



EXPLORING CHANGE IN PEDAGOGIC PRACTICE

Learning and Teaching Summer conference - June 29th 2018

The Conference Centre, Treforest

Breakout Sessions

Select one session from Block A (1210-1310)

Select one session from Block B (1400-1500)

[Places will be allocated on a first-come-first-served basis.](#)

Conference name badges will have details of sessions selected.

**The Process of Accessing the Disability and Dyslexia Service at USW:
Outcomes of a Collaborative Pilot Study**

Beth Pickard (FLSE) and Val Norris (Student Services)

A recent report suggests that there is a 7.4% discrepancy between students declaring a disability and students accessing specialist support in higher education in Wales (WAG, 2017). This was recognised by lecturers on the BA(Hons) Creative and Therapeutic Arts (CTA) programme who experienced many students identifying as having additional learning needs, but many fewer engaging with specialist support for their learning. It is noted that specific learning difficulties may be more prevalent in creative subjects (Tobias-Green, 2014), which further prompted a collaboration between the CTA team and the USW Disability and Dyslexia Service (DDS) to understand student experiences.

The collaboration highlighted that students were having difficulty in understanding the complex process of accessing specialist support through DDS. While the outcome of the process can be incredibly valuable to students, potentially making students more likely to complete their studies successfully and making a significant positive impact on overall performance (WAG, 2017), this model still perpetuates a medicalised, deficit-based interpretation of disability. While transforming the systemic approach to disability is a significant endeavour (Bolt and Penketh, 2017) and is beyond the scope of this presentation, steps were taken to support students in understanding the existing process more effectively through the development of a visual infographic outlining the six key steps involved in accessing DDS support.

It is hoped that this resource will support students' engagement with the current process and enable them to more readily access the valuable support available through DDS. The infographic will be shared and feedback welcomed from the audience.

In considering an increasingly inclusive learning environment for students on the CTA degree and beyond, principles of universal design will be shared (UDLL, 2016) as well as plans for future collaborations with DDS which will explore the viability of some proactive methods of developing an inclusive learning environment (Grace and Gravestock, 2009; HEA, 2011; WAG, 2017).

Keywords: disability, dyslexia, inclusion, access, student support

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Meeting in the Middle: Supporting Learners with Autistic Spectrum Condition at USW

Richie Copeland (Student Services)

Do you teach learners who are on the Autistic Spectrum? Do you have questions about how to ensure your teaching practice is inclusive?

Public awareness of Autistic Spectrum Condition (ASC) has risen in recent years, and an increasing number of learners with an ASC diagnosis enrol on USW courses. In light of The Equality Act 2010, USW has a legal and ethical responsibility to ensure that reasonable adjustments are put into place. These adjustments are adaptations to ensure that students with a diagnosis of ASC have equal opportunities to their peers. For academics, these adaptations are logged in the learner's Individual Support Plan (ISP), but they do not directly address how to work with students with an ASC diagnosis in everyday teaching and learning. This often raises questions about what academics, support staff and learners with an ASC diagnosis can do in order to 'meet in the middle' to ensure the learner's HE journey is inclusive and that they have a positive student experience.

The talk will outline the traits associated with ASC, explore the barriers faced by ASC learners in their HE studies and will example good practice approaches of working with learners with ASC for academic staff. It will detail how the Disability and Dyslexia Service USW works with ASC learners to help them meet academics 'in the middle' through the development of coping strategies and bespoke approaches to ASC learners' studies that meet their individual needs.

Keywords: Autism, Autistic, ASD, ASC, Equality, Inclusivity

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Is immersive learning an effective tool to overcome engagement issues with Chinese direct entry students?

Rebecca Bushell (FBS)

USW recruits a large numbers of Chinese students who enter level 6 courses directly, often experiencing cultural and academic shock which stops them engaging and reaching their full potential (Brydon and Liddell, 2011; Kwon, 2009). This paper explores the role of immersive learning in helping these students engage in their course and develop the skills needed to achieve their potential. The research looks at one immersive learning project that was designed to enhance engagement and develop essential transferable skills, the research will look at the project from the students' perspective using reflective accounts in order to determine their thoughts.

The immersive learning project was delivered on a specified level 6 module Corporate Governance in Financial Institutions on the 2+1 course, BSc Banking, Finance and Investment. The module was redesigned last year to take into account the cultural factors that drive poor engagement within this cohort (De Vita, 2000; Gray et. al., 2012; Liang-Hung and Yu-Ling, 2009). The module content remained unchanged but the teaching methods and assessment were changed to help develop employability skills and improve engagement. Chinese students tend to be strategic learners (Cooper, 2004; Biggs's, 2003) so the immersive learning project was built around the first assessment to work alongside this trait. A discussion board was chosen as the vehicle for this assessment and students worked in groups but were assessed individually. The discussion board was chosen to minimise the cultural traits that harm engagement and to overcome the language confidence issues that can often play a role in poor classroom engagement (Yunyan et. al., 2009). This research focuses on the use of immersive learning as a vehicle to address the known learning characteristics in Chinese learners to promote the student experience.

Keywords: Immersive Learning, Chinese students, Discussion boards, Student Voice

The DNA Model and the Spiral Curriculum

Dr Steve Walden (FLSE)

The fundament of Bruner's spiral curriculum model is that students revisit concepts, ideas, subjects and themes throughout the course of their degree. Complexity increases with each revisit, increasing students' knowledge and understanding, as new learning is connected to previously acquired knowledge. In Bruner's spiral model then, the intention for the educator is that the curriculum they have designed and its content continuously build upon one another throughout the course of the students' degree, developing skills such as writing, reflection, and critical thinking as well as content complexity and depth (Gibbs, 2014: 41-44; Bruner, 1960: 52-54). This author posits that Bruner's spiral model can visualised as parallel in structure and function to the double helical DNA molecule, from a Euclidean spatial perspective (Kool et al, 2000: 990-1009; Tovey, 1993).

The concepts, ideas, subjects and themes that comprise the fundamental basal elements of Bruner's spiral can be likened to the fundamental basal elements of the DNA molecule – adenosine, cytosine, thymine and guanine (Kame, ennui and Simmons, 2001: 203-210). In DNA, their order encodes proteins that are organised as structural and functional elements of an organism. The fundamental basal elements in Bruner's spiral encodes knowledge and skills as the structure and function of a degree course. Both models can thus be visualised as spiral hierarchical constructs whereby mutable changes in their respective fundamental elements in both models change intrinsic coda that have a subsequent impact on structure and function as equated to knowledge and skills (Kame, ennui and Simmons, 2001: 203-210; Gibbs, 2014: 41-44; Bruner, 1960: 52-54). Such changes may be positive, resulting in evolution and development, or negative, resulting in pervasive heritable damage (Ibid). To simplify a complex biological process, transfer RNA reads DNA and synthesises protein. This process is mediated by multiple cofactors that act in a supportive directive role. In this conflation of models then, transfer RNA and supportive cofactors can arguably be read as an apotheosis for the student and educator respectively, as skills and knowledge are likewise synthesised (Kool et al, 2000: 990-1009; Gibbs, 2014: 41-44; Bruner, 1960: 52-54). This author posits introducing this conflation as a short interactive presentation and discussion to a multidisciplinary audience.

Key words: Spiral, curriculum, DNA Model, Themes, Concepts

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Transformative Learning Spaces: How are teaching and learning impacted in a flexible learning environment?

Dr Clare Kell, Charlotte Rowlands (CELT), and Greg Kemp (Estates)

Since September 2017 USW has been running a 'Transformative Learning Spaces' (TLS) research project as part of the Student Experience Plan workstrand.

Phase 1 adopted a grounded theory approach (Glaser and Strauss, 1967) to evaluate the impact of new furniture on classroom interactions. Close observation created visual ethnographic field notes (Kell and Sweet, 2017) focussing on three classroom interactions: student to student, student to teacher and student/teacher to environment. Staff and student perceptions of the impact of the new furniture on their teaching / learning experiences were explored through staff vlogs and student focus groups and snap-shot activities.

Findings suggest that the flexible learning spaces changed all three studied interactions. Specifically, there were increases in student collaboration, group discussion and physical movement of staff and students around the rooms. Use of wall-mounted and portable whiteboards offered enhanced learning / thinking visualisation space and led to staff and students reporting improvements in critical thinking during class contact time. As familiarity with the spaces improved, increased usage of both the flexible classrooms and breakout facilities beyond timetabled sessions, was noted.

Phase 2 of the project has explored the impact of room layout changes, with standard furniture, and also begun to seek student views on their use of social spaces across USW.

The presentation will illustrate how the project data are informing the development and operationalisation of USW's classroom design plans.

Keywords: Learning environment, learning interactions, collaborative learning, social spaces, classrooms, furniture

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Industry Mentors

Heddu Davies (FCI)

A 'lightning talk' to present the successful mentoring scheme for final year students on the Interior Design Degree at the Atrium, Cardiff. This relates to changing pedagogic practice and the theme of building staff and /or student communities by incorporating essential skills from industry into the curriculum by having a mentoring scheme, predominantly of Alumni to create a student and industry linked community.

The talk will cover how it was established, its format and arrangement, as well as the outcomes so far and reflection on the running of the scheme this year.

As a brief insight, following trialling the scheme in 2016-17, we have successfully established an industry mentoring arrangement for all final year students studying on the Interior Design degree. This year we have 24 students who each have a mentor who is a practicing professional in the design industry. As an established course, these links have grown to be an extremely valuable support system for the course, which allows the mentoring scheme to be possible.

Through this contact and the associated industry events that the mentors actively support, the students build confidence in networking, they gain experienced guidance on every aspect of their work in particular the professional practice module. Most importantly, it also gives opportunity for work experience and placement and a direct contact to any potential job openings. This ensures a clear link to the workplace and creates an active overlap between academia and the design related work environment. With this scheme in place, the final year students have gained an invaluable insight into a professional work environment and receive an industry focused viewpoint on their work output.

Keywords: Mentors, Alumni, Professional Practice, Industry Support

Blue Light Exercise – Multi Professional Simulation

Bridie Jones and Paul Burrows (FLSE)

Simulation as pedagogical approach to teaching and learning has been widely incorporated into the undergraduate nursing programme within The Faculty of Life Science and Education for many years. It has been utilised, mainly 1:1 or in small groups, as it allows learners to develop skills, as time on clinical placement with real patients can often be too brief. Simulation also plays an essential part in making the transition to the real setting as smooth as possible, reducing the reality shock of entering clinical practice. Not only has nursing seen the benefits of simulation as a teaching and learning tool but so have other professional groups such as doctors, social workers, teachers, police and pre hospital ambulance personnel. With this in mind and the increased need for inter-professional education as a means of preparing health profession students to provide patient care in a collaborative team environment, the School of Care Science within the LSE Faculty embarked on a simulation project to encompass simulation on a big scale with the inclusion of a number of other professional groups.

A project group was set up to explore, coordinate and initiate a simulated experience where significant learning, for a number of professional groups, could be achieved.

This project came to fruition on 21st March 2018 at the Glyntaff campus, where 80 adult field student nurses, 19 Probationer police officers, 6 photojournalism students, 2 Welsh Ambulance paramedics, 5 staff from 203 field hospital, 2 St John Cymru Wales Officers, 1 community first responder and 6 Fire and Rescue personnel came together to undertake a simulated emergency response to a mass casualty incident.

The incident involved the normal running of a hospital ward and an Accident and Emergency Department. As the incident unfolded, which was a simulated Road Traffic Collision, involving a car versus Mini-bus which were both full of passengers, 18 patients were decanted into the hospital arriving at various times with an array of different conditions and injuries.

Key words: simulation, multi-professional, professional groups, mass casualty incident, simulated emergency response, blue light.

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FALSE! Factors Affecting Learning in Smart Environments: A Case Study.

Dr Lauren Thomas, Dr Michael Parsons (FBS), and Dean Whitcombe (FLSE)

In response to the emergence of Generation Z into the higher education sector there is a significant need for research into their learning needs. Immersive learning environments are widely recognised throughout the pedagogical literature for their ability to positively impact the student learning experience. Smart learning environments are designed to be effective, efficient, and engaging environments for students and lecturers (Spector, 2014; Spector and Merrill, 2008). Within these environments different kinds of technology can be incorporated to improve student learning outcomes. This growing body of literature typically examines day-to-day learning, but very little research considers the use of these environments for formative and summative assessments.

This paper focuses on an innovative crisis simulation which took place in a unique smart learning environment at the University of South Wales. This simulation suite contains a variety of technologies which provide students and lecturers with the best possible learning outcomes, equipping student with key skills identified as deficits in the contemporary graduate market (Riebe et al., 2016; Britton et al. 2017). Specifically, we investigate how SLEs can be used to conduct successful real time simulations for summative assessment.

Using a case study approach and PLS SEM methodology this research demonstrates that the psychological factors of social support and career relatedness show significant positive effects upon perceived learning in these environments. Surprisingly, the perceived ease of use of the technology does not significantly impact upon perceived learning. This research contributes a valuable understanding of simulation learning within SLEs, and its relationship to positive outcomes in student perceived learning. Implications for both academics and practitioners are discussed, and suggestions for future research are given.

Key words: smart learning environments, technology enabled learning, social support, ease of use, relatedness, perceived learning.

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Students as co-partners: innovative pedagogy that embraces the real world of work, an interdisciplinary case study at The Hydra Minerva Centre, USW.

Annie McCartney and Shane Galvin (FCES) with students Jolene Duggins, Richard Jones, Joel Bayliss

Isherwood (2018) reporting on the (ISE) annual survey records that employers suggest there are gaps in key skills by graduates related to, 'Teamwork...dealing with conflicts, and working across complex team structures.' Similar findings are reported by the CMI³ in its recent 2018 report.

Given the findings in these reports, a new focus on pedagogy that addresses employer requirements combined with a strong inter-disciplinary⁵ focus on assessments will enable students to develop these key skills.

This case study will highlight the benefits and the difficulties of working with students as co-partners in relation to an interdisciplinary formative assessment exercise in the USW Hydra Minerva Centre. The assessment related to a 'real world of work' exercise that all quantity surveying and construction management students will encounter early in their working careers. The students had to negotiate a design liability clause in a construction contract that needed to be finally agreed prior to commencement of work. The students were divided into 7 groups to reflect the seven pods that are provided at the centre. Each group nominated a student to mark the assessment in accordance with an agreed marking scheme and they joined the team of staff from across the built environment in the centre's control/observation room. The teams had to work collaboratively to solve the problem of how the design standard should be managed in the contract to the benefit of all contracting parties and their insurers. The exercise showcased the student's skills of negotiation, team working, problem solving skills, legal knowledge, critical thinking skills, and strong project management skills. Difficulties mainly related to 'resource' issues with so many staff involved. Benefits related to demonstrating relevance of academic study as well as the inter-relationship of diverse technical and legal issues studied across modules. Marks were finalised by students and staff equally.

Keywords: Employability, collaboration, problem-solving, team working, inter-disciplinary, co-partners

Step Into the Digital

Layla Pearce and Louise Taylor (Coleg Gwent)

Today's generation of students are growing up in a digital world. The challenge is how to harness this for teaching and learning in and outside of the educational setting. The crucial question being, does technology actually impact outcomes?

The impact of technology on learning outcomes has been inconclusive. Nonetheless there is evidence to suggest that there is an indirect impact on learning outcomes. These include improvements in engagement, motivation, independent learning and learner's accessing resources remotely for anytime anyplace learning. However, the use of digital activities within courses is not as prevalent as we might expect. This suggests that the full benefits of technology to support learning are yet to be realised, with technology more commonly used for convenience rather to support more effective pedagogy (JISC, 2017).

We can but strive to empower staff to effectively blend technology with pedagogy to transform the learner experience and help to develop their digital skills in preparation for employment. This has been supported by the Department of Skills and Lifelong Learning who have acknowledged the increase in demand for digital skills within the UK workforce. The purpose of this workshop is to demonstrate how we are responding to change in our pedagogic practice to continually improve the quality of learning, teaching, and assessment. The workshop will consist of interactive and collaborative digital activities to experience the blend of technology and pedagogy from a learner perspective. Participants will be able to take away ideas to use in their teaching practice and reflect on their own blend of pedagogy and technology to ensure effective technological integration which is linked to higher order cognitive levels. Pedagogical reference will be made to Dr. Ruben Puentedura (SAMR Model), Matthew Koehler & Punya Mishra (TPACK) and Benjamin Bloom (Blooms Taxonomy).

By having this twofold approach to the session (both technology and pedagogy) participants will be able to integrate educational technology into their practice, whilst recognising that there is no single combination of content, technology and pedagogy that will apply for every teacher, every course or every view of teaching as every situation is unique.

Keywords: Blended, Pedagogy, Ed tech, Transition, Engagement, Active learning

1210 – 1310 A5

Reflecting on Graduate Attributes and Curriculum Design

Nicola Robinson & Lloyd Williams (Learning Services)

Background to My Futures

2017-18 saw the launch of a simple self-evaluation tool as part of the Raising Aspirations strand of the Student Experience Plan. The tool gave students the chance to assess themselves against 6 graduate attributes; commercial awareness, communication, leadership, digital literacy, being enterprising and project management. Questions that indicated their confidence in things such as developing a network, generating ideas, showcasing an online profile all underpinned this tool and gave the students a definitive call to action in areas that they felt to be underdeveloped.

Informing and Embedding My Futures within academic/pedagogic practice.

An interesting bi product of this project was looking at the answers of clusters of students from particular courses when asked to undertake this survey as part of self-reflective sessions run by the Careers and Employability Service. A rich stream of collective data was identified that could be used to inform conversations about the areas that require further support and act as a useful added resource during course design and development. On an even more agile note, one tutor looked to provide some immediate delivery input to her cohort around the subjects identified as needing further exploration.

Utilising this tool further.

This session will introduce the type of data that we can provide based on this survey, discuss where it can be incorporated, and showcase the ways in which tutors or course teams have already engaged with it as part of their review and response process. It does require whole cohorts to submit the survey, and worth discussing how this can be absorbed into certain modules, review processes, or tutorials. It is also important to consider at what point this data can inform more strategic decisions about course content, and dovetail with any work done to embed graduate attributes within the curriculum.

Keywords: graduate attributes, employability, enterprise, curriculum design, analytics

1400 – 1500 B1

Digital Discovery Tool Workshop

Catherine Naamani (CELT)

This workshop is designed to help you discover your digital capabilities.

The digital discovery tool, developed by JISC, helps you reflect on your digital expertise and confidence with digital technologies. Come to this workshop to find out how to get noticed for the skills you have already – and how you can make digital technologies work for you.

This session includes an opportunity to work through the discovery tool so that you can assess and reflect on your own digital practice and discuss how you might build on your strengths and identify opportunities to change your practice.

Keywords: TEL, Technology, Digital, Digital-competency, Technology-enhanced-learning, Digital-literacy

1400 – 1500 B2

Embedding Leadership Learning in International Student Experiences

Dr Nicky Genders, Maria Parry, Iwan Dowie, Cath Blyth, Peter Griffiths (FLSE)

Aim: The purpose of this abstract is to explore the development and enhancement of leadership skills in student nurses and midwives undertaking international experiences.

Context: There are many skills thought to be developed, enhanced and maintained by those who undertake international experiences or placements during their undergraduate nursing or midwifery courses. These experiences may be structured planned experiences such as placement or ERASMUS experiences or may be part of a student's time outside of the course through volunteering.

The evidence suggests students undertaking international placements as part of their programmes of study may gain a range of skills aligned to leadership development. Decision-making, prioritising and problem solving skills are thought to be a key element of planning and undertaking work outside of one's own country (Burgess et al 2014; Gower 2017; Browne et al 2015). Additionally risk awareness and team building skills can be developed and enhanced whilst undertaking these experiences (Ackers et al 2017; Norton and Mark-Maran 2014)

International experiences can also offer the opportunity to develop further skills in reflection, emotional intelligence, motivation and altruism, identified as key to leadership development by a number of studies (Pullen 2003; Foli et al 2014; Browne et al 2015; Goleman 1996)

The University of South Wales, School of Care Sciences have increased the number of international learning opportunities open to pre-registration nursing & midwifery students during their course to include structured learning opportunities or placements and information on volunteering opportunities overseas.

Conclusion: This presentation would offer an insight into the experiences of 2 students undertaking an Erasmus experience in Finland, their perceptions of the development of leadership skills and the potential benefits for patient care as part of their undergraduate programme.

Keywords: Leadership, student experience, international, Erasmus, nursing, student

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Exploring change in pedagogic practice - Programme Design. USW's National Cyber Security Academy – An Innovative Project Based Approach

Clare Johnson and Eric Llewellyn (FCES)

You can't teach soft skills! Without a context and relevance most 18 year olds cannot assimilate the information we provide. Traditionally we would give students Belbin's team role tests, teach them how to present, how to research, how to reference and so on, but beyond a passing interest in their own personality type, they just don't care. We all learnt at School how to work out the area of a triangle, but how many of us have ever needed this in our adult lives? How many of us can remember the formula? Not many, because if it isn't relevant in the here and now it is irrelevant! The academy model looks to blend practice and theory by teaching the practical skills and inherently creating a need for the soft skills in order to complete a project. In this method everything becomes relevant and all things are contextualised.

The BSc in Applied Cyber Security has been developed as a result of industry's call for graduates who can 'hit the ground running', following collaborative discussions between USW, Welsh Government and Industry partners. Breaking away from the traditional lecture / tutorial delivery method, students primarily focus their time on live (or sandboxed) industry projects, initiated by our industry partners and mapped to an appropriate academic level by staff. A small amount up-front teaching (approximately half compared to a typical HE degree) is underpinned by less formal teaching input from industry and NCSA staff as appropriate. Early indications suggest that students benefit hugely from working directly with industry partners, who offer additional added value through lunch and learn sessions, practical workshops and discussions. In this way, students develop their soft skills and are well versed in working professionally long before they finish their degree.

Keywords: Contextualised learning, industry, 'live briefs', project

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**Enhancing the impact of work-based learning on future career development:
BMus 4 - Vocational Project, Level 6, 20 or 40 credits**

Zoe Smith and Andrea Jones (RWCMD)

The Vocational Project is an elective final year undergraduate module and presents an opportunity for RWCMD music students to engage in a 5 or 10 day work-based learning experience within the wider arts industry. It is a very popular choice, this year having more than 50% of Year 4 students engaging with one or another of the modules' variants. Through the BMus course review and revalidation in 2016, new pathways were identified within the Vocational Project module, allowing students to specialise in a Teaching, Outreach or Project Management focused option if they wished, thus supporting specific, potential career aspirations and their development toward this.

When the module was first introduced more than 10 years ago, it was very light-touch, with some help provided in identifying areas of interest and possible placement providers, and some generic advice available in terms of shaping the assessed components: a presentation (for 20 credits) and a presentation and write-up (for 40 credits). Our expectations and aspirations for this module, partly responding to its potential for impact on the individual students, have led us to provide a much clearer framework for the experience, extending the learning beyond the workplace.

Through the revision of teaching materials for 2017-18, we have now embedded the following into the module, alongside the core requirement of reflective practice which underpins the entire project:

1. Pre- and post-project SWOTs
2. Developing own bespoke learning outcomes & roles/responsibilities
3. Identifying key transferable skills
4. Using STARS technique to shape commentary on skills development
5. Using SMART targets to focus future plans

The work that students undertake through the first three of these points before the project, has resulted in much-improved engagement with the whole process and a significantly raised level of understanding of transferable skills gained and developed. The introduction to areas commonly found in job applications (points 2 and 4) helps to demystify that process and empower the students in their future endeavours. Thus, the intended link to employability is underlined and enhanced, providing supported access to a range of experiences that ensure relevant learning that will continue to have impact and influence beyond graduation.

Keywords: Career, employability, transferable, reflective, work-based learning

1400 – 1500 B3

***“Four voices, one song”*: Collaboration and co-creation across institutions**

Rhiannon Williams, Sera Moore Williams, Matthew Davies (FCI)

The Coleg Cymraeg Cenedlaethol has been able to provide certain resources for Universities in Wales allowing them to benefit from the expertise of staff in their relevant subjects through collaboration. As a result, we have been able to offer unique and enriching educational opportunities for our students in Theatre and Drama, which has meant changing the degree’s conventional teaching structures and spaces.

In this paper, we discuss some of our experiences in leading and implementing collaborative activities through the Coleg Cymraeg Cenedlaethol. For instance, the scripting modules are taught via video conference with students joining from Bangor and Aberystwyth Universities. This enables regular discussions with guest dramatists that are accessible for all, and an experience that would not be possible in just one of these spaces. We believe that this virtual space breaks free from geographical constraints and creates a group identity for these students who are usually in the minority.

The students also meet at a number of live events during the year. This includes Gŵyl MAP (the Performance Innovation Students Festival), arranged by us for students from the University of South Wales, Aberystwyth University and the University of Wales Trinity Saint David, enabling them to share their work and take part in workshops. This not only gives students the opportunity to meet up, but also to discover more about the nature of their own work.

We will also explore the challenges that arise from being the lead institution for this provision, from collaboration with other institutions as well as the Coleg, and from trying to gather feedback from students on the events.

Keywords: Expertise, rich, collaborative, minority, share, nature

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Building Staff Communities of Practice

Stacey Jenkins (FLSE)

Communities of Practice (CoP) are defined as “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Lave and Wenger, 1991). The aim of creating the CoP is to surface and share good practice from within the school.

A recent CoP event included academic and support staff faculty wide sharing their current teaching and learning practices that have been instrumental in student engagement and development. The focus for this event was aimed at simulation within the school of Nursing and Midwifery. The next event is currently in planning with several members of staff showing interest in sharing their practice, with one of the themes looking at advancements made on the delivery of theory around complex health needs for year 3 nursing students.

Whilst the CoP is at its early stages of development, it has proven useful in allowing staff to share ideas and build upon current practices. The CoP is an exciting development, particularly for the school of care sciences as we are currently in the progress of rewriting the new curriculum to meet the new standards of the Nursing and Midwifery Council (NMC). We are now in a great position to be discussing, sharing and celebrating some excellent practices from within the school. I envisage the CoP to grow and develop into a concrete element of practice with faculty wide interest and involvement. It will provide us with the opportunity to learn from each other, develop our own pedagogic practices and unite as a community in delivering the highest standards of learning and teaching in the best interest of our learners.

Key words: Communities of Practice, CoP, staff development, pedagogy, pedagogic practice, learning and teaching

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Is there a link between feedback and student marks?

Aimee Ward (FCI) and Richard Ward (FCES)

Much has been written on the importance of providing regular feedback to students, as well as how student engagement with feedback can enhance student learning; however, little has been published on the link between feedback and student marks on an individual or course level. If feedback is intended to enhance learning, then this may be reflected in marks. This is significant, as, firstly, it is numerical marks, rather than a more general concept of 'learning', which determines a student's degree outcome and which may impact a student's future job prospects. Secondly, this is significant for lecturers who take on the time-consuming activity of marking assignments and providing feedback, as having confidence in the effectiveness of one's practice is essential.

In this poster presentation, Aimee will make a link between feedback and student marks by analysing the feedback sheets that they provided to BA [Hons] Interior Design students on Contextual Studies modules over six years, starting with students on year 1 and following their journeys through to year 3. During this period of time, they followed the same marking criteria and provided feedback using the same method, so data can be drawn from this sample.

Analysis of this data will establish if/how students' marks changed throughout the degree, and it will identify patterns or changes in Aimee's feedback to individual students, in order to determine the extent to which previously-issued feedback may have informed students' subsequent assignments. The findings of this study may be applied when providing feedback in future, as well as in planning formative and summative assessment.

Key words: feedback, impact on marks

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Developing and sharing approaches to innovative teaching

Dr Andy Thompson, Dr Tim John, Emma Chivers, Ian McKim (FBS)

At the Autumn Learning and Teaching Conference, the School of Humanities and Social Sciences senior management team agreed a programme of work to embed understanding and sharing of learning and teaching practice in the classroom.

Since the autumn conference, the team has established a learning and teaching focus throughout the School with conversations, objectives, and formal and informal events. Staff in the School have all identified two learning and teaching objectives they wish to achieve over the next year, there has been a very successful School conference on assessment and lots of informal showing and sharing of practice.

The paper will share the SMT's views of the approach they have taken to encourage colleagues throughout the School to be part of the programme, including how a scaffolding approach to understanding of learning and teaching pedagogies has enabled all staff to buy in to the shared aspirations of the School.

Simulating Simulation

Steve Fisher (FCI) and Stuart Twigg (FLSE)

Demonstrating professional practice models for Drama & Performance students, delivering “role play” to clients, specifically the BSc Police Science degree, re/creating ‘work experience’ scenarios demonstrating cross faculty co-operation and public engagement activity.

This workshop will present and discuss:

- Extra-curricular engagement activities run over the past four years with students from BA Hons Theatre & drama, Performance & Media and Performing Arts awards in conjunction with Bsc Police Science
- additional benefits to the student participants, through their personal testimonials
- How non-curricular activity inspired students’ own assessed course work.
- Creating a module around the roleplay activity.
- Successfully delivering to an NHS clinical department client.
- Setting up a continuing work practice with between faculties that allowed Drama students to work alongside BSc Police Science staff and students in both delivery of teaching and live assessments.

We will show that the performance students gained sufficient confidence in their professional practice that they continued engaging in the project without course leader supervision (during a significant period of unexpected staff absence) significantly and positively impacting on their own student experience as well as that of a cohort in another faculty.

Role Play

As a professional actor and director Steve Fisher has a long history of being employed in ‘professional role-play’ work; creating ‘simulations’ that allow organisations to test candidates for training, recruitment or examination purposes. The Police, the NHS, the banking and finance industry, many branches of government and private industry use actors for role play work in a range of areas.

Stuart Twigg is a former Superintendent, South Wales Police and Police Staff College. Stuart teaches on the BSc Hons Police Science degree and is highly experienced in the use of the Hydra Simulation suite.

Steve Fisher and Stuart Twigg will recreate some of the role play activity in a workshop, alongside students from the two faculties re-enacting their original simulation roles. The students will also discuss their learning experience and overall engagement with the project.