

	A	B	C	D	E	F
08:45-09:00	Opening remarks from SRHE with Dr Clare Loughlin-Chow, Prof Pauline Kneale, Dr Sinéad Murphy					
09:00-10:00	Plenary 1: Access, Participation, and (Im)mobilities in Higher Education Jacqueline Stevenson Plenary speakers: Dr Emily F. Henderson, Dr Charoula Tzanakou, and Dr Nidhi S. Sabharwal. In this session, our speakers will discuss issues around access to and participation in higher education. With a particular emphasis on qualitative research and capturing lived experiences of studying and working in higher education, this panel considers relational approaches to mobility in the sector, and aims to problematise binary thinking around (im)mobilities. Themes explored in this panel include belonging, social justice, (in)flexibility, and stuckness.					
10:00-10:15	SRHE Accolades and 2023 Newer Researcher Awards Come along to this session to find out about exciting opportunities ahead with SRHE! Firstly we are pleased to announce our new initiative, SRHE Accolades. The Accolades are range of awards recognising the contributions of our members to the field of Higher Education, to the academic community, and to SRHE itself. We are also happy to launch a new round of our Newer Researchers Awards (2023), generously sponsored by Taylor and Francis. Come along for more details about how to apply!					
10:15-10:45	(break)					
10:45-12:15	Panel sessions: 1a Richard Race [] Unpacking the divergence of mobility trajectories in doctoral education: the contested role of individual agency and reflexivity Xiujuan SUN <i>The Education University of Hong Kong, N/A, Hong Kong</i> [] Home away from home? A space and place perspective of Western-educated mainland Chinese doctoral students at a Hong Kong university Jian Wu ¹ , Ling Wang ² ¹ University of Cambridge, Cambridge, United Kingdom. ² Hong Kong University, Hong Kong, China		Panel sessions: 1c Mazia Yassim [100] Differences in education and employment inequalities based on the social and cultural environments of universities Anesa Hosein ¹ , Kieran Balloo ^{2,1} , Nicola Byrom ³ , Cecilia Essau ⁴ ¹ University of Surrey, Guildford, United Kingdom. ² University of Southern Queensland, Springfield, Australia. ³ King's College London, London, United Kingdom. ⁴ University of Roehampton, London, United Kingdom [141] Mobilising Success Differently Penny Jane Burke , Anna Bennett, Kristen Allen <i>University of Newcastle, Newcastle, Australia</i> [186] Habitus, helicopters and wholesale escape: critiquing social mobility through elite higher education in another country	Panel sessions: 1d Vanessa Mar-Moliner [101] The Implementation of Project-based-learning in China's Higher Education: A Case Study Jiarui Li <i>Durham University, Durham, United Kingdom</i> [148] Virtual guest speakers to an online CLIL course: A study in mobility and impact Yoke Sim FONG <i>National University of Singapore, Singapore, Singapore</i> [169] Spoiled for choice? Factors influencing student selection of research projects and how they subsequently evaluate their choices Isabelle C. Winder <i>Bangor University, Bangor, United Kingdom</i>	Panel sessions: 1e Ella Taylor-Smith 11:05-11:30 [180] A Bourdieusian study of reflexivity, capital and emotions in the development of career aspirations. Jill Webb <i>York, York, United Kingdom</i>	

Anna Mountford-Zimdars¹, Neil Harrison¹, Julia Gaulter²
¹University of Exeter, Exeter, United Kingdom. ²Independent Researcher, X, USA

12:15-12:45 (break)

12:45-14:15

Panel sessions: 2a

Rosemary Deem

13:05-13:30 [112]

Digital performance management in higher education: transforming the control of academic work?

[Liudvika Leisyte](#)

Center for Higher Education, TU Dortmund University, Dortmund, Germany

Panel sessions: 2b

Yann Lebeau

12:45-13:05 [63]

Responding to racial microaggressions: Chinese students' experience in the UK and universities' global social responsibility

[Jingran Yu](#)¹, [Rohini Rai](#)², [Miguel Antonio Lim](#)³, [Hanwei Li](#)⁴

¹Xiamen University, Xiamen, China. ²Brunel University, London, United Kingdom. ³University of Manchester, Manchester, United Kingdom. ⁴Tampere University, Tampere, Finland

13:05-13:25 [46]

Exploring the participation and lived experience of Black African, Black Caribbean and Other Black (BACOB) doctoral candidates in English universities

[Bamba Khan](#)

Nottingham Trent University, Nottingham, United Kingdom

Panel sessions: 2c

Bowen Zhang

[12]

Publish or pòmiè! Writing for publication in Chinese universities

[Xiajing Chen](#), [Ibrar Bhatt](#)

Queen's University Belfast, Belfast, United Kingdom

[65]

Chinese Higher Education Pedagogies in Social Sciences and Humanities: A Systematic Literature and Policy Review

[Miguel Antonio Lim](#), [Zhuo Sun](#), [Limanzi Xu](#), [Yaqiao Liu](#)
 University of Manchester, Manchester, United Kingdom

Panel sessions: 2d

Ana Baptista

[222]

The 'studiability' of degree programmes

[Gerda J. Visser-Wijnveen](#)

Anton de Kom University of Suriname, Paramaribo, Suriname

[258]

Blurring the boundaries between higher education and professional practice: Constructing new relations across institutional and epistemic spaces

[Hege Hermansen](#), [Sølvi](#)

[Mausethagen](#)
 Centre for the Study of the Professions, OsloMet, Oslo, Norway

[243]

Making public policy mobile: On the interrelationship between public policy degrees and job trajectories

[Alexander Mitterle](#)¹, [Christoph Schubert](#)²

¹University of Hamburg, Hamburg, Germany. ²Martin-Luther-University Halle-Wittenberg, Halle, Germany

Panel sessions: 2e

Richard Budd

[43]

Using Census data to generate a UK-wide measure of disadvantage

[Tej Nathwani](#), [Siobhan Donnelly](#), [Jenny Bermingham](#)

Higher Education Statistics Agency, Cheltenham, United Kingdom

[55]

A mixed-methods exploratory study of the university experiences of working-class international students in UK universities.

[Alina Schartner](#), [Samantha Shields](#)
 Newcastle University, Newcastle, United Kingdom

[99]

'I have been very tired': First-year international students' complex university transitions during the pandemic

[Lizhou Wang](#)

Boston College, CHESTNUT HILL, USA

14:15-15:00

Higher Education Policy Network

with Dr Karen Smith and Prof Colin McCaig.

In this session, we'll give an overview of the HEP network events that we have hosted this year, and how they are shaping plans for our schedule next year. We'll invite attendees to share their own ideas for HEP network sessions, and to how HEP and the SRHE more broadly can support

Spaces and Places for Learning and Teaching Dialogue: the SRHE Learning, Teaching and Assessment Network (LTAN)

facilitated by Dr Namrata Rao and Dr Patrick Baughan. Our LTA network convenors will introduce the network and reflect on its activities to date, including presenting a paper which has been published on the basis of their

researchers with an interest in policy research.

exchanges as LTA network convenors.

15:00-15:15

(break)

15:15-16:45

Panel 3a: symposium

[7]

Research with international students: Reflecting on critical conceptual and methodological considerations

[20]

From the Linguistically Deficient to the Linguistically Oppressed International Student
[Vijay Ramjattan](#)

[56]

Research Methods through Co-Design with International Students
[Samridhi Gupta](#), Thuy-Anh Nguyen, Mollie Dollinger

[85]

Stereotyping International Students: The Role of Conceptual Framing in Research
[Tang Heng](#)

[89]

Conceptualising to transcend: Glocal imaginaries and the international student
[Kalyani Unkule](#)

Panel sessions: 3b

Ella Taylor-Smith

[102]

Hypocrisy or Authentic Agitation? Reflections on Addressing the HE Awarding Gap

[ORLAGH McCabe](#), Eileen Pollard, Stephen Powell
Manchester Metropolitan University, Manchester, United Kingdom

[215]

The Impostor Phenomenon Among Racially Minoritised Students: A Qualitative Study

[Deborah Husbands](#)¹, [Orkun Yetkili](#)¹, [Skaiste Linceviciute](#)²
¹*University of Westminster, London, United Kingdom.*
²*University of Bournemouth, Poole, United Kingdom*

Panel 3c: symposium

[15]

Professional staff becoming steadily more mobile and visible – How their careers, skills and identities have made this group borderless

[136]

Professional staff in education becoming more visible and knowledgeable - Connecting the dots to shed light on their community, identity, and the relations with academics
[Susi Poli](#)

[151]

Research Management and Administration as a Profession: Who are Research Managers and Administrators? Demographics of the profession internationally.
[Simon Kerridge](#)

[156]

Navigating cross-cultural and disciplinary spaces - Borderless or third space professionals by chance or for choice?
[Silke Blohm](#)

[247]

An Emerging Profession for Doctorate Degree Holders as Research Managers and Administrators (DRMAs)
[Mariko Yang-Yoshihara](#)

Panel sessions: 3d

Emily Henderson

[22]

The internationalisation of doctoral education: the puzzling oversight of incoming mobility strategies

[Sónia Cardoso](#), [Cristina Sin CeiED](#) - *Interdisciplinary Research Centre for Education and Development, Universidade Lusófona, Lisboa, Portugal*

[108]

Pandemic Perspectives: Virtual Mobility and Capability in Doctoral Education

[Tanvir Ahmed](#), [Chris Day](#), [Nikki Harkin](#)
Coventry University, Coventry, United Kingdom

[193]

Doctoral supervision across worlds: comparative supervisor lenses exposed through collaborative workshops

[Jennie Golding](#)¹, [Hileni Kapenda](#)², [Kakoma Luneta](#)³, [Patricia Phirinalube](#)⁴
¹*UCL, London, United Kingdom.*
²*University of Namibia, Windhoek, Namibia.* ³*University of Johannesburg, Johannesburg, South Africa.* ⁴*University of Zambia, Lusaka, Zambia*

Panel sessions: 3e

Richard Budd

[36]

Gendered implications of disrupted mobilities for female academics during COVID-19

[Kate Carruthers Thomas](#), [Hannah Malpass](#)
Birmingham City University, Birmingham, United Kingdom

[166]

Traversing the 'feminist killjoy' as an affective social assemblage during the transition from secondary school to Higher Education.

[Abigail Wells](#)
University of Sussex, Brighton, United Kingdom

	A	B	C	D	E	F
10:00-10:30	A launch event for our forthcoming SRHE series on Landscapes of Learning for Unknown Futures: Prospects for Space in Higher Education (2023) with Prof Sam Elkington and Dr Jill Dickinson. Learn more about the series here:click here [https://srhe.ac.uk/landscapes-of-learning-for-unknown-futures-prospects-for-space-in-higher-education/]					
10:30-12:00	Poster session 1 All poster presenters are invited to be available for live discussion via Zoom with conference attendees. We hope you can join us at these times to speak with the poster presenters about their work. Posters can be viewed in the Poster Gallery in Oxford Abstracts throughout the conference week. All Newer Researchers who present a poster are eligible for our SRHE Newer Researcher Poster Prize - good luck to all involved!					
12:00-12:30	*CANCELLED* Taylor & Francis: Publishing in academic education journals: the publishing landscape Unfortunately this session has been cancelled due to an unforeseen circumstance. We warmly welcome you to join Katrina Hulme-Cross' session on 9th December at 11:15 (UK time) instead.	Getting Published With Bloomsbury: A Workshop for ECRs This workshop is focussed on giving early career researchers an overview of the publishing process and advice on how to get their first academic book published.				
12:30-12:45	In the first of two informal and interactive sessions on 'Publishing in Academic Education Journals', Routledge (Taylor and Francis) Portfolio Manager, Katrina Hulme-Cross will introduce key topics including how to choose the right journal for your research, open access, predatory publishing; and publication ethics.					
12:45-14:15	Panel sessions: 4a Clare Loughlin-Chow [47] Decolonising the literary and literary related doctorate Gina Wisker <i>University of Bath, Bath, United Kingdom. University of Johannesburg, Johannesburg, South Africa</i> [155] Does diversifying curricula reduce White/BAME awarding gaps? Lessons from a process evaluation	Panel sessions: 4b Kate Carruthers Thomas [69] Face-to-face versus online interviews when choice is returned - the virtual mobility of qualitative researchers in changing HE spaces Angela Lawrence <i>Teesside University, Middlesbrough, United Kingdom</i> [144] 'It was a good email': Pre-application communications in doctoral student recruitment and	Panel 4c: symposium [10] Determinants, experiences, and outcomes of international student mobility in the wake of the Covid-19 pandemic [44] What comes next? How Covid-19 may impact the labour market outcomes of internationally mobile students: A scoping review Georgiana Mihut , Icy Fresno Anabo, Georgina Kasza, Adriana Pérez Encinas, John Cullinan, Jannecke Wiers-Jenssen, Umar	Panel sessions: 4d Harriet Dismore [150] The Institutional Strategy and Undergraduate Teaching of Engineering Studies in World-class Universities – Case Study in China, United Kingdom and Canada KAIYUN FENG <i>University College London, London, United Kingdom</i> [190] Culture and Curriculum Change: A Prestige Economy Analysis	Panel sessions: 4e Jane Creaton [52] Navigating the 'unprecedented'? Understanding disabled people's experiences of higher education during the Coronavirus pandemic Stuart Read <i>Bath Spa University, Bath, United Kingdom</i> [219] Retention of disabled students in Scottish higher education Patricia E. Castellano	

<p>Kathleen M. Quinlan, Mi Young Ahn, Barbara Adewumi <i>University of Kent, Canterbury, United Kingdom</i></p> <p>[168] Developing Institutional Partnership Approaches to Diversifying and Decolonising the Curriculum Jo Hall, Jennie Jones, Joanna MacDonnell <i>University of Brighton, Brighton, United Kingdom</i></p>	<p>the role of the potential supervisor Emily Henderson¹, James Burford¹, Ahmad Akkad¹, Sophia Kier-Byfield¹, Dangeni Dangeni^{1,2} ¹<i>University of Warwick, Coventry, United Kingdom.</i> ²<i>University of Glasgow, Glasgow, United Kingdom</i></p> <p>[224] Improving the research culture: the case of PhD Suites Imran Akhtar <i>University of Bolton, Bolton, United Kingdom</i></p>	<p>Bin Qussem, Manuel Souto-Otero, Darragh Flannery, Donal Palcic</p> <p>[206] The impact of Covid-19 on social inequalities in ISM Joana Almeida, Ewa Krzaklewska, Nicolai Netz</p> <p>[153] The impact of Covid-19 on the social and cultural integration of international students Cristina Sin, Orlanda Tavares</p>	<p>Camille Kandiko Howson, Michael Fox, Martyn Kingsbury <i>Imperial College London, London, United Kingdom</i></p>	<p><i>University of the West of Scotland, Paisley, United Kingdom</i></p> <p>[] Not Visible but Exposed: The Lived Experience of Disabled Academics Gayle Brewer <i>University of Liverpool, Liverpool, United Kingdom</i></p>
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14:15-15:00 (break)

<p>15:00-16:30</p> <p>Panel sessions: 5a Pauline Kneale</p> <p>[77] Evaluation of Students' Performance in different learning environments: Face-to-face (prior-pandemic), Completely Online (peri-pandemic), Blended (post-pandemic)(Covid-19 pandemic time-based analysis) Sridharan Govindarajan, Helen E Higson <i>Aston University, Birmingham, United Kingdom</i></p> <p>[90] Examining the engagement of undergraduates in their first semester of university-level study in the post-pandemic era Rebecca Turner, Oliver Webb, Christie Pritchard <i>University of Plymouth, Plymouth, United Kingdom</i></p> <p>[262] Pandemic and its impact on teaching and learning: What are the UK universities holding on to? Tanya Hathaway¹, Namrata Rao² ¹<i>Bangor University, Bangor, United Kingdom.</i> ²<i>Liverpool Hope University, Liverpool, United Kingdom</i></p>	<p>Panel 5b:symposium [9] The Business of Widening Participation</p> <p>[158] The 'business of WP' of WP: Reconciling values in practice Ruth Squire, Jon Rainford</p> <p>[142] The Impact of Widening Participation on Further Education Settings in England Peter Wolstencroft</p> <p>[79] Widening Participation in an evolving differentiated market: a policy analysis Colin McCaig</p> <p>[106] Widening Participation For Profit – Private Providers and WP Policy in England Graeme Slater</p>	<p>Panel sessions: 5c Aisling Keane</p> <p>[32] NAVIGATING TRANSFORMATION OF INDIAN HIGHER EDUCATION INSTITUTIONS USING UNLEARNING MECHANISM Shubham Sharma, Usha Lenka <i>Indian Institute of Technology Roorkee, Roorkee, India</i></p> <p>[91] Nation-bounded internationalization of higher education: A comparative analysis of two periphery countries Betül Bulut Sahin <i>Middle East Technical University, Ankara, Turkey</i></p> <p>[196] Is Soviet-style Research Organization Model at Uzbek Universities Still Effective? What are the Key Issues and How to Solve Them? Mokhidil Mamasolieva <i>University of Surrey, Guildford, United Kingdom</i></p>	<p>Panel sessions: 5d Richard Race</p> <p>[96] Continuing Professional Education: A Framework of Participation Lesley McLean <i>Edinburgh Napier University, Edinburgh, United Kingdom</i></p> <p>[160] The Mobilities of Micro-credentials Peter Evans <i>University of Edinburgh, Edinburgh, United Kingdom</i></p> <p>[188] Why does a doctorate in business administration (DBA) provide such unique impact on all its stakeholders? Joy Garfield, Chris Owen, Helen Higson <i>Aston Business School, Birmingham, United Kingdom</i></p>	<p>Panel sessions: 5e Jane Creaton</p> <p>[157] 'Sort by relevance': Exploring user assumptions about ranking in online academic literature searches Katy Jordan, Sally Po Tsai <i>University of Cambridge, Cambridge, United Kingdom</i></p> <p>[172] Digital Transformation in Higher Education Institutions: a Systematic Literature Review Mario Gay¹, Ilaria falvo², Benedetto Lepori² ¹<i>Head of IT Services, Università della Svizzera italiana, Lugano, Switzerland.</i> ²<i>Faculty of Communication and Cultural Society, Institution of Communication and Public Policy, Università della Svizzera italiana, lugano, Switzerland</i></p> <p>[207] Pedagogical and theoretical mobilities in recent scholarship in digital education: a state of the art review in the age of Covid Louise Drumm <i>Edinburgh Napier University, Edinburgh, United Kingdom</i></p>
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16:30-17:00

Newer Researchers Network meet-up

with Dr Omolabake Fakunle and Dr Mark Kerrigan. If you missed our meet-up last week, you're very welcome to connect with us on the chat, and via the NR Padlet: <https://padlet.com/sineadmurphy5/ugnet77jkb5sidx>

You can find out more about our NR network here: <https://srhe.ac.uk/networks/> [<https://srhe.ac.uk/networks/>]

You might also be interested in joining the SRHE Newer Researchers LinkedIn group: <https://www.linkedin.com/groups/8466958/>

	A	B	C	D	E	F
09:00-10:30	<p>Panel sessions: 6a Gerda Visser-Wijnveen</p> <p>[26] Making comparisons in an open feedback environment: Providing exemplars, modelling uptake strategies, and supporting feedback implementation James Wood <i>Bangor University, Bangor, United Kingdom</i></p> <p>[86] What characterises productive feedback encounters? Lasse Jensen^{1,2}, Margaret Bearman², David Boud^{2,3,4} ¹<i>University of Copenhagen, Copenhagen, Denmark.</i> ²<i>Deakin University, Melbourne, Australia.</i> ³<i>University of Technology Sydney, Sydney, Australia.</i> ⁴<i>Middlesex University, London, United Kingdom</i></p>	<p>Panel sessions: 6b Caroline Casey</p> <p>[94] Exploring opportunities for mobile learning in a post-COVID world Neil Cowie¹, Elisa Bone² ¹<i>Okayama University, Okayama, Japan.</i> ²<i>University of Melbourne, Melbourne, Australia</i></p> <p>[252] Will Open Educational Resources underpin students' engagement in EFL class?: Investigating the feasibility of adopting OER in Japanese universities Yaoko Matsuoka^{1,2}, Hiroyuki Ida³ ¹<i>University of the People, Pasadena, USA.</i> ²<i>International Christian University, Tokyo, Japan.</i> ³<i>Josai University, Saitama, Japan</i></p> <p>[48] Resisting Digital Change: Is it a Bad Thing?: An exploration into why university staff resist digital teaching Melissa Laufer¹, Len Ole Schäfer², Bronwen Deacon¹ ¹<i>Alexander von Humboldt Institute for Internet and Society, Berlin, Germany.</i> ²<i>FernUniversität in Hagen, Hagen, Germany</i></p>	<p>Panel sessions: 6c Jane Creaton</p> <p>[208] Boundaries and tensions: A multi-stakeholder exploration of the individual and institutional implications of global academic mobility Tracy Scurry, Susan Kirk, Smruthi Venkat <i>Newcastle University, Newcastle-Upon-Tyne, United Kingdom</i></p> <p>[223] RESEARCHERS' (IN)MOBILITIES, COLLABORATIVE PRACTICES, AND THE CHANGING KNOWLEDGE GEOGRAPHIES IN THE SOCIAL SCIENCES AND HUMANITIES Lautaro Vilches <i>Humboldt Universität, Berlin, Germany.</i> <i>DZHW, Berlin, Germany</i></p> <p>[145] Quantifying Academic Careers: Large-Scale Data and Changing Individual Research Productivity from a Life Cycle Perspective Marek Kwiek <i>University of Poznan, Poznan, Poland</i></p>	<p>Panel sessions: 6d Liudvika Leisyte</p> <p>[133] Mapping the values and identities of academics who teach into widening participation university preparation programs Kieran Balloo¹, Daniel Crane¹, Russell Crank², Susan Hopkins¹, Mary McGovern², Geoffrey Parkes¹, Julie Penno¹, Fabiane Ramos¹, Niharika Singh¹, Nicholas Todd¹, Victoria Wilson¹, Angela Windsor¹, Sue Worsley¹ ¹<i>University of Southern Queensland, Springfield, Australia.</i> ²<i>University of Southern Queensland, Toowoomba, Australia</i></p>	<p>Panel sessions: 6e Martin Gough</p> <p>[49] Giving Consideration to Psychological Safety in the Doctoral Program Jayne Carruthers <i>The University of Newcastle, Newcastle, Australia</i></p> <p>[116] Beyond Safety in Teaching and Learning: Supporting the Delivery of Challenging and Contested Topics Lauren McAllister^{1,2,3}, Luke Ward⁴, Lauren Young⁴ ¹<i>NORTHAMPTON, NORTHAMPTON, United Kingdom.</i> ²<i>Open University, Milton Keynes, United Kingdom.</i> ³<i>En-Fold- Autism Charity, Northampton, United Kingdom.</i> ⁴<i>university of northampton, northampton, United Kingdom</i></p>	<p>Panel 6f: symposium [8] Intersecting inequalities in mobility of higher education students and graduates from Asia and Africa</p> <p>[30] The interplay of social class and gender on Chinese international postgraduates' mobility and cultural consumptions in the UK Mei Hu</p> <p>[34] Intersecting inequalities in young Chinese women's transnational education mobility: Class, race, gender and age Fran Martin</p> <p>[249] Strategies of International Students, Intersecting Inequalities Carola Bauschke-Urban</p> <p>[107] Intersecting inequalities and transnational biographies of international students from China, Indonesia, Thailand, and Tanzania Marta Moskal</p>
10:30-11:00	(break)					
11:00-12:30	<p>Plenary 2: Reframing Education in Emergency with Cara (Council for At-Risk Academics) and Tejendra Pherali (Professor of Education, Conflict and Peace at UCL Institute of Education)</p> <p>This plenary session provides a space to discuss and better understand the challenges facing higher education in situations of conflict. We will hear from Cara (the Council for At-Risk Academics) UK partners and Sham University collaborators, who will present on the work they have been doing as part of the Cara Syria Programme. Topics will include key considerations in creating and supporting this kind of partnership; the challenges and barriers faced by researchers on both sides in situations of instability and persecution; and the research frameworks and methodologies employed and adapted to facilitate this work. It will focus, in particular, on displaced academic communities in Northwest Syria, and ways in which the global HE sector can support and advocate for those seeking to sustain access to HE in conflict-affected contexts.</p> <p>Panellists:</p> <ul style="list-style-type: none"> •Dr Tom Parkinson, Senior Lecturer, Centre for the Study of Higher Education, Reader and Programme Director of the MA and PGDip in HE, University of Kent 					

- Professor Miassar Al-Hasan, Head of Sham University Studies and Research Centre
- Dr Abdulkader Rashwani, Sham University Deputy Rector and Dean of the Faculty of Engineering
- Professor Aysha Divan, Faculty of Biological Sciences Director of Student Education, University of Leeds.

12:30-13:15

Policy Reviews in Higher Education: journal publishing for policy impact
with Professor Ellen Hazelkorn, joint Editor of Policy Reviews in Higher Education

Bloomsbury Book Proposal Drop-in Sessions
Book a 1-2-1 meeting to discuss a new book proposal with Bloomsbury's editor for higher education, Senior Publisher Alison Baker.

Click here to book.
[<https://calendly.com/srhe/bloomsbury-1-2-1-sessions-clone>]

Publishing in the SRHE/Routledge Series 1-2-1 Sessions
Sarah Hyde, Higher Education Commissioning Editor, Routledge will be available to answer queries and give advice on publishing a book within the SRHE series. Please do contact her directly at sarah.hyde@tandf.co.uk [sarah.hyde@tandf.co.uk] to book a 10-minute chat. Please note that if this particular time doesn't suit your schedule, Sarah would still be happy to hear from you, so please do get in touch.

13:15-13:30

(break)

13:30-15:00

Panel sessions: 7a
Marta Moskal

[68]
Unpacking the 'international' in international academic mobility
[Vera Spangler](#)¹, Lene Møller Madsen¹, Hanne Kirstine Adriansen²
¹University of Copenhagen, Copenhagen, Denmark. ²Aarhus University, Copenhagen, Denmark

[98]
Does International Higher Education Transform Political Thoughts of Sojourns? A comparative study of Uzbek outbound students and returnees
[Mokhidil Mamasolieva](#)
University of Surrey, Guildford, United Kingdom

Panel sessions: 7b
Patrick Baughan

[110]
A Case Study of how research co-creation between schools and a university research centre is supporting the development of 'Epistemically Insightful' curriculum transformation in English Secondary Schools.
[Finley Lawson](#)¹, Michelle Lawson²
¹Canterbury Christ Church University, Canterbury, United Kingdom.
²Wilmington Grammar school for Girls, Dartford, United Kingdom

[205]
"Think through the consequences": Higher Education staff reflections on student-led international university-community partnerships
[Lorraine Tansey](#)
NUI Galway, Galway, Ireland

[260]
Community Engaged Learning and the COVID-19 Pandemic: Illuminating the "Crisis of Meaning" in University Communities

Panel sessions: 7c
Namrata Rao

[184]
Mobility after the PhD: exploring the characteristics and outcomes of UK doctoral graduates
[Alice Dias Lopes](#), [Sally Hancock](#)
University of York, York, United Kingdom

[204]
David against Goliath? A Critical Discourse Analysis of newspaper articles on a policy that removed tuition fees in the highly marketised Chilean society
[Patricio Sanchez-Campos](#)¹, Elizabeth Nixon¹, Ekaterina Nemkova², Heidi Winklhofer¹
¹Nottingham University Business School, Nottingham, United Kingdom. ²Isege School of Management, Paris, France

[241]
(Dis)Engagement of Eritrean Diaspora Academics with their Country of Origin

Panel sessions: 7d
Clare Loughlin-Chow

[21]
Gaps and slopes: the problem of 'leveling' non-traditional students in Latin American Higher Education
[Rafael Miranda-Molina](#)
Universidad Alberto Hurtado, Santiago, Chile

[159]
How does study abroad experience influence the gender wage gap?
[Nicolai Netz](#), Cordua Fine, Frauke Peter
German Centre for Higher Education Research and Science Studies, Hannover, Germany

[210]
Students' orientations toward higher education in England: defining value for money
[Kristina Gruzdeva](#)
University of Birmingham, Birmingham, United Kingdom

Panel sessions: 7e
Steve Woodfield

[163]
The effect of virtual international student mobility experiences on physical cross-border academic mobility aspirations of young adults from different socio-economic backgrounds from Russia and Kazakhstan
[Mariia Tishenina](#)
Edge Hill University, Ormskirk, United Kingdom

[191]
Physical versus virtual mobility: the ecological systems of international students studying under different formats
[Daian Huang](#)
The University of Manchester, Manchester, United Kingdom

[238]
Blended learning: next steps, new opportunities.

[Kristina Axenova](#), Sandra Smeltzer,
[Amala Poli](#)
Western University, London, Canada

[Samson Tsegay](#)
Anglia Ruskin University,
Cambridge, United Kingdom

Ian Durrant¹, Lee Hazledene¹,
[Maria Lehane](#)², [Marianna](#)
[Papadopolou](#)¹
¹CCCU, Canterbury, United
Kingdom. ²CCCU, Canterbu, United
Kingdom

15:00-15:15 (break)

15:15-15:55 **Demystifying Peer Review: with Higher Education Quarterly**

with Dr João Miguel dos Santos. In this two-part session, João will discuss on a number of topics relating to peer review including: being or becoming a first-time reviewer; the relationship between peer reviewers and editors; and good peer reviewing practice. Following João's presentation, participants will have the opportunity to interact with examples of peer reviews, and ask questions about the peer review process.

15:55-16:15 (break)

16:15-17:45

Panel sessions: 8a

Rui He

[25]

The interaction between Chinese women's understanding of womanhood and their lived experience in UK Higher Education

[Qiao Dai](#)

University of Glasgow, Glasgow, United Kingdom

[123]

Demystifying International Graduate Experiences and Career Destinations: The Experiences of Chinese Overseas Returnees

[Xin Zhao](#)¹, [Xinyi Huang](#)²

¹The University of Sheffield, Sheffield, United Kingdom.

²Durham University, United Kingdom

[162]

There and back again: Transnational mobilities of returnee doctoral supervisors with overseas doctorates

[Bing Lu](#)

University of Warwick, Coventry, United Kingdom

Panel sessions: 8b

Sónia Cardoso

[81]

A Comparative Exploration of Post-Graduation Educational Mobility for College, Institute and University Graduates

[Fiona McQuarrie](#), [Anna Tikina](#)

British Columbia Council on Admissions & Transfer, Vancouver, Canada

[137]

An exploration of the factors affecting the likelihood of young people in England progressing into higher education

[Paul Martin](#)

University of Warwick, Coventry, United Kingdom

[220]

A comparative analysis of post-16 learner outcomes: social mobility and educational transitions

[Pallavi Banerjee](#)¹, [Debra Myhill](#)¹, [Joanne Tyssen](#)²

¹University of Exeter, Exeter, United Kingdom. ²University Centre Leeds, Leeds, United Kingdom

Panel sessions: 8c

Yann Lebeau

[45]

An analysis of the UK's Turing Scheme as a response to socio-economic and geo-political challenges

[Rachel Brooks](#)¹, [Johanna Waters](#)²

¹University of Surrey, Guildford, United Kingdom. ²UCL, London, United Kingdom

[179]

Institutional Diversity and Student Mobility Trends in Europe, a Longitudinal Approach

[Agata A. Lambrechts](#), [Pinar Eldemir](#), [Benedetto Lepori](#)

Institute of Communication and Public Policy, Università della Svizzera italiana, Lugano, Switzerland

[182]

Does knowledge travel across institutional boundaries? Problematising the European Qualification Framework from the perspective of knowledge

[Johanna Annala](#)

Tampere University, Tampere, Finland. Uppsala University, Uppsala, Sweden

Panel sessions: 8d

Pauline Kneale

[54]

Mentorship, sponsorship and the hidden curriculum of research funding

[Michelle McGinn](#)¹, [Sandra Acker](#)²

¹Brock University, St. Catharines, Canada. ²University of Toronto, Toronto, Canada

[171]

Evaluating the use of peer mentoring in developing mathematical skills

[Thomas Harvey-Ball](#)¹, [Helen Higson](#)²

¹Birmingham, Birmingham, United Kingdom. ²Aston University, Birmingham, United Kingdom

[181]

Succeed with Skills: A Diagnostic Programme to Bridge Gaps in Higher Education

[Joe Greenwood](#), [Sumona Mukhuty](#)

Manchester Metropolitan University, Manchester, United Kingdom

Panel sessions: 8e

Jacqueline Stevenson

[131]

Conceptualising higher education (i)mobility in contexts of socio-spatial exclusion in South Africa

[Faith Mkwanzanj](#), [Mikateko Mathebula](#)

University of the Free State, Bloemfontein, South Africa

[192]

"Not everything that counts can be counted": Transforming teaching excellence awards at a post-colonial South African university

[Karin Cattell-Holden](#)

Stellenbosch University, Stellenbosch, South Africa

[248]

Catalysing Africa's sustainable development through university's community-based research: The role of Indigenous knowledge systems

[Marcellus Mbah](#)¹, [Ane Turner Johnson](#)²

¹Institute of Education, University of Manchester, Manchester, United Kingdom. ²Rowan University, Glassboro, New Jersey, USA

Panel sessions: 8f

Kate Carruthers Thomas

16:15-16:35 [212]

Researching the broken pipeline: HE as affectively racialised space

[Rob Smith](#), [Amanda French](#)

Birmingham City University, Birmingham, United Kingdom

16:35-16:55 [176]

An empirical analysis of the determinants of the NSS overall satisfaction scores: Do universities produce scores efficiently?

[Ray Bachan](#)

University of Brighton, Brighton, United Kingdom

16:55-17:15 [115]

Reflections on research and practice in Equality and Diversity

[Hannah Bartlett](#), [Helen Higson](#)

Aston University, Birmingham, United Kingdom

	A	B	C	D	E	F
09:00-10:30	<p>Panes sessions: 9a Marta Moskal</p> <p>[10] Europeanisation agenda and membership in the European Higher Education Area post-2020: stakeholders' perspectives from the UK and Germany Iryna Kushnir <i>Nottingham Trent University, Nottingham, United Kingdom</i></p> <p>[27] Career planning among self-initiated expatriate engineering academics in the UK during Brexit Inês Direito¹, Shannon Chance^{2,1} ¹<i>UCL, London, United Kingdom.</i> ²<i>TU Dublin, Dublin, Ireland</i></p> <p>[138] Higher education timescapes: temporal understandings of students and learning Rachel Brooks <i>University of Surrey, Guildford, United Kingdom</i></p>	<p>Panel sessions: 9b Steve Woodfield</p> <p>[15] Mobility equals internationalisation? Students' perceptions of quality of higher education in Denmark Paola Eiras <i>Aarhus University, Copenhagen, Denmark</i></p> <p>[170] Exploring teaching and learning cultures in transnational pedagogical development cooperation Vesna Holubek <i>Tampere University, Tampere, Finland</i></p> <p>[201] Supporting Transnational Education in the Philippines through the development of a TNE Toolkit Karen Smith¹, Steve Outram², Lotus Postrado³, Kris Anne Cortez³, Danie Son Gonzalvo³, Pierre Pecson³ ¹<i>University of Hertfordshire, and Advance HE Global Associate, Hatfield, United Kingdom.</i> ²<i>independent higher education consultant and researcher; Advance HE Global Associate, Stoke-on-Trent, United Kingdom.</i> ³<i>British Council Philippines, Taguig City, Philippines</i></p>	<p>Panel 9c: symposium [6] Higher Education's Language Problem: Critical perspectives on teaching in the multilingual university</p> <p>[13] Contortion, loss and moments for joy: insights into writing groups for international doctoral students Fawzia Haeri Mazanderani, Emily Danvers, Tamsin Hinton-Smith, Rebecca Webb</p> <p>[42] Theorising epistemic outcomes of English Medium Instruction (EMI) in a South Korean multilingual university context Juup Stelma, Dylan Williams</p> <p>[51] Medium of instruction policy implementations, disruptions and future possibilities in Bangladeshi higher education: A translanguaging perspective Abu Saleh Mohammad Rafi</p> <p>[53] The scramble for EMI: Lessons from postcolonial 'old EMI' universities Fiona Willans</p> <p>[40] Whither epistemic (in)justice? English medium instruction in conflict-affected contexts Kevin Kester, Sin-Yi Chang</p>	<p>Panel sessions: 9d Martin Gough</p> <p>[33] Inclusive university courses for students living with disability: Could universal design for instruction fulfil that promise? Miriam Edwards <i>University of Melbourne, Melbourne, Australia</i></p> <p>[111] Identification of barriers to international student mobility. Henrietta Standley, Liz Irvine, Richard Madgwick <i>Cardiff University, Cardiff, United Kingdom</i></p> <p>[202] Universal Design for Learning and Inclusion in Higher Education - Group Work for Effective Learning with Diverse International Students in the UK Beth Cross¹, Xiao Qu² ¹<i>University of the West of Scotland, Paisley, United Kingdom.</i> ²<i>University of the West of Scotland, London, United Kingdom</i></p>	<p>Panel sessions: 9e Tanvir Ahmed</p> <p>[154] A change of heart? A simple textual object serves as powerful agent in legitimising English higher education policy shifts, 2003-2016. Deanna Meth <i>Queensland University of Technology, Brisbane, Australia</i></p> <p>[161] Exploring New and Traditional Partnerships for Innovation in Higher Education in the Post-Pandemic World- An Extension of the Triple Helix Model Himani Sharma, Santosh K. Patra <i>MICA, Ahmedabad, India</i></p>	<p>Panel 9f: symposium [13] Graduate transitions: new insights about employability and success</p> <p>[71] Capitals and Compromises: How students use unpaid work to facilitate career mobilities Eileen Cunningham</p> <p>[93] Moving beyond objective evaluations of successful graduate outcomes: Insights from 'new' Graduate Voice data. Sean Brophy, Fiona Christie, Tracy Scurry</p> <p>[75] The best of both worlds? The working lives of Degree Apprentices in England Fiona Creaby, Fiona Christie, James Rattenbury, Katy Jones</p>
10:30-11:00	(break)					
11:00-11:50		<p>Vitae This session will provide an overview of current Vitae activities and give context in the researcher development policy landscape in</p>		<p>Postgraduate Issues Network session</p>	<p>Employability, Enterprise And Work-Based Learning network: The challenge of critical employability</p>	

the UK, including discussions around research culture and the ways we support institutions in engaging researchers and managing cultural change through the HR Excellence in Research Award and Researcher Development Concordat.

Postgraduate Issues Network: a chance to meet the Convenors and raise issues of interest.

The Postgraduate Issues Network was established in 1995 to help its members find out about new developments in the field of postgraduate education and to interpret these for their own use and benefit. More specifically the network is concerned with quality issues, issues of good practice, care and wellbeing concerns for researchers and their supporters, financial issues, policy and practice issues specific to and independent of discipline and matters relating to employment. This growing network has many members (researchers, supervisors and research supporters of many kinds) including a number in mainland Europe, the USA, , Canada, Australia and Hong Kong.

The network offers its members much more than a series of meetings: it aims to be a true network of mutual support in which ideas, concerns, materials and help are shared in a collaborative, collegial way.

research in practice – thinking about routes to impact

with network convenors Dr Ciaran Burke, Dr Tracy Scurry, and Dr Fiona Christie.

In this roundtable discussion session we will consider the challenges of using critical employability related research in practice. We will consider how critical employability research has been used by participants to shape both their own practice and that of others within their own institution and beyond. We will consider the different stakeholders that may benefit from engaging with this body of research and identify different strategies for reaching these audiences.

11:50-12:30

(break)

12:30-14:00

Plenary 3: Imagined Futures for Higher Education

Plenary speakers: Professor Rachel Brooks, Professor Johanna Waters, Professor Louise Morley, and Dr Jan McArthur.

During this session, our speakers will discuss some of the key issues which inform our understanding of the current state of higher education within and beyond the UK, from the perspective of their current research. Our speakers will offer some critical reflections on how these issues may shape the future of higher education, and invite audience members to discuss such questions as: what does a desirable future for higher education look like, who has access to this future, and what challenges might impede its attainment?

14:00-14:30

(break)

14:30-16:00

Panel sessions: 10a

Richard Davies

[109]

Inspiring Minds Research-Engaged STEAM Outreach: How we can and should change our practice.
[Finley Lawson](#), Stefan Colley

Panel sessions: 10b

Rosemary Deem

[213]

Early career mobility of female doctorate holders
[Inma Alvarez](#), [Clare Horackova](#), [Jitka Vseteckova](#)
The Open University, Milton Keynes, United Kingdom

Panel sessions: 10c

John Parkin

[38]

Undergraduate students in peer review: exploring assessment and feedback processes while judging academic work.
[Conor McKeivitt](#)

Panel sessions: 10d

Jacqueline Stevenson

[104]

Graduates' responses to student loans in England
[Claire Callender](#)^{1,2}, [Susila Davis](#)¹
¹*UCL Institute of Education, London, United Kingdom.*

Panel 10e: symposium

[11]

Addressing 'stuckness': immobilities and intractable inequalities facing HE students across Global South and Global North contexts

[73]

Canterbury Christ Church
University, Canterbury, United
Kingdom

[218]
**PERSISTENCE OF THE
PROFESSORIAL GENDER PAY GAP:
WHY DO WOMEN PROFESSORS
FAIL TO THRIVE?**

[Mahesha Samaratunga](#)¹, Patricia
Fosh²

¹Queen Mary University of London,
London, United Kingdom.

²Southwestern University of
Finance and Economics, Chengdu,
PRC, Chengdu PRC, China

Queen's University of Belfast,
Belfast, United Kingdom. Dundalk
Institute of Technology, Dundalk,
Ireland

[263]
**Blurring the (academic)
boundaries: bringing staff and
research students together in an
online writing community**
[Claire Mackie](#), [Stephanie Zihms](#)
University of the West of Scotland,
Paisley, United Kingdom

²Birkbeck, University of London,
London, United Kingdom

[62]
**A statistical measure of the design
and nature of work undertaken by
graduates**

[Tej Nathwani](#), Jenny Bermingham,
Luke Perrott, Lucy Van Essen-
Fishman
Higher Education Statistics Agency,
Cheltenham, United Kingdom

'Stuck at home': digital and
spatial inequalities and
exclusions amongst marginalised
students in Global South and
North higher education contexts
[Sue Timmis](#), Carolina Valladares
Celis

[83]
How rural students deal with
'stuckness' and enhance their
opportunities in higher
education
[Manhong Lai](#), Lan Shi

[60]
COVID-19 and student success: A
literature analysis of 'stuckness'
and systemic inequalities in
global north and south contexts.
[Marie Clarke](#), [Chrystal A George](#)
[Mwangi](#), [Mags Liddy](#)

16:00-16:30

(break)

16:30-18:00

Poster session 2

All poster presenters are invited to be available for live discussion via Zoom with conference attendees. We hope you can join us at these times to speak with the poster presenters about their work. Posters can be viewed in the Poster Gallery in Oxford Abstracts throughout the conference week.

All Newer Researchers who present a poster are eligible for our SRHE Newer Researcher Poster Prize- good luck to all involved!

	A	B	C	D	E	F	
09:00-10:30	<p>Panel sessions: 11a Charlie Davis</p> <p>[18] Empowered or disempowered by mobility? Experience of international academics in China <u>Shuangmiao Han</u> <i>Zhejiang University, Hangzhou, China</i></p> <p>[221] New (im)mobility tactics of Russian researchers after the 24th of February <u>Lidia Yatluk</u>, Iuliia Khukalenko</p> <p>[232] Disrupting or reinforcing (im)mobility in UK higher education? Exploring the impact of the Ukrainian conflict. <u>Rebecca Murray</u>¹, Linda Morrice² ¹<i>University of Sheffield, Sheffield, United Kingdom.</i> ²<i>University of Sussex, Brighton, United Kingdom</i></p>	<p>Panel 11b:symposium [14] Mobilising Higher Education for Social Justice</p> <p>[139] Care leavers and representational efficacy: a praxis-based approach to moving theory and practice forward <u>Matthew Bunn</u>, Emily Fuller</p> <p>[140] Mobilising higher education for gender justice praxis <u>Penny Jane Burke</u>, Felicity Cocuzzoli</p> <p>[147] Contemporary EDI (equality, diversity, inclusion) as symptom and tool of 'neoliberalisation' in higher education <u>Matt Lumb</u>, Penny Jane Burke</p>	<p>Panel sessions: 11c Clare Loughlin-Chow</p> <p>[61] Providing graduate-level excellence in vocational pathways – transcending the academic/vocational boundary in Europe <u>Katherine Emms</u>, Andrea Laczik <i>Edge Foundation, London, United Kingdom</i></p> <p>[146] Direct entrants as route guides to the higher education landscape <u>Ella Taylor-Smith</u>, Debbie Meharg, Khristin Fabian <i>Edinburgh Napier University, Edinburgh, United Kingdom</i></p> <p>[175] Heteroglossic narratives of choice for vocational degrees in an expanding higher education field Stephen Parker¹, <u>Elizabeth Knight</u>², <u>Sue Webb</u>^{3,4}, Trevor Gale⁵ ¹<i>University of Glasgow, Glasgow, United Kingdom.</i> ²<i>Victoria university, Melbourne, Australia.</i> ³<i>Monash University, Melbourne, Australia.</i> ⁴<i>The University of Sheffield, Sheffield, United Kingdom.</i> ⁵<i>Glasgow University, Glasgow, United Kingdom</i></p>			<p>Panel sessions: 11e Fiona Christie</p> <p>[76] Cross-sectoral and cross-subject mobility of graduate skills: transfer or translation? <u>Lena Nuechter</u> <i>International Graduate Centre for the Study of Culture, Justus-Liebig-Universität, Giessen, Germany</i></p> <p>[118] Too Prepped to Pivot? A critical exploration of pre-professional identity development in graduates. <u>Ciaran Burke</u>¹, Tracy Scurry² ¹<i>University of the West of England (UWE), Bristol, United Kingdom.</i> ²<i>Newcastle University, Newcastle, United Kingdom</i></p> <p>[244] My master field was not in line with reality: Insights from Customer Support Employees about Graduate Employability <u>Isirabahenda Gonzague</u> <i>Babeş-Bolyai University, Cluj-Napoca, Romania</i></p>	<p>Panel sessions: 11f Freya Ernsting</p> <p>[214] The Impostor Phenomenon Among Racially Minoritised University Students: A Quantitative Study Orkun Yetkilil¹, Deborah Husbands¹, Skaiste Linceviciute² ¹<i>University of Westminster, London, United Kingdom.</i> ²<i>Bournemouth University, Poole, United Kingdom</i></p> <p>[231] Graduate Employability: Impact of Race & Gender in Nursing using 'QuantCrit' mixed methods <u>Pamela Morrison</u>, Andrew Morrison <i>Sheffield Hallam University, Sheffield, United Kingdom</i></p> <p>[261] Identifying support needs and developing support for a diverse student group in their transition to higher education <u>Laura Lindsey</u>, Monera Akther, Mark Ashton <i>Newcastle University, Newcastle upon Tyne, United Kingdom</i></p>
10:30-11:15	(break)						
11:15-12:00	<p>Taylor & Francis: Publishing in academic education journals: publishing your research In the second of two informal and interactive sessions on 'Publishing in Academic Education Journals', Routledge (Taylor and Francis) Portfolio Manager, Katrina Hulme-Cross will introduce key topics including preparing and submitting a manuscript to a journal, peer review; and using social media to highlight your research.</p>						
12:00-12:45	(break)						
12:45-14:15	<p>Panel sessions: 12a Pauline Kneale</p> <p>[16] Ties that bind: Reimagining participation for student carers</p>	<p>Panel sessions: 12b Richard Davies</p> <p>13:05-13:30 [187] Dancing with the Digital: An epistemic insight-based workshop</p>	<p>Panel sessions: 12c Andrea Cameron</p> <p>[39] "But you're not an academic, are you?" A study exploring the</p>	<p>Panel sessions: 12d Pam Denicolo</p> <p>[200]</p>	<p>Panel sessions: 12e Gerda Visser-Wijnveen</p> <p>[117] Mobility as rediscovery: The Journey of Deans and Directors of</p>		

and parents in the hybrid university
[Rebecca Sanderson](#)¹, Rachel Spacey¹, Amy Zile²
¹University of Lincoln, Lincoln, United Kingdom. ²University of East Anglia, Norwich, United Kingdom

[113]
‘Everything feels a lot riskier’: The impact of care-experience on graduate decision-making and transitions.
[Zoe Baker](#)
 University of York, York, United Kingdom

designed to bridge disciplines and spark students’ epistemic creativity
[Lee Hazeldine](#), Joshua Heyes
 Canterbury Christ Church University, Canterbury, United Kingdom

[240]
An Activity Theory analysis of professional support and technical staff experiences of induction into teaching.
[Helen Hooper](#), David Hooper
 Northumbria University, Newcastle upon Tyne, United Kingdom

development of academic identity in dance lecturers.
[Lauren Vincent](#)
 Buckinghamshire New University, High Wycombe, United Kingdom.

[240]
An Activity Theory analysis of professional support and technical staff experiences of induction into teaching.
[Helen Hooper](#), David Hooper
 Northumbria University, Newcastle upon Tyne, United Kingdom

The present and future of doctoral training in music composition in the UK
[Martin Scheuregger](#)¹, Christopher Leedham²
¹University of Lincoln, Lincoln, United Kingdom. ²Independent scholar, Ely, United Kingdom

[228]
Mobilising learning from the ‘hybrid’ and ‘hidden’ curriculum learning spaces of the Professional Doctorate in Education towards ‘becoming’ a researcher.
[Julia Everitt](#)
 Birmingham City University, Birmingham, United Kingdom

UK Graduate Schools to Rediscover the Purpose and Ideals of Doctoral Education
[Rebekah Smith McGloin](#)¹, Carolyn Wynne²
¹Nottingham Trent University, Nottingham, United Kingdom. ²Coventry University, Coventry, United Kingdom

[189]
What is Impact? Humanities PhD Supervisors Negotiating the Imperative of Impact in Danish Doctoral Education.
[Signe Skov](#)
 Aarhus University, Aarhus, Denmark

[209]
Conceptualisations of research in research assessment and research careers
[Xin Xu](#)¹, [Alis Oancea](#)¹, Gemma Derrick², James Robson¹, Maria Rucsandra Stan³, Antonin Charret¹, Soyoung Lee¹, McQueen Sum¹, Szilvi Watson¹
¹University of Oxford, Oxford, United Kingdom. ²University of Bristol, Bristol, United Kingdom. ³Università Carlo Cattaneo - LIUC, Castellanza, Italy

14:15-14:30 (break)

14:30-16:00

Panel sessions: 13a
 Clare Loughlin-Chow

[149]
Mobilising more women into computing
[Ella Taylor-Smith](#)¹, Carron Shankland², Sally Smith¹, Matthew Barr³
¹Edinburgh Napier University, Edinburgh, United Kingdom. ²University of Stirling, Stirling, United Kingdom. ³University of Glasgow, Glasgow, United Kingdom

[177]
Is Belonging Always Positive? Cultivating Alternative and

Panel sessions: 13b
 Sean Brophy

[230]
The Rationales Behind Emigration of the Turkish Academic Workforce
[Tugay Durak](#)
 UCL, London, United Kingdom

[245]
When Forced Mobility Challenges Neoliberal Globalisation: Translating UNESCO’s Agenda for Fair Access to HE into National and Institutional Internationalisation Strategies
[Abass Isiaka](#), [Theresa Frey](#), [Yann Lebeau](#)

Panel sessions: 13c
 Pauline Kneale

[88]
Considering the Impact of Further and Higher Education Tutor Imaginings of BTEC Learners upon Student Learner Identities
[Freya Ernsting](#)
 Manchester Metropolitan University, Manchester, United Kingdom

[114]
Exploring the Adult Learners’ Transition from the Workplace to Higher Education
[Kristyna Campbell](#)
 IOE, UCL’s Faculty of Education and Society, London, United Kingdom

Panel sessions: 13d
 Julie Reeves

[50]
“Despite the struggles, now I can see...”: Critical incidents during Chinese international student’s learning and development in UK master’s programmes
 - [Dangeni](#)
 University of Glasgow, Glasgow, United Kingdom

[167]
“No more snapshots?”: Using longitudinal studies to explore postgraduate international students’ multifaceted experiences

Panel sessions: 13e
 Namrata Rao

[185]
Enhancing by Stealth: Student ‘Becoming’, Mobility and Engagement
[Katia Jonsas](#)¹, [Boryana Peevska-Cutting](#)²
¹Pearson College London, London, United Kingdom. ²Pearson College London, London, United Kingdom

[195]
A gamification approach to enhance ‘third space mobility’: building a digital community and fostering engagement amongst culturally diverse students
[Elena Moschini](#), [Jan Bamford](#)

Oppositional Belonging at University
Órla Meadhbh Murray, Tiffany Chiu, Jo Horsburgh
Imperial College London, London, United Kingdom

[203]
Opportunities and Challenges for Flexible Learning in STEM Higher Education
Simon Goorney, Jacob Sherson
Aarhus University, Aarhus, Denmark

University of East Anglia, Norwich, United Kingdom

[250]
Displaced academics as mobile academics?: Lived experiences and positionalities in exile
Ahmad Akkad
Warwick University, Coventry, United Kingdom

[199]
Understanding the role of pedagogy in the reproduction of social inequalities during students' transition to Higher Education: a Bernsteinian analysis
Caroline Chaffer
University of York, York, United Kingdom

Heather Cockayne¹, - Dageni², Ying Yang¹
¹*University of Manchester, Manchester, United Kingdom.*
²*University of Glasgow, Glasgow, United Kingdom*

[237]
Experiencing negotiated internationalisation: constructing Chinese students' expectation and experiences in a joint venture institution in China
Bowen Zhang
The University of Manchester, Manchester, United Kingdom

London Metropolitan University, London, United Kingdom

[259]
Understanding Engagement and Performance of Social Mobility Students
Lory Barile, Neil Lloyd
University of Warwick, Coventry, United Kingdom

16:00-16:30

Reflection & Closing

with Dr Camille Kandiko-Howson, Prof Chris Millward, and the SRHE Team. Please join us as we conclude this year's conference by sharing our highlights and reflections. We will also announce this year's Newer Researcher Poster Prize winner!