Wednesday 12 December 2012

09.00  Registration Opens  
Resort Main Foyer

10.45-11.00  Conference Welcome  
Caernarfon Suite
Helen Perkins, SRHE Director

11.00 – 12.00  Opening Plenary

Professor Howard Hotson:  
University of Oxford
Big Business at the Heart of the System:  
Understanding the Global University Crisis

Chair: Professor Jill Jameson, Chair SRHE, University of Greenwich

12.15 – 12.45  Paper Presentations: Session A

A1  Problematising the Public Good in Higher Education Policy (0032)  
Williams Joanna, University of Kent, UK

A2  Black and Minority Ethnic students at Russell Group universities: exploring the link between  
‘Possible Selves’ and degree attainment (0018)  
Stevenson Jacqueline, Leeds Metropolitan University, UK

A3.1  Let’s Talk: Staff and Student Experiences of Dialogue Days, a Student Engagement Activity  
(0151)  
Asghar Mandy, Hall Stephen, York St John University, UK

A3.2  What Makes for Constructive Feedback to Students? (0244)  
Hounsell Dai, The University of Edinburgh, UK

A4  Tensions, contradictions and ambiguity at the management/academic interface –  
perspectives on the challenges of being a ‘first line manager academic’. (0095)  
Bessant Ceridwyn, Newcastle Business School, Northumbria University, UK

A5  Enhancing learning and employability of doctoral candidates in social sciences: results of a  
mixed methods study (0193)  
Golovushkina Elena, Milligan Colin, Glasgow Caledonian University, UK

A6  Modeling Perceived Quality of Graduate Students in Higher Education. Possibilities and  
Advantages of a New Viewpoint: The Graduates (0111)  
Pereira-Puga Manuel¹, Carreras-Franco Ana², ¹University of A Coruña, Spain, ²MQ Consulting, Spain

A7  Narratives of change in developing curriculum in higher education (0029)  
Annala Johanna, Mäkinen Marita, University of Tampere, Finland

A8  Negotiating the Employability Discourse (0157)  
Hurlow Sarah¹, Parselle Gina², ¹Cardiff Business School, UK, ²Glamorgan Business School, UK

A9  More Students and Better Teaching? Teaching at German Universities between Capacity and  
Quality (0166)  
Bloch Roland, Lathan Monique, Institute for Higher Education Research, Germany
A10 Linkages between university autonomy and success of European university systems (0044)
Nokkala Terhi1, Kohtamäki Vuokko2, 1University of Jyväskylä, Finland, 2University of Tampere, Finland

A11 The ‘expert student’ concept as a basis for curriculum reform (0003)
Kinchin Ian1, Cabot Lyndon1, 1University of Surrey, 2King’s College London, UK

A12 UK policy perspectives: What can we learn from surveys such as those reported in ‘ Academically Adrift’? (0143)
Marshall Stephanie, Higher Education Academy, UK

12.45 – 13.15 Paper Presentations: Session B

B1 From university to the legal Bar: how does university attended influence the chances of success for pupillages? (0144)
Zimdars Anna, King’s College London, UK

B2 Creating a community of learning: engendering opportunities for equality across the academic and student divide (0024)
Mannay Dawn1, O’Connell Mary Clare2, 1Cardiff University, UK, 2University of Wales, Newport, UK

B3 Incorporating professional knowledge in undergraduate curricula – an innovative program at Unicamp-Brazil (0099)
Celani Gabriela, Knobel Marcelo, Velloso Licio, Hallak D’Angelo José Vicente, University of Campinas, Brazil

B4 What is quality assurance for? (0107)
Bohrer Janet, Barnes Harriet, Quality Assurance Agency, UK

B5 Defining and Supporting Professional Doctorates in Higher Education (0194)
Salter Daniel, Walden University, Minneapolis, USA

B6 Socrates, Barefoot Leadership and Trust in English Higher Education in an Age of Austerity (0285)
Jameson Jill, University of Greenwich, UK

B7 Attitudes towards learning of former apprentices who progress to higher education: a critical realist approach (0055)
Dismore Harriet, Brunel University, UK

B8 Mature student retention: how much is the student experience at stake? (0177)
Morris Katy1, McVitty Debbie2, 1million+, 2NUS, UK
Leadership Ambitions: discovering and developing academic leader and manager ‘identity’ and ability in Higher Education (0170)
Petrov Georgy, Kingston University London, UK

Knowledge Exchange and Impact: A comparison of policy incentives and diverging spatial relationships in the UK Higher Education (0276)
Kitagawa Fumi, University of Manchester, UK

Engaging higher education students in voluntary activities through digital technology and interactive marketing – an exercise in technohesion (0118)
Thorpe Anthony¹, Lim Lynn L.K.², ¹Roehampton University, UK, ²University of Applied Sciences, Switzerland

Evaluating the impact of a Welsh Government lead education intervention: Economic regeneration or ‘soft’ outcome success? (0149)
Jones Joanna, Jones Edward, University of Wales, Newport, UK

Creating and sustaining Knowledge Transfer in a post-92 University (0171)
Hall Lynne, University of Sunderland, UK

Asian Student Mobility in Europe: Chinese and Vietnamese Students Studying in Switzerland (0025)
Iacopini Luna¹, Dormeier Freire Alexandre². ¹University of Geneva, Switzerland, ²Graduate Institute of International and Development Studies, Switzerland

Reconceptualising and Repositioning the Role of the University in Initial Teacher Education in an English University (0150)
Cronin Sue, Liverpool Hope University, UK

Prioritising Third Stream Activity: the gap between University intentions and academic perceptions (0190)
Watson Derek, Hall Lynne, Tazzyman Sarah, University of Sunderland, UK

Research networks in higher education systems, the round about from research universities to small communities (0242)
Romo Sergio Martinez Metropolitan Autonomous University, Mexico

14.15 – 14.45 Paper Presentations: Session C

Newer researchers in higher education – policy actors or policy subjects? (0278)
Deem Rosemary¹, McAlpine Lynn², Ashwin Paul³, ¹Royal Holloway, University of London, UK, ²University of Oxford, UK, ³Lancaster University, UK

What kind of actor is ‘policy’ in higher education research? (0087)
Ashwin Paul¹, Smith Karen², ¹Lancaster University, UK, ²University of Greenwich, UK
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<th>Symposium</th>
<th>Wednesday 12 December (Beaumaris 1)</th>
<th>14.15 – 16.15</th>
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<tr>
<td>C2</td>
<td>We all have our parts to play: The roles of students, peer-mentors and administration in creating pathways to higher education and student success for minority-language students</td>
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<td>C2.1</td>
<td>Linguistic heterogeneity and non-traditional pathways to postsecondary education in Ontario (0183) Lamoureux Sylvie, Université d’Ottawa, Canada</td>
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<td>C2.2</td>
<td>« Somebody like me » : Student perspectives on facilitating the transition to and success in higher education (0185) Turner Karine, Université d’Ottawa, Canada</td>
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<td>C2.3</td>
<td>“Lean on me” : The experience of being a regional peer-mentor (0187) Cotnam Megan, Université d’Ottawa, Canada, Università di Corsica Pasquale Paoli, France</td>
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<td>C2.4</td>
<td>Creating conditions for student success in a context of linguistic heterogeneity – an institutional perspective (0191) Malette Alain, Lamoureux Sylvie A., Daoust Jean-Luc, Université d’Ottawa, Canada</td>
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<td>C3</td>
<td>Changing the experiences of Masters level learning through improving assessment: learning from a NTFS-funded project (0269) Brown Sally, Deignan Tim, Priestley Janice, Leeds Metropolitan University, UK</td>
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<td>C4</td>
<td>Governing quality in European Higher Education: A comparison of three member states.(0155) Rattray Julie¹, Land Ray¹, Eggins Heather², Gordon George², Owen Katherine², ¹University of Durham, UK, ²University of Strathclyde, UK</td>
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<th>Symposium</th>
<th>Wednesday 12 December (Caerphilly)</th>
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<td>C5</td>
<td>Methodologies in researching academic work</td>
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<td>C5.1</td>
<td>Early career academic experience: Using a narrative approach to understand identity construction (0015) McAlpine Lynn, University of Oxford, UK</td>
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<td>C5.2</td>
<td>Not here, not now: reconstructing academic work from a distance(0017) Malcolm Janice, University of Kent, UK</td>
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<td>C5.3</td>
<td>Non-storied narrative: anonymous academic diaries(0034) Fincher Sally, University of Kent, UK</td>
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<td>C5.4</td>
<td>Understanding lecturers’ development in novel researcher roles in the context of new universities in transition. A longitudinal, qualitative analysis of weekly written narratives (0137) Van Winkel Monica A.¹, Van der Rijst Roeland M.², Van Driel Jan H.², Poell Rob F.³, Jurriëns Jan A.³, ¹HAN University of Applied Sciences, The Netherlands, ²ICLON, Graduate School of Teaching Leiden University, The Netherlands, ³Tilburg University, The Netherlands</td>
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<td>C5.5</td>
<td>‘Research on academic work matters to the scholars undertaking the study too!’(0152) Gornall Lynne¹, Cook Caryn², ¹PI for WL Team, UK, ²University of Wales, Newport, UK</td>
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C6  How to understand the gap between practice and theory when making education innovation? - Case study of Problem Based Learning implementation (0198)
Li Huichun¹, Du Xiangyun¹, Sun Baozhi², ¹Aalborg University, Denmark, ²China Medical University, China

C7  Exploring the assessment experiences of postgraduate international students: developing ‘culturally sensitive’ practices (0153)
Knowler Helen, Lucas Lisa, University of Bristol, UK

C8  The International Student Experience Indian Voices - More than just the post graduate programme (0027)
Foskett Kaye, Liverpool University, UK

C9.1 Strategic actor-hood at a Nordic university: The Case of Denmark’s University of Aarhus (0038)
Pinheiro Romulo¹, Aagaard Kaare², ¹Agder Research, Norway, ²University of Aarhus, Denmark

C9.2 How academic managers talk about strategy process: roles, practices and rationales of strategy engagement (0073)
Girootto Michele, Llinàs Xavier, Universitat Politècnica de Catalunya, Spain#

C9.3 Governance and the Post 1992 Universities during a period of change a Case Study in the United Kingdom (0252)
Abrams Jeffrey, Leeds Metropolitan University, UK

Symposium C10  Wednesday 14 December (Denbigh 1)  14.15 – 16.15
Understanding higher education in further education colleges

C10.1 The college contribution (0263)
Parry Gareth, University of Sheffield, UK

C10.2 The institutional dimension (0264)
Temple Paul, Institute of Education University of London, UK

C10.3 The student perspective (0265)
Callender Claire, Institute of Education University of London, UK

C10.4 Potentialities and constraints: FE colleges in a mass HE system(0266)
Scott Peter, Institute of Education University of London, UK

C11  Can Higher Education contribute to recovery in mental health? The barriers, challenges, experiences and outcomes of a widening access model within mental health.(0007)
Richardson Mark, McCarthy Kelly, University of Wales, Newport, UK

C12  New OFFA Access Agreements and the National Scholarship Programme: Ramifications for Access to English Higher education (0035)
McCaig Colin, Sheffield Hallam University, UK
15.00 – 15.30  Paper Presentations: Session D

Parallel Session C1 continues
Symposium C2 continues

D3 ‘It’s easier to use my phone’: An exploration of the use of mobile technology to communicate course information with Trainee Teachers (0013)
*Boulton* Helen¹, *Hramiak* Alison¹, ¹Sheffield Hallam University, UK, ²Nottingham Trent University, UK

D4 A model for managing the “social appeal” of a university: Satisfaction and Reputation as mechanisms of behavioral intentions (0112)
*González-Rodríguez* Benjamín¹, *Carreras-Romero* Enrique², ¹University of A Coruña, Spain, ²University of San Pablo CEU, Spain

Symposium C5 continues

D6 Becoming a leader in higher education as an identity project (0214)
*Holmes* Leonard, University of Roehampton, UK

D7 Higher Education as a public good: Pushing forward, pushing boundaries(0101)
*Crawford* Karin, *Mathews* Ian, *Simpson* Diane, University of Lincoln, UK

D8 Challenges and benefits: valuing the experience of international postgraduate students at a new university in the UK (0245)
*Archdeacon* Anthony, *Moore* Jane, Liverpool Hope University, UK

Parallel session C 9 continues

Symposium C10 continues

D11 Embedding Research into a Practice-Based, Creative Course (0195)
*Owens* Molly, University of Wales, Newport, UK

D12 ‘The access course could change your life’: Capturing mature students’ understandings and expectations of Access to Higher Education (0092)
*James* Nalita, *Busher* Hugh, *Suttill* Beth, University of Leicester, UK

15.45  – 16.15  Paper Presentations: Session E

E1 The Hong Kong Education Reform: the End of the Beginning (0042)
*Mole* David, The Hong Kong University of Science and Technology, China

Symposium C2 continues

E3 Assessment careers: a vision of post-modularisation and sustainability (0058)
*Hughes* Gwyneth, *Oliver* Martin, Institute of Education, UK

E4 New Challenge for Quality Assurance Framework in Japanese Graduate Education (0088)
*Hayashi* Toru, *Vestergaard* Mun’delanji, Japan Advanced Institute of Science and Technology, Japan

Symposium C5 continues

E6 The Tri-partite Relationship between Higher Education, Employers and Learners for Academic Qualifications through Work Based Learning (WBL) (0224)
*Borup* Rosie¹, *Shah* Hanifa¹, *Eardley* Alan¹, ¹Birmingham City University, UK, ²Staffordshire University, UK
E7 Bonding for lifelong learning: former students’ perceptions of the impact of their university education on their subsequent learning (0078)
Weinbren Daniel, *The Open University, UK*

E8 The emerging learner and financial identities of young students under the 2012 funding regime (0200)
Round Anna, *University of Sunderland, UK*

E9.1 Higher education for capacity development or revenue maximisation? Lessons from transnational higher education programs at two Indonesian universities (0064)
Sutrisno Agustian, Pillay Hitendra, *Queensland University of Technology, Australia*

E9.2 The Reform of Italian University Governance: Small Steps towards a Market-Oriented Model? (0049)
Donina Davide, Meoli Michele, Monzani Saul, Morzenti Pellegrini Remo, Paleari Stefano, *University of Bergamo, Italy*

Symposium C10 continues

E11 Learning and teaching of generic skills and graduate attributes: ‘professionalism’ as a case example (0234)
Akerlind Gerlise¹, Wilson Anna², ¹University of Canberra, Australia, ²University of Oxford, UK

E12 Academic Drift Evaluated: A Staff Perspective (0061)
Griffioen Didi M.E.¹, de Jong Uulkje², ¹Amsterdam - University of Applied Sciences, The Netherlands, ²University of Amsterdam, The Netherlands

16.15 – 16.45 Tea/Coffee Break Caernarfon Foyer

16.45 – 17.15 Paper Presentations: Session F

F1 Higher education policy in Scotland and the implications for part-time study (0146)
Cannell Pete, Thomson Joan, *The Open University, UK*

F2 Engagement versus Satisfaction: Approaches to Measuring the Student Experience(0036)
Kandiko Camille B., Lewthwaite Sarah, *King's College London, UK*

F3 Disciplinary Boundaries and Creative Pedagogical Practices(0070)
Gouthro Patricia¹, Holloway Susan², ¹Mount Saint Vincent University, Canada, ²University of Windsor, Canada

F4 Focusing the kaleidoscope: Investigating the newly formed role of “Academic Lead” at a research-led University (0091)
Floyd Alan¹, Fung Dilly², ¹University of Reading, UK, ²University of Exeter, UK

F5 Sectoral essentialism: how institutional type is affecting academic work-life(0159)
Moynihan Amanda, *Dublin Institute of Technology, Ireland*

F6 Higher education leadership for teaching and learning enhancement: Shared insights from the Australian context (0021)
Devlin Marcia, *Open Universities Australia, Australia*

F7 Transformative learning in first year engineering: how do we know it has happened?(0082)
Quinlan Kathleen M., Fill Johnny, *University of Oxford, UK*
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<th>Session</th>
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<tr>
<td>F8.1</td>
<td>Student Voices – disengaged, controlled, empowered? (0084)</td>
<td>Swain Julie, Gray Claire</td>
<td>Plymouth University, UK</td>
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<td>F8.2</td>
<td>Perspectives on student voice: finding a voice.(0230)</td>
<td>Batchelor Denise</td>
<td>Institute of Education, UK</td>
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<td>F9.1</td>
<td>Universities accounting for themselves (0039)</td>
<td>Robinson John</td>
<td>Brunel University, UK</td>
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<td>F9.2</td>
<td>Is higher education not to be trusted or is the government unable to trust? Analysis from a Simmelian perspective (0083)</td>
<td>CHIANG Kuang-Hsu</td>
<td>University of Edinburgh, UK</td>
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<td>F10</td>
<td>Tighter study program structures and study progression: weak effects of new structures(0162)</td>
<td>Hovdhaugen Elisabeth, Aamodt Per Olaf</td>
<td>NIFU, Norway</td>
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<td>F11</td>
<td>Understanding the contested processes of knowledge-practice mediation within Further to Higher Education transitions (0243)</td>
<td>Aldous David</td>
<td>University of East Anglia, UK</td>
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<td>F12</td>
<td>Time and Space Epiphanies in Teacher Education Programmes (0176)</td>
<td>Deegan James</td>
<td>Mary Immaculate College, Ireland</td>
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<td>17.30 – 18.00</td>
<td>SRHE Presidential Address:</td>
<td>Caernarfon Suite</td>
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<td>Professor Sir David Watson</td>
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<td><em>What does HE do to students? Ten transformation claims.</em></td>
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<td>18.00</td>
<td>Welcome Reception</td>
<td>Caernarfon Foyer</td>
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<td>19.00</td>
<td>Informal Dinner for Delegates</td>
<td>Resort Restaurants</td>
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<td>Post dinner drinks in the lobby bar</td>
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Thursday 13 December 2012

09.00 – 09.30  Paper Presentations: Session G

G1  Personality and place: two neglected concepts in thinking on widening participation to higher education and social mobility (0182)
Harrison Neil, University of the West of England, UK

G2  Career and family life among Portuguese academics (0033)
Gaio Santos Gina, University of Minho, Portugal

G3  Conscientious behaviour is a predictor of academic outcome in Foundation Programme students (0105)
Hyde Wesson Catherine, Chaytor Andrew, Sawdon Marina, Durham University, UK

G4  Changing academic collaboration in European social science research? Externally-driven imperative or perennial workings of the ‘invisible college’? (0229)
Papatsiba Vassiliki1, Lebeau Yann2, 1University of Sheffield, UK, 2University of East Anglia, UK

G5  The Discourse of Success and Failure; Pedagogical Tools for Learner Engagement (0124)
Sinclair Alice, Monash University, Australia

G6.1  High Academic Standard with Undesired Result: the Quandary of Quality Management in Higher Education – A Case Study on Higher Education Quality Management in China (0134)
Zou Yihuan1, Hong Yu2, 1Aalborg University, Denmark, 2Beijing Normal University, China

G6.2  Handle with care – why the student:staff ratio may be a misleading indicator (0172)
Court Stephen, University and College Union, UK

G6.3  Understanding Satellite Campuses in the UK (0222)
Gaskell Craig, University of Hull, UK

G7  Becoming cosmopolitan: connecting the local and global for transformative higher education (0041)
Bamber Phil, Liverpool Hope University, UK

G8  The research-teaching nexus: Does discipline matter? (0121)
Van der Rijst Roeland M., Visser-Wijnveen Gerda J., Van Driel Jan H., Leiden University, The Netherlands

G9  William James and Jacques Derrida on the raison d’être of the University (0040)
Robinson John, Brunel University, UK

G10  Strangers in a lost land: new lecturers experiences of the first year of teaching in a UK university (0022)
Turner Rebecca, Huang Rong, Overjuc Oxana, Plymouth University, UK

G11  Results of Higher Education: Learning Outcomes – perspectives on a moving target? (0154)
Aamodt Per Olaf2, Frølich Nicoline1, Caspersen Joakim1, Karlsen Hilde4, 1NIFU, Norway, 2NIFU, Norway, 3NIFU, Norway, 4NIFU, Norway

G12  Mapping new lecturers’ shared and contested identities: a collaborative inquiry (0077)
King Virginia, Wilson Louise, Collins Charlotte, Garcia-Perez Alexeis, Graham Raymond, Tickle Andrew, Coventry University, UK
09.45 – 10.15  Paper Presentations: Session H

H1  Learning and Earning: A comparison of first year and final year Business School students' salary expectations (0201)
    Anchor John, Benešová Martina, University of Huddersfield, UK

H2  Why work in academia? A comparative analysis of motivation and prestige factors of academics in different national contexts (0037)
    Kandiko Camillie B, King's College London, UK

H3  Writing by Numbers? Exploring the role of essay writing and assessment in the construction of students' identities (0106)
    Westrup Rebecca, University of East Anglia, UK

H4  Teaching Philosophies: understanding culture through expressed values (0148)
    Dutton Kathryn, Regan Julie-Anne, University of Chester, UK

H5  ‘You’ll make a great Social Worker’: Friendship, feedback and the formation of a professional identity in Higher Education (0216)
    Wintrup Julie, University of Southampton, UK

Parallel session G6 continues

H7  The role of Peer-Supported Development within the changing face of Higher Education teaching and learning (0026)
    Monk Claire, Purnell Liane, Newman University College, UK

H8  The adoption of ‘holographic’ procedures in creative writing research (0168)
    Thompson Pam, De Montfort University, UK

H9  Patterns of Differentiation in UK Higher Education, 1996-2010 (0103)
    Croxford Linda, Raffe David, University of Edinburgh, UK

H10 Rhythms of work: Spatially - and socially - located research practices among sciences doctoral students (0030)
    McAlpine Lynn, Mitra Mahima, University of Oxford, UK

H11 The Alarming Rise of the For-Profit Educational Institutions: Contested Ideas About What Higher Education Is For (0255)
    Frances Carol, Claremont Graduate University, USA

H12 Negotiating competing visions: Educational development in the strange middle ground (0203)
    Green David¹, Little Deandra¹, ¹Seattle University, USA, ²University of Virginia, USA

10.15 – 10.45  Tea/ Coffee Break  Caernarfon Foyer

10.45 – 11.45  Keynote Address: Professor Georg Krücken
    University of Kassel.

    Empowering Universities: Contemporary Transformations and Unintended Consequences
    Caernarfon Suite

Chair: Dr Bruce Macfarlane, University of Hong Kong
12.00 – 12.30    Paper Presentations: Session J

J1    We’re All In This Together? Women being and becoming academics and the implications for transforming cultures in the academy (0251)
Clayton Sue, Bangor University, UK

J2    “They don’t show up”: The role of hidden teachers in sustaining teaching in German higher education (0197)
Mitterle Alexander, Wuermann Carsten, Martin-Luther University Halle-Wittenberg, Institut for Higher Education Research, Germany

J3    Exploring Social Networks of PG Students to Enhance University Learning Experience (0173)
Yakavenka Hanna, De Vita Riccardo, University of Greenwich Business School, UK

J4    The Silent and The Strange: exploring the under-representation of women at Vice Chancellor level in UK Higher Education (0045)
Burkinshaw Paula, Lancaster University, UK

J5.1    Enhancing the Undergraduate Research Experience (0056)
Brewer Gayle, Dewhurst Anne, Doran Dawn, University of Central Lancashire, UK

J5.2    Trainee Teachers As Practitioner Researchers (0031)
Boulton Helen, Nottingham Trent University, UK

J6    Rethinking the Quality of Teaching and Learning in Higher Education in terms of Students’ Engagement with Academic Knowledge (0231)
Ashwin Paul¹, Abbas Andrea², McLean Monica³, ¹Lancaster University, UK, ²Teesside University, UK, ³University of Nottingham, UK

J7    Reconceptualising Critical Thinking (0085)
Chen Siaw Wee, The University of Hong Kong, Hong Kong

J8    Promoting diversity in creative arts education: The case of Fine Art at Goldsmiths, University of London (0284)
Hayton Annette¹, Haste P², ¹Goldsmiths, UK, ²University of Bath, UK

J9    Are degrees worth higher fees? Perceptions of potential undergraduates on the financial benefits of entering higher education (0180)
Carasso Helen, Ertl Hubert, Holmes Craig, University of Oxford, UK

J10    Career goals, pathways, and competencies of geography graduate students in the United States (0063)
Solem Michael¹, Kollasch Aurelia², Lee Jenny², ¹Association of American Geographers, USA, ²University of Arizona, USA

J11    Shared and disputed ambitions in the FE/HE Interface (0059)
Hillier Yvonne, University of Brighton, UK

J12    Research Policy and Academic Performativity: Compliance, contestation and complicity (0241)
Leathwood Carole¹, Read Barbara², ¹London Metropolitan University, UK, ²University of Roehampton, UK

12.45 – 13.15    Paper Presentations: Session K

K1.1    Start From the Outside and Work In; Non-traditional Students, Networking and the Accumulation of Social Capital (0206)
K1.2 Who deserves a better life? Expansion, access and social equality in Chinese Higher Education (0208)
Chen Yu, University of Bristol, UK

K2 Exploring feedback with students - A telling account? (0140)
Gracia Louise¹, Scarparo Simona², ¹Warwick Business School, University of Warwick, UK, ²Deakin Graduate School of Business, Australia

K3 Teacher Educators’ experience and use of reflection.(0129)
McKenzie Liz, Plymouth University, UK

K4 The implications of diversifying institutional agendas for staffing models and practices (0043)
Whitchurch Celia¹, Gordon George², ¹Institute of Education, UK, ²University of Strathclyde, UK

K5 Higher Education over a Lifespan: A Gown to Grave assessment of a lifelong relationship between Universities and their Graduates (0060)
Gallo Maria, St Angela’s College, Sligo - National University of Ireland, Galway, Ireland

K6 Towards a skills development framework (0213)
Shawcross Judith, Ridgman Tom, University of Cambridge, UK

K7 Pick a card - real time elicitative evaluation (0096)
Francis John, Brunel University, UK

K8 Positioning ourselves for research and teaching: a cross-country analysis of academic formation (0164)
Crawford Karin¹, Brew Angela¹, Boud David², Lucas Lisa³, Namgung Sang Un⁵, ¹Macquarie University, Australia, ²University of Technology, Australia, ³Bristol University, UK, ⁵University of Lincoln, UK, ⁵University of Sydney

K9 Higher education, the recession and austerity: efficiency in the inputs and outputs of the graduate production process (0178)
Holmes Craig¹, Mayhew Ken¹, Luchinskaya Daria², Tzanakou Charikleia², ¹Oxford University, UK, ²Warwick University, UK

K10 What is a degree for? – Using students’ contributions to explore meaningful models of employability for creative degrees, creative aspirations and creative work (0066)
Higdon Rachel, De Montfort University, UK

K11 “The words we say will teach, if we practise what we preach: Developing a new discourse to encourage cultural changes in higher education.” (0247)
Ackfeldt Anna-Lena, Chamberlain Laura M, Clarke Elaine, Aston University, UK

K12 What does the escalating number of part-time teachers in the workforce mean for Higher Education? (0246)
Gilbert Amanda¹, Beaton Fran², ¹Victoria University of Wellington, New Zealand, ²University of Kent, UK

13.45 – 14.15 Annual General Meeting Suite

13.45 – 14.15 Poster Session 2 Caernarfon Foyer
Creating and sustaining Knowledge Transfer in a post-92 University (0171)
Hall Lynne, University of Sunderland, UK

Asian Student Mobility in Europe: Chinese and Vietnamese Students Studying in Switzerland (0025)
Iacopini Luna¹, Dormeier Freire Alexandre²,¹ University of Geneva, Switzerland, ²Graduate Institute of International and Development Studies, Switzerland

Reconceptualising and Repositioning the Role of the University in Initial Teacher Education in an English University (0150)
Cronin Sue, Liverpool Hope University, UK

Prioritising Third Stream Activity: the gap between University intentions and academic perceptions (0190)
Watson Derek, Hall Lynne, Tazzyman Sarah, University of Sunderland, UK

Research networks in higher education systems, the round about from research universities to small communities (0242)
Romo Sergio Martínez Metropolitan Autonomous University, Mexico

14.15 – 14.45  Paper Presentations: Session L

Symposium  L 1  Thursday 13 December (Caernarfon)  14.15 – 16.30
Theorising Affect in Academia: A Symposium from the Centre for Higher Education and Equity Research (CHEER), University of Sussex, UK.

L1.1  Stand and Deliver?: Affect Overload & Intersected Antagonisms (0072)
Hey Valerie, CHEER, University of Sussex, UK

L1.2  Is Higher Education Leadership an Identity Cage for Women? (0074)
Morley Louise, CHEER, University of Sussex, UK

L1.3  The Collegial Gaze in Doctoral Supervision (0075)
Roed Jannie, University of West London, UK

L1.4  Moral Emotions and Academic Teaching and Learning (0169)
Musaeus Peter, Aarhus University, Denmark

L2  The potential consequences for successful transition of the messages contained in university websites about the nature and purpose of undergraduate education.(0110)
Tolmie Fiona, UWE, UK

L3  Research students’ experiences of Academic Literacies development (0122)
Spray Erika, Hunt Jaime, University of Newcastle, Australia

L4  Professorial academic leadership in turbulent times: the professoriate’s perspective (0261)
Evans Linda¹, Mercer Justine²,¹ University of Leeds, UK, ²University of Warwick, UK

L5.1  Why students don’t attend classes. Engagement with learning in an age of uncertainties (0011)
Black Kate, Warhurst Russell, University of Chester, UK

L5.2  Keeping the students satisfied: a longitudinal, comparative, institutional analysis of survey free-text comments (0126)
Zaitseva Elena, Milsom Clare, Stewart Martyn, Liverpool John Moores University, UK
L5.3  Shaping student psychological contracts; what lecturers really have to say.(0138)  
Osborn Julie, Plymouth University, UK

L5.4  The Burden of Responsibility: The Potential Negative Impacts Peer Mentoring in Higher Education.(0081)  
Phillips Roz, Connor Luke, University of Northampton, UK

L5.5  The Impact of Institutional Student Support on Graduation Rates in PhD Programmes (0002)  
Johnes Geraint¹, Bollì Thomas¹, Agasisti Tommaso², ¹Lancaster University Management School, UK, ²Politecnico di Milano, Italy

L6  Higher education learning for all, or just for those ‘in the know’? Socio-cultural knowing and success for Australian students from low socioeconomic status (0008)  
Devlin Marcia, Open Universities Australia, Australia

Symposium L 7  Thursday 13 December (Chepstow)  14.15 – 16.30

‘In University you are expected to know a lot without having learnt it’ - Investigating engagement and dialogue around transition from school to university.

L7.1  How well prepared are new undergraduates for university study? An investigation of lecturers’ perceptions and experiences (0274)  
Suto Irenka, Cambridge Assessment, UK

L7.2  Academic development in an academic community: warrant, legitimacy and assessing consequence (0275)  
Tait Meg, University of Cambridge, UK

L7.3  Enhancing dialogic space in and beyond the tutorial.(0279)  
Boz Corinne, University of Cambridge, UK

L7.4  Envisaging a Future: Enhanced Transition (0280)  
Kelly James, University of Cambridge, UK

Symposium L 8  Thursday 13 December (Conwy 1)  14.15 – 16.30

Perspectives on research on work placements led by the ASET research group

L8.1  How do you encourage student engagement in placement learning? (0050)  
Higson Helen¹, Andrews Jane¹, Green Peter², Jones Chris¹, ¹Aston University, UK, ²University of Ulster, UK

L8.2  Student engagement and graduate level employability: An empirical investigation into the impact of a work placement year.(0053)  
Green Peter, Foster Helen, Houston Philip, McAree David, McCann Clare, McCarthy Moira, McWall Danielle, Pogue Michael, University of Ulster, UK

L8.3  The Research of Work-Related Learning for the Improvement of Practice; An Overview and a New Direction (0093)  
Higson Helen², McCulloch Douglas¹, ¹University of Ulster, UK, ²Aston University, UK

L8.4  Re-designing work-related learning in higher education (0133)  
McCash Phil, Warwick University, UK
Annual Research Conference 12-14 December 2012

L9  University Business School Students: Rational Investors? (0115)
Fiserova Jana, Anchor John, University of Huddersfield, UK

L10  Going World-class Through Merger: How the State Affects Identity Formation in Russian Flagship Universities (0174)
Chirikov Igor, Froumin Isak, National Research University - Higher School of Economics, Russia

L11  Where are we going and how will we know if we’ve ‘arrived’: creating a shared vision of quality? (0260)
Wilson-Medhurst Sarah, Coventry University, UK

L12  Curation, combat or coping? Student entanglements with technologies in HE (0237)
Gourlay Lesley, Oliver Martin, Institute of Education, UK

15.00 – 15.30  Paper Presentations: Session M

Symposium L1 continues

M2  Developing Sustainable Student Communities (0114)
Parker-Rees Rod, Haynes Joanna, Joyner Mel, Plymouth University, UK

M3  Identity Formation, Pedagogical Practices and Widening Participation (0136)
Burke Penny Jane, Sussex University, UK

M4  The construction of academic identity in the changes of Finnish higher education (0271)
Ylijoki Olli-Helena1, Ursin Jani2, 1University of Tampere, Finland, 2University of Jyväskylä, Finland

Parallel Session L5 continues

M6  an investigation into the challenges of knowledge management in Zimbabwe higher education (0207)
Mudondu Tafadzwa, Harare Polytechnic, Zimbabwe

Symposium L7 continues

Symposium L8 continues

M9  The Role of dual sector universities in widening participation: part of the solution or part of the problem? (0016)
Lee Gordon, Kwantlen Polytechnic University, Canada

M10  What is academic writing for? – Exploring resistance to research assessment (0057)
Murray Rowena, University of Strathclyde, UK

M11  Enhancing student experiences: Innovative strategies for transition and retention of First Year Higher Education students.(0267)
Hine Alison, University of Western Sydney, Australia

M12  Working with academic motivation: sharing expertise (0239)
Blackmore Paul, Kandiko Camille B., King’s College London, UK

15.30 – 16.00  Tea/ Coffee Break  Caernarfon Foyer

16.00 – 16.30  Paper Presentations: Session N

Symposium L1 continues
N2 The surveillance of learning: a critical analysis of university student attendance policies (0117)
Macfarlane Bruce, The University of Hong Kong, Hong Kong

N3 Engaging the student: Authentic pedagogy and the development of a professional engineering identity (0156)
Kotta Linda, University of Queensland, Australia

N4 Investigating Staff Opinion of the Module Evaluation Process (0145)
Lees Rebecca, Kingston University, UK

N5 Student Experience across Contexts: a Post-culture Condition? (0258)
Welikala Thushari, Atkin Chris, Liverpool Hope University, UK

N6 The experience conundrum: impact on programme design for part-time industrial, experienced students (0256)
Wilson Ian, Smith Christopher, Coventry University, UK

Symposium L7 continues

Symposium L8 continues

N9 Higher Education’s new Mission - The Emergence of Service Learning (0142)
Groeben Anna, Hamburg University, Germany

N10 The dawn of a new academic professionalism in France? Facing the challenges of imposed reform (0048)
Evans Linda¹, Cosnefroy Laurent², ¹University of Leeds, UK, ²Institut Français de l’Education, France

N11 SMS Messaging Enhancing Student Engagement in Large Lectures: A New Zealand Based Study (0281)
Nesbit Trevor, University of Canterbury, New Zealand

N12 Doctoral labour and work-life balance: the who, where and how of the academic labour of doctoral students in the social sciences (0240)
Turner Gill, University of Oxford, UK

16.45 – 17.45 Keynote Address: Professor Suellen Shay
University of Cape Town, South Africa

Contesting purposes for higher education: Epistemic code gaps, shifts and clashes

Chair: Professor Paul Blackmore, King’s College London Caernarfon Suite

19.00 – 20.00 Drinks Reception Open to All
Sponsored by Routledge/Taylor& Francis Group Caernarfon Foyer

SRHE Networks: A chance to meet with SRHE Network convenors and network members to find out about Network activities and sign up for Network events.

20.00 – 22.30 Conference Dinner
Presentation of newly appointed SRHE Fellows and Newer Researchers’ Award Winners Caernarfon Suite

22.30 – 00.30 Disco Caernarfon Suite
Friday 14 December 2012

09.00 – 09.30 Paper Presentations: Session P

P1 One system or four? Cross-border applications and entries to full-time undergraduate courses in the UK since devolution (0135)
Raffe David, Croxford Linda, University of Edinburgh, UK

P2 What are student experience surveys for? Shared and contested ambitions (0192)
Lewthwaite Sarah, Kandiko Camille, King's College London, UK

P3 Making the development of critical thinking visible in undergraduate research experiences (0160)
Wilson Anna¹, Howitt Susan¹, Higgins Denise¹, Roberts Pamela¹, Akerlind Gerlese², Ross Pauline³, ¹Australian National University, Australia, ²University of Canberra, Australia, ³University of Western Sydney, Australia

P4 ‘Common themes’ and ‘missing pieces’: a reinterpretation of existing research on postgraduate teaching development programmes (0272)
Baughan Patrick, Lindsay Sian, Parker Pam, City University London, UK

Symposium P 5 Friday 14 December (Caerphilly) 09.00 – 11.00
Feral spaces? Social media as higher education practice: Blogs, wikis, and twitter feeds with a pedagogical intent.

P5.1 Social media - an academic public good? (0125)
Mewburn Inger¹, Thomson Pat², ¹RMIT, Australia, ²The University of Nottingham, UK

P5.2 Building Communities of Academic Writers on Twitter: the case of #Acwri (0127)
Segrott Jeremy¹, Tarrant Anna², ¹Cardiff University, UK, ²Open University, UK

P5.3 Social media practices - benefits and risks for doctoral researchers (0130)
Coverdale Andy, The University of Nottingham, UK

P5.4 PhD2Published as transformative online space: Platforms for pedagogical innovation, career progression and critical examinations of academic publishing (0131)
Tarrant Anna, Open University, UK

P6 Theoretical and empirical modelling of change in academic practice (0175)
Higgins Tim, National University of Ireland, Ireland

P7 Animating concepts: the use of digital artefacts to promote concept understanding and development in undergraduate students (0163)
Rattray Julie, University of Durham, UK

Symposium P Friday 14 December (Conwy1) 09.00 – 11.00
Looking Good or Being Good? The Contested Ambitions of the Promotional University

P8.1 Markets and the Promotional University (0225)
Brown Roger, Liverpool Hope University, UK
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<td>The Academic Arms Race: International Rankings and Global Competition</td>
<td>Enders Jurgen, CHEPS, University of Twente, The Netherlands</td>
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<td><strong>P8.3</strong></td>
<td>Branding Universities: Academic Struggles with Promotional Work</td>
<td>Naidoo Rajani, School of Management, University of Bath, UK</td>
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<td><strong>P8.4</strong></td>
<td>Promoting the University: Constructing Students as Consumers</td>
<td>Williams Joanna, University of Kent, UK</td>
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<td><strong>P9</strong></td>
<td>What are academics for? Enduring perceptions and key challenges</td>
<td>Locke William, Higher Education Funding Council for England, UK</td>
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<td><strong>P10</strong></td>
<td>Inter-professional identities and cultures in Education, Health and</td>
<td>Floyd Alan¹, Morrison Marlene¹, ¹University of Reading, UK, ²Oxford Brookes University, UK</td>
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<td>Social Care: implications for higher education research and practice</td>
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<td><strong>P11</strong> What are academics for? Enduring perceptions and key challenges</td>
<td>Locke William, Higher Education Funding Council for England, UK</td>
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<td><strong>P12</strong></td>
<td>Universities: A supply chain for industry?</td>
<td>Blackwell Richard, Mulvihill Natasha, Southampton Solent University, UK</td>
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### Symposium P11

**Friday 14 December (Denbigh 2) 09.00 – 11.00**

**P11.1** Life in the graduate graveyards: exploring graduates’ experiences of underemployment and evaluations of career success (0204)
Scurry Tracy¹, Blenkinsopp John¹, ¹Newcastle University, UK, ²Teesside University, UK

**P11.2** Maintaining the role of habitus in graduate employment (0210)
Burke Ciaran, Queen’s University Belfast, UK

**P11.3** Employability: a capability approach (0212)
Hinchliffe Geoffrey, Leaton-Gray Sandra, University of East Anglia, UK

**P11.4** Graduate employability and employment: contestation and perspectives (0220)
Holmes Leonard, University of Roehampton, UK

**Q1** What can four international case studies teach us about the doctoral process? (0020)
Lee Anne², Denicolo Pam¹, Kiley Margaret³, ¹University of Surrey, UK, ²Independent Academic Developer, UK, ³Australia National University, Australia

**Q2** Higher education, social class and the mobilisation of capitals (0259)
Waller Richard¹, Ingram Nicola², Bathmaker Ann-Marie³, ¹University of the West of England, UK, ²University of Bath, UK, ³University of Birmingham, UK

**Q3** What is feedback for? Using dialogic concept mapping to research academics’ understanding of feedback (0102)
Sadler Ian¹, Reimann Nicola², ¹York St John University, UK, ²Northumbria University, UK

**Q4** Concept, Reality or Inconsequential? Does the Theory of Conscious Assumption explain what hinders a smooth transition into Higher Education? (0262)
Wilson Louise, Coventry University, UK
Symposium P 5 continues

Q6  Teaching-related professional development for doctoral students: a comparative evaluation (0079)
      Gedye Sharon¹, Horn Julia², Turner Rebecca¹, Winter Jennie¹, ¹Plymouth University, UK, ²University of Oxford, UK

Symposium Q7  Friday 14 December (Chepstow)  09.45 – 11.00

A Disciplines-based Approach to Curriculum Design: Reconstituting the University and Transforming Students

Q7.1  A Curriculum for Active Students: Engaging with the Disciplines (0218)
      Bignold Wendy, Liverpool Hope University, UK

Q7.2  A Disciplines-based Approach to Curriculum Design: Reconstituting the University and Transforming Students (0235)
      McGGettrick Bart, Liverpool Hope University, UK

Q7.3  The Place of History in Education Studies (0236)
      Edwards Anthony, McDonald Paul, Hodgkinson Alan, Liverpool Hope University, UK

Q7.4  The Position of Psychology in Education Studies (0238)
      O’Siochru Cathal, Liverpool Hope University, UK

Symposium P 8 continues

Q9  Cultural capital, graduate premium expectations and higher education choices (0067)
      Davies Peter, Centre for Higher Education Equity and Access, University of Birmingham, UK

Q10  Challenging the commoditisation of knowledge in Higher Education: Student as Producer and the use of Open Educational Resources to enhance student employability (0108)
      Jameson Jill, Strudwick Kate, Gordon Jan, Jones Mandy, University of Lincoln, UK

Symposium P 11 continues

Q12  Can Higher Education in the UK Live Up to Its “Potential?” (0046)
      Westhead Michele¹, Stone Peter², ¹Kings College London, UK, ²Trinity College Dublin, Ireland

10.30 – 11.00  Paper Presentations: Session R

R1  The New Order in English Higher Education (0104)
      Ainley Patrick, University of Greenwich, UK

R2  Knowing what I’m not: Student Physiotherapist’s Narratives and the Construction Professional Identities (0277)
      Chambers Alison, The University of Central Lancashire, UK

R3  Knowledge recipients’ proactivity as a determinant of knowledge absorption in cooperative learning experiences in higher education (0098)
      Garcia-Almeida Desiderio J., Cabrera-Nuez Teresa, University of Las Palmas de Gran Canaria, Spain

R4  Career pathways in a fragmented field: The role of professional awards for Newer Researchers in Higher Education (0273)
      Raddon Arwen¹, Baughan Patrick², Boz Corinne³, ¹University of Oxford, UK, ²City University, UK, ³University of Cambridge, UK

Symposium P 5 continues
R6  The role of Partnership and Informal Learning in HE Workplace Engagement (0080)
Macintyre Ronald, Cannell Pete, Heil Bruce, The Open University in Scotland, UK

Symposium Q7 continues
Symposium P8 continues

R9  Higher Education Provision in a Crowded Marketplace (0069)
Schofield Cathy¹, Cotton Debby², Gresty Karen², Kneale Pauline², Winter Jennie², ¹Truro College, UK, ²Plymouth University, UK

R10  Utopias and imagination: Creating new time and space in universities (0119)
Guzmán Carolina¹, Barnett Ronald², ¹University of Valparaíso, Chile, ²Institute of Education, UK

Symposium P11 continues

R12.1  The Hunt Report and Higher Education Policy: ‘An Irish solution to an Irish problem?’(0217)
Walsh John, Loxley Andrew, Trinity College Dublin, Ireland

R12.2  Engineering of Higher Education Systems (0223)
Díaz Adriana, Olaya Camilo, Universidad de los Andes, Colombia

11.00 – 11.30  Tea/Coffee Break  Caernarfon Foyer

11.30 – 12.00  Vice Presidential Address: Professor Roger Brown
Politics and Policy Making in Higher Education
Chair: Professor Jill Jameson, Chair SRHE, University of Greenwich  Caernarfon Suite

12.00 – 13.15  Research Directions-
A series of facilitated discussion seminars focusing on selected current research questions in research into higher education.

RS1: The global economic crisis and its effects on the international HE sector  - Caernarfon Suite
RS2: Massive, Open and Online: Transformation or Hype - Denbigh
RS3: Complicity and Collusion in the Corrosion of the Student Experience - Beaumaris
RS4: Widening Participation, Equality & Diversity and Social Mobility: the same, similar or completely different? Conwy
RS5: The Purpose of Postgraduate Education and implications for Quality - Chepstow
RS6: Leadership in Higher Education - Caerphilly

13.15 – 14.30  Lunch and Depart  Caernarfon Foyer