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 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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<tr>
<th>12:00</th>
<th>Assessment &amp; feedback</th>
<th>Blended learning</th>
<th>Employability</th>
<th>Entrepreneurship</th>
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**A quest for engagement, delivered attainment**

Dawn Harrison
Student Experience Lead, University of Central Lancashire

**UBELing a doctor’s student’s teacher training: Using blended experiential learning to drive teaching excellence in doctoral student’s teacher training**

Louisa Hill
Senior Teaching Fellow, University of Leeds

**University-wide implementation of compulsory, accredited work-related learning in vocational degree programmes**

Vanessa Airth
Head of Business Partnership and Employment Outcomes, London Metropolitan University

**Reflections on design-led entrepreneurship teaching**

Gareth Stone
Pathway Leader in Entrepreneurship Education, Bath Business School

**Blending research methodology with business planning through an airport management on-line simulation**

Lynsie Chew
Director of MSc Masters in Professional Accountancy, UCL School of Management

**Impact of teaching awards on recipients and the wider academic community**

Dr Nina Seppala
Deputy Director, UCL School of Management

**Three dimensions of ambiguity: what they mean for management students**

Dr Martin Rich
Senior Lecturer in Information Management, Cass Business School

**Learning analytics and the student experience: How an in-house student support system is transforming personal tutoring**

Ricky Lowes
Senior Personal Tutor and Student Advocate, Plymouth Business School

**In absentia**

Professor Clive Holtham
Professor of Information Management, Cass Business School

**Mary Ann Kernan**
Associate Dean (Student Experience), School of Arts and Social Sciences, City University London
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<tr>
<th>Time</th>
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<td>13:00</td>
<td>Lunch</td>
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<td>14:00</td>
<td>Keynote Address: The tyranny of student satisfaction within the context of business and management education</td>
<td>Berry O’Donovan, Principal Lecturer Student Experience, Oxford Brookes University Business School</td>
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<td>Assessment by Pecha Kucha 20x20</td>
<td>Dr Sabine Bohnacker-Bruce, Learning &amp; Teaching Fellow, University of Winchester</td>
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<td>Luddite to advocate; a blended learning journey</td>
<td>Robert Whitehouse, Senior Lecturer, Business &amp; Management, University of Winchester</td>
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<td>My placement experience and LinkedIn: using technology to enhance employability</td>
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<td>Cathy Myles Senior Teaching Fellow and Head of Year, University of Leeds</td>
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<td>Dr Sarah Warnes Senior Teaching Fellow, University College London</td>
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<td>Designing a personalised approach to employability: the Edinburgh Award for professional development</td>
<td>Dr Richard Courtney Associate Dean for Student Experience, University of Leicester</td>
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<td>Matt Smith Learning Technologist, University College London</td>
<td>The flipped classroom: a practical approach to going fully blended</td>
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<td>Dr Colm Fearon Senior Lecturer, Canterbury Christ Church University</td>
<td>Entrepreneurship through Micro Tyco</td>
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<td>Dr Darryn Mitussis Senior Lecturer in Marketing, QMUL</td>
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<td>Dr Wim van Vuuren Principal Lecturer, Canterbury Christ Church University</td>
<td>Student perceptions of an enterprise education competition: a multi-methods perspective</td>
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<td>Professor Heather McLaughlin Head of School, Canterbury Christ Church University</td>
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<td>Applying TBL in a business context: using assessment and feedback processes to drive student engagement</td>
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<td>Dr Catherine Robinson Senior Lecturer, University of Kent</td>
<td>International learning &amp; development and the international student experience</td>
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<td>Dr Susan Scoffield Principal Lecturer in Marketing, Manchester Metropolitan University</td>
<td>‘Feed-forward, not feedback’: exploring the meaning of ‘helpful’ feedback</td>
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<td>Jo Thomas International Learning Development Manager, University of Huddersfield</td>
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<td>Mohammed Mirza Director of International Student Development, University of Huddersfield</td>
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<td>Online open book exams for a digital infused generation</td>
<td>Dr Christine Rivers, Deputy Director, Centre for Management Learning, Surrey Business School</td>
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<td>Service design for performance: blending face to face and online</td>
<td>Dr Steve Pearce, Director of Teaching and Learning for Management, School of Economics Finance and Management, University of Bristol</td>
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<td>Placement – why or why not? That is the question</td>
<td>Dr Laura Bradley, Lecturer in Marketing, Ulster University</td>
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<td>Enzyme learning through enterprise creation</td>
<td>Dr Lynne Tinkler, Administration, Ulster University</td>
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<td>Entrepreneurial learning through enterprise creation</td>
<td>David Chalcraft, Faculty Head of Quality and Practice, University of Bedfordshire</td>
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<td>Enquiry based learning: a learning worth having?</td>
<td>Dr Jane Chang, Senior Lecturer and Course leader, University of Westminster</td>
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<td>Students’ experiences on projects using clients versus static case studies: does it enhance engagement and employability?</td>
<td>Dr Pam Croney, Senior Lecturer, Student Recruitment and Admissions Tutor, Newcastle Business School</td>
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<td>Communication apprehension in the large lecture teaching environment: an information technology intervention</td>
<td>Dr Washad Emambocus, Lecturer, London South Bank University</td>
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<td>“I want to pick my own group” The impact of group selection method on performance and student experience</td>
<td>Jenoah Joseph, Senior Teaching Fellow, University of Stirling</td>
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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

- **Professor Sonja Gallhofer**
  Professor of Accounting, Governance and Accountability, University of Glasgow

- **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

**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 Steven Howlett**
  Head of Learning and Teaching, University of Roehampton

- **Dr Fiona Robson**
  Deputy Director, University of Roehampton

- **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

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

- **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 Kutlar**
  Associate Dean (Academic), University of Salford
<table>
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<tr>
<th>Session Title</th>
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| 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                                                                                                                                                   |
| Partnering Level 5 marketing students with the marketing alumni: A mentoring system | Nikki McQuillan  
Course Director, Ulster University Business School                                                                                                                                               |
| Free session                                                                 | Mel Godfrey  
Senior Lecturer, London South Bank University                                                                                                                                                   |
| Experiencing successful teaching practice: the project management business game | Vincenzo Arnone  
Marketing Consultant, The Business Game                                                                                                                                                     |
| Make lectures match how we learn: the nonlinear teaching approach            | Dr Katerina Raoukka  
Teaching Fellow in Economics, University of Bristol                                                                                                                                              |
| Returning the point to PowerPoint                                            | Mark McCrory  
Lecturer in Management & MBA FT Course Director, Ulster University Business School                                                                                                               |
| Partnering Level 5 marketing students with the marketing alumni: A mentoring system | Ian Smyth  
Lecturer in HRM, Ulster University Business School                                                                                                                                               |
| Make lectures match how we learn: the nonlinear teaching approach            | Nicola Baldissin  
President  
The Business Game & Lecturer, University of Udine                                                                                                                                             |
| Make lectures match how we learn: the nonlinear teaching approach            | Simone Magrin  
Product Manager, The Business Game & Research Collaborator, University of Udine                                                                                                                |
| Make lectures match how we learn: the nonlinear teaching approach            | Professor Fabio Nonino  
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17:30 End of day on
19:00 Drinks reception followed by Gala Dinner
# Day two: Wednesday 26 April

## 08:30
Registration and refreshments

## 09:20
**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

**Keynote Address:** *Making learning happen: a fresh look at how students really learn*

Phil Race, Assessment, Learning and Teaching in Higher Education

## 10:20
**Delivering learning & teaching through collaboration**

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<th>Emerging issues</th>
<th>Employability</th>
<th>Employer engagement &amp; the practice-based curriculum</th>
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**Stream Chairs:**

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**Students working in partnership to develop an inclusive business curriculum for their peers**

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<tr>
<th>Dr Sally Everett</th>
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<td>Deputy Dean, Anglia Ruskin University</td>
<td>Course Director (Postgraduate), Leeds Business School</td>
<td>Senior Lecturer</td>
<td>Senior Lecturer, Oxford Brookes Business School</td>
<td>Associate Professor, IE University</td>
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**What is the role of teaching, learning and assessment in the professional socialisation of aspiring accountants?**

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<tr>
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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

Erica Cargill
Academic Strategic Lead, Aberdeen Business School, Robert Gordon University

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

Alyssa Hampton
Services Development Manager, Pearson

Jo Corwood
Strategic Consultant, Pearson

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

Louisa Hill
Senior Teaching Fellow, University of Leeds

Simon Easton
Strategic Consultant, Pearson

Michele Milner
Head of CELT, University of East London

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)
12:00 Delivering learning & teaching through collaboration

Stream Chairs:
Dr Cathy Minett-Smith
Associate Dean
Student Experience, University of Bedfordshire Business School

Emerging issues
Liz Aylott
Student Learning Manager, BPP University Business School

Employability
Christine Wightman
Lecturer, Ulster University Business School

Employer engagement & the practice-based curriculum
Dr Darryn Mitissis
Senior Lecturer in Marketing, QMUL

Experiential learning
Lesley Glass
Head of Visiting Lecturer Development, Hertfordshire Business School

Retention & success
Sarah Moore-Williams
Director of Education & Student Experience, London South Bank University, School of Business

Responsible management education
Professor Georgina Andrews
Dean, Bath Business School, Bath Spa University

Student engagement
Dr Keith Pond
Associate Dean (Teaching), Loughborough University, School of Business and Economics

Collaborating with PhD research students to enhance masters students’ dissertation learning experience
Diane Richardson
Principal Lecturer, University of Bedfordshire Business School
Gbemisola Oyedepo
PhD Student, University of Bedfordshire Business School

In absentia:
Dr Teslim Bukoye
Dr Nasrullah Khilji
Sidney Edidiong
Emmanuel Unuafu

Breaking borders between East and West: integrated approaches for learning and teaching
Dr Stephanie Slater
Senior Lecturer in International Marketing, Strategy and Business, Cardiff Business School
Mayuko Inagawa
School of Modern Languages, Cardiff University

Professional skills development for postgraduate students: evolution and evaluation
Elaine Clarke
Associate Dean, Accreditations, Aston Business School
Elsa Zenatti-Daniels
Internationalisation and Employability Manager, Aston Business School

Managing cross-year project teams
Dr Alexander Kofinas
Principal Lecturer in Strategy, University of Bedfordshire
Dr Han-Huei (Crystal) Tsay
Senior Lecturer in Human Resource and Organisational Behaviour, University of Greenwich

When teaching is not enough: changing demands and implications for teaching competencies in entrepreneurship education
Dr Carol Jarvis
Associate Professor in Knowledge Exchange, University of the West of England

Experiencing successful training practice using business games: the Finmeccanica case study
Nicola Baldissin
President The Business Game & Lecturer, University of Udine
Professor Fabio Nonino
Associate Professor, Sapienza University of Rome

An exploration into the impact of the sustainability literacy test on how Plymouth Business School students perceive sustainability
Dr Christine Parkin Hughes
Lecturer, Plymouth University

Student engagement: active learners through the co-creation of content
Helen Shiels
Lecturer, Ulster University
Professor Diane Sloan
Director of Learning and Teaching Enhancement, Northumbria University
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 benefiting 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 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 benefiting the local business community
Libby England
Student Enterprise Manager, London South Bank University

The business solutions centre: bringing the classroom to life whilst benefiting the local business community
Dr Kay Emblen-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.

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.

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.
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.

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.

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 spill over 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.

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, Bordin 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.

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.
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.

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?

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.

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 post graduate 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 familiarizing 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.

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

‘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
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.

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.