellence. Practitioners agree that a metrics- based system is expedient but not necessarily reflective of teaching excellence. Practitioners are also concerned about their relative subject positions as teachers in the institution and find themselves squeezed between the competing demands of the TEF, research and administration.

**T7.2** Chepstow | **Friday 10.30-11.00****TEF: what does it mean for English FE Colleges? (0606)****Arti Saraswat**, *Association of Colleges, London, United Kingdom*

Research Domain: Higher education policy (HEP)

Teaching Excellence Framework, now called the Teaching Excellence and Student Outcomes Framework (TEF) was introduced in 2016 to promote excellence in teaching amongst providers of HE. In its second year (year 2), almost all English Higher Education Institutions (HEIs) participated in TEF, although just over 50 percent FE colleges that teach HE took part in TEF. The overall participation has since increased, and a recent analysis suggests that total of 133 colleges have obtained ratings from TEF 2 and (or) TEF 3 (WonkHE, 2018). The literature surrounding TEF largely focuses on HEIs, and scholars and commentators have predominantly focussed on TEF participation and outcomes for HEIs. This paper sheds light on significance of TEF and the drivers for English FE colleges to participate in TEF. The paper also sheds light on complexities associated with the TEF exercise and how colleges are likely to use (or not) their TEF ratings when promoting their HE offer.

**T8**Conwy 1 | **Friday 10.30-11.00****Would 'First-class Discipline' Initiative Boost Disciplinary Diversity in Chinese Universities? An Exploratory Study with Four Cases (0278)****Shuangmiao Han**, *Zhejiang University, Hangzhou, China*; **Qiang Zha**, *York University, Toronto, Canada*

Research Domain: International perspectives and context (IPC)

China's announcement of 'Double First-class' initiative in August 2015 signalled the country's ambition to build a group of world-class universities and disciplines. Essentially another scheme of higher education (HE) excellence classification, it selected 42 'first-class university' and 95 'first-class discipline university' covering 459 first-class disciplines. This study argues that the particular emphasis on 'discipline' of the first-class discipline initiative would boost the disciplinary diversity within Chinese universities and potentially enhance the institutional heterogeneity in China's HE system. Heavily relying on government resources, Chinese universities may strategically allocate their resources to build 'flagship' disciplines to compete for more policy favours and government funding. The often-entrenched disciplinary culture prominent in those traditionally strong disciplines may further influence institutional behaviours. Informed by extensive documents and four in-depth case studies, this study explores and evaluates the impact of the first-class discipline initiative on the disciplinary, institutional and systemic diversity of China's higher education.

**T9**Conwy 2 | **Friday 10.30-11.00****Connecting students with research: an analysis of six 'Meet the researcher' activities at a large UK research-intensive university. (0538)****Nick Grindle**, *University College London, United Kingdom*

Research Domain: Student experiences (SE)

**Abstract**

'Meet the researcher' is an activity in which students interview academic staff about their research. This paper compares the rationale, aims, implementation, and outcomes, of six different 'Meet the researcher' activities in different degree programmes at a large research-intensive university in the UK. It uses detailed descriptions of the activity's organisation and rationale, provided by the module and programme convenors, alongside a grounded theory analysis of reports from 469 undergraduate students about their experience of the activity, to identify what students learned by working together to interview a researcher and present their findings in the form of a research output. Findings from the study suggests that the task puts the students in an inquiry-based relationship to subject-specific knowledge, and it counters objections that first-year undergraduate students are not able to engage with research-level publications. This paper is the first comparison of different 'Meet the researcher' activities, and the first analysis of data from multiple cohorts of students.

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## T11

Denbigh 2 | **Friday 10.30-11.00**

### ***University Social Responsibility: The impact of student involvement in training/audit projects on their social, civic/political and professional development (0434)***

**Marcia L. Coelho**, Isabel Menezes, *CIIIE-Centre for Research and Intervention in Education - Faculty of Psychology and Education Sciences – University of Porto, Porto, Portugal*;  
Peter Evans, *University of Edinburgh, United Kingdom*

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

University social responsibility (USR) is currently a central concern of higher education institutions, both in terms of thinking about their internal practices (e.g., promoting the access and progression of mature or immigrant students) and their interaction with the surrounding community (e.g., through the provision of services or engagement in social change projects). This dual nature justifies the recognition of their potential impact in terms of the academic, civic and professional capacities of students engaged in USR projects, especially in the context of an increasingly diverse Europe.

This study explores the participation of students from three European universities (Edinburgh, Porto and Kaunas) in an Erasmus+ project that involves experiential training in a social responsibility audit process. A mixed methodology will be used with a longitudinal design in order to perceive the changes in the students over time and, simultaneously, to map the current practices in different universities. In this paper, we will specifically focus on the experience of students from the University of Porto who participated in audits in the University of Edinburgh and the University of Kaunas.

## T12

Raglan | **Friday 10.30-11.00**

### ***Becoming a Researching Professional: EdD students' perceptions and experiences of using the Researching Professional Development Framework (0285)***

**Alan Floyd**, *University of Reading, United Kingdom*; Hilary Lindsay, *The Open University, Milton Keynes, United Kingdom*

**Research Domain:** Postgraduate Scholarship and Practice (PGSP)

While Doctorate in Education (EdD) courses have been around for some time, supporting frameworks have tended to be based on traditional PhD routes of study, with the unique development needs of part time students often being ignored. The purpose of this paper is to report on a longitudinal study which explored the perceptions and experiences of part-time doctoral students using an online supplementary resource, the Researching Professional Development Framework (RPDF), as they progressed through the first year of their EdD programme at a research-led English University. Following an initial questionnaire, six participants were interviewed at three key points in the programme: beginning, middle and end. The findings suggest that students found the RPDF had been of particular value early on in their studies and had helped students realise that they were developing their identity as researching professionals, ready to make a difference to professional practice through their research.

## PANEL U1

**U1** Beaumaris Lounge | **Friday 11.15-12.30**

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***Are we haunted by the ghosts of PhDs past? (0266)***

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Chair: **Inger Mewburn**, *Australian National University, Australia*

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Panellists: **P. Thomson**, **J Molinari**, *University of Nottingham, United Kingdom*;  
**Pauline J Reynolds**, *University of Redlands, USA*

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

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An imaginary is something that exists 'in the mind': a fiction, myth or urban legend. Imaginaries are powerful because they underpin and steer human actions. In this discussion session we will dwell on the effect of the imaginary on doctoral education, particularly in terms of supervision, employability outcomes and writing. We focus here on exploring three doctoral imaginaries and the ways in which they work. The imaginary is understood sociologically as a deep-seated idea which steers the organisation, administration and practices of institutions, laws and symbols. We are drawn to the notion of haunting and the imaginary as a normative spectre against which the doctoral researcher and supervisor make decisions and judgments.

- 1) How do research training and methods resources construct idealised norms and expectations of how research actually happens?
- 2) how do imaginary portrayals of researchers in popular media and fiction affect graduates looking for a job outside the academy?
- 3) How are the genre choices that academic writers make affected by ghosts of PhDs past?

## PANEL U2

**U2** Beaumaris 1 | **Friday 11.15-12.30**

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***Inclusivity in Academia: Research; Teaching; Work; Accessibility (0386)***

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Chair: **Jennifer Leigh**, *University of Kent, United Kingdom*

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Panellists: **Jennifer Leigh**, *University of Kent*; **Phaedra Petsilas**, *Rambert School of Ballet*,  
**Holly Smith**, **Nicole Brown**, *University College London, United Kingdom*

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Inclusive initiatives and movements for change tend to happen in isolation. Yet, as academics, professional and administrative staff, teaching fellows, graduate teachers and students, we do not fall into neat categories. We teach, research, and work. We may have two different employment contracts, or be employed and a student at the same time. Any discourse around inclusive practice in academia needs to take this into account. We propose a discussion on inclusivity that does not separate staff and students, teaching from research, and instead considers us as all sitting in the same precarious boat of academia, looking at making it more inclusive for everyone.

Questions for discussion include:

- What does inclusivity mean to you?
- What does this look like in practice?
- What needs to happen in order to make inclusive practice the norm?

## GROUP DISCUSSION U3

**U3.1** Beaumaris 2 | **Friday 11.15-12.30**

***Higher education as a breeding ground for future researchers: a grounded theory study focusing on perceptions of and motivation for research among first-year medical students (0181)***

**Belinda W. C. Ommering**, Floris M. van Blankenstein, Marjo Wijnen-Meijer, *University Medical Center Utrecht, Utrecht, The Netherlands*; Diana H. Dolmans, *Maastricht University, Maastricht, The Netherlands*; Friedo W. Dekker, *Leiden University Medical Center, Leiden, The Netherlands*

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

Research is key for development. Certain domains, like medicine, face a shortage of researchers. Higher education could be a breeding ground for researchers by engaging students in research. This study aimed to identify conditions under which students develop positive perceptions of and motivation for research.

We conducted interviews using a grounded theory approach, involving 13 purposively sampled first-year medical students.

First-year students can already identify many aspects of research. Furthermore, our results suggest that perceptions and motivation are related. Some perceptions were identical to motivating or demotivating factors to conduct research, like relevance and performing statistics. Motivating factors were, among others, acknowledgment, autonomy, and inspiring role models. Examples of demotivating factors were inadequate collaboration, and gathering of data.

Our findings offer practical implications to stimulate student engagement in research. Moreover, our results contribute to existing motivational theories like the Theory of Planned Behaviour and Self-Determination Theory within this specific domain.

**U3.2** Beaumaris 2 | **Friday 11.15-12.30**

***Supporting First Year Students: The Role of Adjustment (0407)***

**Catherine Foster**, Helen Higson, Ann Davis, *Aston University, Birmingham, United Kingdom*

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

Following significant changes to HE, it is imperative that institutions understand the student experience in order to ensure appropriate support is offered. This paper presents the findings from research investigating the role of parents in the student experience, using Bourdieu's concepts of capital and habitus (Bourdieu, 1986; Grenfell, 2014), with parental capital (their experience of HE, 'PEHE') and Term Time Accommodation ('TTA') as key variables. Students living in halls were more likely to report higher levels of adjustment and achieve higher marks than students living at home. However, students living at home who reported higher levels of adjustment also achieved higher marks, so whilst term time accommodation is important, how well a student adjusts to university is key to their success. The adjustment process is not just academic, but also social, developing a sense of belonging. When support services are being centralised and streamlined, are we offering the right support to students?

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**U3.3** Beaumaris 2 | **Friday 11.15-12.30*****Fostering the scientific workforce: motivating students for research as a first step towards success? (0182)*****Belinda W. C. Ommering**, Floris M. van Blankenstein, Friedo W. Dekke, *Leiden University Medical Center, Leiden, The Netherlands*

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

Research is key for development. Certain domains, like medicine, face a shortage of researchers. Higher education could develop researchers by stimulating student engagement in research. Consequently, studies examine motivation for research as a key parameter of success. This study aims to examine how motivation for and actual involvement in research are related.

We surveyed first-year medical students at the start of medical training. Students were followed during their bachelor's program to identify research involvement during their second year. Logistic regression analyses were used to examine influences of motivation on involvement in research.

315 out of 316 students participated. Intrinsically motivated students were more often involved in research (OR=3.4, 95%CI=2.07-5.58). This effect remained after adjusting for gender, age, pre-university activities, self-efficacy, perceptions, and curiosity (OR=2.5, 95%CI=1.34-4.76).

Intrinsic motivation increases the odds of research involvement substantially. Therefore, intrinsically motivating students for research could indeed be seen as a first step towards success.

**U4**Caldicot | **Friday 11.15-11.45*****Rethinking inclusive learning outcomes in higher education: capability formation for socially just HE in the context of South Africa (0472)*****Ann-Marie Bathmaker**, *University of Birmingham, United Kingdom*

Research Domain: International perspectives and context (IPC)

This paper addresses learning outcomes in the context of South African higher education (HE). It speaks back to learning outcomes that are narrowly associated with a pre-determined set of measurable academic and employability outcomes, and discusses a capabilities approach based on the work of Sen, which considers the outcomes of learning in a broader, more open frame, rooted in the outcomes that students have reason to value for their lives and futures, and which provides a richer way of understanding inclusion and social justice. The paper draws on data collected from two sweeps of life-history interviews with 65 students from rural and township backgrounds, attending five different universities in South Africa. The paper examines what can be learned from their experience about the challenges and opportunities of not just gaining access to HE, but achieving both intended learning outcomes as well as outcomes that they have reason to value.

**U5**Caerphilly | **Friday 11.15-11.45*****Internationalisation: Towards a Measure for UK Universities (0561)*****Samar Soliman, John R. Anchor**, David Taylor, *University of Huddersfield, Huddersfield, United Kingdom*

Research Domain: International perspectives and context (IPC)

Internationalisation has gained the attention of scholars and policymakers in higher education in the last few decades and has become an integral part of the strategy of many UK universities. Internationalisation has been discussed widely in the HE literature; however, there is no clear agreed indicator to measure the internationalisation of universities. The criteria underpinning the world universities rankings and ratings, such as Times Higher and QS are not sufficient to assess the extent to which universities are internationalised. Soliman, Anchor and Taylor (2018) have identified three stages in the internationalisation trajectory of English universities. The characteristics of these three stages are used in this paper to identify key indicators of internationalisation since there is no evidence that Scottish universities have internationalised differently to their English counterparts. The findings have helped to develop new criteria to measure the internationalisation of UK universities.

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# U6

Cardiff | Friday 11.15-11.45

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### ***Running on Goodwill? Relationship Quality and Service Outcomes in University Professional Services (0177)***

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**Thea Gibbs**, Husni Kharouf, *Coventry University, United Kingdom*

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

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In the interdependent, highly-relational setting of a university, goodwill can be a precious commodity which enables effective day-to-day operations. However, as an intangible asset, the value of high quality working relationships which generate such goodwill can be under-appreciated by decision-makers in favour of more tangible elements of structures, systems and processes. With professional services staff constituting half of the UK university workforce and the management challenge of ensuring support services meet the complex needs of university staff at the front-line, this study explores the link between relationship quality and service outcomes. Drawing on and extending the literature in service research and relationship quality theory, this paper presents findings from an empirical study in three UK universities. The dynamics of internal service provision are analysed alongside the development of effective cooperative relationships, enabling a holistic understanding of the role of professional services staff and their contribution to institutional performance.

## GROUP DISCUSSION U7

**U7.1** Chepstow | **Friday 11.15-12.30**

***Application of Big Data for Higher Education: Data Mining and Learning Analytics (0332)***

**Benson Kin-ho Hung**, *Vocational Training Council, Hong Kong, China*

Research Domain: Higher Education Policy (HEP)

Institutions of higher education are operating in an increasingly competitive and different environment. They are subject to competing demands nationally and globally, increasing pressure to respond to economic, political and social reforms and massive developments in new shape of higher education. In spite of the growing changes happening in higher education, the emergent field of research that uses big data in helping addressing contemporary challenges is often overlooked. As such, the purpose of this paper was to examine the evolving world of big data and learning analytics in the context of higher education. It examined the nature of these concepts, unlocked the value of the increasing data, and discussed the results of a research project (n=235) on big data, gauging with a purposive student survey of n=25. The results found that a similar behavioural pattern and meaningful trend were exhibited. This paper opened up new research areas that can be explored to enrich our understanding of the role of big data in future higher education.

**U7.2** Chepstow | **Friday 9 December 11.15-12.30**

***University 1.0 to 3.0: Towards creative interfaces between the university and the knowledge economy (0466)***

**Carola B. Boehm**, *Staffordshire University, Stoke-on-Trent, United Kingdom*

Research Domain: Higher education policy (HEP)

In these Universities, many of us have become in-betweeners. Interconnectors. Third culture practitioners. We now live, breathe and work between arts and technology, between practice and theory, between research and enterprise. But how we do this has shifted substantially over the last 20 years. In this presentation, I will explore a new conceptualisation of an evolutionary journey from University 1.0 (largely owners of knowledge), to University 2.0 (largely curators of knowledge in an expanding and increasingly fragmented set of multi- and interdisciplinary knowledge fields), to University 3.0 (being curators of learner interfaces to knowledge domains all around us). My focus will be on the creative aspects of this journey, and in this paper I connect the subject of some of my past talks (Culture 3.0, Innovation 2.0) to some newer concepts that make sense of current debates around the industry strategy and governmental agendas for the UK Higher Education sector.

**U7.3** Chepstow | **Friday 11.15-12.30**

***Towards Technological Universities in Ireland: how different? (0573)***

**Tanya Zubrzyck**, *Trinity College Dublin, Dublin, Ireland*

Research Domain: Higher education policy (HEP)

Technological Universities Bill has been on the policy agenda in Ireland for a number of years. In 2018, it was passed into law setting the legislature for the qualified Institutes of Technology in Ireland to merge and become Technological Universities (TUs).

As part of the binary higher education system in Ireland, the fourteen Institutes of Technology originally had a regional and vocational mission, and a close connection with the industry and professions. Institutes of Technology are already involved, to varying degrees, in research and PhD provision, but the Technological Universities will be expected to take research to the new level.

In this paper, I explore the wider implications of TUs, including the quest for excellence, potential contribution to fostering research and development in Ireland, but also potential implications for access, challenges associated with TU's additional functions, and how academic work may be changing in the newly formed institutions.

## U8

Conwy 1 | Friday 11.15-11.45

***Chances and Challenges to personal and professional development in Chinese higher education institutions: Perspectives of Chinese returnee lecturers who have overseas learning experiences (0343)***Yue Ma, *University of Exeter, United Kingdom*

Research Domain: International perspectives and context (IPC)

China is experiencing the third “return tide” of overseas-educated Chinese. Opportunities (government and higher institutions’ support) and pressure (strict requirements) are coming together for the returning students. My research will contribute to filling empirical evidence gap in research about international students experiences with a focus on in-depth exploration of how overseas experiences continue to impact identity, values and behaviours of the returnees who work in Chinese higher education institutions after they finished their studies abroad when constructing or reconstructing their lives and careers ‘at home’. Semi-structured interviews, photo-elicitation interviews and documentary analysis will be conducted for data collection.

## U9

Conwy 2 | Friday 11.15-11.45

***Course switching patterns among Engineering students at a South African university (0641)***Annah Bengesai, *University of KwaZulu-Natal, Durban, South Africa*

Research Domain: Student experiences (SE)

There is consensus that students do not persist in their first declared major in higher education. Lack of career guidance, and the conflict students experience in the socio-cultural conditions of their chosen disciplines have been cited as causal factors. The purpose of this study is to examine the patterns of selecting and switching majors among students in the Engineering programmes at a South African University. The sample consists of 1595 first time entry students who began their academic year in 2009, 2010, 2011 and 2012. An assumption is made that by examining the academic destinations of the switchers, we can better understand their motivations for switching. Preliminary findings from both descriptive and logistic regression reveal that most of the students either obtain a degree or persist in their first declared major. Of those who do not persist, 31% switched to other programmes, 56% dropped out while 13% were excluded from their first declared major. The results also reveal diverse patterns of switching among those who do not persist in their first declared major which are stratified by admission point scores, race, and socio-economic status.

## U10

Denbigh 1 | Friday 11.15-11.45

***The impact of Technology Enhanced Learning on students with Specific Learning Difficulties (0263)***Astrid Coxon, Fabio Arico, Jeremy Schildt, *University of East Anglia, Norwich, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Higher education institutions (HEIs) are experiencing a radical uptake of technology enhanced learning (TEL) practices. There is a lack of robust research exploring how the changing landscape of HEI teaching impacts students, particularly students who have a specific learning difficulty (SpLD). We aimed to explore this through individual, semi-structured interviews conducted with 9 University of East Anglia undergraduate students with SpLDs. Participants accepted TEL as part of HEI teaching, but expressed that it wasn’t always fully integrated or sensitive to students’ learning needs. Although many participants identified TEL practices which they found beneficial, some participants stated they found TEL challenging to use. Others felt that teaching staff used TEL in a way which was not appropriate to SpLD students, and this negatively impacted their learning experience. This research highlights how the integration of TEL and its use by students can be improved to create a more inclusive learning environment.

U11

Denbigh 2 | Friday 11.15-11.45

***Experiencing transition into postgraduate study: can the application of relationship marketing principles help? (0473)*****Wendy Tabrizi**, *Aston University, Birmingham, United Kingdom*

Research Domain: Student experiences (SE)

The concept of transition is rooted in psychology and originally based on work conducted into bereavement, family crisis and depression (Parkes, 1988; Holmes and Rahe, 1967). The transition of undergraduate students into Higher Education environments of academic and student life encompasses various types of change. For many students, starting at university is an intimidating “leap into the unknown” (McInnis et al, 1995). However, Wakeling (2005) found that “a surprising omission is the analysis of progression to postgraduate (PG) study” (p506).

This project aims to contribute to the literature relating to the PG transition experience. It consists of a qualitative study employing a semi structured interview methodology, in the first phase. It explores student expectations and experiences in the early stages of their transition to PG programmes and presents several key emergent themes. Some suggested approaches using relationship marketing principles in the study's second phase, using action research, are presented.

U12

Raglan | Friday 11.15-11.45

***Growing a Doctoral community within a teaching intensive HEI (0136)*****Tony Armstrong**, *Birmingham City University, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

This presentation is concerned with the introduction and early impact of a group supervision model on the development of a Doctoral community within a research intensive HEI. It reports on an approach used on an EdD course which is in its early stages of development. The notion and utility of group supervision will be explored within the context of the evolving and emerging focus and orientation of the EdD itself using feedback from the members of the doctoral community in question. The impact of the group supervision was investigated using elicitations to gather data rather than more conventional interviews.

V4

Caldicot | Friday 12.00-12.30

***Internationalism in an age of insularity: constructions of ‘global citizenship’ in English university strategic policy documents (0525)*****Maryam Al-Mohammad**, Christine Comrie, **Neil Harrison**, *University of the West of England, Bristol, United Kingdom*

Research Domain: International perspectives and context (IPC)

‘Global citizenship’ has become ubiquitous within university strategic plans in recent years, but it remains an ill-defined idea, with multiple and conflicting conceptualisations. These documents represent a discourse between the university, students, government and wider society, being part of the framing of what the former believes, offers and expects in an era when ideas of internationalism are being contested.

This paper will explore the ways in which English universities use the term ‘global citizenship’ in defining their mission through a content analysis of their strategic plans. It engages with calls from the research community for more interrogation of the links between stated mission and pedagogic practice, as well as addressing questions about the normative assumptions made about students’ motivations for entering higher education. More broadly, it explores the societal purposes of contemporary universities in a period of social upheaval.

V5

Caerphilly | Friday 12.00-12.30

**“The learning I prize is immeasurable re-creation” Ivan Illich (1971) Deschooling Society. (0339)****Helen Potkin**, Kingston School of Art, Kingston University, London, United Kingdom

Research Domain: Learning, teaching and assessment (LTA)

This paper presents a case-study of curriculum co-creation in which undergraduate students designed the content, activities and assessment briefs in collaboration with the lecturer. The concept underpinning the initiative was to test out co-creation as a creative process exploring the possibilities of shifting the traditional relationship between teacher and student in a dynamic, participatory environment. What kind of learning could be imagined if we were all in it together? The paper attends to the tensions inherent in claims to challenge hierarchies within a system based on judgement of performance and to the prescriptions of the institution operating to codify and measure rather than allow for a more fluid and responsive ways of working. The paper suggests that forms of creative and experimental practice founded in risk and uncertainty, produce different ways of being, or becoming, as learners, and reconfigure relationships: to learning, to each other, to research, to the institution and to our emotions.

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V6

Cardiff | Friday 12.00-12.30

**Attaining a sustainable future for higher education: Can we do it all? (0237)****Mirela Blekic**, Portland State University, Portland, United States of America

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

This research examined organizational effectiveness and its measurement in higher education environment using a survey of multiple internal and external constituencies. The survey gathered information regarding participants' perceptions about educational outcomes, processes, and environment in higher education organizations. The research tested the applicability of the sustainability framework as a model of effectiveness in higher education. The study suggests modification of the elements of the sustainability and extends the use of the concept of environment as defined in the sustainability framework to the concept of environment as defined in organizational theory. The sustainability framework has not been tested in this way before. The results indicate that there is promise in using the sustainability framework in this modified form and suggest that this concept is worthy of further exploration. The findings also indicate that there are significant differences in perceptions of effectiveness among the groups of constituencies examined in the study.

V8

Conwy 1 | Friday 12.00-12.30

**How do academics perceive the incentives for Humanities and Social Sciences international publications: A case study of a top Chinese university (0365)****Xin Xu**, University of Oxford, United Kingdom; Kai Jiang, Peking University, Beijing, China

Research Domain: International perspectives and context (IPC)

With the increasing concern of internationalising Humanities and Social Sciences (HSS), more and more Chinese universities are publishing incentive schemes for HSS international publications. In general, international publications were given higher prestige in both monetary and career-related incentives than domestic publications.

This research investigated academics' perceptions of the incentives for HSS international publications with a case study on a top Chinese university. It revealed that although academics express favourable or neutral attitudes towards monetary incentives, they held divergent attitudes towards career-related incentives, which were grounded on their conflicting perceptions of language problems, the quality and value of international publications, the diversity in assessing HSS research, and the tension between the internationalisation and localisation of HSS. Based on academics' perceptions, this research generated policy implications for institutions in the use of international publications, the assessment of HSS research, and the approaches to the internationalisation of HSS.

V9

Conwy 2 | Wednesday 12.00-12.30

**Achieving Excellence by Helping More Students to Get On – Trialling New Tools to Demonstrate What Works (0355)****Caroline Wilson**, Christine Broughan, Sandeep Gakhal, Coventry University, United Kingdom

Research Domain: Student experiences (SE)

This paper addresses one of the disbenefits of current HE provision, which is the differential in outcomes for students according to certain demographic characteristics. The same students are also less likely to engage with available advice and guidance. The sector needs to do more to support an increasingly diverse student population. We redefine student engagement interventions as focussed attempts to change behaviour at both the individual and institutional level. We then adopt a change framework used in other sectors to assess a suite of student engagement interventions all designed to support students entering the university with a characteristic that indicates risk of disadvantage. Disciplined codification of interventions allows better specification and also evaluation of what is effective and scalable, leading to improved retention and achievement of all students. The work also contributes to an emerging behaviour change ontology advocated for use in a range of disciplines and countries.

## GROUP DISCUSSION V10

**V10.1** Denbigh 1 | **Friday 12.00-12.30**

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***Shaping the 'knowledge object': the role of dialogue in DProf research (0411)***

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**Christine P. Davies**, University of Wales Trinity Saint David, Carmarthen, United Kingdom

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

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Research in modern doctorates is often based on knowledge which is context-based and experiential ('Mode 2' knowledge), and this may challenge candidates when they try to shape the 'knowledge object' (Knorr-Cetina et al, 2001) at the heart of their research question and proposal.

The best research supervisors need to have good communication skills, and dialogue is an important aspect of this. In the case of generic DProf programmes, this needs to be far removed from the traditional 'master-slave' model because candidates are generally the experts in their chosen topics. In this situation, dialogue may take a form not unlike that of coaching.

This paper examines case studies of the use of dialogue to support candidates on a generic DProf programme.

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**V10.2** Denbigh 1 | **Friday 12.00-12.30**

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***Interpretation and application of assessment criteria in a large soft skills module: The role of relationships in communities of practice (0627)***

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**Antonios Kaniadakis**, Seymour Wright, Ana Cabra, *Queen Mary University of London, United Kingdom*

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

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The consistent interpretation and application of assessment criteria, especially in large modules with multiple markers, is a challenging process. Some argue for a more focused attention on clarity and preciseness but others, social constructivists, see this as a self-defeating exercise. Instead, they point to 'communities of practice' as the place where assessment criteria take shape and meaning. Following a social learning approach, we explore specific social dynamics involved in the interpretation and application of assessment criteria within the community around a large, soft skills module, taught to Electronic Engineering and Computer Science students in a UK University. Our analysis contributes to the social constructivist view by illustrating the importance of the relational dynamics unfolding within the module community, prior and after releasing coursework grades. More specifically, while prior to submission interpretive efforts are led by the teaching team, after grades release the students take over.

## V11 Denbigh 2 | Friday 12.00-12.30

### ***'I've got work experience purely through asking': a Critical Exploration of Extracurricular Activities and Employability (0351)***

**Rita Hordosy**, *University of Sheffield, United Kingdom*; Tom Clark, *University of Manchester, United Kingdom*

Research Domain: Student experiences (SE)

Increasing emphasis is placed on what is termed 'graduate attributes' in a competitive environment focusing increasingly on employability outcomes of a university degree. Extracurricular activities are often a crucial element of the narratives deployed by graduates to gain advantage in the labour market. However, conceptualising extracurricular activities are oriented towards the future means that their role within the contemporary life-worlds is often neglected. This paper draws on a three year longitudinal study that tracked a cohort of 40 undergraduate students throughout their studies and explores their extracurricular activities with regards to the diverse purposes and changing engagement patterns. The results suggest that extracurricular activities appear to be stratified in terms of timeliness of engagement and motivation to participate.

## V12 Raglan | Friday 12.00-12.30

### ***Creating dialogic spaces: developing doctoral students' critical writing skills through peer assessment and review (0163)***

**Joan M. Woodhouse**, *University of Leicester School of Education, United Kingdom*;  
**Phil Wood**, *Bishop Grosseteste University, Lincoln, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

This presentation reports on an action research project in which doctoral researchers were involved in a process of peer assessment and review. Using relational pedagogies to create dialogic spaces, we engaged students in a series of scaffolded activities. The aim of the intervention was to support the development of students' critical writing skills by involving them in giving and receiving formative, peer feedback over a sustained period. The process began with a three-day residential during which participants attended workshops on critical writing, took part in peer assessment activities and set up an editorial board for an online journal. Run entirely by and for doctoral students, the journal continued to flourish for over three years, during which time the participants engaged in writing, editing and peer reviewing. We report on students' perceptions of how their long-term involvement in the project impacted on their ability to write critically.

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### SRHE Annual Conference on Research into Higher Education

**11-13 December 2019**

Celtic Manor, Newport, South Wales, United Kingdom

**9-11 December 2020**

Celtic Manor, Newport, South Wales, United Kingdom

### SRHE Newer Researchers Conference

**10 December 2019**

Coldra Court, Newport, South Wales, United Kingdom

**8 December 2020**

Coldra Court, Newport, South Wales, United Kingdom

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The contribution of all these individuals and many others in the Society is fundamental to the success of this conference.

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