CONFERENCE PROGRAMME IN FULL

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 Manuel[1]**, Carreras-Franco** Ana[2]**,** [1]*University of A Coruña, Spain,* [2]*MQ 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 Sarah[1]**, Parselle** Gina[2]**,** [1]*Cardiff Business School, UK,* [2]*Glamorgan 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 Terhi[1], **Kohtamäki** Vuokko[2], [1]*University of Jyväskylä, Finland,* [2]*University of Tampere, Finland*

A11   **The 'expert student' concept as a basis for curriculum reform (0003)**
Kinchin Ian[1], **Cabot** Lyndon[2], [1]*University of Surrey,* [2]*King'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 Dawn[1], **O'Connell** Mary Clare[2], [1]*Cardiff University, UK,* [2]*University 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 Katy[1], **McVitty** Debbie[2], [1]*million+, UK,* [2]*NUS, UK*

B9   **Leadership Ambitions: discovering and developing academic leader and manager 'identity' and ability in Higher Education (0170)**
Petrov Georgy, *Kingston University London, UK*

B10   **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*

B11   **Engaging higher education students in voluntary activities through digital technology and interactive marketing – an exercise in technohesion (0118)**
Thorpe Anthony[1]**, Lim** Lynn L.K.[2], [1]*Roehampton University, UK,* [2]*University of Applied Sciences, Switzerland*

B12   **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*

13.15 – 14.15	Lunch	Caernarfon Suite

13.45 – 14.15	Poster Session 1	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 Luna[1], **Dormeier Freire** Alexandre [2,] [1]*University of Geneva, Switzerland,* [2]*Graduate 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** Lynn**e, 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 C

C1.1   **Newer researchers in higher education – policy actors or policy subjects? (0278)**
Deem Rosemary[1]**, McAlpine** Lynn[2]**, Ashwin** Paul[3]**,** [1]Royal Holloway, University of London, UK, [2]University of Oxford, UK, [3]Lancaster University, UK

C1.2   **What kind of actor is 'policy' in higher education research? (0087)**
Ashwin Paul[1], **Smith** Karen[1], [1]*Lancaster University, UK,* [2]*University of Greenwich, UK*

Symposium C2   **Wednesday 12 December (Beaumaris 1)**   **14.15 – 16.15**

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

C2.1   **Linguistic heterogeneity and non-traditional pathways to postsecondary education in Ontario (0183)**
Lamoureux Sylvie, *Université d'Ottawa, Canada*

C2.2   **« Somebody like me » : Student perspectives on facilitating the transition to and success in higher education (0185)**
Turner Karine, *Université d'Ottawa, Canada*

C2.3   **"Lean on me" : The experience of being a regional peer-mentor (0187)**
Cotnam Megan, *Université d'Ottawa, Canada, Università di Corsica Pasquale Paoli, France*

C2.4   **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*

C3   **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*

C4   **Governing quality in European Higher Education: A comparison of three member states.(0155)**
Rattray Julie[1], **Land** Ray[1], **Eggins** Heather[2], **Gordon** George[2], **Owen** Katherine[2], [1]*University of Durham, UK,* [2]*University of Strathclyde, UK*

Symposium C5   **Wednesday 12 December (Caerphilly)**   **14.15 – 16.15**

Methodologies in researching academic work

C5.1   **Early career academic experience: Using a narrative approach to understand identity construction (0015)**
McAlpine Lynn, *University of Oxford, UK*

C5.2   **Not here, not now: reconstructing academic work from a distance(0017)**
Malcolm Janice, *University of Kent, UK*

C5.3   **Non-storied narrative: anonymous academic diaries(0034)**
Fincher Sally, *University of Kent, UK*

C5.4   **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.[1], [1]*HAN University of Applied Sciences, The Netherlands,* [2]*ICLON, Graduate School of Teaching Leiden University, The Netherlands,* [3]*Tilburg University, The Netherlands*

C5.5   **'Research on academic work matters to the scholars undertaking the study too!'(0152)**
Gornall Lynne[1], **Cook** Caryn[2], [1]*PI for WL Team, UK,* [2]*University of Wales, Newport, UK*

C6   **How to understand the gap between practice and theory when making education innovation? - Case study of Problem Based Learning implementation (0198)**
Li Huichun[1], **Du** Xiangyun[1], **Sun** Baozhi[2], *[1]Aalborg University, Denmark, [2]China 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 Romulo[1], **Aagaard** Kaare[2], *[1]Agder Research, Norway, [2]University of Aarhus, Denmark*

C9.2   **How academic managers talk about strategy process: roles, practices and rationales of strategy engagement (0073)**
Girotto 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 Helen[2], **Hramiak** Alison[1], [1]*Sheffield Hallam University, UK,* [2]*Nottingham 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 Benjamín[1], **Carreras-Romero** Enrique[2], [1]*University of A Coruña, Spain,* [2]*University 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 Rosie[2], **Shah** Hanifa[1], **Eardley** Alan[1], [1]*Birmingham City University, UK,* [2]*Staffordshire 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 Gerlese[1], **Wilson** Anna[2], [1]*University of Canberra, Australia*, [2]*University of Oxford, UK*

E12   **Academic Drift Evaluated: A Staff Perspective (0061)**
Griffioen Didi M.E.[1], **de Jong** Uulkje[2], [1]*Amsterdam - University of Applied Sciences, The Netherlands*, [2]*University 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 Patricia[1], **Holloway** Susan[2], [1]*Mount Saint Vincent University, Canada*, [2]*University of Windsor, Canada*

F4   **Focusing the kaleidoscope: Investigating the newly formed role of "Academic Lead" at a research-led University (0091)**
Floyd Alan[1], **Fung** Dilly[2], [1]*University of Reading, UK*, [2]*University 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*

F8.1   **Student Voices – disengaged, controlled, empowered? (0084)**
Swain Julie, **Gray** Claire, *Plymouth University, UK*

F8.2   **Perspectives on student voice: finding a voice.(0230)**
Batchelor Denise, *Institute of Education, UK*

F9.1   **Universities accounting for themselves (0039)**
Robinson John, *Brunel University, UK*

F9.2   **Is higher education not to be trusted or is the government unable to trust? Analysis from a Simmelian perspective (0083)**
CHIANG Kuang-Hsu, *University of Edinburgh, UK*

F10   **Tighter study program structures and study progression: weak effects of new structures(0162)**
Hovdhaugen Elisabeth, **Aamodt** Per Olaf, *NIFU, Norway*

F11   **Understanding the contested processes of knowledge-practice mediation within Further to Higher Education transitions (0243)**
Aldous David, *University of East Anglia, UK*

F12   **Time and Space Epiphanies in Teacher Education Programmes (0176)**
Deegan James, *Mary Immaculate College, Ireland*

17.30 – 18.00	**SRHE Presidential Address:** **Professor Sir David Watson**	Caernarfon Suite
	What does HE do to students? Ten transformation claims.	

18.00	Welcome Reception	Caernarfon Foyer
19.00	Informal Dinner for Delegates	Resort Restaurants
	Post dinner drinks in the lobby bar	

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 Vassiliki[1], **Lebeau** Yann[2], [1]*University of Sheffield, UK,* [2]*University 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 Yihuan[1], **Hong** Yu[2], [1]*Aalborg University, Denmark,* [2]*Beijing 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 Olaf[2], **Frølich** Nicoline[1], **Caspersen** Joakim[3], **Karlsen** Hilde[4], [1]*NIFU, Norway,* [2]*NIFU, Norway,* [3]*NIFU, Norway,* [4]*NIFU, 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 Camille 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 David[1], **Little** Deandra[1], [1]*Seattle University, USA,* [2]*University 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 Paul[1], **Abbas** Andrea[2], **McLean** Monica[3], [1]*Lancaster University, UK,* [2]*Teesside University, UK,* [3]*University 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 Annette[1], **Haste** P[2], [1]*Goldsmiths, UK,* [2]*University 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 Michael[1], **Kollasch** Aurelia[2], **Lee** Jenny[2], [1]*Association of American Geographers, USA,* [2]*University 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 Carole[1], **Read** Barbara[2], [1]*London Metropolitan University, UK,* [2]*University 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)**

Clarke Julia[1], **Begum** Hamieda[1], **Wright** Sally[2], [1]*University of Leeds, UK,* [2]*Ahead Partnership, UK*

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 Louise[1], **Scarparo** Simona[2], [1]*Warwick Business School, University of Warwick, UK,* [2]*Deakin 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 Celia[1], **Gordon** George[2], [1]*Institute of Education, UK,* [2]*University 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 Karin[4], **Brew** Angela[1], **Boud** David[2], **Lucas** Lisa[3], **Namgung** Sang Un[5], [1]*Macquarie University, Australia,* [2]*University of Technology, Australia,* [3]*Bristol University, UK,* [4]*University of Lincoln, UK,* [5] *University of Sydney*

K9   Higher education, the recession and austerity: efficiency in the inputs and outputs of the graduate production process (0178)
Holmes Craig[1], **Mayhew** Ken[1], **Luchinskaya** Daria[2], **Tzanakou** Charikleia[2], [1]*Oxford University, UK,* [2]*Warwick 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 Amanda[1], **Beaton** Fran[2], [1]*Victoria University of Wellington, New Zealand,* [2]*University 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 Luna[1], **Dormeier Freire** Alexandre [2], [1]*University of Geneva, Switzerland,* [2]*Graduate 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** Lynn**e, 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 Linda[1], **Mercer** Justine[2], [1]*University of Leeds, UK,* [2]*University 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 Geraint[1], **Bolli** Thomas[1], **Agasisti** Tommaso[2], [1]*Lancaster University Management School, UK,* [2]*Politecnico 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 Helen[1], **Andrews** Jane[1], **Green** Peter[2], **Jones** Chris[1], [1]*Aston University, UK,* [2]*University 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 Helen[2], **McCulloch** Douglas[1], [1]*University of Ulster, UK,* [2]*Aston University, UK*

L8.4   Re-designing work-related learning in higher education (0133)
McCash Phil, *Warwick University, UK*

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 Oili-Helena[1], **Ursin** Jani[2], [1]*University of Tampere, Finland,* [2]*University 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 Linda[1], **Cosnefroy** Laurent[2], [1]*University of Leeds, UK,* [2]*Institut 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**   Caernarfon Foyer
Sponsored by Routledge/Taylor& Francis Group

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**   Caernarfon Suite
Presentation of newly appointed SRHE Fellows and Newer Researchers' Award Winners

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 Anna[1], **Howitt** Susan[1], **Higgins** Denise[1], **Roberts** Pamela[1], **Akerlind** Gerlese[2], **Ross** Pauline[3], [1]*Australian National University, Australia,* [2]*University of Canberra, Australia,* [3]*University 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 Inger[1], **Thomson** Pat[2], [1]*RMIT, Australia,* [2]*The University of Nottingham, UK*

P5.2   **Building Communities of Academic Writers on Twitter: the case of #Acwri (0127)**
Segrott Jeremy[1], **Tarrant** Anna[2], [1]*Cardiff University, UK,* [2]*Open 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*

P8.2 **The Academic Arms Race: International Rankings and Global Competition (0226)**
Enders Jurgen, *CHEPS, University of Twente, The Netherlands*

P8.3 **Branding Universities: Academic Struggles with Promotional Work (0227)**
Naidoo Rajani, *School of Management, University of Bath, UK*

P8.4 **Promoting the University: Constructing Students as Consumers (0228)**
Williams Joanna, *University of Kent, UK*

P9 **What are academics for? Enduring perceptions and key challenges (0054)**
Locke William, *Higher Education Funding Council for England, UK*

P10 **Inter-professional identities and cultures in Education, Health and Social Care: implications for higher education research and practice (0094)**
Floyd Alan[1], **Morrison** Marlene[1], [1]*University of Reading, UK,* [2]*Oxford Brookes University, UK*

Symposium P11	Friday 14 December (Denbigh 2)	09.00 – 11.00

Where now with graduate employment and employability research? Opening up the Agenda

P11.1 **Life in the graduate graveyards: exploring graduates' experiences of underemployment and evaluations of career success (0204)**
Scurry Tracy[1], **Blenkinsopp** John[2], [1]*Newcastle University, UK,* [2]*Teesside 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*

P12 **Universities: A supply chain for industry? (0071)**
Blackwell Richard, **Mulvihill** Natasha, *Southampton Solent University, UK*

09.45 – 10.15   Paper Presentations: Session Q

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

Q2 **Higher education, social class and the mobilisation of capitals (0259)**
Waller Richard[1], **Ingram** Nicola[2], **Bathmaker** Ann-Marie[3], [1]*University of the West of England, UK,* [2]*University of Bath, UK,* [3]*University of Birmingham, UK*

Q3 **What is feedback for? Using dialogic concept mapping to research academics' understanding of feedback (0102)**
Sadler Ian[1], **Reimann** Nicola[2], [1]*York St John University, UK,* [2]*Northumbria 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 Sharon[1], **Horn** Julia[2], **Turner** Rebecca[1], **Winter** Jennie[1], [1]*Plymouth University, UK,* [2]*University 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)
McGettrick 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 P8 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 Michele[1], **Stone** Peter[2], [1]*Kings College London, UK,* [2]*Trinity 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)
García-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 Arwen[1], **Baughan** Patrick[2], **Boz** Corinne[3], [1]*University of Oxford, UK,* [2]*City University, UK,* [3]*University of Cambridge, UK*

Symposium P5 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 Cathy[1], **Cotton** Debby[2], **Gresty** Karen[2], **Kneale** Pauline[2], **Winter** Jennie[2], [1]*Truro College, UK,* [2]*Plymouth University, UK*

R10   **Utopias and imagination: Creating new time and space in universities (0119)**
Guzmán Carolina[1], **Barnett** Ronald[2], [1]*University of Valparaíso, Chile,* [2]*Institute 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	Caernarfon Suite
Chair: Professor Jill Jameson, Chair SRHE, University of Greenwich		

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