LEARNING, TEACHING & STUDENT EXPERIENCE ANNUAL CONFERENCE

25-26 April 2017, Bristol Marriott Royal Hotel

Programme
The pursuit of teaching excellence is more important than ever.

Government policymakers, university leaders and students themselves are demanding ever more from those who deliver higher education in the UK. Moreover, a broad view is being taken. Teaching excellence covers not only the teaching itself but also the learning environments in which it takes place, and the outcomes it delivers for students.

Bringing together business schools from across the UK, LTSE 2017 features a unique mix of high-quality workshops, research paper presentations and poster sessions evidencing innovative teaching practice and cutting-edge pedagogic research.

Who should attend:
LTSE 2017 will be of great value to all those who contribute to business and management education excellence. If you are:

- A Director of Learning & Teaching, an Associate Dean, a Programme Director or a Senior Lecturer
  Join us and meet senior colleagues, share thoughts on key strategic issues, benchmark your activities against your peers and get the latest news on the TEF.

- An early-career or mid-level Lecturer or Teacher
  Join us and a select from 80 sessions showcasing best practice in blended learning, assessment & feedback, entrepreneurship education, student engagement and much more.

- A School Manager, Head of Administration, Faculty Manager or Student Experience Manager
  Join us and find out about how business school professional managers are contributing to the learning environment, student outcomes and learning gain.

Gala Dinner
A Gala Dinner will take place on the evening of the first day. We encourage all participants to attend as it will be a great opportunity for informal discussion and networking.

Keynote Speakers

The tyranny of student satisfaction within the context of business and management education
Berry O’Donovan
Principal Lecturer Student Experience, Oxford Brookes University Business School

Making learning happen: a fresh look at how students really learn
Phil Race
Assessment, learning and teaching in higher education

Venue: Bristol Marriot Royal Hotel
College Green, Bristol, BS1 5TA

The conference hotel is located in the heart of Bristol. The Chartered ABS has arranged preferential accommodation rates at the venue. Further details are on our website
Programme

Day one: Tuesday 25 April

09:00  Registration and refreshments

09:40  Welcome
Anne Kiem, Chief Executive, Chartered ABS
Professor Jerry Forrester, Hertfordshire Business School, Vice Chair, Chartered ABS and Chair, Chartered ABS Learning, Teaching and Student Experience Committee

10:00  Keynote address: The current HE landscape and the implications for business & management education
Professor Jane Harrington, Deputy Vice-Chancellor, University of the West of England

10:20  An update on Year Two of the TEF
Professor Jerry Forrester, Hertfordshire Business School, Vice Chair, Chartered ABS and Chair, Chartered ABS Learning, Teaching and Student Experience Committee

10:40  Panel discussion: Looking ahead to subject-level TEF
Professor Jerry Forrester, Hertfordshire Business School, Vice Chair, Chartered ABS and Chair, Chartered ABS Learning, Teaching and Student Experience Committee
Professor Jane Harrington, Deputy Vice-Chancellor, University of the West of England
Geoff Stoakes, Head of Special Projects, Higher Education Academy
Chair: Professor Georgina Andrews, Dean, Bath Business School, Bath Spa University and Vice Chair, Chartered ABS Learning, Teaching and Student Experience Committee

11:20  Break
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<td>A quest for engagement, delivered attainment</td>
<td>UBELeing doctoral student’s teacher training: Using blended experiential learning to drive teaching excellence in doctoral student’s teacher training</td>
<td>University-wide implementation of compulsory, accredited work-related learning in vocational degree programmes</td>
<td>Reflections on design-led entrepreneurship teaching</td>
<td>Blending research methodology with business planning through an airport management on-line simulation</td>
<td>Impact of teaching awards on recipients and the wider academic community</td>
<td>Three dimensions of ambiguity: what they mean for management students</td>
<td>Learning analytics and the student experience: How an in-house student support system is transforming personal tutoring</td>
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<td>Dawn Harrison</td>
<td>Vanessa Airth</td>
<td>Dr Diana Reader</td>
<td>Gareth Stone</td>
<td>Lynsie Chew</td>
<td>Dr Nina Seppala</td>
<td>Dr Martin Rich</td>
<td>Ricky Lowes</td>
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<td>Student Experience Lead, University of Central Lancashire</td>
<td>Head of Business Partnership and Employment Outcomes, London Metropolitan University</td>
<td>Subject Leader: Business and Management, Bath Business School</td>
<td>Pathway Leader in Entrepreneurship Education, Bath Business School</td>
<td>Director of MSc Masters in Professional Accountancy, UCL School of Management</td>
<td>Deputy Director, UCL School of Management</td>
<td>Senior Lecturer in Information Management, Cass Business School</td>
<td>Senior Personal Tutor and Student Advocate, Plymouth Business School</td>
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Assessment by Pecha Kucha 20x20

Dr Sabine Bohnacker-Bruce
Learning & Teaching Fellow, University of Winchester

Luddite to advocate; a blended learning journey
Robert Whitehouse
Senior Lecturer, Business & Management, University of Gloucestershire

Dr Jim Keane
Senior Lecturer in Economics, University of Gloucestershire

My placement experience and LinkedIn: using technology to enhance employability
Julie Fowlie
Deputy Head of School: Learning and Teaching, Brighton Business School

Act, reflect, risk, repeat
Liz Gee
Programme Director, Fashion Business School, London College of Fashion

Henry Jinman
Crowdfund Campus

Through doing and feeling: how experiential learning can transform management practice
Dr Simon Moralee
Lecturer, Healthcare Management, University of Manchester

Quick wins for Visiting Lecturers
Lesley Glass
Head of Visiting Lecturer Development, Hertfordshire Business School

Paul Lawrence
Visiting Lecturer, Hertfordshire Business School

Teaching for engagement
Angela Rae
Senior Lecturer, Post Graduate Convenor, Roehampton University Business School

13:00 Lunch

14:00 Keynote Address: The tyranny of student satisfaction within the context of business and management education
Berry O’Donovan, Principal Lecturer Student Experience, Oxford Brookes University Business School
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'Feed-forward, not feed-back': exploring the meaning of ‘helpful’ feedback

Dr Monika Foster
Director of Learning and Teaching, Edinburgh Napier Business School

Cathy Myles
Senior Teaching Fellow and Head of Year, University of Leeds

Dr Svetlana Warhurst
Deputy Director of Education, University of Essex

The flipped classroom: a practical approach to going fully blended

Dr Sarah Warnes
Senior Teaching Fellow, University College London

Matt Smith
Learning Technologist, University College London

Designing a personalised approach to employability: the Edinburgh Award for professional development

Diane Gill
Head of Student Development, University of Edinburgh Business School

Entrepreneurship through Micro Tyco

Dr Richard Courtney
Associate Dean for Student Experience, University of Leicester

Student perceptions of an enterprise education competition: a multi-methods perspective

Dr Colm Fearon
Senior Lecturer, Canterbury Christ Church University

Dr Wim van Vuuren
Principal Lecturer, Canterbury Christ Church University

Modes and outcomes of a cross-institutional learning & teaching network development

Nick Dearden
Head of Education, Manchester Law School, MMU

Dr Darryn Mitussis
Senior Lecturer in Marketing, QMUL

Dawn Howard
Director of L&T, School of Business, Management and Economics, University of Sussex

Dr Maria Kutar
Senior Lecturer, University of Salford

Applying TBL in a business context: using assessment and feedback processes to drive student engagement

Dr Catherine Robinson
Senior Lecturer, University of Kent

International learning & development and the international student experience

Jo Thomas
International Learning Development Manager, University of Huddersfield

Mohammed Mirza
Director of International Student Development, University of Huddersfield

Adam Shore
Director of L&T, School of Management, Swansea University
Online open book exams for a digital infused generation  
Dr Christine Rivers  
Deputy Director  
Centre for Management Learning, Surrey Business School

Service design for performance: blending face to face and online  
Dr Steve Pearce  
Director of Teaching and Learning for Management, School of Economics Finance and Management, University of Bristol

Placement – why or why not? That is the question  
Dr Laura Bradley  
Lecturer in Marketing, Ulster University

Entrepreneurial learning through enterprise creation  
David Chalcraft  
Faculty Head of Quality and Practice, University of Bedfordshire

Dr Lynne Tinkler  
Administration, Ulster University

Enquiry based learning: a learning worth having?  
Dr Pam Croney  
Senior Lecturer, Student Recruitment and Admissions Tutor, Newcastle Business School

Students’ experiences on projects using clients versus static case studies: does it enhance engagement and employability?  
Dr Washad Emambocus  
Lecturer, London South Bank University

Dr Jane Chang  
Senior Lecturer and Course leader BA(Hons) Entrepreneurship, University of Westminster

Communication apprehension in the large lecture teaching environment: an information technology intervention  
Dr Louise Macniven  
Senior Lecturer, Cardiff University

Dr Richard Baylis  
Lecturer, Cardiff University

Dr Carolyn Strong  
Lecturer, Cardiff University

“I want to pick my own group” The impact of group selection method on performance and student experience  
Jenoah Joseph  
Senior Teaching Fellow, University of Stirling

15:40 Break and poster presentations (see pp. 14-16 for list of posters)
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**Using technology to enhance assessment and feedback through peer review: experiences and perceptions of students and staff**

- **Suzanne McCallum**
  Senior Lecturer, University of Glasgow
- **Lynn Bradley**
  Lecturer, University of Glasgow
- **Professor Sonja Gallhofer**
  Professor of Accounting Governance and Accountability, University of Glasgow

**A pilot study to evaluate an innovative block teaching approach to delivering masters programmes at University of Bedfordshire**

- **Dr Cathy Minett-Smith**
  Associate Dean Student Experience, University of Bedfordshire Business School
- **Dr Yongmei Bentley**
  Principal Lecturer in Logistics, University of Bedfordshire Business School
- **Debbie Pearson**
  Head of Undergraduate Programmes, University of Roehampton
- **Dr Haytham Siala**
  Senior Lecturer in Marketing, University of Roehampton

**Development of an employability-focused suite of undergraduate programmes**

- **Dr Fiona Robson**
  Deputy Director, University of Roehampton
- **Dr Steven Howlett**
  Head of Learning and Teaching, University of Roehampton

**Developing a model of collaboration between interdisciplinary research and teaching staff in the area of entrepreneurship: can it be achieved?**

- **Professor Diane Sloan**
  Professor of Learning & Teaching, Newcastle Business School

**STEPs on experiential learning and education for sustainability**

- **Dr Beatriz Acevedo**
  Senior Lecturer & Artist, Anglia Ruskin University

**From disciplinary teaching to scholarly teaching: action research in a community of practice**

- **Gabi Witthaus**
  Learning & Teaching Facilitator, Loughborough University
- **Dr Keith Pond**
  Associate Dean (Teaching), Loughborough University, School of Business and Economics

**Online employability skills pilot project: challenges, dilemmas and progress**

- **Katarina Stefansson**
  Researcher, Queen Mary University of London
- **Dr Darryn Mitussis**
  Senior Lecturer, Queen Mary University of London

**Understanding postgraduate student satisfaction: a qualitative study**

- **Dr Mona Nassar**
  Associate Lecturer, University of Salford
- **Dr Maria Kutar**
  Associate Dean (Academic), University of Salford
The student voice on feedback

Parminder Johal
Senior Lecturer,
University of Derby

Active apps and the student experience: using content curation apps to facilitate active engagement in flexible learning environments

Christine Wightman
Lecturer, Ulster University Business School

Nikki McQuillan
Course Director, Ulster University Business School

Partnering Level 5 marketing students with the marketing alumni: A mentoring system

Mel Godfrey
Senior Lecturer, London South Bank University

Free session

Experiencing successful teaching practice: the project management business game

Vincenzo Arnone
Marketing Consultant, The Business Game

Nicola Baldissin
President
The Business Game & Lecturer, University of Udine

Simone Magrin
Product Manager, The Business Game & Research Collaborator, University of Udine

Make lectures match how we learn: the nonlinear teaching approach

Dr Katerina Raoukka
Teaching Fellow in Economics, University of Bristol

Professor Fabio Nonino
Associate Professor of Business and Project Management, Sapienza University of Rome

Returning the point to PowerPoint

Mark McCrory
Lecturer in Management & MBA FT Course Director, Ulster University Business School

Ian Smyth
Lecturer in HRM, Ulster University Business School

Ascertaining the impact of endogenous and exogenous factors on the performance of students taking non-specialist accounting courses

Dr Nicholas Tsitsianis
Senior Lecturer in Accounting & Director of Student Experience and Engagement, Queen Mary University of London

17:30 End of day one
19:00 Drinks reception followed by Gala Dinner
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<tr>
<td>08:30</td>
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<tr>
<td>09:20</td>
<td><strong>Welcome</strong> &lt;br&gt;Anne Kiem, Chief Executive, Chartered ABS &lt;br&gt;Professor Jerry Forrester, Hertfordshire Business School, Vice Chair, Chartered ABS and Chair, Chartered ABS Learning, Teaching and Student Experience Committee</td>
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<td>09:30</td>
<td>Keynote Address: <strong>Making learning happen: a fresh look at how students really learn</strong> &lt;br&gt;Phil Race, Assessment, Learning and Teaching in Higher Education</td>
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### Day two: Wednesday 26 April

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<tr>
<td>10:20</td>
<td><strong>Delivering learning &amp; teaching through collaboration</strong>&lt;br&gt;Emerging Issues&lt;br&gt;Employability&lt;br&gt;Employer engagement &amp; the practice-based curriculum&lt;br&gt;Experiential learning&lt;br&gt;Retention &amp; success&lt;br&gt;Responsible management education&lt;br&gt;Student engagement</td>
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#### Stream Chairs:
- **Dr Cathy Minett-Smith**<br>Associate Dean, Student Experience, University of Bedfordshire Business School
- **Liz Aylott**<br>Student Learning Manager, BPP Business School
- **Donna Whitehead**<br>Pro-Vice Chancellor and Executive Dean, Bristol Business School
- **Dr Darryn Mitussis**<br>Senior Lecturer in Marketing, QMUL
- **Adam Shore**<br>Director of Learning & Teaching, School of Management, Swansea University
- **Karen Robins**<br>Associate Dean of Learning and Teaching, University of Hertfordshire Business School
- **Prof Georgina Andrews**<br>Dean, Bath Business School, Bath Spa University
- **Dr Keith Pond**<br>Associate Dean (Teaching), Loughborough University, School of Business and Economics

#### ROOMS:
- **COLLEGE 5**: Students working in partnership to develop an inclusive business curriculum for their peers<br>**Palm Court**: What is the role of teaching, learning and assessment in the professional socialisation of aspiring accountants?<br>**Colleage 1**: Supporting business schools to drive learning gain & employability<br>**Merchant 5**: Preparing for the education to work transition: the role of client based consultancy projects as a form of work integrated learning in higher education<br>**Cathedral 1**: High impact pedagogy: containing whose anxiety?<br>**Cathedral 5**: Life coaching in the curriculum: an alternative approach to student support?<br>**Hanover Room**: Accelerating responsible management education in the age of the Anthropocene<br>**Kings Room**: Helping poets to become quants: impact evaluation of a supporting course of math for BBA students

#### Chairs:
- **Dr Sally Everett**<br>Deputy Dean, Anglia Ruskin University
- **Stephen McDonald**<br>Director of Learning and Teaching, Anglia Ruskin University
- **Dr Iwi Ugiagbe-Green**<br>Course Director (Postgraduate), Leeds Business School
- **Keith Richardson**<br>Head of Higher Education Partner Development, CMI
- **Justin Mingaye**<br>Head of Higher Education Partnership Operations, CMI
- **Sarah Carnegie**<br>Lecturer in Human Resource Management, Newcastle University
- **Dr Jennifer Wilkinson**<br>Senior Lecturer in Human Resource Management, University of Hertfordshire Business School
- **Sarah Moore-Williams**<br>Director of Education & Student Experience, LSBU
- **Danusia Wysocki**<br>Senior Lecturer, LSBU
- **McKenzie Cerri**<br>Visiting Scholar, LSBU

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**Dr Paulina Elisa Etxeberria Garaigorta**<br>Associate Professor, IE University
How co-design has the power to transform business education

Dr Mark Gatenby
Associate Professor, University of Southampton

Erika Mantoura
Fellow, University of Southampton

Amy Morgan
Fellow, University of Southampton

Zak Rakrouki
Tutor, University of Southampton

Revisiting the one minute paper: analogue thinking in the digital age

Dr Paul Ferri
Senior Lecturer, Adam Smith Business School, University of Glasgow

Paula Karlsson-Brown
Lecturer in Management, Adam Smith Business School, University of Glasgow

Five go to a country house: reflections on developing a residential programme for undergraduate management students

Professor Heather Fulford
DBA Director, Aberdeen Business School, Robert Gordon University

Alyssa Hampton
Services Development Manager, Pearson

Jo Corwood
Strategic Consultant, Pearson

User experience (UX) design and employer involvement that improves student engagement

Simon Easton
Strategic Consultant, Pearson

DICTATE: developing intercultural competences through aviation (drone) technology experiments

Louisa Hill
Senior Teaching Fellow, University of Leeds

Dealing with mathematical anxiety among business school students: should one size fit all?

Professor Jon Warwick
Professor of Educational Development, London South Bank University

Ethical theory and moral reasoning to enable responsible management decision making: a classroom simulation

Anita Peleg
Senior Lecturer, London South Bank University

11:20 Break and poster presentations (see pp. 14-16 for list of posters)
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<td>Collaborating with PhD research students to enhance masters students’ dissertation learning experience</td>
<td>Breaking borders between East and West: integrated approaches for learning and teaching</td>
<td>Professional skills development for postgraduate students: evolution and evaluation</td>
<td>Managing cross-year project teams</td>
<td>When teaching is not enough: changing demands and implications for teaching competencies in entrepreneurship education</td>
<td>Experiencing successful training practice using business games: the Finmeccanica case study</td>
<td>An exploration into the impact of the sustainability literacy test on how Plymouth Business School students perceive sustainability</td>
<td>Student engagement: active learners through the co-creation of content</td>
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<td>Dr Stephanie Slater - Senior Lecturer in International Marketing, Strategy and Business, Cardiff Business School</td>
<td>Elaine Clarke - Associate Dean, Accreditations, Aston Business School</td>
<td>Dr Alexander Kofinas - Principal Lecturer in Strategy, University of Bedfordshire</td>
<td>Dr Han-Huei (Crystal Tsay) - Senior Lecturer in Human Resource and Organisational Behaviour, University of Greenwich</td>
<td>Nicola Baldissin - President The Business Game &amp; Lecturer, University of Udine</td>
<td>Dr Christine Parkin Hughes - Lecturer, Plymouth University</td>
<td>Helen Shiels - Lecturer, Ulster University</td>
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<td>Gbemisola Oyedepo - PhD Student, University of Bedfordshire Business School</td>
<td>Mayuko Inagawa - School of Modern Languages, Cardiff University</td>
<td>Elsa Zenatti-Daniels - Internationalisation and Employability Manager, Aston Business School</td>
<td>Dr Han-Huei (Crystal Tsay) - Senior Lecturer in Human Resource and Organisational Behaviour, University of Greenwich</td>
<td>Dr Carol Jarvis - Associate Professor in Knowledge Exchange, University of the West of England</td>
<td>Professor Fabio Nonino - Associate Professor, Sapienza University of Rome</td>
<td>Professor Diane Sloan - Director of Learning and Teaching Enhancement, Northumbria University</td>
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In absentia: Dr Teslim Bukoye Dr Nasrullah Khilji Sidney Edidiong Emmanuel Unuafe
Free session

Internationalisation of the business curriculum: a case study

Dr Bronwyn Betts
Senior Lecturer, Anglia Ruskin University

Employability, pedagogy and enterprise attributes: creating a programme level view

Matthew Willett
Senior University Teacher in Strategy Practice, Enterprise and Change, Divisional Director of Learning and Teaching, Sheffield University Management School

The business solutions centre: bringing the classroom to life whilst benefitting the local business community

Anna Howard
Associate Professor of Enterprise Education, London South Bank University

Evaluation of students’ experience of team-based experiential learning through the collaborative Student as Partners (SAP) project

Dr Vessela Warren
Lecturer in Operations Management, Worcester Business School

Not finished yet! Supporting students who fail to complete their award

Jonathan Sandling
Director of Studies, UK College of Business and Computing

Teaching business students sustainability literacy through strategy case studies: challenges and successes

Dr Natascha Radclyffe-Thomas
Course Leader, MA Strategic Fashion Marketing, London College of Fashion

The business solutions centre: bringing the classroom to life whilst benefitting the local business community

Libby England
Student Enterprise Manager, London South Bank University

Dr Kay Emblem-Perry
Senior Lecturer in Sustainability Management, Worcester Business School

How can we integrate students’ use of mobile phones and interactive technology within the lecture lesson plan in order to improve engagement?

Zoe Hinton
Product Development and Buying Lecturer, Fashion Business School

13:00 Lunch and poster presentations (see pp. 14-16 for list of posters)

14:00 Panel discussion: Getting published in learning & teaching
Exploring the opportunities and challenges of getting published. Particular attention will be paid to the three R’s, namely: realism (being realistic about the time, effort and knowledge); resilience (how to deal with a blunt ‘revise and resubmit’ response) and research (ensuring there is substantive research around a conceptual framework rather than ‘show and tell’)

Professor Diane Sloan, Professor of Learning & Teaching, Newcastle Business School
Chair: Professor Georgina Andrews, Dean, Bath Business School, Bath Spa University and Vice Chair, Chartered ABS Learning, Teaching and Student Experience Committee

14:50 Summation and closing remarks

15:10 Close of conference
Poster presentations

The perception of e-learning in accounting module by MBA students
Dr Agnieszka Herdan, Principal Lecturer, University of Greenwich
This paper will report some preliminary findings from a survey of master students taking accounting module at the MBA level. The research investigates student attitudes towards e-learning and their perception of efficiency of the e-learning process. The results will help identify those aspects of e-learning that are most useful in supporting student learning. The analysis of student feedback will provide guidance on how the e-learning component can be developed further to create efficient learning environment.

Interactive feedback: a pilot on the feedback loop
Dr Gabriella Cagliesi, Principal Lecturer, University of Greenwich
To be truly developmental, feedback requires to be interactive, to prompt actions and responses and reflection and opportunities to make changes. In this project called the “Feedback Loop” we adopted the perspective that feedback is a communicative act and that feedback is “conceptualised as a dialogical and contingent two-way process that involves co-ordinated teacher-student and peer-to-peer interaction as well as active learner engagement”

Driving student engagement through flipped learning
Dr Vikki Abusidualghoul, Principal Teaching Fellow, Warwick Business School
Dr Max Finne, Assistant Professor, Warwick Business School
We decided to study the flipped classroom and its ability to drive student engagement. While there is some research in existence, we aimed to study what ‘good practice’ in flipped design might look like. The purpose was to synthesize promising practice to inform the academic community about possibilities for using technologies and ‘flipping’ the class in order to drive student engagement. The research aim is to study and describe an operationally effective execution of flipped learning in a UK-based business school.

Effective team teaching approaches using reflection
Dr Samantha Buxton, Lecturer in Business Analytics, Swansea University
Team teaching is thought to enhance students learning experiences. However before the goal of delivering quality products and services can be addressed all parties involved must first understand what team teaching is, how it is implemented and the advantages and disadvantages of team teaching to both the faculty members and students involved in the team teaching module. This poster will provide the background to team teaching and discuss what one lecturer within the team feels when team teaching is undertaken using Kolb’s (1984) learning cycle.

“It’s good to talk” - a ‘life-wide learning’ experiment in dialogic pedagogy in HE business studies skills teaching
Dr Rob Baker, Senior Lecturer, Sheffield Business School
Details to be confirmed

Developing creative assessment for leadership and employability
Thomas Spencer, Principal Lecturer, Nottingham Business School
The poster presentation focuses on the development and delivery of the Leadership and Employability module as part of the BA(Hons) Accounting and Finance programme at Nottingham Trent University. In particular, the presentation centres on the development of a blended learning approach and innovative assessment which focused on strategic, leadership issues relevant to the discipline.

Applying accredited CPD events within Regent’s University London co-curricular masters programme
Azam Ali, Principal Lecturer, Regent’s University London
Dr Eric Chan, Chartered Fellow and Principal Lecturer, Regent’s University London (in absentia)
The Continuous Professional Development (CPD) Standards Office approves educational and training activities with formal CPD recognition. As part of the validation documentation for Generalist Masters programme in June 2015, Regents University London (RUL) pioneered with CPD the use accrediting co-curricular Events. In order to ascertain the viability of the above initiative, two pilot CPD co-curricular Events were delivered to Masters students in April 2016. The key finding was that the delegates wanted more events of this nature. Reasons cited for the successful collaboration with CPD was that apart from being internationally recognised, the process is administratively feasible and it is a cost-effective method of meeting the employment agenda.

Cherry on the cake: providing a professional edge to hospitality graduates
Liz Sharples, Senior Teaching Fellow, Portsmouth Business School
Like many graduates hospitality students face fierce competition when looking for employment; it is hoped by providing them with a professional edge in the form of industry-recognised qualifications they will have greater career success. The purpose of this work is to highlight a mandatory professional qualification scheme in the first year of an under-graduate hospitality degree programme.
Choose your own financial crisis: creating an app to teach monetary policy
Dr Anthony Evans, Associate Professor of Economics, ESCP Europe Business School
I wanted to teach monetary policy decision making in a way that was (i) an interactive and responsive experience; (ii) utilised technology that students already bring to class; (iii) had an open ended time commitment that could spillover outside the classroom. To do this I created a “Choose Your Own Adventure” style app where the student has to navigate the actual policy decisions made in 2007-2013.

Teaching management by immersion
Richard Pettinger, Principal Teaching Fellow (Reader) in Management education, UCL School of Management
The approach is founded in the need to ensure that all students gain the maximum benefit from taking management courses. In the present environment, this means that students expect recognition (grades) as well as intrinsic and extrinsic value from the work that they are required to do. If we accept this as the starting point then it is essential to develop approaches that ensure that both criteria are met. Accordingly we developed an approach based on the attendance and lab model of science teaching.

Bringing the library to the student using an online marketing tool
Sarah-Anne Kennedy, Assistant Librarian, Dublin Institute of Technology
Dublin Institute of Technology Library Services are using the online marketing tool MailChimp to engage first year undergraduates, enhance the first year experience and support their transition into third level education. Information about Library services and resources arrives directly into the students’ inbox in a personalised manner at a time when they need it. Now the Library is wherever the student is.

‘Quants’ in the ‘quants’ - improving the numbers: attacking success rates with numeracy interventions, attendance monitoring, and media support resources in a large-cohort level 4 HE module
Dr Rob Baker, Senior Lecturer, Sheffield Business School
Jayne Revill, Principal Lecturer, Sheffield Business School
We report on multi-faceted research conducted on a Level 4 (first year undergraduate) module - ‘Data Analysis for Business Decisions’ and its comparable ‘sister’ modules across 16 Business programmes in 2016-17 at Sheffield Business School. Approximately 900 students take these modules. The module introduces quantitative methods and Microsoft Excel modelling of business’ hard-systems problems (after Checkland, 1981). After reporting successes in the last two years embedding e-learning innovations in the module resources, the authors now report a combination of follow-up investigations and actions taken.

Active learning and student performance in business economics: two cases from the Western Norway University of Applied Science
Dr Ove Oklevik, Associate Professor, Western Norway University of Applied Science
Helene Maristuen, University Lecturer, Western Norway University of Applied Science
Lecturing has been the far most mode of instruction in universities for hundreds of years. However, during the last decades more attention to more student active learning forms has been given (Smith et. Al, 2005). We have tried to implement student active learning in two business economic courses at the Western Norway University of Applied Science in Norway. The first course is an introduction course in statistics; the second is a course in event management.

Reflections on a sense of community: work in progress
Liz Aylott, Student Learning Manager, BPP Business School
This poster reflects on how BPP University Business School impact on sense of community through the work of Student Managers and Faculty supported by the Student Success Project (learning and teaching). This is particularly relevant as the NSS 2017 now evaluates the extent that students feel part of a learning community.

Managing the psychological contract to improve student satisfaction and retention: harnessing the power of peer-to-peer communication
Natalie Kite, Director of Postgraduate Courses, Anglia Ruskin University
Students are becoming a more informed group, shaping their university choices and expectations through a range of resources and are many students are becoming more critical and less accepting of institutional sources, placing a greater reliance on social sources. This case study builds on Bordia, Bordia and Restubog’s (2015) model of the formation of the psychological contract in international HE students through either institutional or social sources. The purpose of the research is to develop the space between the institutional and social sources by opening a controlled communication between current and new students to improve understanding of UK HEI student experience.

A path to success: improving employability through blended learning
Rob Jack, Placement Advisor, Southampton Business School
This poster displays how Southampton Business School’s innovative, nationally recognised placement preparation course is enhancing student employability outcomes. Rob explores how embracing blended learning has improved student engagement and enriched external relationships.
Inter-professional learning: can management Schools adopt practices from medical schools

Dr Richard Williams, Lecturer in Information Systems, Lancaster University Management School
Dr Laura Machin, Senior Lecturer in Medical Ethics, Lancaster University Medical School

Medical Schools actively promote inter-professional learning to ensure their graduates are fit-for-purpose. We propose that Management Schools can learn from this approach.

Encouraging the uptake of PhD programmes by female UG’s and PGT’s

Dr Eleri Rosier, Senior Lecturer in Marketing and Strategy, Cardiff Business School
Dr Mirella Yani-de-Soriano, Senior Lecturer in Consumer Behaviour, Cardiff Business School

The study seeks to understand women’s entry into the academic world particularly from the perspective of UG and PGT students at Cardiff Business School (CBS). While the percentage of women enrolling in UG has increased steadily in recent decades this has not translated into higher numbers of women applying for PhD programmes. By gauging responses from both females and males, possible gender differences in the responses are evaluated.

The basic social process of perceptive familiarising

Dr Jan Green, Senior Lecturer, Glyndwr University

Executive MBA students typically have considerable practitioner experience, enrolling on a postgraduate programme to enhance career prospects. Traditional written assignments or presentations may reinforce theoretical learning but omit practitioner application and behavioural techniques of relevance within a corporate situation. This paper proposes the use of oral assessments to close this identified gap, supplement the learning via the basic social process of perceptive familiarising and enhance the student experience. Initial data indicates student appreciation from being involved in a contemporary business scenario of sufficient complexity to require research, debate and agreement of a future course of action.

The research agenda for student experience: can we dare to learn from business?

Dr Julie Rosborough, Principal Lecturer and Course Director, Nottingham Trent University

Contended here is the view that the student experience literature has focused on what might be best described as the learning experience whilst within the customer experience literature a more holistic approach has been taken. Is a broader definition of student experience needed to help shape and inform future research? Can the customer experience literature help with this?

Application of neuroscience and emotional intelligence to increase student engagement with feedback

Peter Corner Ramage, Senior Lecturer and HBS Learning & Teaching Champion, Hertfordshire Business School

In a pilot study I found that using a variety of techniques, including one-to-one coaching, helped students to engage more fully and effectively with feedback. This helped students who had failed an initial assignment to produce much better work in subsequent coursework or exams, and so achieve much better final results. Unfortunately, one disadvantage of this study was that few students took up the offer of receiving support to deal with the developmental feedback they had received! My study builds on a number of the links between assessment, feedback, learning and improved results that have been discussed for some time.

Do undergraduate students plan to seek employment as a result of attending University? Who are their main advisors?

Fiona McEwen, Senior Lecturer, Manchester Metropolitan University Business School
James Rattenbury, Principal Lecturer, Manchester Metropolitan University Business School
Yvonne Rennison, Head of Business and Public Engagement, Manchester Metropolitan University Business School

This paper seeks to find the reasons why an individual attends university and if there is a connection with employment aspirations and if their rationale changes as they progress from level 4 to level 6. Additional considerations are who the student’s main advisors are and if the students’ advisors change as they progress from level 4 to level 6. Advisors may impact on rationale, student attendance and grades. These findings will improve knowledge of both the impact on students of employability initiatives and the role of university employability strategies, particularly in light of the Teaching Excellence