



Student at the Heart submission booklet 2025

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Wednesday 18 June 2025

Keynote (Wednesday 18 June 09:30 – 10:30)

The end of the student experience as we know it

James Coe, Counterculture Partnership LLP

James Coe will take us through how a decade of economic stagnation, social dislocation, and changing government policy has made our students poorer, lonelier, and sadder than ever. In a challenging time for universities James will challenge us to think how the student experience can be different.

James is a senior partner and head of higher education at Counterculture Partnership LLP. He is the associate editor for research and innovation at Wonkhe, author of a book on universities and their places, and a Liverpool graduate who never left

Session 1: (Wednesday 18 June 11:05 – 11:35) Poster presentations

Supporting neurodivergent learners in practice placements: what resources are available?"

Mark Arnold, School of Public & Allied Health

Session overview:

Neurodivergent learners - such as those with autism, ADHD, or dyslexia - face distinct challenges in clinical practice. While placement environments provide essential professional development, they can also create barriers to effective learning. This poster explores how inclusive placement practices and research-driven strategies can ensure neurodivergent students thrive in clinical education.

Drawing from research and knowledge exchange (RKE) priorities, this project aligns with LJMU's commitment to delivering education inspired by research and engaging in impactful, connected partnerships. Key themes include:

- The availability and accessibility of support resources for neurodivergent learners in clinical placements.
- Best practice approaches for embedding inclusive learning environments within professional education.

This work contributes to LJMU's wider research priorities, particularly in diversity, inclusion, and student wellbeing. By fostering knowledge exchange between academic institutions and clinical providers, we can drive improvements that benefit both students and the healthcare sector.

This research supports LJMU's strategic focus on postgraduate research and research-led teaching by addressing real-world challenges and ensuring evidence-based educational improvements.

Key learning points from this session:

Attendees will gain insights into the challenges neurodivergent learners face in practice placements and the resources available to support them. The session will highlight best practices for inclusive placement environments, identify gaps in current provision, and explore strategies for improving collaboration between universities and healthcare providers to enhance student success.

FeedbackFruits tool; evaluating its effectiveness in supporting Advanced Clinical Practice students formative assessment

Joanna Lavery, School of Nursing & Advanced Practice

Mark Vann, School of Nursing & Advanced Practice

Session overview:

The LJMU MSc Advanced Clinical Practice (ACP) programme begins with the core module Underpinning ACP, which focuses on self-directed personal development for both apprenticeship and non-apprenticeship students. This module aligns with the NHS England (2017) multi-professional framework for advancing practice and the IfATE (2018) knowledge, skills, and behaviours for ACP, catering to a diverse group of Level 7 students. To enhance formative assessment, the team piloted Feedback Fruits, an AI tool designed to standardise feedback and improve processes, aligning with LJMU Strategy 2030's emphasis on digital tools for learning. The pilot included a multi-layer feedback approach incorporating AI-generated feedback, student self-assessment, and academic tutor feedback. Student feedback revealed a clear preference for human-generated feedback from tutors, followed by self-assessment, with AI feedback being least valued. Staff reported mixed experiences, citing potential benefits but also challenges with usability and increased complexity within the Canvas platform. Despite these challenges, the pilot demonstrated that while AI tools can support formative assessment, human feedback remains most valued. Moving forward, prioritising academic feedback while incrementally integrating AI tools may improve assessment processes and student satisfaction, ensuring a balanced, student-centred approach to feedback delivery.

Key learning points from this session:

Attendees may take away key messages regarding the challenges of AI integration into formative assessments, the value of human feedback and the importance of balancing technology with human interaction.

Making the most of library resources with Leganto

Louise Makin, Library Services

Session overview:

Leganto, our reading list management system allows academic staff to create and manage lists of essential and recommended readings and resources via the link embedded in each Canvas module. They are a versatile tool and can include direct links to journal articles, book chapters, databases, websites, videos and more. They can link seamlessly to items we already have in our collections and act as a trigger to purchase any print items we don't have. Including items on a reading list will ensure their long term availability.

From a student perspective they are not only a springboard to explore new topics but can also contribute to their feelings of wellbeing and help prevent feelings of overwhelm.

Leganto is more than just a list. There are a number of tools and functions that can help enhance the student experience. It can be used as a means to interact with students and provides a means for them to see what they have read, leave comments and make suggestions for additional texts.

Use of the inbuilt templates can help students navigate week by week. They can highlight what is essential reading, with direct links to key content, so enabling students to better participate in discussions and engage more fully in their learning. The analytics tools shows the number of unique students who engage with specific items on a reading list, who view full text or download an item or the number of times an item has been loaned.

Key learning points from this session:

This poster will highlight the benefits of using Leganto, including some of the key features and tools. Academic Engagement Librarians will be on hand to answer any questions you may have about making the most of this valuable resource.

A visual planning tool for enterprise education

Emma Robinson, Student Futures

Session overview:

Student Futures plan for graduate outcomes and employability includes the goal of every programme having at least once module that includes work based learning (WBL). WBL can be broken down into 3 categories, as placement (learning in situ with a third party), project (working on a real life project from a third party) or portfolio (accreditation of, for example, an internship). This tool supports the project route.

The tool is based on the open source Business Model Canvas (BMC). The premise of the BMC is that components can be quickly sketched out. The EntEd Model Canvas uses the same technique to show the linked decisions required.

I would like to share this colleagues in a formal setting for feedback. I would also like to invite volunteers to take part in testing the tool, as part of the support Students Futures can offer.

The tool can be seen here in draft form at [Canva, The LJMU Ent/ED canvas](#).

Key learning points from this session:

- Enterprise Education is a way to engage in work based learning.
- Bringing problem based learning into the curriculum can be supported by Student Futures via the Employer Engagement Team, Enterprise Education practitioners in the Start-up Hub and Careers Consultants.
- A visual planning tool can speed up the process.

Transforming student learning: the impact of immersive room simulations

Beth Spencer, School of Nursing & Advanced Practice

Session overview:

With the increase in simulated practice hours mandated by the Nursing and Midwifery Council (NMC), the demand on our simulation centre's facilities has significantly risen, alongside the growing number of students. One of the primary challenges faced by the simulation team has been delivering health and social care simulation scenarios in diverse environments. To address this, we have further utilized an existing immersive room space by introducing a variety of advanced settings, including the integration of smells and sounds, to enhance the immersive experience. Through the development of the immersive room, the simulation team is continuously working to expand our catalogue of environments and scenarios for healthcare students across all programmes.

Key learning points from this session:

Delivering diverse healthcare and social care simulation scenarios is challenging. By leveraging innovative solutions, the team uses an immersive room with advanced settings, smells, and sounds. Continuous improvement expands the range of environments and scenarios, providing students with realistic and engaging learning experiences, enhancing their overall experience.

Melodies of mindfulness: outcomes of a music-embedded mindfulness intervention for neurodiverse students from marginalised genders

Nikki Street, School of Psychology

Martha Lomeli Rodriguez, School of Psychology

Zoe Hughes, School of Psychology

Session overview:

'Melodies for Mindfulness' is an innovative research project and student-based intervention aiming to advance knowledge on the experiences of neurodiverse undergraduate students from marginalised genders in HE, and identify challenges and good practices related to academic resilience. The project will explore the feasibility and student experiences of the use of a novel music-embedded mindfulness program to enhance cognitive processes and promote psychological wellbeing of neurodiverse undergraduate students from marginalised genders. The intervention is running through Feb-March 2025 and this poster will summarise the key insights gained following the intervention, both quantitative changes in psychological wellbeing, cognition, resilience and feelings of social support/belonging as well as qualitative insights from neurodiverse students who take part in the intervention. The implications and recommendations for student-based interventions for neurodiverse and gender marginalised students will be discussed.

Key learning points from this session:

Audiences will learn about the development and implementation of a music-embedded mindfulness intervention, gaining insight of how the intervention was experienced by neurodiverse and gender marginal students. Key messages will be based on the outcomes of psychological wellbeing, cognitive and student belonging. Recommendation for future interventions will be discussed.

Operations of power, discourses of truth: support for students with Special Educational Needs and Disabilities

Zoe Torsney, School of Education

Session overview:

The mechanism for supporting a child with SEND in the UK is an EHCP - an Education, Health and Care Plan. This legally binding document should serve as a blueprint for how to support the child to achieve to the fullest of their potential in their educational setting. However, the Local Authority has decision-making power and can refuse to assess a child for an EHCP. Between 2015 and 2020, approximately one-fifth of requests for assessment were denied (Ahad et al., 2022).

This research will investigate operations of power in the EHCP process. "Power" may include "legal power; economic and material power; social and cultural capital; interpersonal power; and ideological power"; negative operations of power may produce a threat response as per the Power Threat Meaning Framework (Johnstone & Boyle, 2018). Recent research has explored how the education system in the UK "simultaneously grants and removes power from individuals" (Bodfield & Culshaw, 2024).

Foucault's view of education, and his description of power as relational and a producer of truth through discourse, provide an interesting lens through which to interrogate the EHCP process (Foucault, 1995). A recent literature review looking at power and SEND support revealed interesting themes which resonate with initial findings from this qualitative, interpretive and experiential research.

Although many families have had distressing experiences, (Cullen & Lindsay, 2019), it is hoped that this research can find some narratives of hope. Through understanding where key adults have worked in partnership successfully, suggestions can be made for an improved approach.

Key learning points from this session:

This research has direct relevance for neurodivergent staff and students, parent-carers, and the disabled researchers' community at LJMU, and resonates with the university's mission statement around inclusive practice. It will encourage people to consider how power imbalances might impact their partnership working; research findings will promote challenging but necessary conversations.

Session 2: (Wednesday 18 June 11:05 – 11:35)

Empowering students: the story of our mentorship scheme

Amir Asghari, School of Computer Science & Mathematics

Session overview:

The Students' Mentorship Scheme is now in its third year running in the Department of Mathematics. It started with only one student, and now, on average, about ten students per term work as mentors. We now have mentors providing individual support, mentors working in tutorials with large groups of students, and mentors assisting students through a booking system in the Mathematics and Programming Centre in the School of Computer Science and Mathematics.

On paper, the idea is very simple: more senior students (including, and in fact mainly, undergraduate students) help junior students academically. However, it comes with many challenges and doubts. After all, they are undergraduate students. They might get stuck on the same problems as their mentees.

This talk will provide the story of the scheme—from the days when it seemed impossible and against regulations to now, when mentors are the first academic contact for a group of students, second only to their main lecturers. I hope the talk addresses the concerns and questions that colleagues from other departments might have and encourages them to harness the immensely powerful and beneficial potential of students.

Key learning points from this session:

Audience will learn how the Students' Mentorship Scheme evolved from a single mentor to a structured, multi-faceted support system. Key takeaways include the benefits of peer mentoring, challenges faced and overcome, its impact on student learning, and how similar initiatives can be implemented to enhance academic support in other departments.

Session 3: (Wednesday 18 June 11:05 – 11:35)

Transforming JMSU: A 3 year journey and what's coming next?

Paul Chapman, John Moores Students' Union
Sarah Latham, John Moores Students' Union

Session overview:

This session will explore the impact of the 3-year block grant investment in JMSU highlighting key achievements, ongoing developments, and future direction. We will begin by reflecting on the progress made so far—how this investment has enhanced the student experience, improved services, and expanded opportunities for students. From infrastructure improvements to new initiatives that directly benefit students, we'll showcase tangible outcomes that have strengthened the student experience at LJMU. We'll also look ahead to what's next. What are the priorities for the next three years? How can we build on this momentum to ensure a strong and sustainable Students' Union? We'll discuss upcoming strategic goals that align with student needs. Finally, we'll explore how LJMU staff, students, and key stakeholders can play a role in shaping the next phase. Whether through collaboration, advocacy, or direct involvement, we'll highlight ways for the LJMU community to contribute to the continued success of JMSU.

Key learning points from this session:

This session is ideal for students, staff, and partners who are keen to understand how investment in the Students' Union drives positive change and how they can be part of the journey ahead.

Session 4: (Wednesday 18 June 11:05 – 11:35)

The design and implementation of a Canvas course template across an entire school

Ian Sadler, School of Sport & Exercise Sciences
Nick Adamson, Teaching & Learning Academy

Session overview:

Based on repeated student and external examiner feedback there was a need to review the approach to design of Canvas courses across the School. Variability between modules was brought into greater focus due to a new UG portfolio with shared modules across multiple programmes. A group of academics from the School worked with a Learning Technology Developer to create a template for consistent course structure and design, with clear routes for support. The template drew on research literature, existing good practice and student consultation. Such an approach facilitated staff 'buy-in' to the process and adoption of the template. Following a test-event with staff and students the template was launched for the 2024-25 academic year. On-going audits and evaluation have been extremely positive, and this provides a potential model that can be more widely adopted, either in terms of the specific template itself or the process for the development of a school-wide approach.

Key learning points from this session:

This session will provide attendees with knowledge of a collaborative approach to creating a school-wide Canvas course template. It will demonstrate the template design and allow them to consider implementing a consistent approach for their own school's Canvas courses, while understanding the potential challenges involved.

Session 5: (Wednesday 18 June 11:05 – 11:35)

'Finding space for me': exploring the benefits of reading and writing for wellbeing at university

Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy

Anne-Marie Smith, School of Education
Debbie Burns, Student Advice & Wellbeing Services
Joshua Darlington, Liverpool Screen School
Frederica Massidda, Liverpool Screen School
Lynne Walker, School of Psychology

Session overview:

The Bibliotherapy project at LJMU incorporates Reading and Writing for wellbeing workshops, with a related Bibliotherapy book collection (and wellbeing space) in both university libraries. Over the past three years students and staff have benefited from the workshops, and we have anecdotal evidence of the sometimes transformative power of reading a book that resonates with our state of mind, or the cathartic power of emptying our thoughts onto the page guided by creative prompts.

Funding from the Curriculum Enhancement scheme allowed us to employ three student interns to help us dig deeper and find out how the Bibliotherapy project is perceived and experienced. In our presentation we will share findings and reflections gathered by the interns to provide an overall evaluation of the project. By mid-June, the project team will

have spent five months talking to students, academic staff, personal tutors, librarians and professional staff exploring, discussing, and reflecting on the three strands of the initiative: reading for wellbeing, writing for wellbeing, and the bibliotherapy library space and books. Our hope is that these insights will help us to develop ways of improving and developing the Bibliotherapy initiative, to ensure wider reach and participation. As part of the Curriculum Enhancement project, interns were invited to develop creative methods to evaluate the Bibliotherapy project. We look forward to sharing these stories with you!

Key learning points from this session:

This session hopes to showcase the Bibliotherapy project for those not familiar with it, highlighting the benefits as well as the challenges of taking time for ourselves within the day to day busy-ness of university life.

We will describe the three strands of the Bibliotherapy initiative so that audience members gain a good understanding of what we do in our workshops (Reading and Writing for wellbeing), as well as gaining insight into our wellbeing book collection and how to make use of it.

Session 6: (Wednesday 18 June 11:05 – 11:35)

More than a bed: Improving the experience of LJMU students in halls

Ed Naylor, Student Advice & Wellbeing
Collette O'Neill, Student Advice & Wellbeing
Maya Deshpande, Student Advice & Wellbeing
AJ Jasim, Student Advice & Wellbeing
Jake Ross, Student Advice & Wellbeing

Session overview:

LJMU has collaborated with private partners in order to offer hall accommodation to our new students for more than two decades. We have traditionally contracted with these firms for one academic year at a time. However agreement was recently reached with a group of providers for a period of up to five academic years, commencing in 2025/26.

This longer term planning horizon gives us an opportunity to further strengthen relationships with our partners, to the benefit of our students. This is timely given regulatory demands on the sector plus the work required in order to achieve Mental Health Charter status.

This session will summarise progress made to date and highlight initiatives undertaken by the Accommodation and Student Living team. It will also (hopefully) inspire ideas from colleagues across LJMU about ways in which these partnerships could be developed.

Key learning points from this session:

Attendees will gain an understanding of how we work with our accommodation partners plus a summary of how we plan to develop those relationships further in the next 5 academic years. They will also hopefully be inspired to contribute their own suggestions for taking this agenda forward.

Exploring climate change through student participation in a mock world climate summit

Ivan Gee, School of Public & Allied Health

Session overview:

Incorporating sustainability and climate action into all teaching programmes is an important part of the LJMU strategy. This session will showcase classes that I have been running with undergraduate and postgraduate students, to help them better understand how global policies can tackle climate change. These sessions involve running a mock World Climate Summit (COP), where students are asked to role-play different stakeholder groups e.g. less developed countries, oil and gas producers, protest groups etc. Groups propose policy options (e.g. subsidising renewable energy, taxing fossil fuels etc) and the impact of these policies are modelled live in the summit using a very intuitive, web based online tool - [EnRoads](#). This allows us to see the impact on different fuel use, CO2 emissions, and predicted global temperature rise, of the groups' proposed policies. Each group gets to nominate a policy - or revise another group's policy, in a series of policy rounds. It allows us to see not only which policies are more effective, but brings out the vested interests, inequalities and politics that make tackling climate change globally so challenging. Events are lively, fun and a great way to embed better understanding of both the science and wider issues. They are something I am keen to run in other programmes and there are other options for using the EnRoads tool for teaching that I will highlight.

Key learning points from this session:

If you attend this lightning session you will get to see a fun and engaging way to discuss climate change actions with student groups.

I am keen to run these events for other programmes and can also share my experience of other ways of using the EnRoads tool.

Simpler recycling regulations

Jennifer Stokoe, Estate Development & Campus Services

Session overview:

New waste regulations have come into force in England and as a result we are having to change the way we manage waste. This session will explain changes on how waste is being collected around campus including changes in bins and their locations; what can be collected in different waste streams; and why these changes are happening.

Key learning points from this session:

- Understand changes to how waste is being managed around campus and why
- Understand how this will affect you

Empowering students through KnifeSaver training

Kevin Cairns, School of Nursing & Advanced Practice

Session overview:

This session highlights a transformative initiative that equips students with essential life-saving skills through the KnifeSavers program. By addressing the critical need for emergency preparedness, we aim to empower students with the knowledge and confidence to act decisively in situations involving traumatic bleeding, the leading cause of preventable deaths in trauma cases.

Participants will be introduced to evidence-based techniques such as applying tourniquets, packing wounds, and utilizing Bleeding Control Kits, which are strategically placed across campus. This practical training fosters inclusivity and relevance by ensuring that the skills taught are accessible to students from all disciplines, regardless of their background or prior experience.

The initiative aligns with the core value of placing students at the heart of everything we do. By offering them the tools to respond effectively in emergencies, we are cultivating a safer and more resilient campus community. The session will also emphasize student voices, sharing feedback from participants who have experienced this training and demonstrating its impact on their confidence and sense of responsibility.

This proposal resonates with LJMU's mission by promoting inclusivity, practical skill-building, and evidence-informed practice. Attendees will leave with insights into how this initiative supports wellbeing, enhances the university experience, and can serve as a model for good practice across departments and institutions.

Key learning points from this session:

Attendees will learn how empowering students with KnifeSavers skills can enhance emergency preparedness and save lives. Key takeaways include understanding the practical application of Bleeding Control Kits, fostering inclusivity in skill development, and the broader impact of equipping students with confidence and knowledge to respond effectively in life-threatening situations.

Session 8: (Wednesday 18 June 11:40 – 12:10)

Towards a manifesto for a compassionate curriculum

Phil Carey, Teaching & Learning Academy
Liz Clifford, Teaching & Learning Academy
Phil Rothwell, Teaching & Learning Academy
Wendy Johnston, School of Sport & Exercise Sciences
Wendy Garner, University of Chester

Session overview:

A compassionate curriculum is one where notions of fulfilment and wellbeing are designed into curriculum structure, processes and practices. Such a curriculum, in its planning and delivery, is characterised by a motivation to help, to minimise stress and eliminate distress for both students and staff. The focus on the compassionate curriculum was born from the RAISE Partnership Special Interest Group. A series of events addressing a seemingly

unrelated elements of student/staff partnerships came to the same overall conclusion; the student journey is enhanced when universities explicitly and strategically attend to wellbeing in the construction of learning experiences. This presentation will outline work done by the Special Interest Group to promote the notion of a compassionate curriculum through the development of a manifesto that will be published on the RAISE (Researching & Inspiring Student Engagement) website. The presentation will explore how consideration for student and staff wellbeing is embodied in the formal curriculum, as defined by content, pedagogy and assessment. It will also examine the role of student support. Finally, the presentation will explore the how the unwritten rules and assumptions of a university (the 'hidden curriculum') can sustain or constrain efforts towards compassionate curricula.

Key learning points from this session:

This session will provide attendees with the opportunity view curriculum features and associated practices through the lens of student and staff wellbeing. Consideration of this will emphasise that many of the features of a compassionate curriculum are already common practice in LJMU. Hence, developments will often be in how curricula, services and practices are organised rather than recreated.

Session 9: (Wednesday 18 June 11:40 – 12:10)

Beyond celebration: building inclusive community support and professional growth during Black History Month

Waf Njonjo Shaw, Student Futures

Vicky Farrall, Student Futures

Raghad Hasan, School of Law

Joy Chukwuma, Pharmacy & Biomolecular Sciences

Ali Al Shammari, Pharmacy & Biomolecular Sciences

Nail Akal, Humanities & Social Science

Session overview:

Black History Month is often marked by celebrations that highlight cultural heritage and historical achievements. However, to create lasting impact, there must be a focus on actionable initiatives that foster inclusive community support and professional development. This presentation explores strategies for embedding sustainable frameworks that empower Black students and professionals beyond the month of October. Drawing from real-world initiatives, including co-creation internships, focus groups, and career development workshops, this session will provide insights into meaningful engagement and long-term structural change. The session will also reference Advance HE guidance on the attainment gap of Black students and the Unite Students report Living Black at University to contextualise key challenges and solutions.

Introduction

Black History Month presents an opportunity to reflect on and celebrate the achievements of Black individuals. However, the focus should extend beyond celebration to ensuring Black students and professionals receive continued support in their educational and career journeys. This session will discuss ways to establish year-round initiatives that address key challenges faced by Black students in higher education and employment, with a particular focus on research findings from Advance HE and Unite Students.

Case Studies and Practical Applications

The session will highlight successful case studies, such as:

- Black History Month Focus Groups: Engaging 30 students to capture lived experiences and inform institutional policies.
- Co-Creation Internships: Collaborating with Black and ethnic minority students to design and implement career development programmes.
- Networking and Mentorship Initiatives: Establishing mentorship schemes that connect students with professionals in various industries.

Conclusion

Building inclusive community support and professional growth for Black students requires intentionality, collaboration, and sustained commitment. By shifting from a celebratory lens to a framework of continuous empowerment, institutions and organisations can drive meaningful, long-term change. This session will provide practical strategies and recommendations to help educators, employers, and policymakers create environments that support Black success beyond Black History Month, with insights drawn from Advance HE and Living Black at University research.

Key learning points from this session:

Key Discussion Points

1. Inclusive Community Building:
Creating safe spaces for dialogue and mentoring. Developing networks that foster belonging and collaboration. Engaging Black students in co-creation and leadership roles.
2. Professional Development & Career Readiness:
Addressing the attainment gap and barriers to employment, as highlighted by Advance HE. Implementing targeted career workshops and networking opportunities. Leveraging institutional resources to support Black students' progression.
3. Sustainable Change and Institutional Commitment:
Embedding racial equity initiatives into university and workplace policies. Partnering with organisations to provide long-term career pathways. Using data-driven approaches to measure and improve inclusivity efforts, informed by Living Black at University findings.

Session 10: (Wednesday 18 June 11:40 – 12:10)

Just do it: student-led experiential learning – insights from first-year Applied Entrepreneurship students

Liam Sawley, Liverpool Business School
Joe Tipping, Liverpool Business School
Dan George, Liverpool Business School

Session overview:

As first-year students of Applied Entrepreneurship at LJMU, we want to share a unique student-centred perspective on experiential learning, focusing on our experiences during the course. Applied Entrepreneurship is an innovative programme that replaces traditional lectures with a hands-on, student-led approach, combining real-world business experiences

with coaching. Our position as students gives us the opportunity to offer an often-overlooked perspective, providing reflections on how this model has shaped our university experience. We believe our insights are relevant and valuable in demonstrating the benefits of this contemporary, student-led learning model.

We will discuss how this hands-on approach develops independence, collaboration, innovation, and shared learning, making it an inclusive and empowering learning model. This has enabled us to apply theories to real business scenarios, critically assess and adopt complex concepts, and develop our own problem-solving approaches. This student-driven strategy promotes continuous learning, with knowledge that deepens through repeated application in a real-world context.

We aim to present the value of this learning style and the impact it has had on our first year. Hearing our experiences may support programmes in adopting a more transformative and engaging approach to learning by encouraging trust and collaboration between staff and students, alongside greater learner autonomy. While this model is particularly well suited to business and entrepreneurial fields, where practical application is crucial, its principles could inform other disciplines as well.

Key learning points from this session:

Key takeaways include firsthand experiences in experiential learning: how autonomy and trust influence our learning processes, how applying theory to practice enhances understanding, and how staff support deepens engagement. By sharing our journey, we aim to show the effect this model has had on our academic and personal growth.

Session 11: (Wednesday 18 June 11:40 – 12:10)

We're going on a book hunt! Reflections on an intern-led children's literature book club

Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy

Elizabeth Taylor, School of Education

Session overview:

This presentation will reflect on a level 4, internally funded, intern-led project for Education Studies and Primary (BA Hons) students. A children's literature book club, enhanced students' subject knowledge and provided a social opportunity for the cohort. The club aimed to build on key student outcomes and experience measures such as continuation and completion and progression.

Allen and Nichols (2017) identify that often students have little voice or agency in creating interventions. The promotion and content of the club, such as weekly themes and activities were developed by interns (with support from the project leader). Themes and texts were selected for positive representations of diversity and to offer 'Windows and Mirrors' (Sims Bishop, 1990) into children's (and students') lives.

Our student cohort explore diverse roles within the children's workforce during and after their degrees (e.g. Teaching Assistants, Teaching, Social Work, Children's Mental Health Support). Our students are often asked to select and discuss a children's text for PGCE interviews. However, within children's literature, some childhoods are under-represented. For example, a survey with over 58,000 children found many children did not see themselves in the books

they read (Best et al.,2020). Amongst these were children from ethnically diverse families, low-income families and children with disabilities. Therefore, our school resources, and the themes selected for focus by the interns, aimed to provide positive and diverse representations within the texts explored. These themes include: mental health and well-being, poverty and disability.

The presentation will explore student voices in relation to the value and challenges to the club and consider a rationale for the importance of diverse children's literature. Key areas for discussion include belonging, the value of attending, and potential benefits beyond the project. The presentation will also consider the benefits of a children's literature book club for wider groups of students.

Key learning points from this session:

This presentation will reflect on a level 4, internally funded, intern-led project for Education Studies and Primary (BA Hons) students. The presentation will explore student voices and key areas for discussion include 'belonging', the value of attending, and potential benefits beyond the project such as a children's literature book club for wider groups of students.

Session 12: (Wednesday 18 June 11:40 – 12:10)

Bringing Data to Life: Storytelling with Power BI

Chris Dyche, Information Technology Services

Session overview:

In a data-rich world, turning numbers into narratives is a game-changer. This session explores how Power BI helps university staff move beyond static reports to create interactive dashboards that drive action. Discover how storytelling with data can support student engagement, research, and operational insight—while being easily shared and consumed across devices, including mobile, web, and even within PowerPoint. Whether you're new to data or a seasoned analyst, learn how to bring your data to life and build a stronger data culture.

Key learning points from this session:

- Introduction to Microsoft Power BI and how to access it.
- Examples of how Power BI is being used in the university.
- Effective use Power BI as a report consumer.
- Building a Power BI interactive report.
- AI capabilities of Power BI.
- Where to find more information to continue developing.

Session 13: (Wednesday 18 June 12:15 – 12:45)

Enhancing team effectiveness in university professional services: a case study of a 'third space' collaborative approach with Business School academics'

Paul Lees, Liverpool Business School
Susan Barry, Liverpool Business School
Amanda Stewart-Reilly, Faculty of Society & Culture
Rachel McCloskey, Faculty of Society & Culture
Paula Kewn, Faculty of Society & Culture

Session overview:

Within UK universities there are 51,000 'professional', 'support' and 'administrative' staff (Kings College London, 2021) and they play a pivotal role in higher education institutions day-to-day running and long-term success (Vere, Verney, and Webster-Deakin, 2024). Despite this, there remains a paucity of literature examining relationships and knowledge sharing between professional services and academics (Veles, Graham and Ovaska, 2023). This research seeks to advance scholarship on the impact and lessons learned from collaboration between professional services staff and LBS academics.

We share outcomes of collaboration between academics from Executive Education and the LBS professional services team, whereby academics and senior professional service management created their own 'third space' (Whitchurch, 2008; Whitchurch, 2015) within LJMU, to focus on knowledge sharing expertise (de Wit-de Vries et al., 2019) to enhance team effectiveness and talent maximisation within the LBS professional services team. In doing so acting as 'complex collaboration champions' (Veles, 2022; Veles et al., 2019).

Based on the principles of organisational learning theory (Senge, 1990), emphasis was placed on employee voice and feedback to leverage collective insights in order to prioritise areas of development, coupled with a strengths-based approach of appreciative inquiry (Cooperrider and Srivastva, 2017) to determine existing effective practices. Further underpinning utilising Boundary Spanning theory (Aldrich and Herker, 1977; Williams 2002; Martin and Ibbotson, 2021) was employed to focus on the enablers of knowledge transfer between academics and professional services. A co-constructive qualitative approach was adopted via ongoing learning conversations to achieve a shared goal and clarity of purpose.

Key learning points from this session:

Outcomes of the knowledge transfer and exchange were guided by Social Capital theory (Bourdieu 1986), to highlight the value of collaboration and skills enhancement to support cross-functional interactions for team effectiveness. We aim to extend current understanding of the importance of 'third space' collaboration, to better support students, academic colleagues, and the mission of LJMU.

Session 14: (Wednesday 18 June 12:15 – 12:45)

Grade journey

Phil Rothwell, Teaching & Learning Academy

Session overview:

The Grade Journey project aims to automate the transfer of grades from Canvas into the Student Information System (SIS), is set to span several years in its implementation, and transform how two of the largest university systems operate and integrate with one another. Eliminating the need for manual grade entry will save time and significantly increase the accuracy of data for Boards of Examiners. It will also help to manage the digital learning experience of students who have had to take deferrals or have trailing credit. The success of Grade Journey is dependent on effective collaboration between a range of key players across LJMU including, academic colleagues, Faculty-based support staff, Academic Registry, IT Services and the Teaching & Learning Academy. It will see further integration of key university systems: SIS and Canvas.

Key learning points from this session:

This session will outline the key benefits associated with Grade Journey. There will be an explanation of work undertaken to date that has involved consultation with multiple stakeholders to evaluate requirements, the development of prototype solutions and a complete upgrade to the SIS and Canvas integration. The session will also identify next steps in this important development, with opportunities for staff to questions of members of the Grade Journey project team.

Session 15: (Wednesday 18 June 12:15 – 12:45)

The MasteryPath – an adaptive learning approach that promotes online learning

Clay Gransden, Liverpool Business School
Matthew Hindmarsh, Liverpool Business School
Christopher Faulkner, Liverpool Business School
Vicky Farrall, Student Futures

Session overview:

Many higher education institutions are now tapping into the growing number of educational technologies accessible for teaching and learning (T&L) purposes. Indeed, the opportunity and ability to embed digital tools into the T&L process have transformed higher education. The use of such practices has been amplified further by COVID-19, as well as pedagogical research and institutions (i.e., Advance HE) advocating for a hybrid and/or blended approach to learning. One such adaptive learning tool available to teachers is the MasteryPath (MP), a tool that breaks down subject matter into small units of online learning that students can undertake at their own pace. Here, only once a learner has a thorough comprehension of a specific topic can they move onto the next. As a team, we initially constructed two automated MPs, which had the primary objective of encouraging students to explore certain areas of the LJMU website (referencing and student systems). Over the past 4 years this adaptive learning approach has been utilised across the business school, with, more recently, this approach being piloted with student futures remodelling the 'Future Focus' task. Over this time, qualitative and quantitative data has been collected from both students and staff across three programmes with over 1000 students completing a MP as both a summative and a

formative assessment. In this presentation, we will discuss the positive impact of these MPs on student learning through the data collected within the context of the constant evolution of this tool.

Key learning points from this session:

To see the impact of adaptive learning tool on student learning. Evidence will be drawn from a range of different assessments, subsequent assessments, student feedback, and colleague feedback within the Business School.

Session 16: (Wednesday 18 June 12:15 – 12:45)

Developing commercial enterprise projects to enhance knowledge and skills to external stakeholders

Laura Kinsey, Faculty of Health, Innovation, Technology & Science

Session overview:

Schools within the faculty have delivered bespoke education to a number of organisations external to the university. These were commercial enterprise activities, the aim being to enhance income generation for the university, as well as equipping the workforce with essential skills and knowledge. NHS, charity, and regional council staff have benefited from this tailored education, and this partnership working is essential for enhancing planning and provision of care for people in our community.

Education was delivered in a series of study days at LJMU. They included a focus on evidenced based theory and case study learning as well as role play and scenario-based activities, delivered by healthcare experts within the faculty. This dynamic and interactive learning model significantly enhances delegate engagement by providing concrete examples of abstract concepts, facilitating the development of analytical, procedural and decision-making skills through real life applications. The delegates were thus moved from a passive listening learning environment to active participation. Delegates were required to critically analyse, evaluate and synthesise information to solve problems. The role play drew upon empathetic and perspective taking skills, whilst also collaborating and communicating as a group to articulate ideas and listen to others. These pedagogic teaching approaches also aimed to enhance the delegate motivation and interest in the subject matter.

The delivery teams captured pre and post training day knowledge and confidence levels, and a further survey will be distributed to measure the impact the training has had on their roles, contributing to University REF.

Key learning points from this session:

This session will demonstrate the use of educational commercial enterprise activities, to enhance skills and knowledge to external organisations.

How this fits with the LJMU Mission and strategy and supporting plans will be examined.

Session 17: (Wednesday 18 June 12:15 – 12:45)

Writers are readers and readers are writers

Jake Morris-Campbell, School of Humanities & Social Science

Olivia Bowen, School of Humanities & Social Science

Rachel Bagley, School of Humanities & Social Science

Session overview:

How can we get more students reading — critically and creatively? Why is it important to do so? In what ways might having an open-minded approach to reading harness net positive effects on the wider student experience and sense of cohort identity? Addressing worrying national trends in diminishing numbers of young people reading for pleasure (National Literacy Trust, 2024) this session asks what our responsibilities are as literary citizens.

A collaborative session between a lecturer and two students, we will ask and explore: how and why we read; the ways in which good reading habits underpin and strengthen good writing practices; and how developing these pedagogies might be put at the heart of an Arts & Humanities renaissance, celebrating our subjects and all the positive attributes they bring to the culture and economy of a city-region. As the educator and philosopher Paulo Freire said: 'Reading the world always precedes reading the word, and reading the word implies continually reading the world.'

Stemming from work undertaken on the new Writers Are Readers level 4 module at LJMU, the students will explain how their reading passions and interests were foregrounded while they were simultaneously challenged to read in new genres and areas, and what this has meant for their budding practice as writers. Students will give accounts of beginning to explore Liverpool's literary ecology – from the Picton Reading Rooms to Dead Ink Books – and they will illustrate the ways in which the module gave them agency and autonomy to pursue critical-creative research projects.

Key learning points from this session:

- A demystification of what Creative Writing students do and why it's relevant
- Module and programme leaders, as well as students, in other disciplines might learn from best practice, especially in terms of engaging with the city
- Practical tips and advice on how to be more focused and attentive close readers

Session 18: (Wednesday 18 June 12:15 – 12:45)

Exploring doctoral supervision: perspectives in teaching and pedagogy

Tasnim Ahmed, School of Law

Session overview:

This presentation explores the pedagogical practices employed in supervising law PhD students within law schools. The study adopts an auto-ethnographic approach to investigate the beliefs of both supervisors and students regarding teaching, learning, research and supervision.

An overarching auto-ethnographic method was used to examine the perspectives of students and supervisors on teaching, learning, research and supervision. Data collection

spanned eight months and followed a multi-step process. The first set of data was obtained through a focus group comprising five supervisors from the Business and Law Faculty. The second set of data involved naturalistic observations of three supervisory meetings per supervisor and their respective students. The final set of data was collected through the observation of five student annual progression panel proceedings, focusing on the same five students whose supervisory sessions were previously observed.

The observations revealed five distinct pedagogical approaches to teaching within the supervisory context. Additionally, participants' beliefs were found to be interconnected, allowing for the identification of orientations. Participants aligned with a particular orientation exhibited a unique set of beliefs. It was noted that a supervisor's choice of orientation influences the overall pedagogical approach adopted during supervision. Each orientation incorporated an element of teaching, highlighting the integral role of teaching within supervisory practices.

Key learning points from this session:

The findings have significant implications for faculty professional development, particularly for staff involved in doctoral supervision. They provide insights into the dynamics of student learning during interactions between staff and students throughout the doctoral journey. These insights can inform future supervision training programmes, offering valuable guidance to novice supervisors and enhancing the overall doctoral supervision experience.

Session 19: (Wednesday 18 June 13:55 – 14:25) Lightning talks

The effect of exercise on stress reactivity to public speaking assessments in university students

Chrysanthi Fergani, School of Biological & Environmental Sciences

Will Swaney, School of Biological & Environmental Sciences

Fatima Perez De Heredia Benedicte, School of Biological & Environmental Sciences

Stephen Hinton, School of Psychology & Elaine Hemers, University of Derby

Session overview:

The prevalence of mental health issues in university students is increasing rapidly (450% increase, in recent years). One aspect of education that students find particularly stressful is public speaking assessments such as oral presentations. These assessments are a crucial component of a higher education syllabus for evaluating students' ability to communicate ideas effectively whilst also providing transferrable skills for the workplace. However, 80% of students from two UK Universities reported that oral presentations were a source of social anxiety impacting on learning and well-being. Therefore, it is important to explore potential stress buffers to help students cope with these assessments. A potential tool for alleviating stress is exercise. The health benefits of regular exercise have been studied extensively with evidence supporting mood-boosting and stress-reducing properties. The present study aimed to investigate the effects of regular exercise in stress reactivity during oral presentation assessments. Salivary cortisol was measured immediately before, immediately after, 20 minutes after, and at 5:00 pm on the evening of the oral presentation. Baseline cortisol samples were also taken a week prior to the assessments, 30 minutes after waking and at 5:00 pm for comparison. Our data suggest a significant attenuation of cortisol responses immediately before an oral presentation assessment in students with high pre-existing physical activity levels compared to those with low/moderate physical activity levels. With this study, we aim to highlight evidence that campaigning for regular exercise amongst university students is essential for improving student well-being and student outcomes.

Key learning points from this session:

This study clearly shows that regular exercise has stress buffering effects during assessments involving oral presentation. This information can be interesting to all colleagues across the university as oral presentations are a common type of assessment in most educational settings.

Advancing practice showcase event: cultivating peer support as an educational strategy for postgraduate and Advanced Clinical Practice (ACP) learners

Sarah Shardlow, School of Nursing & Advanced Practice
Joanna Lavery, School of Nursing & Advanced Practice
Geraldine Macdonald Smith, School of Nursing & Advanced Practice
Eleanor Fenney, School of Nursing & Advanced Practice

Session overview:

The student voice is important to gain constructive feedback and ensure a positive student experience. The post graduate nursing and advanced practice team LJMU engaged with students and acted upon feedback which highlighted challenges in accessing multiprofessional peer support both in university and practice. The “Advancing Practice Showcase” was created as a response underpinned by the ethos of the multiprofessional framework for advanced practice (England NHS, 2017). The showcase aimed to emphasise clinical practice and academic educational innovations to educate multiprofessional and postgraduate practitioners, both active and alumni. The event featured presentations from advanced clinical practitioners (ACPs) from diverse professional backgrounds. It accentuated regional networking, providing attendees with valuable opportunities to connect with peers, past students, and their local organisational leads. Multi-disciplinary presentations focused on real-world innovations, inspirational content and provided academic and practical insights to motivate learners to drive change within practice areas.

Qualitative evaluation of the event by questionnaire demonstrated that 100% of attendees found this event valuable and recognised its importance and contribution to their own healthcare innovation and transformation knowledge. Feedback praised the impact of EPA (End Point Assessment) presentations and posters which attendees found instrumental to their professional progression. The event endorsed the power of peer support as a crucial and inclusive educational tool for ACPs and feeds into the LJMU strategy specifically the place and partnerships plan and research and knowledge exchange.

Future recommendations include incorporating more community-based content, enhancing networking tools, diversifying poster presentations, and ensuring broader multidisciplinary team involvement. This event will now become an annual feature, fostering continuity in professional development and it aims to highlight good practice, ensure inclusive approaches to support the achievement of underrepresented groups and provide staff and student voices to enhance the university experience.

Key learning points from this session:

The aim is for attendees to learn what the challenges are to accessing key support during their time on the masters programme and those barriers we intend to overcome to change this narrative. We hope to create a cohort of previous and current alumni that is reflective of the multidisciplinary nature of our student body, therefore allowing us to have a wider network of peer support for our students.

Innovative starter activities for accounting and finance seminars

Wendy Gallagher, Liverpool Business School

Session overview:

Often an accounting and finance seminar starts with students working through questions in a seminar, or a lecture led demonstration followed by students practicing an accounting and finance technique. Instead, the use of appropriate starter activities encourages prompt attendance and student engagement from the very start of the session.

Benefits of starter activities:

- Refreshes students' prior knowledge before new learning
- Encourages attendance at the start of the seminar, otherwise students miss 'fun' activities/recap
- Informs lecturer as to students' understanding of a topic
- Suits some neurodivergent students

What makes a good starter?

- Quick
- Engages students from the off
- Easy to set up/understand
- Variety of starters, so it is not the same every time and becomes mundane
- Enhances learning

Examples

1. List of assets/liabilities OR income/expenditure OR income statement/balance sheet items on board and ask students to name an example
2. Control accounts - draw a control account on the whiteboard; give a couple of students 1 item from a control account and ask them to put on the whiteboard; include a couple of invalid answers for stretch and challenge of high achievers
3. Differences between financial accounting and management accounting - put the 2 headings on the visualiser, and ask pairs of students to identify which of 2 items is MA v FA, class build into full list)
4. Student budgeting activity - handout with items the student buys, income received; each student to calculate individually
5. Ask students to vote/comment on a topic/discussion point
6. Quiz

Key learning points from this session:

The presentation will show a few activities, possibly photos or diagrams, including:

1. List of assets/liabilities - photo of how it looks after students complete
2. Control accounts - photo of how it looks after students complete
3. The FA v MA list - diagram of how it looks after students complete
4. Student budgeting activity handout
5. Visual of Padlet or Mentimeter with a vote/comment on a topic/discussion point
6. Visual of a Kahot Quiz

Session 20: (Wednesday 18 June 13:55 – 14:25)

Understanding exam anxiety: key drivers, student coping strategies, and the role of exam venues

Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy

Stewart Chidlow, School of Computer Science & Mathematics

Sian Dunne, School of Civil Engineering & Built Environment

Philippa McCabe, Pharmacy & Biomolecular Sciences

Jodie Squirrel, School of Psychology

Amber Furlong, School of Psychology

Session overview:

Exam anxiety is a widespread issue that significantly impacts student wellbeing and academic performance, with research highlighting its detrimental effects on cognitive function and assessment outcomes. As many degree programmes rely heavily on summative exams, students experiencing high anxiety often struggle to reach their potential, which can lead to poor academic performance or, in severe cases, failure to complete their studies.

In this talk, we will share the findings from a recent Curriculum Enhancement Project aimed at identifying the key drivers of exam anxiety and exploring students' techniques for managing it. The presentation will include results from a student questionnaire and insights gathered through focus groups, offering staff a deeper understanding of how anxiety manifests during assessments. A key focus will be the impact of exam venues on student performance, particularly how factors such as familiarity and sensory conditions influence anxiety levels.

The session will conclude with practical recommendations for selecting exam venues that help minimise exam anxiety, alongside strategies for supporting students more effectively during assessments. By highlighting student experiences and evidence-based practices, this talk aims to empower staff with actionable insights to promote student wellbeing and enhance academic outcomes.

Key learning points from this session:

Staff will learn about successful strategies that can be implemented to lower exam anxiety and could be delivered to students at programme level. We also wish to change how current exam venues are selected.

Session 21: (Wednesday 18 June 13:55 – 14:25)

Stories from the heart: the value of storytelling to teach complex concepts from the lecturer's perspective

Heather Kirby, School of Nursing & Advanced Practice

Session overview:

I am currently completing an EdD using interpretive phenomenological analysis looking at the role of the nurse lecturer and the use of personal stories from practice (clinical healthcare settings) in the university classroom. Nurses using stories in the clinical environment to teach student nurses is commonplace and has been recognised as an informal teaching tool for over a hundred years. Current research indicates that storytelling is powerful and has the potential to be influential to shaping student values and ethical

behaviours, essential to excellence in nursing education and care delivery. What is not understood fully is the transferability to the university classroom in terms of being a pedagogical tool in the curriculum, whether the stories used underpin our teaching ie are they evidence based, do they bring diverse perspectives, and whether stories are tailored to suit the situation. A particular focus is on the usefulness of using storytelling to reach hard to teach concepts such as professionalism, compassion and emotional intelligence. Lecturers from three fields of nursing have been interviewed to provide a voice and to hear their insights and views into the potential for using stories. The session will cover a broad overview of storytelling, links to nursing, incorporating storytelling into the curriculum, potential for reaching hard to teach concepts and the impact of using storytelling for lecturers – raising personal credibility, incorporating diverse perspectives and enhancing student learning. With a vested interest in producing nurses ready for contemporary healthcare this is an exciting and relevant topic to investigate.

Key learning points from this session:

The audience will learn:

- power and influence of storytelling
- nursing and storytelling – what does this look like?
- using stories as a pedagogical tool / incorporating diverse perspectives
- potential for using stories to reach hard to teach concepts
- impact on lecturer credibility and enhancing student learning

Session 22: (Wednesday 18 June 13:55 – 14:25)

Session cancelled

Session 23: (Wednesday 18 June 13:55 – 14:25)

LJMU mentorship programme: making a lasting impact

Michael Humphreys, Corporate Communications & Stakeholder Relations

Session overview:

Liverpool John Moores University's Mentorship Programme, delivered through LJMU Connect, is a transformative initiative designed to support students and recent graduates as they navigate their career journeys. By connecting them with experienced alumni mentors, the programme fosters professional growth, confidence, and invaluable networking opportunities.

Mentorship provides mentees with guidance on career decisions, industry insights, and skill development, helping them transition successfully from university to the workplace. At the same time, mentors gain personal satisfaction from giving back, strengthening their leadership skills, and expanding their own professional networks.

Through LJMU Connect, participants can easily find and engage with mentors, setting goals and tracking progress in a structured yet flexible way. The programme supports a wide range of career paths, ensuring tailored advice for each mentee's aspirations.

The impact of mentoring extends beyond individuals—creating a stronger, more engaged alumni network that benefits both current students and graduates. Many mentees go on to become mentors themselves, reinforcing a culture of support within the LJMU community.

Join us in making a difference. Whether as a mentor or mentee, your participation can shape futures, build confidence, and open doors to new opportunities. Together, we create lasting connections.

Key learning points from this session:

The audience will discover how the LJMU Mentorship Programme empowers students and alumni through professional guidance, networking, and career development. Learn how to get involved, hear success stories, and see the real impact of mentorship. Whether mentor or mentee, find out how you can benefit and make a difference.

Session 24: (Wednesday 18 June 13:55 – 14:25)

Ready, SET, Go! -enhancing the student experience with extracurricular activities

Jan Lunn, School of Computer Science & Mathematics
David Lamb, School of Computer Science & Mathematics
Jack Malone, School of Computer Science & Mathematics
Chris Kaser, School of Computer Science & Mathematics

Session overview:

The Software Engineering Team (SET) was formed with 4 student members with support from the Academics on the SE programme. The aim of the initiative was to provide extracurricular activities for students to foster a sense of programme-wide community and belonging.

The team was founded in Sept 2024, to provide structured opportunities for a broad range of software projects with a mix of self-managed work and teamwork. The initiative proved a great success and has been strengthened and expanded to include new level 4 students this year. The ultimate goal is to establish a student led project based collective to enhance student learning, cohesiveness, resulting in improved team working and employability skills.

During this time the team has produced several measurable outcomes: including supporting demonstrations at open and applicant days, student mentoring, exhibiting at Liverpool's Makefest 2024. The team have also supported research within the school and at a cross-faculty level in development of prototype systems.

Additionally, early signs are that this has positively impacted employability – participating students now have a significant portfolio of engineering work to support applications and interview. Anecdotally, placement employers have fed back positively on the breadth and depth of student's skills and experience.

This session will showcase the projects and progress of the SE team and discuss challenges and approaches for expanding extra-curricular teams in other areas within the university.

Key learning points from this session:

Take transferable ideas that can be applied in their own subject areas for extra-curricular projects that can enhance their students' sense of belonging, skills development and employability skills.

Opportunities for other subject areas to engage in potential projects with the team.

Session 25: (Wednesday 18 June 14:30 – 15:35) Workshop

Driving Student Success Through Equity: Applying the LJMU Evaluation Framework

Elena Zaitseva, Teaching & Learning Academy
Natalie Holland, Teaching & Learning Academy
Emma Smith, Teaching & Learning Academy
Leanne Taher-Bates, Teaching & Learning Academy

Session overview:

Robust evaluation is a powerful tool to support effective project or intervention design, inform decision-making and demonstrate impact. This is particularly important for the recently approved Access and Participation Plan initiatives that aim to improve student equity at LJMU.

LJMU Evaluation Framework was developed to support colleagues to evaluate the impact of their work with students, to build evaluation capacity, and create an avenue for sharing good practice.

Key learning points from this session:

This interactive workshop will equip participants with the skills to apply the LJMU Evaluation Framework to evaluation of their own projects or interventions. Using a real-life scenario supported by a completed Theory of Change, participants will explore different types of evaluation and research methodologies to measure the impact. They will find what resources are available at different stages of the process, and how to utilise the help available through the Teaching and Learning Academy.

Session 26: (Wednesday 18 June 14:30 – 15:00)

Clues-in-the-cues: how to improve student experience through a better understanding of their non-western socio-cultural backgrounds

Amos Fatokun, School of Pharmacy & Biomolecular Science
Yomi Benson, School of Pharmacy & Biomolecular Science
Bukola Fatokun, Liverpool Business School

Session overview:

This session will help attendees to better appreciate how the socio-cultural backgrounds (values, norms, worldviews, etc.) of ethnically diverse students - which shape the way they learn, socialise, respond to challenges, and seek support - differ from those of the West, and how the socio-culturally informed behaviours and approaches (cues) of such students could, therefore, be misunderstood/misinterpreted (wrong clues) if rationalised using the lens of the Western culture, leading to unpleasant/inadequate student experience and poor outcomes.

The session is relevant to academic and non-academic staff within the university. It will:

1. Present a range of scenarios of non-Western cues, discuss what they mean and the impact on student experience if they are misinterpreted, and suggest best approaches for addressing them.
2. Include case studies and narratives of personal experiences from ethnically diverse individuals.

3. Present the results of LJMU-funded Clues-in-the-Cues Project that developed an evidence base for the experiences of ethnically diverse students.
4. Deploy animation videos (made through the project) and quizzes to illustrate key scenarios.
5. Signpost attendees to further resources to improve their awareness.
6. Discuss the implications of the issues for individual staff and organisational practices and how findings from the project could help improve the inclusiveness of academic, pastoral and professional services support for ethnically diverse students.

The session will present useful learning to support the implementation of a range of institutional strategies and goals, including with respect to enhancing student experience, Employability, EDI, Race Equality Charter, Widening Access Programmes, and Access and Participation Plans.

Key learning points from this session:

Attendees will appreciate the challenges ethnically diverse students face as a result of staff being unaware or misinformed of how the students' socio-cultural backgrounds, different to the Western culture, influence how they learn. Attendees will obtain guidance on how to address this problem and thus provide inclusive support.

Session 27: (Wednesday 18 June 14:30 – 15:00)

Video feedback: student perspectives

Clara Kassem, School of Education
 Claire Hennessy, School of Education

Session overview:

This presentation will report on the key findings from a small case study conducted on a foundation year academic study skills module where a mix of written, audio and video feedback was provided for a portfolio of tasks relating to sourcing literature, reading, synthesising and paraphrasing information, and Harvard referencing etc. Students were also given autonomy to select their preferred feedback method for each task after an example of each type had been first provided. Feedback can have a powerful influence on student learning and development (Hattie and Timperley, 2007). Given that video feedback has received significantly less scholarly attention than audio and written feedback (Matthews et al, 2019) and the new video feedback feature in Speedgrader, we were keen to understand student and staff perspectives of this type of feedback method, especially in conjunction with more traditional feedback formats such as written and audio feedback as well as preferences relating to modality of feedback. For this presentation, we report on student views of video feedback particularly, how they engaged with feedback and reflections on their own preferences. These were collected through a qualitative questionnaire sent to students towards the end of the module. While Video feedback can take a range of formats including: 'screencast', 'talking head' or 'combination screencast' (Matthews et al, 2019), combination screencast feedback was utilized in this study as the recording included a video of the marker with a screencast of the marker's computer screen as they annotated the student's work.

Key learning points from this session:

The presentation will provide an overview of students' perspectives on video feedback, how they engaged with feedback and their reflections on having autonomy in relation to the type of feedback (audio, video or written) they received. It will also provide a brief overview of how to carry out video feedback.

Session 28: (Wednesday 18 June 14:30 – 15:00)

Integrating academic skills: The Academic Achievement Teaching Resources Repository

Rhian Wyn-Williams, Library Services

Session overview:

It is well-established that academic skills development is best achieved when embedded into programmes. This enables an academic literacies approach that emphasises the contextual and situated nature of learning. In the past, the Academic Achievement Team has, therefore, designed and delivered in-programme academic skills classes but, due to our limited capacity, we had to withdraw this offer. However, we started to see this as an opportunity to develop a new and original approach. This led to the development of the Academic Achievement Teaching Resources Repository, which we launched in September 2024. This is a selection of standalone classes related to different aspects of academic skills and assessment literacy. Each class is accompanied by a lesson plan and teaching notes that explain the rationale behind our academic skills/learning development practice and offer guidance on delivering the class, particularly highlighting the inclusive and empowering pedagogy of an academic literacies approach. However, we encourage their adaptation to the specific needs of each cohort and the practices and discourses of their subject. In this, not only do we recognise the tutor's agency, but we hope to achieve a closer integration of our expertise in learning development with that of the tutor in their subject. This is, potentially, a more effective embedding of academic literacies than the sector-wide approach of occasional in-programme teaching by learning developers.

Key learning points from this session:

Along with an explanation of the repository's design, practical suggestions for how the resources can be used and adapted will be given. The results of a staff survey will also be reported on, focusing on how it has impacted their practice and the development of their students' learning and attainment.

Session 29: (Wednesday 18 June 14:30 – 15:00)

Alumni with a heart: alumni entrepreneurs giving back to the community

Thomas Strodbeck, Student Futures

Emma Robinson, Student Futures

Michael Humphries, Corporate Communications & Stakeholder Relations

Session overview:

Overview: The Start-up Hub (SuH) at Liverpool John Moores University (LJMU) has been a cornerstone of entrepreneurial support for our students and alumni for over 20 years. Our new Startup Hub network will help us connect more alumni businesses and student

entrepreneurs together with local eco system opportunities for potential collaboration, support and mentoring.

In this session, we will present a dynamic panel comprising current students, successful alumni, and a dedicated staff member. Each panelist will share their unique business journey and highlight the pivotal role the Start-up Hub has played in their development. This discussion will showcase how mentorship and support from the SuH have fostered growth and innovation.

Additionally, we will introduce the 'Start-up Hub Network,' a new initiative designed to enhance both internal and external engagement. This network connects alumni and student entrepreneurs with like-minded partners and industry experts across the Liverpool City Region (LCR). By facilitating these connections, we aim to create a thriving ecosystem of innovation and collaboration.

Join us to learn how the LJMU Start-up Hub is nurturing the next generation of business leaders and driving economic growth in the LCR.

Key learning points from this session:

Attendees will learn about the support provided by the Start-up Hub and engage directly with panellists. Staff members are encouraged to join the network event to discover ways to get involved, enhance their knowledge, and connect with the Hub for better signposting and networking opportunities. These success stories will help the next generation of entrepreneurs and encourage the audience work alongside students and alumni, fostering a sense of community and shared purpose.

Session 30: (Wednesday 18 June 14:30 – 15:00)

Mapping the student experience: a data-driven approach to enhancing wellbeing and engagement

James Woodward, School of Sport & Exercise Sciences

Session overview:

Background and content of the session

Understanding and exploring the student experience is essential for identifying and developing student support systems. This session will present the Student Experience Mapping Project, a collaborative initiative across the School of Sport and Exercise Sciences, the Student Advice and Wellbeing Team and Academic Achievement Hub, to ensure that the student experience is placed at the heart of this mapping process.

What are we doing?

Building on best practices such as the Nottingham Trent Student Emotional Journey Map, this project will integrate multiple data sources to support our understanding of the student experience and how it varies over the academic year. This will include identifying trends in attendance and assessment submission data and thematic analysis and mapping of student wellbeing concerns over the academic year. This will also include tracking of Academic Achievement Hub workshop attendance and engagement patterns, and consultation with course reps and peer mentors within the School of Sport and Exercise Sciences. These data sources will help inform an LJMU calendar visualisation of the student experience, with insights on wellbeing themes, attendance and engagement trends across the academic calendar, to help identify early interventions and support that might vary over an academic

calendar year. These findings could also help shape institution-wide practices and be applied in other Schools and across the institution, to better understand unique factors that shape the broad student experience at LJMU.

Key learning points from this session:

Attendees will learn about a project looking to map and explore the student experience using a combination of student engagement (attendance/submissions/Academic Achievement Workshops) and thematic student wellbeing, and how it varies over an academic calendar year.

Session 31: (Wednesday 18 June 15:05 – 15:35)

Technician commitment - one year on

Katie Farrance, Faculty of Health, Innovation, Technology & Science

Session overview:

A reflection on the progress made since submitting our action plan for the Technician Commitment. Over the past year, we've made significant strides in enhancing the visibility, recognition, career development, and sustainability of our technical staff. This presentation will highlight our achievements, outline our future goals, and discuss how you can support this vital initiative. Together, we can continue to build a thriving community for our technicians and ensure their invaluable contributions are recognised and celebrated.

Key learning points from this session:

These key messages will help attendees understand the significance of the Technician Commitment, the progress made so far, and how they can play a role in its continued success.

Session 32: (Wednesday 18 June 15:05 – 15:35)

Creating a student-led digital development community: The Digital Development Club experience

Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy

David Soehren, Liverpool Business School

Ben Pulford, Diogo Correia, Liverpool Business School

Olga Rimmer, Liverpool Business School

Session overview:

This session introduces the Digital Development Club, a student-led initiative designed to foster digital literacy, peer collaboration, and well-being through technology. Established as part of a curriculum enhancement project, the club provides an inclusive platform where students support each other in developing essential digital skills for academic success and future employability. By focusing on peer-led learning, the club helps students navigate challenges such as digital overload, isolation, and stress, which are increasingly prevalent in technology-driven learning environments. Through structured workshops, interactive learning sessions, and developing a digital toolkit, students exchange practical strategies for using technology effectively. These activities should not only build confidence but also promote collaborative problem-solving and student empowerment, fostering a sense of digital resilience and adaptability. The session will feature firsthand insights from students and staff,

highlighting the club's development, early successes, and the potential for broader adoption within and beyond Liverpool John Moores University.

Key learning points from this session:

Attendees will learn how peer-led digital initiatives enhance student well-being, engagement, and employability. They will gain insights into implementing inclusive, student-driven digital literacy programmes, using technology to support learning, and fostering sustainable student-staff collaboration. In addition, we will explore a replicable model for scaling digital development communities across the university.

Session 33: (Wednesday 18 June 15:05 – 15:35)

A day in the river of learning: a metaphorical inquiry of university life

Judith Enriquez, School of Education
Damian Maher, School of Education

Session overview:

A creative qualitative research method known as the River of Life was employed to invite Level 4 students to consider how they might represent their learning journey, if it were a river. The river is used as a metaphor for the students to consider how university study feels and looks like for them. The metaphor enables them to reflect on what their river looks like by identifying and depicting the highs and lows, the twists and turns, and the other features that come into view along their 'river of learning'. Following this exercise, the students were then invited to generate a digital image of their river using a free AI image creator such as Microsoft Bing.

In this presentation, we will share some of the river of learning AI-generated images of students, including the reflective stories that emerge in the process. Engaging students with their river of learning provided a deep understanding of what student lives are made of and what preoccupies their university study that is intricately entangled with place, belonging and sense of self.

Key learning points from this session:

The 'River of Learning' is offered as a creative exercise with pedagogical grounding in the lives of our current students. It is a useful method to engage students in a reflective process for their assessment and essay writing.

Session 34: (Wednesday 18 June 15:05 – 15:35)

The impact of widening access summer schools on university progression

Mariama Balde Djaura, Student Recruitment Marketing & Admissions
Pete Dolan, Student Recruitment Marketing & Admissions

Session overview:

Widening access initiatives play a critical role in addressing educational inequality, yet questions remain about their long-term impact on students' attitudes and behaviours toward higher education. This session will present key findings from a MSc Research study based on evaluation of the LJMU Outreach Summer University, focusing on how it influences disadvantaged students' aspirations, confidence, and actual university application decisions.

The research study adopted a quasi-experimental approach using pre- and post-programme survey data, alongside follow-up questionnaires tracking students' university applications. The findings address gaps in existing research, such as the difference between intention and actual enrolment, the role of institutional influence in shaping student choices, and the barriers that persist beyond aspiration-raising efforts.

Attendees will gain insight into how targeted interventions can promote diversity, inclusion, and university progression among underrepresented groups. The attendees will gain insight into best practice approaches for widening access initiatives.

The session will highlight best practices in outreach and widening access interventions, offering evidence-based recommendations on how summer school interventions can go beyond raising aspirations to foster self-belief and help equip students with practical knowledge about university life

Key learning points from this session:

Attendees will gain insights into effective approaches for increasing aspirations and university applications among disadvantaged students and learn how institutional interventions can positively shape students' university decisions.

The session will also demonstrate how outreach activities are informed by evaluation data and adapted accordingly.

Thursday 19 June 2025

Session 35: (Thursday 19 June 11:05 – 11:35) Lightning talks

Inclusive recruitment in the Library Engagement Team

Paul Reece, Library Services
Pauline Dean, Library Services
Andy Heyes, Library Services

Session overview:

We will discuss what steps the Library Engagement Team have taken to develop our interview and testing processes to make our recruitment practice more inclusive.

We have seen a consistent increase in applicants disclosing disabilities and with it a surge in requests to gain sight of interview questions in advance as part of a reasonable adjustment.

We explored the benefits and potential issues of providing this information ahead of time and researched practice elsewhere in the HE environment and beyond. This prompted deeper reflection on our wider practice and a number of conventions we adopt as part of the interview process.

The high-pressured and unfamiliar environment of an interview setting can be particularly intimidating to underrepresented groups, therefore our initial aim was to ensure we removed as many barriers as possible and alleviated the stress and anxiety interviews can cause.

We concluded that this fundamental change in practice would be beneficial to all candidates, not just those disclosing a disability and actively requesting a preview of the questions. Through using the institution's guidelines, we determined to provide sight of the questions and a clear overview in advance to all applicants, we adjusted our approach to create more discussion-based interviews, we framed our questions as discussion points rather than interrogatives and we ultimately evolved our own practice during the interview process.

We will discuss feedback from applicants and panel members, and how it has become embedded into the Library Engagement Team's recruitment practice.

Key learning points from this session:

The session will look at how the Library Engagement Team have developed our recruitment practices to make the interview process more inclusive. We will discuss how we have developed our methods, how we plan to evolve these further, and how the practice could be adopted elsewhere in the institution.

Tackling AI head-on: teaching how to use it while discouraging academic misconduct

Sophie McCooley, School of Art & Design
Greg Nixon, Liverpool Screen School
Thomas McCooley, Liverpool Screen School

Session overview:

We would like to share at the conference details of a session we ran to introduce L4 news and sports journalism students to using generative Artificial Intelligence, while also discouraging them from using it inappropriately. We were aware that attitudes towards AI in higher education are changing and wanted to create a session that started students on a journey to becoming AI literate while also understanding the potential pitfalls.

A particular worry for colleagues who teach news writing is that students could use tools such as ChatGPT to generate work and submit it as their own. To try to tackle this head-on, we came up with the idea for this session.

They would be taught what AI is, how it works, and about public opinion surrounding its use in journalism. They would also cover some of the issues with using AI such as hallucinations, ethical issues, and bias.

Students were then given the task of using ChatGPT to write a news story. They were given a press release to use and could adapt their prompt as necessary to make changes to the response.

The thought behind the session was to show students that ChatGPT is not great at writing news stories, and they, therefore, still need to learn and demonstrate their learning of this skill. Even if they could choose to use AI to write their news stories, they would need to edit the story to make it publishable, and of course, check for any inaccuracies introduced by the technology.

Key learning points from this session:

We are aware that there may be other colleagues grappling with similar issues of how to teach AI while not encouraging academic misconduct. We initially apprehensive about running this session as it could have not achieved our desired outcome, but we were quite surprised at the students' responses.

The importance of IP protection

Lois Wiegand, Legal & Governance Services
Ros Leahy, Legal & Governance Services
Adam Jones, Legal & Governance Services

Session overview:

In today's knowledge-driven economy, protecting intellectual property (IP) is essential for students, researchers, and academics who create innovative ideas, research outputs, and inventions. This session will provide a practical guide to understanding and safeguarding IP, ensuring that valuable work is protected and can be commercialised or shared responsibly. The session will cover: Understanding IP: The different types of IP (copyright, patents, trademarks, and trade secrets) and how they apply to academic and research settings. Why IP Protection Matters: The risks of not protecting your work, including plagiarism, loss of

commercial opportunities, and unauthorized use. How to Protect Your IP: Key steps to secure IP rights, from documenting ideas to applying for patents and copyrights.

Key learning points from this session:

Attendees will gain a clear understanding of different types of intellectual property (IP) and why protection is essential. They will learn practical steps to safeguard their work, navigate IP ownership in academic and industry settings, and avoid common pitfalls. This session will empower them to make informed decisions about their IP rights.

Session 36: (Thursday 19 June 11:05 – 11:35)

Student perspectives on gender diversity in the classroom and implications for student recruitment

Alex Wilshaw, School of Biological & Environmental Sciences
Chrysanthi Fergani, School of Biological & Environmental Sciences
Nicola Koyama, School of Biological & Environmental Sciences

Session overview:

Nationally, UK Higher Education (HE) appears relatively balanced in terms of gender, with 56.7% of undergraduates registering as female (HESA 2022-23 data). However, this balance is not reflected uniformly across subject areas. In Biological and Environmental Sciences (BES), 7 out of 9 programmes are significantly and persistently female dominated with some having as few as 8% males, despite being science-based programmes that are traditionally male-dominated. To better understand the issues related to recruitment of male students, focus groups were conducted with 121 students from across 8 programmes in BES. As part of this, students responded to short-answer questions concerning their choice of subject, motivations, and opinions on the importance of, reasons for, and ways to address, the student gender imbalance. The responses were then coded using a post-hoc code frame. Although 90% of students agreed that having balanced classes was beneficial, less than half were concerned about the imbalance and only a quarter said it should be addressed, as long as balance existed in HE generally. Predominantly, students chose their programmes due to love of the subject or related careers, and the imbalance was attributed to access and free choice being available to all and thus choices reflected inherent gender differences in interests or societal career pressures. As a result, many thought that strategies to recruit more males would have limited effect, but more minority representation on open days was suggested as the single biggest influence, followed by targeted advertising – including outreach talks at single-sex schools – and highlighting aspects of the programme that would appeal to the minority gender, as areas to prioritise. This study sheds light on student perceptions of gender balance and reinforces the recruitment strategies already in use. However, the student data raise the question of whether gender imbalanced student cohorts can, or even should, be addressed.

Key learning points from this session:

A better understanding of student choices and motivations when selecting a programme of study, and which recruitment methods students think are effective for improving diversity (specific interest for those who teach classes that are dominated by one gender, particularly if trying to improve the gender balance through recruitment - Athena Swan).

Session 37: (Thursday 19 June 11:05 – 11:35)

Session cancelled

Session 38: (Thursday 19 June 11:05 – 11:35)

Decoding the Coding Problem: How Technical Phobias are Affecting our students

Philippa McCabe, School of Pharmacy & Biomolecular Science

Helen Burrell, School of Pharmacy & Biomolecular Science

Kellyann Stamp, School of Computer Science & Mathematics

Session overview:

Students in Computer Science and Mathematics learn programming as an essential element of their degree programmes – it is a pivotal skill. In Science, Technology, Engineering and Mathematics (STEM) subjects at 14-16 (GCSE age), the correlation between student attitudes to programming and success expectancy is well researched. In 2021, it was reported that there was an association between self-efficacy and understanding in the field of coding, and that females had lower self-efficacy than males. Research also indicates that girls generally have a less positive attitude to computer science than boys. Anecdotally, teaching across the entire undergraduate and postgraduate cohort in the HITS faculty indicates a negative bias towards coding, despite the necessity of the task across the entire STEM field. It is clear from this research that a negative attitude towards coding affects the outcomes of students, and disproportionately female students.

A key finding in 2020 was that confidence in mathematics was the most strongly correlated variable with confidence in coding. Last year, McCabe and Burrell presented their work at the SATH conference which indicated that 40% of school children did not enjoy learning mathematics, the percentage of students passing their GCSE mathematics was declining and at LJMU 36.4% of students who did not like maths reported themselves as mathsphobic. It is clear from this research that opinions and exposure to subjects such as mathematics and programming have a huge impact on academic outcomes, and we aim to conduct a study to determine why Maths and Coding phobia exist, so that we can remove those barriers.

Key learning points from this session:

We believe that a key element in reducing phobias is educating the educators on why these phobias exist, and how we can tailor our teaching and material to circumvent some of the issues. Attending this session will enhance staff's ability to effectively teach students in ways that can counterbalance any preconceived notions or phobias these students might have.

Integrating real-world projects into the curriculum: a case study into bridging classroom to business and society through business clinics and project experiences in UK & Malaysia

Farrah Robert, YPC International College
Track Dining, Liverpool Business School
Adam Shore, Liverpool Business School

Session overview:

This British Council-funded project fosters international collaboration between Liverpool John Moores University (LJMU) and YPC International College, aimed at creating a sustainable model of partnership via Business and Digital Clinics. By integrating student and staff contributions into purposeful, real-world projects, the initiative seeks to bridge the gap between academia, business, and society.

Over 700 students from the UK and Malaysia participate in industrial projects spanning diverse industries, tackling real-world business and societal challenges. The Business and Digital Clinics provide a dynamic platform for students to develop and showcase their projects, fostering cross-cultural exchange and innovation. Through this initiative, students share reflections and insights gained from their live experiences, culminating in an international competition that highlights their achievements and impact.

Project Goals

The initiative will facilitate an international competition where final-year students from UKMUC member institutions work on projects that focus on both business solutions and societal impact. Projects will be assessed on their academic merit and innovation, with top submissions chosen for regional showcases in both countries. Local winners will be selected based on criteria such as feasibility and impact, with the winning students receiving an international trip to further develop their ideas.

Project Phases

1. Business Clinic
 - a. Students present and discuss their projects informally, fostering peer learning and feedback.
 - b. Showcase events in Malaysia and the UK where the top 20 projects are evaluated by panels of business leaders and community stakeholders.
 - c. Local winners receive prizes and are selected for the international exchange program.
2. Podcast Series
 - a. A platform to share student stories, industry insights, and lessons learned from the projects.
 - b. The series will highlight the business and societal impacts of the projects, promoting cross-cultural engagement.

This presentation will provide an overview of the project, showcase examples of student work and reflections, and offer the audience new strategies for collaborating with their own partner students. Through these efforts, the project aims to enhance curriculum content, cultivate industry partnerships, and inspire global audiences by sharing knowledge and best practices from both the UK and Malaysian contexts.

Key learning points from this session:

Attendees will learn how to integrate real-world projects into their curriculum, foster cross-cultural collaboration, and build industry partnerships. Key takeaways include strategies for engaging students in impactful projects, enhancing global learning experiences, and using innovative platforms like Business and Digital Clinics to bridge academia, business, and society.

Session 40: (Thursday 19 June 11:05 – 11:35)

Wellbeing needs of LJMU's distant work-placement students

Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy

Jayne Erlam, School of Justice Studies

Amy Gostick, School of Justice Studies

Aaron Bonner, School of Justice Studies

Diana Kyalo, School of Justice Studies

Bassam Hamadah, School of Civil Engineering & Built Environment

Session overview:

LJMU has an array of support provisions for its students, but how do these meet the needs of students who learn away from the university, whether that is because the course is delivered remotely or because students are on work-based placements.

This Curriculum Enhancement-funded research project heard the voices of learners undertaking the Professional Qualification in Probation (PQiP) programme. Empirical data has given an understanding into the wellbeing needs of learners on this demanding course, which is undertaken whilst learners also supervise people on probation, and whilst they work towards demonstrating practise competencies.

This presentation, delivered by student interns, offers early findings from this research project. It gives insight into learners' understanding of the support offered by LJMU and highlights any barriers to accessing these services. We also explain what is being put into place to address these findings and to link our learners with the support which LJMU offers to all its students.

Key learning points from this session:

Our research findings and recommendations are valuable for staff delivering other non-standard programmes across LJMU, especially those which have work-based placements which mean that students are away from the University for extended periods of time.

Session 41: (Thursday 19 June 11:05 – 12:10) Workshop

Mentoring

Emma Ball, School of Sport & Exercise Sciences

Session overview:

Peer mentoring is increasingly recognised in Higher Education (HE) as an effective approach to enhance both the student experience and outcomes. Following the rise in tuition fees and the introduction of the Teaching Excellence Framework, students in the UK have placed greater emphasis on the quality of their teaching and learning experience. In

response, institutions have prioritised peer mentoring as a support mechanism, which offers immediate and long-term benefits by promoting social integration, academic support and improving well-being. Many universities have implemented peer-to-peer programmes to support both new and continuing students in navigating academic and social challenges. The Department for Education's appointment of a Student Support Champion reflects a growing national commitment to improving undergraduate outcomes through mentoring. Evidence suggests that peer mentoring benefits students, staff, and institutions alike, making it a key element of student support strategies. However, the full extent of its impact across the student lifecycle remains unclear.

Key learning points from this session:

This session aims to share effective practices, explore existing models, and encourage professional dialogue. It will provide support for those interested in integrating peer mentoring into their programmes by providing practical guidance, and offering tools to design, implement, and evaluate initiatives that enhance student engagement, academic success, and well-being, fostering sustainable mentoring practices. The ultimate goal is to develop a coherent, evidence-informed framework for peer mentoring practice and research at Liverpool John Moores University (LJMU).

Session 42: (Thursday 19 June 11:40 – 12:45)

Research Informed Teaching case studies

Keith George, PVC (Research & Knowledge Exchange)
Danielle Hinchcliffe, Biological & Environmental Sciences
Sean Loughney, School of Engineering
Olivia Saunders, Humanities & Social Science
Kathryn Walchester, Humanities & Social Science

Session overview:

LJMU has a proud history of high quality research and knowledge exchange with a significant body of world-leading research in all areas of the university, as evidenced in the REF2021 results. This work continues to be generated by academic staff, research staff and postgraduate research students. The short- and long-term impacts of this work will be felt both outside and inside the institution.

We have been collecting "case studies" related to research informed teaching from across LJMU for several years and have asked staff to identify the research work and research students whose knowledge and stories they have incorporated into curriculum content and development. In addition, we are also interested where non-LJMU research is incorporated into our curriculum to drive innovation in student experience, learning and development. This session focuses on four of these case studies to explore how research can enhance the curriculum and student experience. The very different exemplars, will consider the impact on course design and overall curriculum offer as well as more focused innovative teaching approaches. The case studies will reflect on the students' evaluation of their experiences and skills development and how this might play into greater or broader employment/career opportunities.

Key learning points from this session:

Attendees will have the opportunity to hear about examples of research informed teaching from across LJMU. They will be encouraged to consider how the lessons learned from these case studies may support innovative “Research Informed Teaching” in their own curricula.

Session 43: (Thursday 19 June 11:40 – 12:10)

Exploring the impact that UCAS entry grades and attendance have on first-year assessment performance

Jennifer Graham, School of Law
Amber Pugh, School of Law

Session overview:

The LL.B (law undergraduate) degree at LJMU typically requires students to attain 120-128 UCAS points in order to be offered a place on the course. However, the 2024/25 recruitment cycle saw a high proportion of our current level four students joining via clearing, when this requirement was lowered significantly. As lecturers and student retention co-ordinators, we wanted to track whether this would impact upon academic achievement and gauge whether additional support was necessary for these students. We therefore opted to map the mark achieved at the point of the students’ first written assessment against their UCAS entry points, and then mapped this against Canvas usage and attendance at scheduled teaching sessions. This presentation will explore our preliminary findings.

Key learning points from this session:

Attendees will come away from this session with a better understanding of the potential correlation between entry grades, Canvas engagement, and attendance at teaching sessions (e.g. seminars and lectures), and a students performance in their first written assessment at university. This will help us to better understand our newly arrived students academic needs, and determine the appropriate support we should be giving them, and when we should be giving it.

Session 44: (Thursday 19 June 11:40 – 12:10)

Yes, we see you! A case study providing university access for adults with learning disabilities

Harriet Fuest, School of Humanities & Social Science
Janette Porter, School of Education
Janine Melvin, Faculty of Society & Culture
Daisy Walker, Liverpool Screen School
Gracie Pugh, Liverpool School of Art & Design

Session overview:

‘Yes, we see you!’ is a collaborative project between LJMU and Mencap Liverpool & Sefton, supported by the LJMU Diversity and Inclusion Fund. Building on Mencap Liverpool & Sefton’s ‘Do you see me?’ communications campaign—which sought to increase visibility for adults with learning disabilities and promote their inclusion in society—this initiative addresses the lack of access these individuals have to university experiences. Staff and students across various LJMU faculties developed and piloted a programme designed to

provide meaningful access to educational opportunities for Mencap Liverpool & Sefton members. This culminated in the delivery of three mini-modules: 1. Relationship Education, 2. Sports, and 3. Creative Writing. This project offered participants a unique opportunity to engage with university life and fostered collaboration between students and individuals with learning disabilities, promoting mutual understanding and advocacy for inclusion. This session will explore the challenges of organising the programme, highlight key outcomes, and present perspectives from both LJMU students who supported the initiative and Mencap members who participated in the lessons. The project underscores the importance of partnerships in creating inclusive opportunities and demonstrates how academic institutions can play a role in advancing equity and social justice.

Key learning points from this session:

Attendees will learn how collaborative initiatives can enhance inclusion for underrepresented groups, adoptable strategies for developing inclusive programmes, and ways to foster enriching student engagement with individuals with learning disabilities. Key messages include promoting equity, overcoming organisational challenges, and the broader impact of university-led projects on societal inclusion and social justice.

Session 45: (Thursday 19 June 11:40 – 12:10)

Living to learn: supporting students with life-limiting illnesses

Laura Dixon, Liverpool Business School
Jo Vincett, Liverpool Business School
Tina South, School of Public & Allied Health

Session overview:

For students diagnosed with life-limiting – also called ‘terminal’ - illnesses, navigating the demands of academia can create profound emotional, physical, and logistical challenges. Recognising this underrepresented cohort within the student population, the Living to Learn Charter seeks to provide a comprehensive framework for ensuring compassionate and flexible support for students facing such diagnoses.

Central to the charter is the belief that a diagnosis should not preclude participation in meaningful educational experiences. By addressing barriers such as stigma, inflexibility in assessment deadlines, and limited access to emotional support, the Living to Learn Charter aims to empower students to remain active participants in their educational journey. The aim of the charter then, is to provide practical tools for fostering a culture of care and inclusion in higher education, ensuring that all students, regardless of their circumstances, feel valued and supported in achieving their academic and personal goals.

This session therefore aims to provide insights into the development process of the charter, to discuss its future implementation, and finally, to invite dialogue about how we might go about embedding such practices across the institution. By championing the needs of students with life-limiting / terminal illnesses, we believe that LJMU can act as an anchor institution modelling a compassionate and progressive approach to inclusion beyond the university community, transforming the higher education landscape beyond.

Key learning points from this session:

This presentation will outline the key principles and practical applications of the Living to Learn Charter, developed as part of an LJMU-funded Equality, Diversity, and Inclusion (EDI)

initiative. The charter is informed by extensive consultation with students, academic staff, and healthcare professionals, ensuring it enriches the lived experiences of those it aims to serve. It offers actionable recommendations for creating inclusive policies, fostering empathetic communication, and designing academic adjustments tailored to the unique needs of these students.

Session 46: (Thursday 19 June 11:40 – 12:10)

Transformative global immersion: advancing international collaboration, industry partnerships, and student success in higher education

Onur Dursun, School of Civil Engineering & Built Environment
Emma Mulliner, School of Civil Engineering & Built Environment

Session overview:

In today's interconnected world, higher education institutions are tasked with equipping graduates to excel in diverse, rapidly evolving industries. This session presents a transformative model of global immersion that brings together cross-institutional collaboration, field-based learning, and robust industry engagement to enhance student readiness and professional identity. By exploring the experiences of students from LJMU School of Civil Engineering and Built Environment and Denver University, the session highlights how carefully structured international partnerships—both in local and foreign settings—can generate immediate academic gains and long-term career aspirations.

The session will contextualise an immersive programme that combined industry-sponsored case studies, multi-disciplinary group work, and field visits to major construction projects in the UK and the Middle East. By examining the programme's design, methodology, and post-survey evaluation, attendees will gain insights into the logistical and pedagogical imperatives of implementing high-impact, short-duration overseas experiences. Special attention will be given to leveraging alumni networks, ensuring discipline-specific relevance, and balancing structured activities with reflective downtime.

This model reveals how authentic industry tasks and global exposure can deepen problem-solving skills, foster cultural agility, and spark innovative thinking among participants. Crucially, the work underscores the value of supportive staff mentorship and carefully orchestrated logistical arrangements that consider students' varying academic needs. Overall, the session showcases a replicable framework for integrating real-world collaboration and international experiences, thus laying the groundwork for future graduates to thrive in a borderless, fast-paced professional landscape.

Key learning points from this session:

Attendees will discover how structured, multi-institutional collaborations and immersive industry engagements foster high-impact student learning. Key takeaways include strategies for designing integrative field visits, leveraging alumni networks, and nurturing multi-disciplinary collaboration—insights that can inform and transform global education initiatives across diverse higher education contexts.

Session 47: (Thursday 19 June 11:40 – 12:10)

Menstruation matters: exploring how menstruation influences the student experience at LJMU

Gemma Dale, Liverpool Business School
Katherine Neary, Liverpool Business School

Session overview:

This session will present the findings and recommendations from an ongoing piece of research called Menstruation Matters. This project has been funded by the LMU EDI fund and is set to explore the experience of students who menstruate, and how this impacts upon their studies and university experience.

Previous research has identified that menstruation can cause lower academic performance due to absenteeism, impaired concentration and lessened class participation. The project aims to understand the menstrual experiences of students related to stigma and dignity challenges, examine the barriers to use of sustainable menstruation products amongst LJMU students, address existing/arising stigmas and taboos that affect the dignity of menstruators on campus and understand barriers to learning, attendance and student experience.

The study commences in January 2025 and will include surveys, interviews and focus groups. Students are working with us as co-researchers and the student union is a partner in the project.

Key learning points from this session:

Delegates will learn how menstruation impacts upon student's academic success and their participation in university life. It will share the outcomes from our research along with our recommendations for change, as well as a summary of the part colleagues can play in this process.

Session 48: (Thursday 19 June 12:15 – 12:45)

Showcasing the student experience for subject recruitment marketing

Laura Breen, Student Recruitment Marketing & Admissions
Louise Rodriguez Aiken, Student Recruitment Marketing & Admissions
Dominic Hope Smith, Student Recruitment Marketing & Admissions

Session overview:

This session will explain how the faculty marketing managers from the subject recruitment marketing team are utilising social media to showcase and profile student life and achievements at LJMU. We will take a look at how we have gone about developing the social media profiles of several different subject areas across the University.

Social media marketing has been building pace for many years but now we have the resource within LJMU to use it to its full potential. We are able to really build a picture of life in the University, draw attention to key events/ information and keep a conversation going with our key stakeholders.

We will delve into the strategy behind this project, detailing how we choose content for our posts. We will touch on what kind of information is relevant and engaging to our students , specifically around the themes below.

- Sustainability
- Employability
- Industry engagement
- Diversity
- Technology

The session will present some examples of our specially curated content. We will explain how it is helping to connect and inform present and prospective students.

Key learning points from this session:

Encourage staff to approach us with ideas for content - inspire staff to think outside the box with communication methods. One form of is not always appropriate for every audience. Our key stakeholders are our students and we need to engage with them on their terms to build meaningful relationships.

Session 49: (Thursday 19 June 12:15 – 12:45) Lightning talks

Playlists, practice, and participation: how music helps students engage

Gary Blacker, Faculty of Health, Innovation, Technology & Science

Session overview:

In simulated healthcare education, we strive to create immersive, engaging environments that help students build confidence and competence. While traditional approaches focus on clinical skills and scenario-based learning, the role of environmental factors - such as background music - is often overlooked.

This lightning talk will explore the positive impact of student - curated background music on engagement, confidence, and inclusivity in simulated learning environments. Initially introduced as a small initiative to make sessions feel less sterile, the "Unifun" playlist has now grown to include nearly 18 hours of music, all chosen by students. This simple yet effective approach fosters a sense of ownership, collaboration, and psychological safety, encouraging students to feel comfortable and engaged in their learning.

By sharing this experience, I aim to highlight how music can enhance learning, reduce anxiety, and make educational spaces more inclusive and student centred. Attendees will gain insights into how this low-effort, high-impact strategy can be adapted to different disciplines and how small environmental shifts can lead to big changes in student experience.

Without music, sessions can lack energy, and at times students rush to complete tasks and the session run the risk of become purely functional. By introducing music, the aim is to introduce an extra level of enjoyment

Key learning points from this session:

Attendees will learn how a simple, student-led initiative—curating a shared playlist - can enhance engagement, well-being, and inclusivity in simulated and practical learning

environments. They will leave with ideas on how to implement similar approaches in their own teaching to foster a more student centred, engaging, and psychologically safe learning space.

The impact of executive coaching on the self-esteem and self-efficacy of headteachers

Martin Kerridge, School of Education

Session overview:

Over the course of the academic year, a group of thirteen Headteachers took part in an executive coaching programme with the Centre for Educational Leadership at LJMU, where they experienced, conceptualized, and understood coaching as a phenomenon and connected this to their own perceptions of self-esteem and self-efficacy.

The question being explored was does coaching have a tangible impact on Headteachers' confidence? If coaching is an integral element of leadership development and support, do Headteachers become more confident as leaders, better able to address the challenges inherent in their role? Specifically, does the impact of coaching have a tangible impact on their confidence as reflected in their self-esteem and self-efficacy as reviewed through adaptations of Rosenberg's Self Esteem Scale (RSES) and Schwarzer and Jerusalem's General Self Efficacy Scale (GSES)?

From the findings of this investigation, there is a suggested overview of what may be applied to the development of educational programmes and professional development provision in terms of the use of coaching as a tool to support self-reflection and learning.

Key learning points from this session:

Key messages to support reflective learning will include:

(1) An evaluative analysis of the role coaching plays in developing self-efficacy and self-esteem (2) How coaching practice and principles can be incorporated into academic and professional development programmes to support reflective learning.

Changing MSc project dissertation format produces conference and journal papers (and improves student engagement)

Karl Jones, School of Engineering

Session overview:

The School of Engineering used the traditional dissertation submission for the MSc Project, resulting in 80-100 pages. A couple of years ago the MSc Project Manager altered the required submission to a smaller document in the style of a journal paper - students were told 15-20 pages using the IEEE paper format.

The rationale was partially to give staff less material to mark (each lecturer had a lot of MSc students to supervise at the time) and partially to help students develop their skill in succinct writing. There was also the possibility that the change would provide material that might be turned into either conference or journal papers.

Most staff were in favour of the proposal, but as you might expect a couple were not that keen on change. A couple of years in and both staff and students are more than happy with the approach. To date we have produced two journal papers and six conference papers.

This possibility of being published is a clear incentive for the students who have certainly stepped up to the challenge of undertaking quality work. Of course, all those that are lucky to get a paper have a nice addition for their CV.

Since this 'idea' had worked, some MSc lecturing staff have altered their module assessment approach to create questions on topics suitable for small groups to work with an eye on the possibility of producing research outputs.

Key learning points from this session:

Adjusting the submission to a reduced format for the MSc project can have significant benefits for staff and students.

Session 50: (Thursday 19 June 12:15 – 12:45)

Supporting students on international placements: insights from Norwegian outdoor kindergartens

Ange Garden, School of Education
Liz Taylor, School of Education
Nicky Hirst, School of Education

Session overview:

Internationalisation is an increasingly important objective for higher education institutions in the UK. This staff- and student-led session explores how international placements can support student development, using a month-long outdoor placement in Norwegian kindergartens as a case study.

Students from the BA (Hons) Education & Primary Studies, BA (Hons) Early Childhood Studies, and BA (Hons) Education & SEN programmes engaged in immersive experiences working with young children in outdoor environments, participating in activities such as skiing and sledging. Through these placements, they developed adaptability, confidence, and cultural awareness while gaining valuable insights into Norway's play-based, child-initiated pedagogies, sustainability practices, and key differences between the Norwegian and UK education systems.

The session will centre student voices to highlight the impact of these placements on employability and professional identity. Reflections will illustrate how students plan to leverage these experiences in applications for teacher training and other postgraduate pathways, showcasing their readiness for innovative, inclusive roles in education.

Importantly, the presentation will examine how effective institutional support—across three key stages: pre-departure, in-country, and post-return—is essential for maximising the benefits of international placements. Practical strategies for preparing, supporting, and reintegrating students will be shared, alongside examples of how Norwegian outdoor learning practices can inform creative approaches to inclusive education in the UK.

Key learning points from this session:

By focusing on the employability value of international placements and amplifying student narratives, this session aims to inspire colleagues to develop similar opportunities, embedding global perspectives within education programmes and empowering students to thrive in diverse and international professional contexts.

Session 51: (Thursday 19 June 12:15 – 12:45)

Enhancing international student experience through bespoke academic study support: International Business Management MSc students' perspectives

Bukola Fatokun, Liverpool Business School
Victoria Jackson, Liverpool Business School
Sharonrose Akinshola, Marketing & Admissions
Adeola Adebesein

Session overview:

The internationalisation of higher education (HE) has significantly increased the presence of international students in academic institutions worldwide (Deuchar, 2022). In postgraduate programs, particularly in International Business and Management (IBM), this change comes with language barriers, cultural differences (Lee et al., 2019), critical thinking skills, collaboration, academic styles differences, socio-economic factors, and unfamiliar academic norms (Jones, 2017). Yet, studies are limited on academic support classes (ASCs) especially for the postgraduates compared to the undergraduates (White, 2023). Therefore, our study aimed to gather insights from MSC international postgraduate students at LJMU on how the ASCs initiative enhanced their student experience and success.

We conducted a qualitative study via an in-depth semi-structured interviews with MSC IBM students (n=16), who attended ASCs between 2022-2023. Interview questions were based on Schlossberg, Waters and Goodman's transition theory (1995) on adult behaviours and coping with life situations, events, and change. The results were thematically analysed.

Key results that the session will cover: Arrival experience in the first week is crucial and could be defining. Learning approach and hierarchical differences are the top two factors of differences in education systems. Transitioning can prompt positive, negative, and mixed emotional experiences. Academic culture shock for individual student varies - not always negative but could also have positive connotations e.g. a more conducive learning environment and better facilities. Bespoke ASCs are peculiar to LJMU postgraduate IBM programmes, and the initiative bridged academic shock, language barrier and cultural differences. All participants emphasised the positive impact on academic engagement and performance, creation of a sense of belonging and reduction of stress.

Key learning points from this session:

The presentation will showcase (1) how the ASCs initiative informs student voice and enhances the international student experience (2) ASCs' importance, benefits, and positive impact for a more vibrant MSc community within LJMU, and as an insightful exemplar for UK universities.

Session 52: (Thursday 19 June 12:15 – 12:45)

The River Mersey clean water challenge: localising outreach and public engagement

Andrea Mallaburn, School of Education
Linda Seton, Pharmacy & Biomolecular Sciences

Session overview:

This session will explore the value of drawing on the local environment to situate university outreach and public engagement. In 2023/24 the Absolute Chemistry Research Group (ACRG) designed and delivered The River Mersey Clean Water Challenge. This project saw over 150 learners aged 9-12 from six Liverpool City Region (LCR) schools challenged with a local problem within a global context: investigating the River Mersey to advance their understanding of UNSDG6: Clean Water and Sanitation.

Participating schools received a mock 'sample' of River Mersey water and were challenged to purify it through scientific procedures. Each school received three outreach sessions to support their investigation which situated learning in a Liverpool context, including a school visit by Liverpool John Moores University (LJMU) staff, a teacher-led series of practical activities and a Gala Day visit to the LJMU campus. This Gala Day saw learners take part in enriching science enhancement activities and share their approach to purifying the simulated river water. Each sample was tested for purity by an expert panel of chemists at LJMU. The Water Challenge was successful in engaging learners from socioeconomically deprived backgrounds; offered school-aged learners experience of the LJMU campus and supported interactions between young people and current LJMU Student Advocates, providing positive role models for HE.

This session will reflect on the advantages and limitations of adopting a localised approach to outreach and public engagement, drawing on evaluation data and research literature, and offer advice to others who might wish to localise their outreach and engagement activities.

Key learning points from this session:

This session will offer insights into the practice of outreach and public engagement, including advantages and challenges of undertaking activities with a local focus. The session will demonstrate the capacity to draw on the local environment to serve local communities in line with LJMU Student-Focused, Community, Courageous and Inclusive values.

Session 53: (Thursday 19 June 12:15 – 12:45)

Cracking the collaboration code: lessons from a case study exploring the dynamics of cross-functional collaboration between business and IT students

Yu Shin Gan, YPC International College
Gregory Wong Shen Hoong, YPC International College
Santhiran A/L Subramanian, YPC International College
Wong Ying Hui, YPC International College
Wan Yi Ku, YPC International College

Session overview:

This session, When Business Speaks and IT Codes: Cracking the Collaboration Code, explores the dynamics of cross-functional collaboration between business and IT students in

a live consultancy project. In today's digital economy, successful business-IT integration is crucial for driving innovation and operational efficiency. However, bridging the gap between these disciplines presents challenges due to differing communication styles, problem-solving approaches, and technical expertise.

Through a real-world case study, we will examine how business students and IT students collaborated to develop an operational IT system for a Malaysian logistics and warehousing company. The session will unpack the challenges faced - such as misalignment in expectations, technical versus strategic perspectives, and coordination hurdles - while showcasing structured interventions that improved team synergy.

Using an Organisational Behaviour (OB) framework, we will analyse collaboration at both the individual level (personality traits, working styles, and domain mindsets) and the team level (coordination mechanisms, conflict resolution, and Agile methodologies). Key strategies like structured role definitions, iterative feedback loops, requirement documentation, and sprint reviews will be highlighted.

This session is relevant to educators, researchers, and industry professionals interested in designing effective interdisciplinary projects, enhancing teamwork through OB principles, and preparing students for the realities of digital-era collaboration. Attendees will gain practical strategies to foster adaptability, improve communication in diverse teams, and create a student-centric, innovation-driven learning environment.

Key learning points from this session:

Attendees will gain insights into fostering effective cross-functional collaboration between business and IT student teams. Key takeaways include strategies for bridging communication gaps, managing interdisciplinary teamwork using Organisational Behaviour principles, and integrating Agile methodologies. Educators, researchers, and industry professionals will learn practical approaches to enhance student engagement and real-world project outcomes.

Session 54: (Thursday 19 June 13:55 – 15:00) Workshop

Research-Informed Teaching - celebrating innovation and evidencing impact

Jo Cresswell, Research & Innovation Services

Session overview:

The aim of this session is to showcase the value of innovative research informed teaching practice across the university and identify ways to evidence the impact on student experience, educational gain, and employability.

In the session we will explore the different models of research informed teaching, including pedagogical- and practice-based approaches, and how this is creating impact for students across the university. We will celebrate existing research informed teaching, seek to generate innovative new ideas about how to develop research informed teaching with “students at the heart” of planning as well as explore approaches to evaluating and evidencing the impact of research informed teaching on student learning, experience and success. By the end of the session, you will have had the opportunity to consider a range of innovative initiatives and strategies for evidencing impact.

Key learning points from this session:

Colleagues who attend these sessions will be able to consider how they can develop their own approaches to research informed teaching. The workshop approach is designed to facilitate discussion and sharing of ideas, so it is anticipated that delegates will learn from each other's experiences and perspectives.

Session 55: (Thursday 19 June 13:55 – 14:25)

Destination: library. An interactive approach to library induction

Louise Makin, Library Services

Paul Reece, Library Services

Session overview:

Library Services has a good track record of delivering introductory sessions to new students, but the range and amount of other induction activities means that their impact can be variable. Many students will experience 'library anxiety'. Additionally, since the pandemic and the opening of the Student Life Building, there has been a marked decline in footfall in Aldham and Avril Roberts buildings.

Destination: Library was launched at the start of this academic year as part of the overall induction offer from the library, to address some of these issues. This new initiative aimed to attract students into our physical spaces and provide an opportunity to promote and engage with our services. This gamified approach followed an airport/travel theme and with participants 'visiting' 8 different checkpoints located throughout the library. Each checkpoint incorporated a task linked to a particular feature such as understanding electronic resources or referencing. The tasks were designed to be fun, interactive and quick. The aim was for students to complete the whole game within 15 – 20 minutes.

The event was run simultaneously at both the Aldham and Avril Roberts libraries allowing students to participate wherever they were based on campus. Each of the individual components of the event were run again as standalone activities throughout semester 1 in the libraries, Student Life Building and online.

Feedback from library staff and students was positive. Destination: Library met the aim of providing an overview of the different services within the library, in an accessible way. Students reported feeling more confident in coming to the libraries and using our services as a result of their participation.

Key learning points from this session:

This session will discuss the event in more detail, reflect on our experiences and give attendees a chance to participate in a sample activity. Participants can put forward ideas for further development and how they might want to incorporate this into their own induction plans.

Session 56: (Thursday 19 June 13:55 – 14:25)

Increasing inclusivity in the student community through an initiative to increase awareness of microaggressions and harassment

Nicola Koyama, School of Biological & Environmental Sciences

Alex Wilshaw, School of Biological & Environmental Sciences

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Session overview:

The importance of anti-harassment policies, their visibility and clarity, are well known for effective management of bullying and harassment within education, although most research has focused within school education. We evaluate an initiative to increase a culture of inclusivity within a department at a UK university that spanned three years and is still ongoing. In 2021 we began with a departmental consultation about responding to inappropriate behaviour and developed an infographic to increase awareness of microaggression and harassment reporting and support. This was followed by the development of an annual departmental student harassment survey in 2022, now in its fourth year and establishing a network of 12 staff within the department who were trained to listen and provide support for student inappropriate behaviour and harassment complaints. Following this, a set of procedures was developed, through collaboration with LJMU Student Governance to effectively manage reports of harassment. Using our student inclusivity and harassment survey, we reported a significant decrease in reported harassment over three years. Our approach highlights the effectiveness of increasing awareness and support at a local levels, to compliment university policies and procedures.

Key learning points from this session:

Learn about a successful initiative designed to increase inclusivity in the School of Biological and Environmental Sciences by promoting awareness of zero tolerance and harassment-reporting within the university and the establishment of supporting mechanisms within the School. Activities were co-created by staff and students and included an infographic poster, monitoring survey and network of trained staff.

Session 57: (Thursday 19 June 13:55 – 14:25)

Co-Producing the Youth Worker Compass to support professional identity development and positive wellbeing in degree apprenticeship learners

Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy

Catherine Wilkinson, School of Education

Saira Weiner, School of Education

Lesley Dixon, School of Education

Stephen Brown, School of Education

Session overview:

This presentation reflects on the co-production of The Youth Worker Compass, a handbook designed to help students on the Youth Work Degree Apprenticeship track, reflect, document, and develop their professional identity as youth workers during their on-the-job and off-the-job learning. Co-produced by a student intern funded via the Teaching and Learning Academy's Curriculum Enhancement Internship, and the programme team, the handbook draws on the intern's personal experience of a similar programme with a substantive placement element. The intern's understanding of self-awareness, emotional reflection, stressors, and coping strategies helped shape this resource to support youth work apprentices throughout their three-year programme.

The Youth Worker Compass serves as a metaphor for exploring and developing professional identity. Like a compass, it offers direction, helping Youth Work DA students navigate complexities while staying anchored in their personal and professional values aligned with the National Youth Agency's ethical standards. It is a dynamic tool, adjusting to changing conditions as a youth worker's professional identity develops, ensuring effective and ethical practice. The handbook includes sections for self-assessment, goal-setting, reflective practice, and professional development. Its primary focus is reflexivity, encouraging self-awareness and supporting students as they navigate the complexities of their evolving roles as youth workers. The Youth Worker Compass provides a structured tool to guide professional development, allowing students to assess their progress within the broader context of their practice.

Key learning points from this session:

We advocate that the 'Compass' is a valuable resource that could be adapted and implemented across other programmes university-wide. Through promoting ongoing reflexivity, it enables students to better understand where they are in relation to their professional environment and ensures they are well-equipped to succeed in their careers.

Session 58: (Thursday 19 June 13:55 – 14:25)

Functional freeze in a VUCA (volatility, uncertainty, complexity, and ambiguity) - focused curriculum

Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy

Fredrick Agboma, Liverpool Business School

Boma Owusu, Liverpool Business School

Andy Doyle, Liverpool Business School

Session overview:

Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) are increasingly emphasised in business management programmes, with the goal of preparing students for real-world challenges. However, new research at Liverpool Business School reveals that this emphasis can sometimes lead to “functional freeze,” a state where learners default to safe, familiar strategies in response to cognitive overload. Running from the 2024/25 to 2025/26 academic years, the study focuses on students who, at the time of developing this talk, have yet to decide between dissertation or consultancy routes. Initial findings provide insights into how structured interventions – such as resilience training and reflective practice – can alleviate overwhelm while maintaining the benefits of VUCA-based teaching.

Hence, this session offers valuable perspectives for educators, programme leaders, and policymakers on striking the right balance between exposing learners to unpredictability and equipping them with supportive scaffolds. By exploring the initial patterns in decision-making and risk-taking behaviour, we will examine how to prevent or mitigate functional freeze, thereby helping students remain agile, creative, and confident in the face of rapid change.

Key learning points from this session:

Attendees will learn to recognise signs of functional freeze, adopt strategies to maintain student engagement in uncertain contexts, and integrate supportive interventions without stifling innovation. The session offers practical tools for balancing VUCA exposure with effective scaffolds, fostering more resilient and adaptive learners overall.

Session 59: (Thursday 19 June 13:55 – 14:25)

The NTF network

Phil Vickerman, PVC Student Experience

Session overview:

National Teaching Fellowship (NTF) is a prestigious award that celebrates individuals who have made an exceptional impact on student outcomes and the teaching profession. The NTF scheme is managed by Advance HE and applications are judged through a robust and competitive process, with only around 55 awards made across all UK Higher Education Institutions. Successful applicants must demonstrate:

- the **value** of their work in relation to benefit for staff and students;
- it's **reach** in terms of the influence of their work outside of their expected frame of activity, and;
- the **impact on** policy, practice and/or student outcomes.

National Teaching Fellowship is open to academic staff and colleagues from professional services whose roles have significant and direct impact on students. LJMU can submit up to

three nominees each year and has a clear and transparent process for selecting nominees. Nominees are supported by a network of LJMU NTFs and work closely with a dedicated mentor to develop their Claim.

Key learning points from this session:

- have an opportunity to meet LJMU's NTFs and hear their stories of nomination;
- learn more about LJMU's process of selection and the support provided to nominees;
- find out more about the benefits of being a member of the LJMU NTF network.

Session 60: (Thursday 19 June 14:30 – 15:00)

Implementing virtual reality in healthcare simulation: lessons from the hype cycle

John-Paul Mills, School of Nursing & Advanced Practice

Session overview:

In this presentation, we will share our experiences of successfully implementing immersive VR simulation across a number of healthcare education programmes, including Nursing, Mental Health and Endoscopy. We will also look at the feasibility of building immersive content in-house in terms of the expertise involved. We will discuss the many challenges we have overcome following our initial adoption of VR headsets two years ago, including technical barriers, cost-utility concerns, working with large cohorts and gaining acceptance from senior management, faculty staff and learners. We will also share the mistakes we've made along the way and share lessons learnt.

Key learning points from this session:

Attendees will come away from this session recognising that implementing any digital technology in HE involves a large degree of hidden labour from technical and other staff, a clear plan for rollout and evaluation, a shared pedagogical understanding of the value of the technology, and a recognition that learners' preferences will ultimately determine whether a technology is used or not. The key takeaway from this session is to approach the adoption of immersive technologies with caution, but to highlight that there are major benefits to doing so from a learner experience and staff development perspective.

Session 61: (Thursday 19 June 14:30 – 15:00)

Developing a buddy scheme to foster student wellbeing: preliminary insights from a curriculum enhancement internship project

Curriculum Enhancement Internship Project funded by the Teaching and Learning Academy

Emma Mulliner, School of Civil Engineering & Built Environment
Neema Opiyo, School of Civil Engineering & Built Environment
Sa'idah Zubairu, School of Civil Engineering & Built Environment
Tim Browne, School of Civil Engineering & Built Environment
Sian Dunne, School of Civil Engineering & Built Environment

Session overview:

Student wellbeing plays a pivotal role in academic success and retention, particularly in demanding disciplines like Civil Engineering and the Built Environment (CBE). In recognition of this, the School of CBE at LJMU has launched a Curriculum Enhancement Internship

Project aimed at designing a tailored Buddy Scheme to enhance student wellbeing and promote a strong sense of belonging.

This session will share preliminary findings from the early stages of the project, focusing on gathering insights from CBE students regarding the characteristics of an effective Buddy Scheme. Drawing on data from a mixed-methods approach including a diverse group of students, we will explore key themes such as student preferences, expectations, and the specific support they need from peer initiatives.

By involving students directly in the design process, the project seeks to co-create a scheme that is both relevant and impactful. Attendees will gain insights into the challenges and opportunities encountered during the initial phases, as well as the next steps in piloting the Buddy Scheme. The session will also spark discussion on the broader role of peer support in higher education and the importance of student involvement in shaping wellbeing initiatives.

Ultimately, this project exemplifies LJMU's commitment to a student-centred approach, where students' voices drive curriculum enhancements and contribute to fostering a supportive, inclusive learning environment for all.

Key learning points from this session:

Attendees will gain insights relating to:

- Buddy Scheme Design – Insights from Civil Engineering and Built Environment students on their needs and preferences for a peer support scheme.
- Student-Centred Approach – The value of student involvement in designing wellbeing initiatives.
- Future Steps – Next stages in piloting and refining a Buddy Scheme.

Session 62: (Thursday 19 June 14:30 – 15:00)

BRIDGE Accelerator: closing the socioeconomic gap through capital development

Andrew Doyle, Liverpool Business School
Linda Graham, Liverpool Business School
Katie Neary, Liverpool Business School

Session overview:

The BRIDGE Accelerator Group at Liverpool Business School is a transformative initiative aimed at addressing disparities in student outcomes by developing students' capital and reducing barriers to success. With a focus on underrepresented groups, including students from IMD quintiles 1 and 2, service children, care-experienced students, those with mental health conditions, and students from diverse ethnic backgrounds, the programme directly aligns with LJMU's commitment to inclusivity and equality of opportunity.

Key activities within the BRIDGE Accelerator include:

- Workshops focused on self-efficacy, resilience, and leadership, equipping students with the tools to navigate academic and professional challenges.
- Mentorship programmes that connect students with alumni, faculty, and industry professionals, fostering guidance and real-world insights.
- Networking events designed to bridge the gap between students and employers, enhancing career opportunities and building professional connections.

- Targeted interventions to remove barriers, such as personalised academic support and early engagement initiatives.

The BRIDGE Accelerator is research-driven, using qualitative and quantitative methods to evaluate the impact of its interventions on student success. It aligns with the objectives of LJMU's Access and Participation Plan (APP) by addressing gaps in continuation, completion, and progression rates for disadvantaged groups.

This session will explore how BRIDGE supports LJMU's mission to place students at the heart of everything

Key learning points from this session:

Attendees will learn how targeted, evidence-informed initiatives can attempt to close socioeconomic gaps in student outcomes. They will gain practical insights into delivering impactful mentorship, workshops, and interventions that build resilience, employability, and academic success. The session will also showcase strategies for achieving equity, aligning with institutional Access and Participation Plan goals.

Session 63: (Thursday 19 June 14:30 – 15:00)

Environmental sustainability update

Nia Prys-Williams, Estate Development & Campus Services

Tally Anderson, Estate Development & Campus Services

Jen Stokoe, Estate Development & Campus Services

Session overview:

This session will present details of the new Climate and Sustainability Plan 2025-2030, providing an update on what was achieved from the previous Climate Action Plan, and the sustainability targets for the next five years. The team will also introduce Green Impact, an award winning staff programme, which is being implemented this year and encourages teams to get involved in supporting environmental sustainability at LJMU and be recognised for their efforts in doing so.

Key learning points from this session:

- Understand what actions LJMU are taking to towards environmental sustainability
- Know what the university's targets are for environmental sustainability for the next five years
- Know how you can make a contribution to environmental sustainability at LJMU

Session 64: (Thursday 19 June 14:30 – 15:00)

Turning strategy into reality: a collaborative approach to embedding work-based learning in the curriculum

Nick Bryan, School of Pharmacy & Biomolecular Science

Sandra Fawcett, School of Pharmacy & Biomolecular Science

Laura Aldridge, Student Futures

Lisa OFarrell, Student Futures

Danielle Anderson, Student Futures

Session overview:

As programmes undergo periodic review, we see firsthand how a community spirit can transform strategy into reality, the strategy being that all LJMU undergraduate students engage in a work-based learning (WBL) experience by 2030. Our goal is to enhance graduate employment prospects by embedding diverse WBL experiences into the curriculum. Research by Jackson (2024) highlights that in-curricular work experiences lead to clear labour market gains, reinforcing the importance of this initiative.

This case study explores the integration of WBL in a Level 5 module within an IBMS-accredited Biomedical Science program. The module, focused on scientific study skills and employability, features a grant application assessment co-developed with industry partners. In 2023/24, students collaborated with Cyprotex on a fictional drug evaluation project. Feedback suggested a preference for projects aligned with concurrent module topics, leading to a 2024/25 collaboration with Mast, a microbiology diagnostics company. Early evaluation metrics indicate improved student perceptions of vocational relevance.

Our reflective journey, in collaboration with Student Futures, covers key aspects of this initiative. We aim to provide an honest account of the successes and challenges faced, demonstrating how a collaborative approach can bridge academic and professional expectations. Our key takeaway is that WBL can be interpreted in multiple ways, but with a strong community-driven approach, these challenges can be overcome, ensuring meaningful employability outcomes for students.

Key learning points from this session:

- Student Futures role in periodic review process and resulting recommendations.
- Implementing recommendations through WBL and broader curriculum integration.
- Contributions from Employer Engagement and Careers & Employability Consultants.
- The process of unpacking learning from WBL projects to enhance student development and understanding of transferable skills (Zahidul, Paolo Oprandi & Watson, 2024).

Session 65: (Thursday 19 June 15:05 – 15:35)

Research Informed Teaching Clinic

Jo Cresswell, Research & Innovation Services

Session overview:

The research informed teaching clinic will provide a relaxed and informal space for colleagues to explore how their own research, and the research of others, can inform and enhance their teaching and learning practices, as well as curriculum development. It will provide an opportunity to get advice and guidance from the team running the current “research Informed Teaching” project for the university as well as chat to other colleagues about their experiences of, and approaches to, research informed teaching. Discussions will emphasise practical approaches that can be easily implemented to enhance research informed teaching in various areas of the university curriculum. The clinic is open to all colleagues, regardless of their role or level of experience. Just drop in if you fancy chatting about Research Informed Teaching.

Key learning points from this session:

Attendees will have the opportunity to discuss practical steps to embed research into their practice and curriculum as well as to encourage student engagement and enhance student outcomes.

Session 66 (Thursday 19 June 15:05 – 15:35)

Preparing students for a world with AI: scaffolding AI literacy into our teaching

Martin Hanneghan, School of Computer Science & Mathematics

Session overview:

The world of AI is advancing rapidly. It has been said that 'AI won't necessarily take our jobs, but an AI literate person just might!'. Our students need to embrace these new technologies to further improve their employability. AI literacy is now an extremely important topic that we should integrate into all disciplines of undergraduate education. However, the levels of AI literacy amongst academic staff members in UK Universities is worryingly low and numerous initiatives are afoot to try to address this going forward through staff development and training. Students will require scaffolded learning to guide them through the range of AI technologies currently in use, how these are constructed and trained, the weaknesses they exhibit via bias and how to use them effectively through prompt engineering approaches.

In this session, we will discuss how this is being addressed for the re-validation of the Computing suite of programmes at LJMU (encompassing seven undergraduate degree routes). We will walk through how we integrated AI literacy into a core Level 4 module that then encourages students to build on these skills in later modules at Level 5 and Level 6.

Key learning points from this session:

An outline syllabus for scaffolding AI literacy within a core programme module is provided. This is based on a current module being devised for re-validation of all computing programmes at LJMU in Semester 1 of 2025. This should hopefully help academic

colleagues identify gaps in their own AI literacy and help plan future staff development opportunities in this area.

Session 67 (Thursday 19 June 15:05 – 15:35)

Neurodivergent-inclusive teaching: practical hints and tips

Ria Cheyne, School of Humanities & Social Science

Session overview:

Do you want to better support your neurodivergent students, but feel unsure about where to start? Are you unsure of how to translate general information about reasonable adjustments into specific classroom strategies? This session presents a beginner's guide to neurodivergent-inclusive teaching in HE, from a neurodivergent academic who is also a researcher in Disability Studies and Neurodiversity Studies.

Drawing on 15+ years' experience supporting neurodivergent students (as a support worker, lecturer, and senior lecturer), I'll present a brief, accessible introduction to 'neurodiversity' and related concepts, before moving on to practical guidance on effective teaching for neurodivergent students. Drawing in particular on my experience of designing and delivering a new module on neurodiversity for a student group with a high proportion of neurodivergent learners at a previous institution, I'll reflect on what worked and what didn't, and consider how specific strategies might transfer to the LJMU context.

Key learning points from this session:

- Practical strategies for teaching neurodivergent learners.
- A better understanding of the concepts of 'neurodiversity' and 'neurodivergence', and the needs of neurodivergent students.

Session 68 (Thursday 19 June 15:05 – 15:35)

Nature Lab: exploring virtual ecosystems for ecology teaching and research

Danielle Hinchcliffe, School of Biological & Environmental Sciences

Session overview:

LJMU is committed to sustainability and addressing the climate crisis, with a goal of achieving net carbon zero by 2035. Teaching and research are central themes to this mission, and with the rapid advancement of digital technologies following the Covid-19 pandemic, we must explore the potential of innovative tools like virtual environments (VEs). VEs can enhance environmental science education, particularly for fieldwork, a vital yet often inaccessible component. While not a replacement for traditional fieldwork, VEs can make learning more inclusive and reduce the carbon footprint.

To explore this potential, we developed an experiential learning module for Level 5 BSc Wildlife Conservation students. Using remote sensing biodiversity data collected from a local woodland, a VE was simulated for students to explore in a lab setting and conduct a bird point-count survey, identifying birds observed along a fixed transect. Students performed the same survey onsite, allowing direct comparison of their performance in the two environments, to determine whether both formats met the intended learning outcomes. Preliminary results indicate that VEs effectively teach practical ecology skills highly desired

by wildlife conservation graduate employers. Additionally, students were surveyed on their attitudes towards VEs and experience with this innovative approach. It is clear that students benefit from, and want in-person fieldwork, but they value VEs as a supplementary learning tool and recognise their contribution to sustainable and flexible learning. From these insights, we consider the broader integration of VEs across fieldwork-based programmes and research, fostering inclusivity, enhancing engagement and supporting the Climate Action plan.

Key learning points from this session:

We evidence how virtual environments (VEs) can be a dynamic and innovative tool used to foster inclusivity, enhance learning, promote sustainability, and facilitate skills development for wildlife conservation undergraduate students. Our findings suggest that VEs complement traditional methods and expand the possibilities for teaching, learning, and research in fieldwork-based disciplines.

Session 69 (Thursday 19 June 15:05 – 15:35)

Project decolonisation: carbon footprints and compensation payments

Ivo Siekmann, School of Computer Science & Mathematics
Sandra Ortega, School of Computer Science & Mathematics
James Baker, School of Computer Science & Mathematics
Aisha Jirde, School of Computer Science & Mathematics
Lucy Lavery, School of Computer Science & Mathematics
Mohamed Ibrahim, School of Computer Science & Mathematics

Session overview:

How can topics related to decolonisation be integrated in the curriculum so that it is relevant and interesting to students? A group of students and lecturers have worked together to develop project-based activities for students in the mathematics programs at LJMU on two exciting real-world challenges related to decolonisation: 1. Calculate your personal carbon footprint and 2. Develop a fair and transparent compensation scheme for the impact of slavery. The activities will consist of three pillars - an analysis component where the students will develop mathematical frameworks for calculating the carbon footprint or a compensation payment for the impact of slavery, a presentation component where each team will present their projects to the class and an evaluation component where the team will reflect how their ideas could be implemented in practice. The decision of asking students to take the drivers' seats in designing the project tasks is to ensure that the tasks are genuinely relevant to future students in the mathematics programs. The interdisciplinary, open-ended activities are much closer to the challenges that mathematics graduates will face in their future workplaces but they are still relatively uncommon in mathematics programs.

Key learning points from this session:

After this talk, delegates will...

1. ... take home fresh ideas how new student activities related to decolonisation can be developed.
2. ... see examples how real-world challenges that go beyond the core of a particular discipline can be integrated into the curriculum.

The project activities developed will be implemented in existing modules of the mathematics program. We expect that our approach to designing project-based student activities related to decolonisation can be easily transferred to other disciplines.

Session 70 (Thursday 19 June 15:05 – 15:35) Lightning talks

Navigating enterprise education with the 7Cs

Emma Robinson, Student Futures

Session overview:

One of the key objectives of the LJMU Employability and Graduate Outcomes Plan is that all undergraduate programmes will include accredited work-based learning.

This session will give a first look at an evidence informed framework called the 7Cs that can support support this objective. The framework supports the design, delivery and evaluation of enterprise education interventions.

The 7Cs are:

A Can-Do approach

Collaboration

Competition

Confidence

Connections

Creativity

Curiosity

Key learning points from this session:

Support is available to work with employers to deliver inclusive and transformational curriculum content.

Advanced Practice formative peer review EPA presentations; cultivating multiprofessional feedback

Sarah Shardlow, School of Nursing & Advanced Practice

Michelle Pickering, School of Nursing & Advanced Practice

Geraldine Macdonald Smith, School of Nursing & Advanced Practice

Joanna Lavery, School of Nursing & Advanced Practice

Session overview:

The Advanced Practice Apprenticeship Programme is multiprofessional in nature and designed to develop clinical expertise aligned with the NHSE Multiprofessional Framework for Advanced Practice (NHS England, 2017). It follows a national standardised approach to learners' End Point Assessment (EPA) based on the Institute for Apprenticeships and Technical Education (IfATE, 2018) requirements. The EPA ensures apprentices demonstrate the necessary clinical knowledge, skills, and behaviours (KSB's) essential to practice at an advanced level. EPA is a multicomponent assessment comprising of an open book exam and evaluation of a proposed change in clinical practice, by way of a report and presentation. Both reinforce the application of advanced competencies in real-world healthcare. Assessors for this examination are independent of the academic team for which the programme is delivered and as such students must be prepared to answer questions from assessors across varying professions and advanced clinical backgrounds.

Incorporating formative assessment in a multiprofessional learning environment is thought to enhance the overall educational experience by fostering collaboration, critical thinking, and knowledge exchange. Providing structured feedback on their change-in-practice presentations students were able to refine their ideas, develop problem-solving skills, and directly apply these to the advanced assessed competencies. Peer learning was chosen to encourage interdisciplinary dialogue, thus exposing students to diverse perspectives about their chosen potential healthcare challenges and solutions. The team wanted to mirror the real-world practice where professionals collaborate to evaluate practice improvements and cultivate communication whilst valuing a team approach.

Learner feedback from two EPAs has been positive with students enjoying and finding value in this method of assessment. The team evaluated EPA peer formative assessment to be evidence-based and beneficial across all disciplines. Recommendations are that peer learning should continue to support individual competency development, enhance the student experience and promote a culture of continuous learning for the proposed healthcare workforce.

Key learning points from this session:

The attendees will have a better understanding of what the End point assessment entails and how the students can benefit from peer formative assessments. It encourages discussion around topics that will demonstrate a meaningful impact within the clinical workplace but also how it can be linked to the knowledge, skills and behaviours that underpin the multiprofessional framework of Advanced clinical practice. It fosters that shared decision making approach that is paramount to successful patient interventions. When we have undertaken formative peer reviewed presentations with this cohort of students previously, we were able to see what collaborative working really means, they would help each other out with tips and ideas. It was a real team approach.

Session 71 (Thursday 19 June 15:05 – 15:35)

A men's mental health podcast with a hug!

Dean McShane, School of Nursing & Advanced Practice
Conleth Kelly, School of Nursing & Advanced Practice
Ian Pierce Hayes, School of Nursing & Advanced Practice

Session overview

Men typically make up 75% of suicide deaths in the UK; in England, the highest suicide rate is among males aged 45–49, with 25.3 per 100,000 (ONS, 2024). Men are less likely to seek treatment for their mental health (Mind, 2020) and just 36% of all NHS referrals for psychological therapy are for men (Mental Health UK, 2024). It is also important to consider the concerning data that, in the context of poor mental health outcomes, 90% of individuals sleeping on the streets in England are men over the age of 26 who are from the United Kingdom (Housing and Communities, 2024) and that proportionally men make up to 96% of the total prison population (HM Prison and Probation Service, 2024).

The Man Hug podcast began in early 2023 and it became a medium to capture the essence of these discussions to encourage men to talk. The podcast has three aims:

- Provide a platform for men with lived experience to share their mental health stories.
- Showcase the network of support that exists to help and support men
- Normalise the experience of talking about mental health to tackle the stigma associated with it.

As hosts of the podcast, we are determined to demonstrate that poor mental health affects all men across class, demographic, and cultural lines, and that, by talking, our guests demonstrate positive male role models – and that it's good to talk. To date, the podcast has addressed various themes such as addiction, grief, loneliness, suicide, neurodiversity, and memories. Following an evaluation the podcast is proving to be a useful educational tool for students and staff to enhance knowledge about mental health and to improve signposting.

Key learning points from this session:

- How Podcasts can be used to enhance knowledge
- The power of Lived Experience (Experts by Experience)
- How staff and students can signpost people to the right mental health support.