Oscar van den Wijngaard studied history and philosophy in Leiden, and joined University College Maastricht, part of Maastricht University, in the Spring of 2003, shortly after it was founded. Previously he had worked as director for a study abroad program of an American liberal arts college and as a freelance editor for several publishing houses. At UCM Oscar contributed to curriculum development, taught courses in the humanities as well as skills, developed projects in collaborative learning and was coordinator of its academic advising program, overseeing the work of 55 academic advisors: academics in an advising/personal tutoring role. In September 2017 Oscar joined the staff of EDLAB, the Maastricht University Institute for Education Innovation. At EDLAB he currently coordinates projects on academic advising and mentoring, and on student engagement, among other themes.

Oscar became a member of NACADA: The Global Community for Academic Advising in 2005 and has been actively involved in the work of the association ever since. He was a member of the task force that set out a course for NACADA towards becoming a Global Community for Advising. In 2013 he led the committee that organized NACADA's first official International Conference in Maastricht. Together with Dr. Ruth Darling he is the founding co-editor of the new online peer-reviewed journal NACADA Review: Academic Advising Praxis and Perspectives. From 2018 to 2021, he served as a member of NACADA's Board of Directors.

Between January 2017 and March 2021, Oscar chaired the Board of the Dutch association for academic advising LVSA. After his term on the Board of LVSA ended, he continued to be involved in the work of the association, for which he currently leads the working group on international collaboration. Since April 2020, Oscar is a member of the Board of Trustees of UKAT – the United Kingdom Advising and Tutoring association.
How Do We Future Proof Academic Advising?

Dionne Barton (University of Birmingham)

Dionne will discuss her doctoral research in which she gained an understanding of staff perceptions of personal tutoring/academic advising with a focus on how institutions can better support academic advisors. Thus in supporting of academic advising, create the foundations for inclusive advising and enhance the advisor-student relationship, therefore future proof academic advising. She will discuss some of the strengths and challenges of academic advising, alongside good practice and suggest a model for how institutions can support academic advisors.
Advising (AA) has surged as an established practice in Higher Education since the nineteenth century and AA models vary in different institutions (Mu and Fosnacht, 2019). This study refers to one aspect of AA as Academic Support Advising (ASA) related to enhancing learning at Middlesex University Mauritius (MUM). The involvement of students collaborating in ASA models has been varied in nature related to academic and even pastoral support (Hilsdon, 2014). The Academic Support Unit (LET) at MUM is committed to providing learning support to all enrolled students. Student Learning Assistants (SLAs) who are experienced students work in partnership with LET to provide one-to-one consultations to their peers under their programme area. There is limited research conducted to evaluate the effectiveness of the different ASA involving peer advising to understand which of these would best foster student academic success. (Colver and Fry, 2015; Mu and Fosnacht, 2019).

This study employs the focus group research methodology conducted with SLAs and students who have consulted SLAs to evaluate the existing ASA model established at MUM. It aims to understand how the contributions of SLAs impact academic success, and to further explore areas of improvement in terms of promoting ASA inclusively for the continued development of the model at MUM.
SESSION 3
10:10 – 11:00

A Life in Bubbles – Using Expressive Art to Inspire Reflection During Transition to HE

Nathalie Kachouh (Dubai Campus)

This interactive session will demonstrate an expressive art/play technique known as ‘Life Bubbles’ which is recommended to help develop reflective thinking amongst foundation or first-year students. The ‘Life Bubbles’ exercise, when undertaken at the beginning and end of an academic year, can benefit advisees by identifying areas in their lives that need attention and monitoring progress. Participants will engage in a demonstration of this technique, which will help them to reflect upon what they are currently doing to bring fulfilment or, to identify any actions they are taking that are preventing an aspect of their perfect life from being fulfilled. In the conclusion, the Life Bubbles will suggest areas for development. Expressive ‘play’ (or art) techniques have received limited attention from within the literature on academic advice and one aim of the proposed workshop is to prototype a future study which will contribute to the literature on this topic.
Dos and Don’ts for Advising via Dark Social

Stephen King (Dubai Campus)

The use of social messaging for academic advice (AA) has emerged as a result of students growing up with instant messaging, their natural desire to express agency and the multi-fold propagation of digital e-learning during Covid-19. Despite this being a popular choice of communication for students, having value for coordinating large groups in student activities and events, and being arguably invaluable during the Covid-19 learning period, it is a challenging subject, given the most popular messaging Apps are also labelled ‘dark social’ where it is not possible for a third party – such as school administrators, or parents – to monitor or mediate what happens across these channels.

As we emerge from the Covid-19 learning period, this is a prime opportunity to explore how these tools have evolved, and provide a forum to boost the agency, knowledge and skills of advisors and advisees. This presentation will provide an opportunity for this by sharing the functionality of some of the more popular messaging tools and how these may be used to benefit students. It is also hoped this will contribute to an emerging body of literature addressing this ‘underestimated’ new mode of AA, which has been deemed a rich area for research.
The conventional forms of one-to-one personal advising that oscillate between pastoral care and career guidance, have been found to be ineffective in increasing the potential for student success, and a more effective model of ways to maximise student success is being sought. This realisation is coupled with a rogue decision by the government in Mauritius that has resulted in an extension of the current school year by six months. Where it should have ended in May/June, it has now been extended to November/December, with results only being released in late January or early February. To allay the loss of a cohort of local students in Mauritius, for whom it will not be possible to commence their studies in the September/October intake, it has become necessary to offer two intakes, one in September/October and one in February. This paper looks at the ways in which the new conceptualisation of academic advising proposed for Middlesex University, where there is a framework, coupled with learning outcomes, and where it is integrated into the curriculum, will assist in mitigating the risk of students not achieving due to the academic pressures of a compressed curriculum. The focus of the paper will be on the introduction of academic advising, supported by the current success metrics which will be used as baseline data.
A Three-Pronged Approach to Academic Advising: Case Study of Department of Computer Engineering and Informatics

Dr Fehmida Hussain, Engie Bashir, Jaspreeet Singh, and Madhumita Das (Dubai Campus)

For the past few years, the Department of Law and the Department and the Computer Engineering and Informatics (CEI) have designed and implemented a personal tutoring programme and a three-pronged approach to academic advising respectively.

The CEI three-pronged approach to providing academic advising to students comprises Monitoring Students Progress (MSP), Student Learning Experience (SLE), and Careers and Employability (CE). It aims to support students’ academic and professional development from the start of their learning journey. Monitoring Student Progress (MSP) initiative provides a dashboard view of each student identifying not only academically weak students but also high flyers. The SLE initiative is built on this academia-industry collaboration framework providing 15 learning pathways, each pertaining to an IT discipline. Each pathway has course offerings and certifications from different industry partners which are self-paced or facilitated either by our industry partners or by staff. The SLE offerings are provided to students of particular programmes based on curriculum gaps and the students’ monitoring progress (MTP). In addition, the bespoke career guidance and professional counselling allow the CEI students to make informed decisions about their careers. Implementing these initiatives along with faculty guidance, each student has the opportunity to create a unique learning journey to acquire essential skills for a successful professional career.
Perception of Students and Faculty Members Regarding the International Foundation Programme at MUM – Exploring Avenues for Academic Advising

Guffran Rostom, Prerna Bholah and Dr Lee Pheiffer (Mauritius Campus)

The International Foundation Programme (IFP), which started in 2015, was due for review in the context of the programme monitoring and review as part of the six-yearly cycle. Arising from the need to review the programme, a study was conducted with the aim of determining the perceptions of students and faculty regarding the latter, with a view to identifying what changes were necessary. A survey was administered to former IFP students and one focus group discussion was carried out with key faculty members to collect their views and triangulate their perceptions with those of the students.

Preliminary results indicate students were generally satisfied with the programme and understood it as an essential path to improved research and academic skills. They also believed that the IFP was instrumental in building their confidence and in exposing them to peer collaboration. Students expressed the need for more subject-specific learning experiences to better prepare them, and for structured academic advising. Faculty members mostly concurred with the results, albeit they suggested more academic and career guidance be offered prior to undergraduate enrolment. Simultaneously to the review, it was decided to replace the two existing International Foundation Programmes with an adaptation of the foundation programme, which was validated and is currently being offered in Dubai. Based on the findings, a gap analysis will be conducted to determine whether academic advising, as currently proposed by Middlesex University for implementation, will support the new IFP in addressing these gaps.
Towards Academic Advising for International Foundation Students: A Case Study of Dubai

Dr Louise Edensor (Dubai Campus)

The International Foundation programme in Dubai welcomes some 550+ 16- to 22-year-olds each year. With strengthening recruitment of post-year-10 students and a recognition of their particular needs, this presentation focuses on an initiative to implement academic advising for IFP students in Dubai. It will examine:

- The process for identification of the need for academic advising
- Interventions which led to and developed academic advising
- Outcomes and strategies to enhance academic advising in 2023–24
Skills Match – Matching Between Digital Competencies Gap of Adult Educators and E-learning

Professor George Dafoulas

This workshop serves as a multiplier (dissemination) event for an externally funded project as part of the Erasmus+ Strategic Partnership programme. The workshop’s focus is in line with the ‘scholarship advising’ theme, as it offers a match-making service for individuals who are involved in e-learning.

The session will begin with a short presentation explaining the project’s key concepts. Skills Match is a project led by Middlesex University that has performed an analysis of the role and impact of ICT in the field of e-learning across five countries. The project developed a match-making platform using the Digital Competence Framework for Educators (DigCompEdu). Users can assess their competence level across the framework’s dimensions and identify gaps in their skills. Then they can identify learning providers and their specific courses suitable for their needs. The software also maps individual knowledge and skills gaps to a series of learning nuggets developed by the consortium members across all DigCompEdu dimensions.

The system provides an additional employability tool for students who can receive advice with regard to their skillset. Students will appreciate the importance of self-assessment and skill-profiling with the use of a well-established framework. The role of Skills Match is to increase students’ awareness of the role of analytics and match-making algorithms in determining one’s skill set and retrieving sufficient support to enhance knowledge and skills by identifying suitable support resources (e.g. courses, training and advising opportunities).
The developed tool will be demonstrated to participants who will have the chance to interact with the technology using their mobile phones, tablets or laptops. The session will showcase the different functionalities of the developed technology, including conducting a self-assessment using DigCompEdu and determining the competency level of individuals, identifying courses that are suitable for each participant from a wide range of international providers and using learning nuggets for a wide range of topics.

The session will conclude with a panel discussion where members of the project consortium will share their own experiences. The panel, formed by international experts and session participants, will attempt to shape the future directions of using matching tools in supporting individuals who undertake advising as part of their professional roles.

All participants will gain full access to the platform and can include the software in their programmes if they wish to be part of the project’s pilot and evaluation.

- **Implications of the findings for the learning and teaching community** – participants will be able to access the open platform developed by the Middlesex University team and the consortium, offering a useful tool to assess their own competencies and find suitable courses from international learning providers.

- **Innovative approaches** – the developed platform enables individuals to self-assess their competencies and access suitable courses, as well as use a wide range of learning nuggets.

- **Evidence of impact** – the externally funded project resulted in the use of a matchmaking tool in line with the dimensions of the DigCompEdu framework that is now a standard across the EU education sector.

- **Anticipated interest** – the session will attract academics but also members of services that wish to use the platform to assess their competency level and access appropriate courses for professional development.
Monitoring a large cohort of students has always been a big problem for academics and advisors. The IFP is no exception, with a large multi-ethnic body of students with mixed abilities, there is an authentic need for the tracking of students’ needs and abilities. To make students’ academic progress visible, the IFP team has come up with a simple yet surprisingly effective tool, a ‘students’ progress tracker’ spreadsheet. The spreadsheet was designed to allow all members of the IFP team to see what types of issues students have, identify ‘off-track’ students and all support provided by academics/advisors.

The implementation of this simple visual tool improved the effectiveness of interventions/support by improving communication within a team and tailoring support to students’ needs in a timely manner. Such a monitoring system, which acts as a single point of information, included ‘alerts’ in the form of direct messages to academics/advisors allowing for a more agile response to emerging issues. A positive correlation was found between the implementation of this approach and better awareness of students’ needs across all modules along with the reduction in the length of time required for monitoring students’ performance.

The proposed visual medium not only helps identify students’ needs and abilities but also aids in measuring the need for any additional support, which eventually can improve the academic team’s readiness for upcoming cohorts of students while enhancing transparency and accountability.
The personal tutoring programme in the Department of Law was designed to facilitate student transition to tertiary education, support the development of soft skills, and provide an opportunity to feel connected with fellow students and the University. The researcher for this case study utilised semi-structured interviews to garner the views of the faculty members acting as personal tutors to assess their perceptions on the effectiveness of the programme in place and to highlight what resources may be developed, and which practices may be adopted to support them in their personal tutoring roles. The study highlights lessons learned for the effective implementation of personal tutoring/academic advising.
Universal Design and the Dilemma of Difference

Professor Carrie Weston, PhD (Metanoia Institute)

Professor Carrie Weston (PhD, FHEA) is Deputy CEO at Metanoia Institute and Chair of their Equality, Diversity and Inclusion Committee. Carrie will outline the work of Metanoia Institute in seeking to develop inclusive learning, teaching and assessment practices which incorporate principles of Universal Design for Learning. The session will consider how programme design can, ultimately, foster greater equality within the field of mental health itself. What actionable steps can be taken in order to enhance student success and promote diversity and inclusion in the graduate workforce?
Interdisciplinary Learning through Personal Tutoring Groups

Dr Ruta Vaidya and Dr Yousra Osman (Dubai Campus)

Embedded within the scope of academic advising, this is a proposed initiative at Middlesex, Dubai to encourage and foster learning and collaboration among various departments within social sciences. Our objective is to create small tutoring groups/peer cohorts and facilitate an interdisciplinary discourse that enables the inclusion of multiple perspectives within academia. We focus on areas pertaining to creating and building student communities through advising across disciplines that can get together and discuss ideas and perspectives.

The aim is to mentor and advise small groups of students from different departments, and structure it in a way that they discuss and share ideas on a common topic bringing in divergent discourses and constructive dialogue. Based on common knowledge and observation, while the interdisciplinary approach is adopted at the level of faculty collaborations, it is lacking at the student-centric level. And furthermore, most departments do not have personal tutoring groups in Dubai. Thus, it is imperative to develop this initiative that will help develop a sense of community and belonging among the faculty members and students.

Through this, students will be able to share their University experiences, challenges, opportunities, learning practices and processes that can help their personal and professional development.
Exploring Student Perceptions of Existing Communities of Practice within a Degree Apprenticeship to Enable the Greater Adoption of Inclusivity Principles for Work-Integrated Studies

Dr Paula Nottingham and Dr Yan Mao

This showcase will present the findings from our Enhancing Education Award project, sponsored by CAPE, to look at how learning communities of practice on a Business to Business Sales Degree Apprenticeship can frame the apprentice experience in order to enhance inclusivity and engagement. The project has included an apprentice/student questionnaire about learning in a community with numerous stakeholders, feedback from a Student Ambassador (research assistant) about making connections within the University, and reflections from the past programme leader (Education) and the present programme leader (Marketing Branding and Tourism) for a cross-fertilisation of ideas to inform actions and impact. Practical recommendations will feature the consideration of multiple perspectives for employee learners based in a workplace setting and propose new ways to carry out academic advising with apprentices/students in a post-Covid learning environment.
Curriculum Framework Discussion

Phil Barter, Dr Helen May, James Graham
Supporting Diverse Learning Communities – Actionable Insights and Data to Support Advising

Janette Nhangaba

This interactive workshop considers the intersectionality of student characteristics and the impact of these factors on student continuation (retention), progression and success. The session will consider trends, data and approaches to supporting students and consider the application of these insights to academic advising practice. In particular, it will consider early intervention and transitional support models, signposting and referral mechanisms.
LSI Approach to Academic Advising - Made in Middlesex Expansion Curriculum / Collaboration within Academic Advising - Skills to be a Successful Student Strand in Made in Middlesex – HH + Professional Services

Dr Luke Oates, Neil Bangs, Hannah Hersant, Laura Wilson, Steve Williams, Alex Jovanovski and Professional Services

Academic advising within the London Sport Institute has a two-pronged approach through meeting our students regularly and the Made in Middlesex Expansion Curriculum. We believe in collaboration not only within the department staff to share experiences of issues that may arise but also with wider University services to create the Made in Middlesex content such as Mental Health and Wellbeing, MDX Student Union and MDX Works. This academic year we have also been able to effectively use data to monitor student engagement and support our students to ensure they stay on track in their studies. Within these sessions would like to share what we have done, our lessons learned and how academic advising has developed within LSI.

- **Made in Middlesex Expansion Curriculum** - This session will give a taster of the Made in Middlesex Expansion Curriculum and how we have collaborated with different services to provide skills outside students’ degree programmes that employers are looking for. There will also be a discussion about how we have then used the expansion curriculum to create meaningful conversations during academic advising.

- **Collaboration within Academic Advising** - Skills to be a Successful Student Strand in Made in Middlesex – This session will go into detail about one of our strands, ‘Skills to be a Successful Student’, and how it has been developed with other services in the University.
• **Using Data to Assess Student Engagement** - This session will focus on how we have used data to assess student engagement in academic advising and support our students within LSI.

• **LSI Approach to Academic Advising** - From Student Entry to Graduation – This session will focus on our students’ journey with academic advising from point of entry through to graduation and we facilitate this within LSI.

• **Academic Advising as Part of the Timetable** - This session will discuss how departments can implement academic advising as part of the timetable to boost student engagement.
Together with six of our BA Film students, and a couple of community partners, Barnet Mencap and Why me? (restorative justice provider), we took part in creating four films about restorative justice for individuals with learning disabilities and/or autism. As the academic leads of this KE project, we were keen to explore collaborative filmmaking practices by foregrounding inclusivity from the outset. We have recently published some of our reflections on embedding impact into our project and working with neurodivergent actors/participants (Bendon and Lukic, 2022). In our session, we would like to present some of the processes of developing this project and discuss pedagogical opportunities of working with students as creative collaborators.
Serious Gaming to Teach Communication Skills to Midwifery Students

Emilie Edwards and Robin Parsons

We are looking at new ways to teach communication and clinical skills to student midwives. Although simulation is an established method, bridging the theory-practice gap can be challenging for undergraduate healthcare students. To overcome this, we are exploring the use of serious gaming to teach clinical communication skills. A serious game is a game that entertains but also has a secondary objective, such as learning. In clinical education, these can be used to teach a range of scenarios, from breaking bad news to de-escalating conflict.

Using an H5P branching scenario tool, we are developing realistic games based on real-world scenarios that place the learner at the centre of the experience and promote engagement and ownership. Based on constructivist and experiential learning theories, these serious games give students the opportunity to play out scenarios that in real life would be challenging or emotional. It also allows the student time to explore the right and wrong options, away from fear or judgement in the clinical area, whilst receiving constructive feedback.

Following the EEA grant, we have been able to continue our research into these pedagogic games, organising focus groups with students and gathering feedback from students across the UK. We have collaborated with staff and students from the Film and Theatre departments and are currently in the process of developing three new games.
Charlie L. Nutt

NACADA Executive Director

Charlie L. Nutt, A.A. B.S.Ed., M.Ed., Ed.D. a NACADA member since 1991, joined Kansas State University and the NACADA Executive Office in 2002 as Associate Director and Assistant Professor in the College of Education.

Charlie earned his Associate Degree in English from Coastal Georgia Community College (formerly Brunswick College), Bachelors in English Education from the University of Georgia, Masters in Administration and Supervision from Georgia Southern University, and Doctorate in Educational Leadership in Higher Education from Georgia Southern University.

Charlie has taught both at the secondary and post-secondary levels since 1977. He taught English in grades 9-12 as well as at the community college. At Coastal Georgia Community College, he was Assistant Professor of English before being appointed Director of Orientation and Advising. He next served as Vice President for Student Development Services from 1993 until he moved to the NACADA Executive Office.

Charlie served in various leadership roles in the Association before coming to work full-time for Executive Office. These roles include Region IV Representative, Two-Year College Commission Chair, 2000 National Conference Chair, Chair of Re-organization Implementation Committee, Chair of Task Force on Faculty Advising, and President-Elect. In addition, he has served on the faculty of the NACADA Summer Institute, Academic Advising Administrators' Institute, and Assessment of Advising Institute.
Enhancing Academic Advising: Contemporary Stories of Impact and Influence

Ben W Walker, Oxford Brookes University and Andrew Stork, University of Sheffield

Academic Advising (also known as personal tutoring) is arguably central to influencing student retention, progression and employability, metrics associated with the Teaching Excellence Framework (TEF). Despite this, according to institutional research, practitioners undertaking this crucial role request support, development and role clarification. Additionally, widening access in UK HE, and the resulting diversity of student needs, have created the demand for individualised support and posed real challenges in delivering this effectively. Drawing on our 2018 book and 2022 collection of case studies from across the sector, we will explore what works in Academic Advising and how Advising ‘fits in’ with teaching, promoting a holistic institutional approach and what difference it can really make. This will also be linked to the new e-resource to support Academic Advisors at Middlesex which Ben has helped develop.

This session, for Academic Advisors and those who work alongside them, aims to help participants:

- identify and apply the key concepts of effective Academic Advising by considering real stories of practice;
- clarify the Academic Advising role and position it with teaching;
- recognise the benefits of effective Academic Advising to both students and staff.
Advising for Employability: Embedding a Collaborative Approach to Employability for Accounting and Finance Students

Alison Broughton and Jo Abdul-Rahim

Employability sessions are embedded into the Accounting & Finance degree programmes, which have been recognised for a CIMA employability award. Drawing on the wealth of resources available, sessions are conducted by teaching staff in collaboration with University services, and external partners such as alumni, employers and professional bodies. The aim is to advise and support students to develop a range of knowledge, skills, behaviours, attributes and attitudes which will enable them to be successful in their future careers.

What we do:

- **Alumni mentoring sessions:** Alumni identify with the students, focusing on building confidence and the variety of different routes available within the finance profession. Students value the opportunity to connect with the alumni, creating networking opportunities.

- **NHS one-year placement relationship:** Academics support students through the application process with CV review, practice interviews and advice. Returning placement students share experiences.

- **Sessions held in collaboration with professional bodies:** Promote benefits of professional membership and understand the qualities required. Events organised included inviting employers and the Assessment Day competition.

- **Staff led employability sessions with University support services:** Sessions held with Mdxworks, Well-being & support and LET develop graduate competencies. Sessions are interactive and encourage discussion covering interview techniques, networking, personal finance and one-to-one personal guidance.
Practice-based learning and using a more supporting and developmental advising approach are more successful in nurturing inclusivity. A former Bachelor’s student of the University engaged in doctoral study considers the value of lived work-related experiences, and how to alleviate perceptions of the curriculum as beyond reach. Instead, an ability to engage in curriculum activities that are authentic and understood as practical, knowable and valuable is proposed. Based upon research into the learning and teaching of practice-based projects that relate to work situations, we provide a comparative analysis between the abilities needed by tutors who have engaged with supervision and those advising on a work-based project.

Two workshop sessions and a focus group, all with experienced advisers of practice-based projects found five constituents of the conceptual knowledge and skill base needed for advising on such projects.

Differences between the types of projects themselves and differences between the advisory skills needed are presented and discussed. We conclude with some thoughts about threshold concepts for an advising approach to practice projects: embodied, experiential and participative, co-constructed, emergent, and situated.
Using Learner Analytics to Support Learning Conversations

Alex Chapman

The StREAM learning analytics platform uses data about how students interact with a range of learning resources to calculate a categorised daily engagement score for every student. This score can be tracked over time to provide insights into student learning behaviours and how they are using the learning resources provided to support their learning. StREAM provides valuable contextual information to Academic Advisors about their students. This session will introduce you to the STREAM learner analytics platform and help you understand how it can be used to inform and support those key learning conversations with students and support you in your role as an Academic Advisor in getting to know your students.
An Inclusive Approach to Academic Advising

Dr Helen May, Dr Doirean Wilson and Alberto Duman

This session is designed for existing and aspiring academic advisers to reflect on your practice and, in particular, how you could be more inclusive in your practice. In 2022 we launched our Middlesex inclusive curriculum approach, detailing a set of guiding working principles and six interconnected dimensions of inclusion:

a) Developing an inclusive mindset.
b) Nurturing an inclusive learning context.
c) Promoting individual identities.
d) Adopting inclusive practices.
e) Cultivating well-being.
f) Working collaboratively.

In the corresponding guiding document, we state that we aspire to ‘the provision of outstanding and tailored academic advising with a balance between the provision of academic advice and guidance, coaching and mentoring, informed by learning analytics and an appreciation of students as individuals’.

This workshop session is designed to help you reflect upon how these principles and dimensions apply to the academic advising context to achieve this aspiration. During the session, you will break into smaller discussion groups, structured around these dimensions, to share practice and ideas for developing a more inclusive approach to academic advising.
Building Relationships: a Mentor Scheme for Black, Asian and Minority Ethnic Social Work Students to Enrich Learning and to Counter Discrimination

Dr Helen Hingley-Jones, Diane Apeah-Kubi, Kenneth Yaskey and Matthew Quaife

Middlesex Social Work academics, along with practitioner partners (North London Social Work Teaching Partnership) reflected on the work of the Black Lives Matter movement in 2020, focusing on the experience of Black, Asian and minority ethnic students and graduates as they move through their careers. Indications across UK surveys and reports suggest that BAME students experience disadvantage (Bernard et al. 2014) as they do as qualified social workers (Brown et al 2021; Carter, 2021; Lavalette and Penketh, 2014; Samuel 2020; Samuel 2021). We decided to work towards enhancing the academic advising already in place on the programme, by designing a mentoring scheme with the larger aim of beginning to tackle structural disadvantages and unconscious biases facing BAME students and qualified social workers during their careers. The mentoring scheme aims at overcoming these disadvantages, by forming a bridge between the academy and practice, focusing on learning, career development, networking and skills for success; working closely with partner agencies that provide experienced social work mentors.

The presentation will explain the structure of the mentor scheme and findings from a qualitative evaluation of its pilot year. Students valued mentoring as it helped build vital professional networks and feelings of confidence in the practice environment and they had helpful feedback on how to improve the scheme going forward.
Inclusive Multilingualism: Ways Forward

Gillian Lazar and Dr Agi Ryder

This presentation reports on the Inclusive Multilingualism Research Project, funded by CAPE, and devised by members of the APA/PG Cert HE programme team to investigate a frequently overlooked aspect of equality, diversity and inclusion at Middlesex University: the rich variety of languages used by students, and the ways these might be mobilised to enhance learning and teaching. We will report on the findings from the first phase of our project in which we disseminated an online student survey so as to gain an initial snapshot of the range of languages utilised by students in different disciplines, and the purposes for which they are deployed. We will also report on the second stage of the project which has involved participatory pedagogic research workshops with academic staff from different disciplines. An important aim of the workshops has been to collaboratively brainstorm creative approaches to utilising students’ multilingual resources as part of the curriculum to devise a ‘good practice toolkit’ for wider dissemination. We will suggest ways in which some of these creative practices could be used in Academic Advising to promote a sense of belonging and enhance students’ autonomy and reflexivity.
This workshop serves as a multiplier (dissemination) event for an externally funded project as part of the Erasmus+ Strategic Partnership programme. The workshop’s focus is in line with the ‘creating community through advising’ theme, as it includes a social learning network for students of different institutions, programmes and modules.

The session will begin with a short presentation explaining the project’s key concepts. SmL focuses on providing a platform (implemented by Siegen University and Middlesex University) that supports the creation of a learner community through mentoring and peer support. The social network is based on the principle that students are classified into providers and recipients of knowledge. Each student of the four universities participating in the project from the UK, Germany, Greece and Cyprus can either provide micro-learning support to others or receive support from other students by accessing their own micro-learning units.

The SmL platform provides an innovative approach to peer support as part of academic advising. Increasingly students seek advice and support from a variety of sources in addition to meetings and exchanges with academics. The SmL platform will provide students with the opportunity to become other providers or recipients of learning support. Students can turn to peers to request help with academic or academic-related issues and rate their support accordingly. Students can also become providers of support by sharing their knowledge, skills and expertise. The outcome is a community of learners with advising being the core service that brings together students from different cohorts, spanning across departments and faculties.
The developed tool will be demonstrated to participants who will have the chance to interact with the technology using their mobile phones, tablets or laptops. The session will showcase the developed social learning network and how students can access it and use it, how students can create micro-learning units sharing their own learning with others but also request support from peers and the use of video, PowerPoint presentation and text to create an integrated micro-learning unit to share students’ own learning.

The session will conclude with a panel discussion where members of the project consortium will share their own experiences. The panel, formed by academics from four universities will attempt to shape the future directions of using peer support and the sharing-my-learning principle for creating learner communities.

All participants will gain full access to the platform and can include the software in their modules if they wish to be part of the project’s pilot and evaluation.

- **Implications of the findings for the learning and teaching community** – participants will be able to have access to the open platform developed by the consortium, offering a useful tool to support academic programmes and modules.

- **Innovative approaches** – the developed platform enables academics to create social learning networks and communities of knowledge-sharing as part of their modules.

- **Evidence of impact** – the externally funded project resulted in the creation of a social learning network and a peer-support network of students that can be integrated into academic programmes and modules.

- **Anticipated interest** – the session will attract academics who wish to include the sharing-my-learning principle and platform in their modules.
How Can We Build Learning Communities that Encourage Authentic Belonging amongst Our Students?

David Gilani

In this session, Head of Student Engagement and Advocacy and EdD student, David Gilani, will present an up-to-date summary of the academic literature on belonging. He will also share the findings from his conversations with a number of academic staff across Middlesex about the ways in which we’re currently helping students to feel a sense of belonging.

After looking at the academic literature and the practice occurring across Middlesex, the session will turn active and provide an opportunity for you to reflect on your own Programme Team’s practices that influence belonging. By the end of the session, you will come away with an action plan for how you can adapt your already existing practices to better facilitate student belonging at a local level.
Following the pandemic, and in line with our strategy of harnessing technology to support students, we have been tightly integrating technology into our students’ learning experience, which often involved internet connectivity. In this project we trialled the use of portable 5G routers so that students can use internet-connected devices on field trips, enabling us to deliver technology-enhanced learning away from campus.

In this talk, we will discuss the experiences of staff and students taking part in internet-connected field trips on Maths and Biology courses, both in the UK and internationally. We will also demonstrate the capabilities of the equipment and invite the audience to book user of the equipment for field trips in the 2022-23 academic year.
TEAPOTs: Technology Enhancement Assessment: Providing Options to Students

Brendan Masterson, Alison Megeney, and Nick Sharples

All specialist undergraduate maths students now engage with their learning through loaned iPads. The learning sessions are now designed and delivered around these common smart devices enabling rich multimedia, collaborative, and interactive lectures. The common platform promotes equality in assessment as students are (more) equally resourced.

The team embedded the use of iPads within all learning activities and now the maths team are working more collaboratively with students by designing inclusive assessment that give students multiple equivalent options for demonstrating learning outcomes e.g. written work, video, audio, multimedia blogs. This aims to improve equality of opportunity, and be more inclusive, reducing the need for reasonable adjustment.

To evaluate the effectiveness of this approach the team conducted focus groups at the end of the 21/22 academic year. In this talk we will present the current state of affairs in mathematics HE, the feedback we obtained from students and recent graduates on our approach to assessment, and how we plan to further utilise this approach in the future.
Mental Health Analytics: Using data to better support student wellbeing

Dr James Newham, Northumbria University

Rates of attempted suicide, planned suicide, and suicidal thoughts in university students have estimated rates of 3.2%, 6.1%, and 22.3% respectively; and only 1 in 3 people who die by suicide are known to mental health services. There is an imperative to develop preventative strategies that provide support to students at risk before they reach crisis point. Commissioned by the Office for Students, our project aimed develop a ‘whole university’ approach to mental health and wellbeing whereby all students receive better guidance on seeking support.

To develop this approach, we used literature reviews, interviews with support service staff, and case audits to determine appropriate data sources associated with mental wellbeing and collected self-reported wellbeing data from over 50K students. These data were incorporated within an analytics system designed to identify risk patterns across student cohorts. Through implementing a model of student consent, we used this analytic system to identify students at risk and send them personalised communications that signpost them to appropriate support.

This talk will give an overview of how this approach led to us identifying more students at risk and our success in getting them access to support, while highlighting issues of data governance, data integration, service capacity, and student engagement.