

**3<sup>rd</sup> International Enhancement in Higher Education Conference: Inspiring excellence – transforming the student experience, 6-8 June 2017, Radisson Blu Hotel, Glasgow, UK**

**Draft Conference Parallel Session Programme**

**Tuesday 6 June: Parallel Session 1: 11.00-12.00**

1.1 Transitions through higher education	1.2 Accessing higher education	1.3 Internationalising the student experience	1.4 Transitions through higher education	1.5 Accessing higher education	1.6 Positive destinations for students including postgraduate study and employability
Megalithic	Finnieston Suite	King Tuts	Mono and Buchanan	13 <sup>th</sup> Note & The Scotia	The Academy & ABC
<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>Panel session</b>	<b>Paper session</b>
<b>Chair:</b> Pamela Sinclair, QAA Scotland.	<b>Chair:</b> Barbara Keating, University of Strathclyde, Scotland	<b>Chair:</b> Alison Gilmour, Open University in Scotland, Scotland	<b>Chair:</b> Liam Waldron, The Robert Gordon University, Scotland	<b>Chair:</b> Alison Eales, QAA, Scotland	<b>Chair:</b> Mark Charters, Glasgow School of Art, Scotland
<b>1.1.1</b> <b>11.00 – 11.20</b> <b>Title:</b> 'How to Fail Your Research Degree': An educational game for postgraduate students <b>Lead author:</b> Daisy Abbott <b>University:</b> Glasgow School of Art, Scotland	<b>1.2.1</b> <b>11.00 – 11.20</b> <b>Title:</b> A comparative study of transitional support: Identifying best practice <b>Lead author:</b> Shuna Marr <b>University:</b> Edinburgh Napier University, Scotland	<b>1.3.1</b> <b>11.00 – 11.20</b> <b>Title:</b> Internationalising learning: Opportunities and challenges <b>Lead author:</b> Dai Hounsell <b>University:</b> University of Edinburgh, Scotland	<b>1.4.1</b> <b>11.00 – 11.20</b> <b>Title:</b> The elephant has left the room: Students and mental health disclosure <b>Lead author:</b> Louise Cotton <b>University:</b> Queen Margaret University, Scotland	<b>1.5.1</b> <b>11.00 – 12.00</b> <b>Title:</b> Credit for access: Using the SCQF <b>Lead author:</b> Sheila Dunn <b>Organisation:</b> Scottish Credit and Qualifications Framework (SCQF), Scotland	<b>1.6.1</b> <b>11.00 – 11.20</b> <b>Title:</b> Exploring potential identity conflicts among performing arts students <b>Lead author:</b> Jill Morgan <b>University:</b> Royal Conservatoire of Scotland, Scotland
<b>1.1.2</b> <b>11.20 – 11.40</b> <b>Title:</b> A support workbook: Facilitating	<b>1.2.2</b> <b>11.20 – 11.40</b> <b>Title:</b> Like rocks with the sun? Re-imagining the	<b>1.3.2</b> <b>11.20 – 11.40</b> <b>Title:</b> Gather Festival: Celebrating our diverse	<b>1.4.2</b> <b>11.20 – 11.40</b> <b>Title:</b> Transition support for care leavers in higher education		<b>1.6.2</b> <b>11.20 – 11.40</b> <b>Title:</b> Blending traditional and digital design skills to

<p>transition to teaching for doctoral students  <b>Lead author:</b> Melissa Akoral  <b>University:</b> Queen Margaret University, Scotland</p>	<p>landscape of HE and widening access  <b>Lead author:</b> Martha Caddell  <b>University:</b> Edinburgh Napier University, Scotland</p>	<p>community, culture and global citizens  <b>Lead author:</b> Christina Schmidt  <b>University:</b> University of Edinburgh, Scotland</p>	<p><b>Lead author:</b> Louise Martin  <b>University:</b> University of Strathclyde, Scotland</p>	<p>develop professional practice  <b>Lead author:</b> Iain Morrison  <b>University:</b> The Robert Gordon University, Scotland</p>
<p><b>1.1.3</b>  <b>11.40 – 12.00</b>  <b>Title:</b> Beyond postgrad – Enabling smooth transitions for doctoral students  <b>Lead author:</b> Wendy Beautyman  <b>University:</b> Queen Margaret University, Scotland</p>	<p><b>1.2.3</b>  <b>11.40 – 12.00</b>  <b>Title:</b> Reflecting on the multiple barriers to accessing higher education  <b>Lead author:</b> Neil Speirs  <b>University:</b> University of Edinburgh, Scotland</p>	<p><b>1.3.3</b>  <b>11.40 – 12.00</b>  <b>Title:</b> What international students say they need as support – A collaborative research project  <b>Lead author:</b> Sidonie Ecochard  <b>University:</b> Edinburgh Napier University, Scotland</p>	<p><b>1.4.3</b>  <b>11.40 – 12.00</b>  <b>Title:</b> The impact of mental health disabilities for performing arts students in HE  <b>Lead author:</b> Rachel Drury  <b>University:</b> Royal Conservatoire of Scotland, Scotland</p>	<p><b>1.6.3</b>  <b>11.40 – 12.00</b>  <b>Title:</b> CityLab student visions with interdisciplinary and inter-institutional cooperation  <b>Lead author:</b> Bruce Scharlau  <b>University:</b> University of Aberdeen, Scotland</p>

Tuesday 6 June: Parallel Session 2: 12.10 – 13.10

<b>2.1 Accessing higher education</b>	<b>2.2 Positive destinations for students including postgraduate study and employability</b>	<b>2.3 National and institutional approaches to quality and evaluating impact; Transitions through higher education; Positive destinations for students including postgraduate study and employability and using data to enhance the student experience</b>	<b>2.4 Internationalising the student experience</b>	<b>2.5 Transitions through higher education</b>	<b>2.6 Transitions through higher education</b>
Megalithic	Finnieston Suite	King Tuts	Mono and Buchanan	13 <sup>th</sup> Note & The Scotia	The Academy & ABC
<b>Paper session</b>	<b>Paper session</b>	<b>PechaKucha session</b>	<b>Paper session</b>	<b>Panel session</b>	<b>Paper Session</b>
<b>Chair:</b> Roni Bamber, Queen Margaret University, Scotland	<b>Chair:</b> Andrew McLaren, University of Strathclyde, Scotland	<b>Chair:</b> Caroline Turnbull, QAA, Scotland	<b>Chair:</b> William Hasty, The Open University in Scotland, Scotland	<b>Chair:</b> Rachel McGregor, The Robert Gordon University, Edinburgh	<b>Chair:</b> Matt Adie, University of Stirling, Scotland
<b>2.1.1</b> <b>12.10 – 12.30</b> <b>Title:</b> Broughton Universities Partnership (Broughton UP) <b>Lead author:</b> Tom Evans <b>University:</b> Edinburgh Napier University, Scotland	<b>2.2.1</b> <b>12.10 – 12.30</b> <b>Title:</b> 'Getting on Board': Supporting HE students' transition to employment <b>Lead author:</b> Jacqueline Brodie <b>University:</b> Edinburgh Napier University, Scotland	<b>2.3.1</b> <b>12.10 – 12.17</b> <b>Title:</b> Introduction to PechaKucha format and speakers <b>Lead author:</b> Caroline Turnbull <b>Organisation:</b> QAA, Scotland	<b>2.4.1</b> <b>12.10 – 12.30</b> <b>Title:</b> The benefits of short international study trips for students and staff <b>Lead author:</b> Bob Gilmour <b>University:</b> Glasgow Caledonian University, Scotland	<b>2.5.1</b> <b>12.10 – 13.10</b> <b>Title:</b> The student journey: Skill development when appraising graduate destination data <b>Lead author:</b> Andrea Cameron <b>University:</b> Abertay University, Scotland	<b>2.6.1</b> <b>12.10 – 12.30</b> <b>Title:</b> Transforming lives: Transitions experienced by non-traditional learners online <b>Lead author:</b> Alice Mongiello <b>University:</b> University of the Highlands and Islands, Scotland

<p><b>2.1.2</b> <b>12.30 – 12.50</b> <b>Title:</b> Preparation for student life: The Transitions App <b>Lead author:</b> Cat Wilson <b>University:</b> University of St Andrews, Scotland</p>	<p><b>2.2.2</b> <b>12.30 – 12.50</b> <b>Title:</b> Developing employability attributes through University-Community Partnerships <b>Lead author:</b> Larissa Kempenaar <b>University:</b> Glasgow Caledonian University, Scotland</p>	<p><b>2.3.2</b> <b>12.17 – 12.24</b> <b>Title:</b> Measuring impact in student representation: Incentives, Recognition and Reward <b>Lead author:</b> Tanya Lubicz-Nawrocka <b>University:</b> University of Edinburgh, Scotland</p>	<p><b>2.4.2</b> <b>12.30 – 12.50</b> <b>Title:</b> Supporting student transitions through an international joint degree programme <b>Lead author:</b> Samantha Lister <b>University:</b> University of St Andrews, Scotland</p>		<p><b>2.6.2</b> <b>12.30 – 12.50</b> <b>Title:</b> Space and place: Building transition support for online counselling students <b>Lead author:</b> Vic Boyd <b>University:</b> Glasgow Caledonian University, Scotland</p>
<p><b>2.1.3</b> <b>12.50 – 13.10</b> <b>Title:</b> Barriers to accessing open days for young people in disadvantaged areas <b>Lead author:</b> Al Blackshaw <b>University:</b> University of Strathclyde, Scotland</p>	<p><b>2.2.3</b> <b>12.50 – 13.10</b> <b>Title:</b> Increasing self-efficacy through peer mentoring <b>Lead author:</b> Carole Harmon <b>University:</b> University of Stirling, Scotland</p>	<p><b>2.3.3</b> <b>12.24 – 12.31</b> <b>Title:</b> Development of physiotherapy students' perception of readiness to practise <b>Lead author:</b> David Hegarty <b>University:</b> Glasgow Caledonian University, Scotland</p>	<p><b>2.4.3</b> <b>12.50 – 13.10</b> <b>Title:</b> Cross-cultural peer learning amongst undergraduate civil engineers <b>Lead author:</b> Mike Murray <b>University:</b> University of Strathclyde, Scotland</p>		<p><b>2.6.3</b> <b>12.50 – 13.10</b> <b>Title:</b> Developing an online course to support student transitions to university <b>Lead author:</b> Aidan Johnston <b>University:</b> University of Strathclyde, Scotland</p>
		<p><b>2.3.4</b> <b>12.31 - 12.38</b> <b>Title:</b> The value of 'community' in supporting transitions outside university <b>Lead author:</b> Lizann Bonnar <b>University:</b> University of Strathclyde, Scotland</p>			
		<p><b>2.3.5</b></p>			

		<b>12.38- 12.45</b> <b>Title:</b> Does lecture capture, capture students? <b>Lead author:</b> Margaret Conlon <b>University:</b> Edinburgh Napier University, Scotland			
		<b>12.45 - 13.10</b> <b>Question and Answer</b> <b>session with</b> <b>PechaKucha</b> <b>presenters</b>			

### Poster Presentations Tuesday 6 June 13.10 – 14.10

Accessing higher education	
P.1.1	<b>Title: Students as career ambassadors</b> <b>Lead Author:</b> Ken Aitchison, <b>University:</b> Queen Margaret University, Scotland
Internationalising the student experience	
P.1.2	<b>Title: Contact with cultural others - The Friendship Family Programme</b> <b>Lead author:</b> Sidonie Ecochard, <b>University:</b> Edinburgh Napier University, Scotland
P.1.3	<b>Title: International perspectives in teaching and learning, U4 training workshop series</b> <b>Lead author:</b> Geir Gunnlaugsson, <b>University:</b> Uppsala University, Sweden
National and institutional approaches to quality and evaluating impact	
P.1.4	<b>Title: Student engagement in Institutional-Led Review</b> <b>Lead author:</b> Simon Varwell, <b>Organisation:</b> sparqs, Scotland
Positive destinations for students including postgraduate study and employability	
P.1.5	<b>Title: Sports graduates – a 15-year exploration of workplace destination/preparedness</b> <b>Lead author:</b> Andrea Cameron, <b>University:</b> Abertay University, Scotland
P.1.6	<b>Title: Developing the professional engineering framework for postgraduate engineers</b> <b>Lead author:</b> Jo-Anne Tait, <b>University:</b> The Robert Gordon University, Scotland
Transitions through higher education	

P.1.7	<b>Title: How clinical simulation impacts student confidence; from academia to the clinic</b> <b>Lead author:</b> David Hegarty, <b>University:</b> Glasgow Caledonian University, Scotland
P.1.8	<b>Title: Enhancing student engagement and communication skills with infographics</b> <b>Lead author:</b> Alison Jenkinson, <b>University:</b> University of Aberdeen, Scotland
P.1.9	<b>Title: Transition to PG study for the non-traditional student</b> <b>Lead author:</b> Gillian Brunton, <b>University:</b> University of St Andrews, Scotland
P.1.10	<b>Title: Identifying barriers to student engagement with work-based placements</b> <b>Lead author:</b> Amy van Kralingen, <b>University:</b> University of Strathclyde, Scotland
Using data to enhance the student experience	
P.1.11	<b>Title: Transitions, bridging and attainment: HNC students' transition into second year degree</b> <b>Lead author:</b> Mei-Li Roberts, <b>University:</b> University of the Highlands and Islands, Scotland

Tuesday 6 June, Parallel Session 3 16.10-17.10

<b>3.1 National and institutional approaches to quality and evaluating impact</b>	<b>3.2 Transitions through higher education</b>	<b>3.3 Accessing higher education</b>	<b>3.4 Internationalising the student experience</b>	<b>3.5 Transitions through higher education</b>	<b>3.6 Positive destinations for students including postgraduate study and employability</b>	<b>3.7 Transitions through higher education</b>
Megalithic	Finnieston Suite	King Tuts	Mono and Buchanan	13th Note & The Scotia	The Academy & ABC	The Arches
<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>Panel session</b>	<b>Panel session</b>	<b>Paper session</b>	<b>Conversation with colleagues</b>
<b>Chair:</b> Andrew Comrie, Royal Conservatoire of Scotland, Scotland	<b>Chair:</b> Claire Parks, QAA, Scotland	<b>Chair:</b> Peter Cannell, The Open University in Scotland, Scotland.	<b>Chair:</b> Pamela Sinclair, QAA, Scotland	<b>Chair:</b> Ruth Whittaker, Glasgow Caledonian University, Scotland	<b>Chair:</b> Liam Waldron, The Robert Gordon University, Scotland	<b>Chair:</b> Rowena Pelik, QAA, Scotland
<b>3.1.1</b> <b>16.10 – 16.30</b> <b>Title:</b> Inspiring Excellence – The Norwegian way <b>Lead author:</b> Helen Bråten <b>Organisation:</b> NOKUT, Norway	<b>3.2.1</b> <b>16.10 – 16.30</b> <b>Title:</b> Feedback First: Enhancing and supporting student writing during transition <b>Lead author:</b> Ruth Watkins <b>University:</b> University of Stirling, Scotland	<b>3.3.1</b> <b>16.10 – 16.30</b> <b>Title:</b> Open learning champions: An effective model for widening access to HE <b>Lead author:</b> Gill Ryan <b>University:</b> Open University in Scotland, Scotland	<b>3.4.1</b> <b>16.10 – 17.10</b> <b>Title:</b> Tutor and student perspective on Enhancement in international education <b>Lead author:</b> David Jones <b>University:</b> Plymouth University (International College), England	<b>3.5.1</b> <b>16.10 – 17.10</b> <b>Title:</b> Using bite size interactive tools to transform key student transition skills <b>Lead author:</b> Barry Beggs <b>University:</b> Glasgow Caledonian University, Scotland	<b>3.6.1</b> <b>16.10 – 17.10</b> <b>Title:</b> Focus On: The postgraduate research student experience <b>Lead Author:</b> Debra Macfarlane <b>Organisation:</b> QAA, Scotland	<b>*3.7.1</b> <b>16.10 – 17.10</b> <b>Title:</b> In conversation with Peter Felten. The undergraduate experience: What matters most for student success <b>Lead author:</b> Peter Felten <b>University:</b> Elon University, USA
<b>3.1.2</b> <b>16.30 – 16.50</b>	<b>3.2.2</b> <b>16.30 – 16.50</b>	<b>3.3.2</b> <b>16.30 – 16.50</b>				

<p><b>Title:</b> HEI having an impact – How to evaluate successful development work?  <b>Lead author:</b> Johanna Kolhinen  <b>Organisation:</b> Finnish Education Evaluation Centre, Finland</p>	<p><b>Title:</b> Research methods essentials: Using screencasts for social research projects  <b>Lead author:</b> James Moir  <b>University:</b> Abertay University, Scotland</p>	<p><b>Title:</b> How inclusive is the online learning environment for people with disabilities?  <b>Lead author:</b> Kate Smith  <b>University:</b> Abertay University, Scotland</p>				
<p><b>3.1.3</b>  <b>16.50 – 17.10</b>  <b>Title:</b> The Quality Enhancement Framework in Scotland  <b>Lead author:</b> Ailsa Crum  <b>Organisation:</b> QAA, Scotland</p>	<p><b>3.2.3</b>  <b>16.50 – 17.10</b>  <b>Title:</b> Drop and give me 10,000 words! Introducing dissertation boot camp to St Andrews  <b>Lead author:</b> Eilidh Harris  <b>University:</b> University of St Andrews, Scotland</p>	<p><b>3.3.3</b>  <b>16.50 – 17.10</b>  <b>Title:</b> Is open and online reconfiguring learner journeys?  <b>Lead author:</b> Pete Cannell  <b>University:</b> Open University in Scotland, Scotland</p>				

**\*3.7.1. Title:** In conversation with Peter Felten. The undergraduate experience: What matters most for student success. Following on from his keynote address to the Conference on what matters most in enhancing the undergraduate student experience, Professor Peter Felten invites delegates to join him for a further informal discussion and question and answer session. Delegates are encouraged to bring along and share examples from their own practice which have proved effective, share current debates and challenges that are currently the subject of conversations within their own institutions and discuss possible solutions and new approaches with colleagues.



Wednesday 7 June: Parallel Session 4: 11.00-12.00

<b>4.1 Positive destinations for students including postgraduate study and employability</b>	<b>4.2 Using data to enhance the student experience</b>	<b>4.3 Transitions through higher education</b>	<b>4.4 Accessing higher education and transitions through higher education</b>	<b>4.5 Transitions through higher education</b>	<b>4.6 National and institutional approaches to quality and evaluating impact</b>
Megalithic	Finnieston Suite	King Tuts	Mono and Buchanan	13 <sup>th</sup> Note & The Scotia	The Academy & ABC
<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>PechaKucha session</b>	<b>Panel session</b>	<b>Paper session</b>
<b>Chair:</b> Martha Caddell, Edinburgh Napier University, Scotland	<b>Chair:</b> Pamela Sinclair, QAA, Scotland	<b>Chair:</b> Barbara Keating, University of Strathclyde, Scotland	<b>Chair:</b> Caroline Turnbull, QAA, Scotland	<b>Chair:</b> Alison Gilmour, Open University in Scotland, Scotland	<b>Chair:</b> William Hasty, Open University in Scotland, Scotland
<b>4.1.1</b> <b>11.00 – 11.20</b> <b>Title:</b> Abertay Enterprise Framework – Business awareness beyond subject learning <b>Lead author:</b> Nuno Arrotea <b>University:</b> Abertay University, Scotland	<b>4.2.1</b> <b>11.00 – 11.20</b> <b>Title:</b> When it comes to data...we Excel <b>Lead author:</b> Stef Black <b>University:</b> University of Stirling, Scotland	<b>4.3.1</b> <b>11.00 – 11.20</b> <b>Title:</b> Mapping pedagogical practices through a framework on FYRE <b>Lead author:</b> Ana Baptista <b>University:</b> Queen Mary University of London, England	<b>4.4.1</b> <b>11.00 – 11.07</b> Introduction of presenters by session chair	<b>4.5.1</b> <b>11.00 – 12.00</b> <b>Title:</b> Can pre-arrival shared reading help student transition? A two-university case study <b>Lead author:</b> Alison Baverstock <b>University:</b> Kingston University and Edinburgh Napier University, UK	<b>4.6.1</b> <b>11.00 – 11.20</b> <b>Title:</b> Procuring and implementing a new VLE: GSA as the sector vanguard institution <b>Lead author:</b> Correy Murphy <b>University:</b> Glasgow School of Art, Scotland
<b>4.1.2</b> <b>11.20 – 11.40</b> <b>Title:</b> Practice-based innovation <b>Lead author:</b> Claire MacEachen	<b>4.2.2</b> <b>11.20 – 11.40</b> <b>Title:</b> Vacations and vocations: Learning from our students' summer experience survey	<b>4.3.2</b> <b>11.20 – 11.40</b> <b>Title:</b> Experiential learning in commercial music <b>Lead author:</b> Iain Maitland	<b>4.4.2</b> <b>11.07 – 11.14</b> <b>Title:</b> Sports graduates – a 15-year exploration of workplace destination		<b>4.6.2</b> <b>11.20 – 11.40</b> <b>Title:</b> Student Partnership Agreements: impact and change <b>Lead author:</b> Hannah Clarke

<b>University:</b> Abertay University, Scotland	<b>Lead author:</b> Joy Perkins <b>University:</b> University of Aberdeen, Scotland	<b>University:</b> University of the West of Scotland, Scotland	preparedness <b>Lead author:</b> Andrea Cameron <b>University:</b> Abertay University, Scotland		<b>Organisation:</b> sparqs
<b>4.1.3</b> <b>11.40 – 12.00</b> <b>Title:</b> Developing skills outside the classroom: Active learning of consultancy projects <b>Lead author:</b> Ahmed Beloucif <b>University:</b> University of the West of Scotland, Scotland	<b>4.2.3</b> <b>11.40 – 12.00</b> <b>Title:</b> Using student-led teaching award data to identify perceptions of excellence <b>Lead author:</b> Tanya Lubicz-Nawrocka <b>University:</b> University of Edinburgh, Scotland	<b>4.3.3</b> <b>11.40 – 12.00</b> <b>Title:</b> The contribution of legal skills teaching to student transition and progression <b>Lead author:</b> Laura Sharp <b>University:</b> The Robert Gordon University, Scotland	<b>4.4.3</b> <b>11.14 – 11.21</b> <b>Title:</b> Transition from further to higher education: Edinburgh Napier University <b>Lead author:</b> Peter Tormey <b>University:</b> Edinburgh Napier University, Scotland		<b>4.6.3</b> <b>11.40 – 12.00</b> <b>Title:</b> Recognising the quality improvements achieved through student partnership <b>Lead author:</b> Libby Curtis <b>University:</b> The Robert Gordon University, Scotland
			<b>4.4.4</b> <b>11.21 – 11.28</b> <b>Title:</b> Images of transition: from college to university, via Photovoice <b>Lead author:</b> Claire Mackie <b>University:</b> University of the West of Scotland, Scotland		
			<b>4.4.5</b> <b>11.28 – 11.35</b> <b>Title:</b> Developing the 3 R's: Reading,		

			<p>Writing and Running About</p> <p><b>Lead author:</b> Ian Lowe</p> <p><b>University:</b> Abertay University, Scotland</p>		
			<p><b>4.4.6</b></p> <p><b>11.35 – 11.42</b></p> <p><b>Title:</b> Student likelihood of reporting an area of concern on clinical placement</p> <p><b>Lead author:</b> David Hegarty</p> <p><b>University:</b> Glasgow Caledonian University, Scotland</p>		
			<p><b>11.42 – 12.00</b></p> <p><b>Question and Answer session with PechaKucha presenters</b></p>		

Wednesday 7 June, Parallel Session 5 12.10 – 13.10

5.1 Transitions through higher education	5.2 Using data to enhance the student experience	5.3 Accessing higher education	5.4 Transitions through higher education and using data to enhance the student experience	5.5 Internationalising the student experience	5.6 Transitions through higher education
Megalithic	Finniestic Suite	King Tuts	Mono and Buchanan	13 <sup>th</sup> Note & The Scotia	The Academy & ABC
<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>Panel session</b>	<b>Paper session</b>
<b>Chair:</b> Clare Parks, QAA, Scotland	<b>Chair:</b> Gill Ryan, The Open University in Scotland, Scotland	<b>Chair:</b> Rachel McGregor, The Robert Gordon University, Scotland	<b>Chair:</b> Nichola Kett, Edinburgh University, Scotland	<b>Chair:</b> Ailsa Crum, QAA, Scotland	<b>Chair:</b> Andrew Comrie, Royal Conservatoire of Scotland, Scotland
<b>5.1.1</b> <b>12.10 – 12.30</b> <b>Title:</b> Undergraduate term-time employment and attainment <b>Lead author:</b> Cath Dennis <b>University:</b> University of Aberdeen, Scotland	<b>5.2.1</b> <b>12.10 – 12.30</b> <b>Title:</b> Developing learning analytics policies using the ROMA Framework <b>Lead author:</b> Yi-Shan Tsai <b>University:</b> University of Edinburgh, Scotland	<b>5.3.1</b> <b>12.10 – 12.30</b> <b>Title:</b> Transitions from FE to HE: Supporting transferring students <b>Lead author:</b> Margaret Downie <b>University:</b> The Robert Gordon University, Scotland	<b>5.4.1</b> <b>12.10 – 12.30</b> <b>Title:</b> Institutional and student transitions into enhanced blended learning <b>Lead author:</b> Josephine Adekola <b>University:</b> University of Glasgow, Scotland	<b>5.5.1</b> <b>12.10 – 13.10</b> <b>Title:</b> Internationalising the student experience in engineering and construction <b>Lead Author:</b> Bob Gilmour <b>University:</b> Glasgow Caledonian University, Scotland	<b>5.6.1</b> <b>12.10 – 12.30</b> <b>Title:</b> Creating conversations: A student research conference <b>Lead author:</b> Mary Maclachlan <b>University:</b> Glasgow Caledonian University, Scotland
<b>5.1.2</b> <b>12.30 – 12.50</b> <b>Title:</b> Undergraduate post-placement transition to university: A Community of Practice? <b>Lead author:</b> Mike Murray	<b>5.2.2</b> <b>12.30 – 12.50</b> <b>Title:</b> Using data to transform the student learning experience through the quality reforms <b>Lead author:</b> Paul Hazell	<b>5.3.2</b> <b>12.30 – 12.50</b> <b>Title:</b> Transitions 20/40: Increasing participation in performing arts education <b>Lead author:</b> Graeme Smillie	<b>5.4.2</b> <b>12.30 – 12.50</b> <b>Title:</b> Transitions Map <b>Lead author:</b> Alison Eales <b>Organisation:</b> QAA, Scotland		<b>5.6.2</b> <b>12.30 – 12.50</b> <b>Title:</b> Student-led fourth year dissertation conference <b>Lead author:</b> Rojan Subramani

<b>University:</b> University of Strathclyde, Scotland	<b>Organisation:</b> QAA, UK	<b>University:</b> Royal Conservatoire of Scotland, Scotland			<b>University:</b> Edinburgh Napier University, Scotland
<b>5.1.3</b> <b>12.50 – 13.10</b> <b>Title:</b> Commuting to placement: Impact on student learning, well-being and finances <b>Lead author:</b> Susan McCool <b>University:</b> University of Strathclyde, Scotland	<b>5.2.3</b> <b>12.50 – 13.10</b> <b>Title:</b> Developing a strategy for the use of learning analytics <b>Lead author:</b> Ainsley Hainey <b>University:</b> University of Strathclyde, Scotland	<b>5.3.3</b> <b>12.50 – 13.10</b> <b>Title:</b> Access and transitions in higher education by underrepresented students <b>Lead author:</b> Christine Switzer <b>University:</b> University of Strathclyde, Scotland	<b>5.4.3</b> <b>12.50 – 13.10</b> <b>Title:</b> Enhancement-Led Internal Review: Using data to measure progress and inform strategic enhancement initiatives <b>Lead author:</b> Sandra Hinton <b>University:</b> University College London, England		<b>5.6.3</b> <b>12.50 – 13.10</b> <b>Title:</b> Overcoming barriers to student engagement with work-based placements <b>Lead author:</b> Debra Willison <b>University:</b> University of Strathclyde, Scotland

### Poster Presentations Wednesday 7 June 13.10 – 14.15

National and institutional approaches to quality and evaluating impact	
P.2.1	<b>Title:</b> Shared quality assurance of learning environments in the practice setting <b>Lead author:</b> Heather Gray, <b>University:</b> Glasgow Caledonian University
Internationalising the student experience	
P.2.2	<b>Title:</b> Supporting students: Wherever they come from and wherever they go <b>Lead author:</b> Helen Stringer, <b>University:</b> University of Edinburgh, Scotland
Positive destinations for students including postgraduate study and employability	
P.2.3	<b>Title:</b> Enhancing student employability with simulation: The Virtual Rig <b>Lead author:</b> Jo-Anne Tait, <b>University:</b> The Robert Gordon University, Scotland
Transitions through higher education	
P.2.4	<b>Title:</b> Improving feedback week through staff and student opinions <b>Lead author:</b> Ursa Klobucar, <b>University:</b> Abertay University, Scotland

P.2.5	<b>Title:</b> Exploring the transition of new entrant students to a modern healthcare setting <b>Lead author:</b> Douglas Lauchlan, <b>University:</b> Glasgow Caledonian University, Scotland
P.2.6	<b>Title:</b> Training for taught postgraduate course reps <b>Lead author:</b> Simon Varwell, <b>Organisation:</b> sparqs, Scotland
P.2.7	<b>Title:</b> Influence of student preconceptions on engagement and learning <b>Lead author:</b> Michael Scholz, <b>University:</b> University of Aberdeen, Scotland
P.2.8	<b>Title:</b> Supporting Transitions in chemistry. Are we already doing it? <b>Lead author:</b> Peter Henderson, <b>University:</b> University of Aberdeen, Scotland
P.2.9	<b>Title:</b> Factors influencing the well-being of first year university students <b>Lead author:</b> Paula Miles, <b>University:</b> University of St Andrews, Scotland
P.2.10	<b>Title:</b> Resilience: Creating a student-generated definition and resource <b>Lead author:</b> Aamina Kauser, <b>University:</b> University of Stirling, Scotland
P.2.11	<b>Title:</b> Developing an online course to support student transitions to university <b>Lead author:</b> Howard Ramsay, <b>University:</b> University of Strathclyde, Scotland
Positive destinations for students including postgraduate study and employability	
P.2.12	<b>Title:</b> CES&L – Crafting employability strategies for HE students of languages in Europe <b>Lead author:</b> Anna Selwood, <b>University:</b> University of Strathclyde
National and institutional approaches to quality and evaluating impact	
P.2.13	<b>Title:</b> Supporting allied health professionals in their role as practice educators <b>Lead author:</b> Wendy Cohen, <b>University:</b> University of Strathclyde

Wednesday 7 June, Parallel Session 6 16.15 – 17.15

6.1 Transitions through higher education	6.2 Positive destinations for students including postgraduate study and employability	6.3 Using data to enhance the student experience	6.4 Transitions through higher education	6.5 Transitions through higher education	6.6 Internationalising the student experience
Megalithic	Finnieston Suite	King Tuts	Mono and Buchanan	13 <sup>th</sup> Note & The Scotia	The Academy & ABC
<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>
<b>Chair:</b> Pete Cannell, The Open University in Scotland, Scotland	<b>Chair:</b> Gill Ryan, The Open University in Scotland, Scotland	<b>Chair:</b> Clare Parks, QAA, Scotland	<b>Chair:</b> Ailsa Crum, QAA, Scotland	<b>Chair:</b> Ros Campbell, University of St Andrews, Scotland	<b>Chair:</b> Debra Macfarlane, QAA, Scotland
<b>6.1.1</b> <b>16.15 – 16.35</b> <b>Title:</b> Transition from college to university – peer-to-peer student mentoring <b>Lead author:</b> Yvette Wharton <b>University:</b> Abertay University, Scotland	<b>6.2.1</b> <b>16.15 – 16.35</b> <b>Title:</b> Fostering cross-disciplinary communication skills in final-year students <b>Lead author:</b> Santiago Chumbe <b>University:</b> Heriot-Watt University, Scotland	<b>6.3.1</b> <b>16.15 – 16.35</b> <b>Title:</b> Strategic initiatives to enhance the use of data at the University of Edinburgh <b>Lead author:</b> Tom Ward <b>University:</b> University of Edinburgh, Scotland	<b>6.4.1</b> <b>16.15 – 16.35</b> <b>Title:</b> VETPALS – Aiding transitions through vet school and into the profession <b>Lead author:</b> Jessie Paterson <b>University:</b> University of Edinburgh, Scotland	<b>6.5.1</b> <b>16.15 – 16.35</b> <b>Title:</b> Organising our own international experience: Student reflections <b>Lead author:</b> Amanda Corrigan <b>University:</b> University of Strathclyde, Scotland	<b>6.6.1</b> <b>16.15 – 16.35</b> <b>Title:</b> Internationalising learning in widening access institutions: A case study <b>Lead author:</b> Cameron Graham <b>University:</b> University of the West of Scotland, Scotland
<b>6.1.2</b> <b>16.35 – 16.55</b> <b>Title:</b> How ‘culture shock’ impacts on transitions of pathway students in UK HE <b>Lead author:</b> Marco Rossi	<b>6.2.2</b> <b>16.35 – 16.55</b> <b>Title:</b> Perceptions, pedagogy, employability: From survey indicators to improving skills <b>Lead author:</b> Abdul Wadood Sharif	<b>6.3.2</b> <b>16.35 – 16.55</b> <b>Title:</b> Using module data to inform an innovative strategy to enhance student success <b>Lead author:</b> Elaine Clafferty	<b>6.4.2</b> <b>16.35 – 16.55</b> <b>Title:</b> Transition: From clinician to healthcare educator <b>Lead author:</b> Helen Gough <b>University:</b> Glasgow	<b>6.5.2</b> <b>16.35 – 16.55</b> <b>Title:</b> SLICCs: Enabling widening participation student agency during summer experiences <b>Lead author:</b> Neil Speirs <b>University:</b> University of Edinburgh, Scotland	<b>6.6.2</b> <b>16.35 – 16.55</b> <b>Title:</b> Engaging students in online, distance learning and transnational education <b>Lead author:</b> Simon Varwell <b>Organisation:</b> sparqs

<b>Organisation:</b> Edinburgh International College, Scotland	<b>University:</b> University of Strathclyde, Scotland	<b>University:</b> Glasgow Caledonian University, Scotland	Caledonian University, Scotland		
<b>6.1.3</b> <b>16.55 – 17.15</b> <b>Title:</b> Making a successful transition from FE to HE: A student partnership approach <b>Lead author:</b> Deborah O'Neill <b>University:</b> Glasgow Caledonian University, Scotland	<b>6.2.3</b> <b>16.55 – 17.15</b> <b>Title:</b> The STEM academic experience of undertaking work-based dissertation projects <b>Lead author:</b> Eunice Atkins <b>University:</b> University of Stirling, Scotland	<b>6.3.3</b> <b>16.55 – 17.15</b> <b>Title:</b> Engaging stakeholders in the development of a nursing curriculum in Singapore <b>Lead author:</b> Simon Sikora <b>University:</b> Edinburgh Napier University, Scotland	<b>6.4.3</b> <b>16.55 – 17.15</b> <b>Title:</b> Building workplace-ready engineering graduates <b>Lead author:</b> Christopher Smith <b>University:</b> Glasgow Caledonian University, Scotland	<b>6.5.3</b> <b>16.55 – 17.15</b> <b>Title:</b> "What about me?": Supporting staff, supporting students <b>Lead author:</b> Katy Savage <b>University:</b> University of Strathclyde, Scotland	<b>6.6.3</b> <b>16.55 – 17.15</b> <b>Title:</b> It's more personal: Transitioning to critical writing for international students <b>Lead author:</b> Jessica Hancock <b>University:</b> Glasgow Caledonian University, Scotland



Thursday 8 June Parallel Session 7 11.40 – 12.40

7.1 Transitions through higher education	7.2 Positive destinations for students including postgraduate study and employability	7.3 Using data to enhance the student experience	7.4 Accessing higher education	7.5 Transitions through higher education	7.6 Transitions through higher education
Megalithic	Finnieston Suite	King Tuts	Mono and Buchanan	13 <sup>th</sup> Note & The Scotia	The Academy & ABC
<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>Panel session</b>	<b>Paper session</b>
<b>Chair:</b> Sidonie Ecochard, Edinburgh Napier University, Scotland	<b>Chair:</b> Andrew McLaren, University of Strathclyde, Scotland	<b>Chair:</b> James Dunphy, The Robert Gordon University, Scotland	<b>Chair:</b> Nichola Kett, Edinburgh University, Scotland	<b>Chair:</b> Alison Eales, QAA, Scotland	<b>Chair:</b> Matt Adie, University of Stirling, Scotland
<b>7.1.1</b> <b>11.40 – 12.00</b> <b>Title:</b> Widening participation transition support at three Scottish universities <b>Lead author:</b> Keith MacAskill <b>University:</b> Heriot-Watt University, Scotland	<b>7.2.1</b> <b>11.40 – 12.00</b> <b>Title:</b> The student journey: Skill development when appraising graduate destination data <b>Lead author:</b> Andrea Cameron <b>University:</b> Abertay University, Scotland	<b>7.3.1</b> <b>11.40 – 12.00</b> <b>Title:</b> Metrics to evaluate student engagement in an innovative MOOC/campus course blend <b>Lead author:</b> Colin Calder <b>University:</b> University of Aberdeen, Scotland	<b>7.4.1</b> <b>11.40 – 12.00</b> <b>Title:</b> The Engineering Academy: Increasing access to engineering <b>Lead author:</b> Gordon Flockhart <b>University:</b> University of Strathclyde, Scotland	<b>7.5.1</b> <b>11.40 – 12.40</b> <b>Title:</b> Enhancing digital competency: Transitions through university into employment <b>Lead author:</b> Heather Gray <b>University:</b> Glasgow Caledonian University, Scotland	<b>7.6.1</b> <b>11.40 – 12.00</b> <b>Title:</b> The beneficial effects of empowerment in learning statistics in psychology <b>Lead author:</b> Roger Watt <b>University:</b> University of Stirling, Scotland
<b>7.1.2</b> <b>12.00 – 12.20</b> <b>Title:</b> Supporting student transitions within a strategic partnership <b>Lead author:</b> Sally Crighton	<b>7.2.2</b> <b>12.00 – 12.20</b> <b>Title:</b> YellowW - Your employability and leadership learning opportunities workshops <b>Lead author:</b> Rojan Subramani	<b>7.3.2</b> <b>12.00 – 12.20</b> <b>Title:</b> Transition skills & strategies: Supporting staff and students during transition <b>Lead author:</b> Emilia Todorova	<b>7.4.2</b> <b>12.00 – 12.20</b> <b>Title:</b> Bridging experienced engineering practitioners into HE with advanced standing		<b>7.6.2</b> <b>12.00 – 12.20</b> <b>Title:</b> Navigating the student experience: Developing transitional skills <b>Lead author:</b> Mary Pryor <b>University:</b> University of Aberdeen, Scotland

<b>University:</b> Open University in Scotland, Scotland	<b>University:</b> Edinburgh Napier University, Scotland	<b>Organisation:</b> QAA, Scotland.	<b>Lead author:</b> Christopher Smith <b>University:</b> Glasgow Caledonian University, Scotland		
<b>7.1.3</b> <b>12.20 – 12.40</b> <b>Title:</b> Students transitions into student representation and governance <b>Lead author:</b> Andrew Munns <b>University:</b> The University of Dundee, Scotland	<b>7.2.3</b> <b>12.20 – 12.40</b> <b>Title:</b> Supporting student transitions: The STAR employability scholarship competition <b>Lead author:</b> Christine McCartney <b>University:</b> University of Aberdeen, Scotland	<b>7.3.3</b> <b>12.20 – 12.40</b> <b>Title:</b> Evaluating an online induction course at the University of Strathclyde <b>Lead author:</b> Alex Buckley <b>University:</b> University of Strathclyde, Scotland	<b>7.4.3</b> <b>12.20 – 12.40</b> <b>Title:</b> Exploring concerns surrounding transition to HE computing <b>Lead author:</b> Mark Zarb <b>University:</b> The Robert Gordon University, Scotland		<b>7.6.3</b> <b>12.20 – 12.40</b> <b>Title:</b> Enhancing student transitions through metacognitive development <b>Lead author:</b> Danielle Kelly <b>University:</b> University of Stirling, Scotland

### Poster Presentations Thursday 8 June 12.40 – 13.40

Accessing higher education	
P.3.1	<b>Title:</b> Articulation Day – A new approach to interacting with HN students prior to entry <b>Lead author:</b> Sally Middleton, <b>University:</b> University of Aberdeen, Scotland
P.3.2	<b>Title:</b> Making Choices: Shaping the capabilities of disadvantaged young people <b>Lead author:</b> Laurie Anne Campbell, <b>University:</b> Glasgow Caledonian University
P.3.3	<b>Title:</b> Welcoming and engaging care experienced students <b>Lead author:</b> Rachel Hyslop, <b>University:</b> Glasgow Caledonian University
Positive destinations for students including postgraduate study and employability	
P.3.4	<b>Title:</b> Achieve positive destinations <b>Lead author:</b> Samuel Foltin, <b>University:</b> University of Aberdeen
P.3.5	<b>Title:</b> Postgrad Launchpad – postgraduate transitions supported by informed choice <b>Lead author:</b> Liz Dobson-McKittrick, <b>University:</b> University of Edinburgh

P.3.6	<b>Title:</b> Enhancing physiotherapy students' employability: An innovative curriculum <b>Lead author:</b> Heather Gray, <b>University:</b> Glasgow Caledonian University
P.3.7	<b>Title:</b> Focus on employability <b>Lead author:</b> Liam Waldron, <b>University:</b> The Robert Gordon University
Transitions through higher education	
P.3.8	<b>Title:</b> Supporting successful transitions into and out of taught postgraduate study <b>Lead author:</b> Nicolas Labrosse, <b>University:</b> University of Glasgow
Using data to enhance the student experience	
P.3.9	<b>Title:</b> Data-driven improvements to quality and the student learning experience <b>Lead author:</b> Paul Hazell, <b>Organisation:</b> QAA
P.3.10	<b>Title:</b> Creating data dashboards to support strategic planning <b>Lead author:</b> Marieke Guy, <b>Organisation:</b> QAA
P.3.11	<b>Title:</b> Predictive modelling and student retention: A collaborative enhancement project <b>Lead author:</b> Alison Gilmour, <b>University:</b> Open University in Scotland
P.3.12	<b>Title:</b> Escaping tradition: In search of the lived experience of academic persistence <b>Lead author:</b> Nikki McIntosh, <b>University:</b> University of Stirling
National and institutional approaches to quality and evaluating impact	
P.3.13	<b>Title:</b> Quality arrangements for programmes delivered in languages other than English <b>Lead author:</b> Vicky Makellaraki, <b>University:</b> Queen Margaret University
P.3.14	<b>Title:</b> Collaborative assessment to develop student transition and employability skills <b>Lead author:</b> Sarah Geddes, <b>University:</b> Scotland's Rural College

Thursday 8 June: Parallel Session 8 14.15 – 15.15

8.1 Transitions through higher education	8.2 Transitions through higher education	8.3 Positive destinations for students including postgraduate study and employability	8.4 Transitions through higher education	8.5 Transitions through higher education	8.6 Transitions through higher education
Megalithic	Finniestic Suite	King Tuts	Mono and Buchanan	13 <sup>th</sup> Note & The Scotia	The Academy & ABC
<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>Paper session</b>	<b>Panel session</b>	<b>Paper session</b>
<b>Chair:</b> Martha Caddell, Edinburgh Napier University, Scotland	<b>Chair:</b> Mark Ellis, University of Strathclyde, Scotland	<b>Chair:</b> Mark Charters, Glasgow School of Art	<b>Chair:</b> James Dunphy, The Robert Gordon University	<b>Chair:</b> Amanda Corrigan, University of Strathclyde, Scotland	<b>Chair:</b> Pamela Sinclair, QAA, Scotland
<b>8.1.1</b> <b>14.15 – 14.35</b> <b>Title:</b> Five element induction model for personalised academic transitions <b>Lead author:</b> Alison McDonald <b>University:</b> University of Edinburgh, Scotland	<b>8.2.1</b> <b>14.15 – 14.35</b> <b>Title:</b> Transitional perceptions and reflections of feedback <b>Lead author:</b> Damian Parry <b>University:</b> Newcastle University, England	<b>8.3.1</b> <b>14.15 – 14.35</b> <b>Title:</b> Building veterinary graduate employability: VETSET2GO! <b>Lead author:</b> Susan Rhind <b>University:</b> University of Edinburgh, Scotland	<b>8.4.1</b> <b>14.15 – 14.35</b> <b>Title:</b> Students becoming academic writers: Constructing the transition with Lego <b>Lead author:</b> Claire Mackie <b>University:</b> University of the West of Scotland, Scotland	<b>8.5.1</b> <b>14.15 – 15.15</b> <b>Title:</b> Exploring the impact of alumni mentoring for history students <b>Lead Author:</b> Helen Stringer <b>University:</b> University of Edinburgh, Scotland	<b>8.6.1</b> <b>14.15 – 14.35</b> <b>Title:</b> Exploring the transition of Chinese students in the Scottish master's programmes <b>Lead author:</b> Shuanghui Shan <b>University:</b> University of Edinburgh, Scotland
<b>8.1.2</b> <b>14.35 – 14.55</b> <b>Title:</b> Learning in practice: Making sense of the learner journey at Rolls-Royce <b>Lead author:</b> Ebony Carberry	<b>8.2.2</b> <b>14.35 – 14.55</b> <b>Title:</b> Re-framing early exit from university: Is dropping-out a positive transition? <b>Lead author:</b> Kitty Chilcott	<b>8.3.2</b> <b>14.35 – 14.55</b> <b>Title:</b> Developing graduate attributes with Objective Structured Practical Exams (OSPEs) <b>Lead author:</b> Alison Jenkinson	<b>8.4.2</b> <b>14.35 – 14.55</b> <b>Title:</b> Developing 'talking heads' to support student transition to higher education <b>Lead author:</b> Caroline Gibson		<b>8.6.2</b> <b>14.35 – 14.55</b> <b>Title:</b> Chinese international postgraduate taught students' transitional experiences <b>Lead author:</b> Jie Zhang <b>University:</b> The University of Glasgow

<p><b>University:</b> Open University in Scotland, Scotland</p>	<p><b>University:</b> Open University in Scotland, Scotland</p>	<p><b>University:</b> University of Aberdeen, Scotland</p>	<p><b>University:</b> Queen Margaret University</p>		
<p><b>8.1.3</b> <b>14.55 – 15.15</b> <b>Title:</b> Transition out of university into work <b>Lead author:</b> Pauline Bremner <b>University:</b> The Robert Gordon University, Scotland</p>	<p><b>8.2.3</b> <b>14.55 – 15.15</b> <b>Title:</b> Academic adaptation to first year study: Student perceptions and staff engagement <b>Lead author:</b> Katie Cattanach <b>University:</b> University of Stirling, Scotland</p>	<p><b>8.3.3</b> <b>14.55 – 15.15</b> <b>Title:</b> A transnational quality assurance journey <b>Lead author:</b> Laurence Brown <b>Organisation:</b> Raffles Education Corporation, Singapore</p>	<p><b>8.4.3</b> <b>14.55 – 15.15</b> <b>Title:</b> Implementation and evaluation of a language task, designed to enhance Diagnostic Imaging and Radiotherapy and Oncology students' awareness of diversity, and improve cultural competency, language skills and emotional intelligence <b>Lead author:</b> Janice Mitchell <b>University:</b> Glasgow Caledonian University, Scotland</p>		<p><b>8.6.3</b> <b>14.55 – 15.15</b> <b>Title:</b> Distributed resilience: A networked approach to fostering student resilience <b>Lead author:</b> William Hasty <b>University:</b> Open University in Scotland, Scotland</p>