Objective/Purpose

Objective: Teaching students to be critical thinkers commonly doesn’t involve them being critical of the nature of higher education itself. Specifically, discussion of the impact of heterosexism within our disciplines is rarely addressed, despite the notion that taken-for-granted norms work to privilege particular groups (Riggs, 2006). This project provided students with the opportunity to critique the practices and power relations within Psychology that contribute to forms of inequality and oppression.

Design/Background

Design: This practice was delivered during a bespoke final year undergraduate module (Gender & Sexualities) that focuses on inequalities as they relate to gender and sexuality. Specifically, this involved deconstructing binaries, dominant norms and attitudes around gender and sexuality, to ascertain how such conceptualisations impact on both psychological practice and various social. In addition to standard module outcomes, students were required to keep a learning journal to monitor their progress.

Result/Outcomes

Outcomes: Module learning and satisfaction was measured using a combination of quantitative and qualitative measures. Students’ report a high level overall satisfaction with the module and report gaining a wealth of personal and professional value from this module, and from which they report transcends the classroom and shapes their everyday lives.

Conclusions

Conclusions: This study highlights the value of activities focusing on equality, critical thinking and reflection for engaging and educating students. Such activities also provided “added value” through promotion of critical engagement with students’ own values and privileges.

Ref: 51 Quick Fire Presentation

General

The Ubiquitous Leader

Matthew Albrighton
British Army

Objective/Purpose

The Army has recognised that there is a need for change in the way soldiers are educated, also as leaders. As a result, major doctrinal change has been implemented adopting new models of teaching for service personnel on the ground.

The purpose of this study is to analyse and assess the success of the delivery of 'LEADERS' by evaluating the educational development of instructors within the British Army, in order to identify 'what works'.
Design/Background
The Army now...

All leaders regardless of rank and role, must realise the critical role they play in setting the climate in their organisation and shaping wider culture. The teaching practices and leadership within the British Army are undergoing significant structural and institutional change.

Methods
An analysis of the 'LEADERS' concept will be conducted, in order to assess the intent and who in particular it is aimed at. Using the authors experience and current role, there will a longitudinal study of the development of instruction amongst the wider Army community, with the aim of finding 'what works' and best practice.

Result/Outcomes
Following this ambitious study, detail will be revealed identifying 'what works' and the way forward for future Army teaching and leadership.

Conclusions
The Army has recognised that in a fast developing environment which embraces tempo and adaptability, there is a need for change in the way learning is delivered by leaders. As a result, major doctrinal change has been implemented resulting in ‘re-qualifying’ and adopting new models of teaching for service personnel, by leading from the front.

Ref: 902 Empirical Poster Presentation

Teaching through research

StatHand: An Application to Support Students' Statistical Decision Making
Peter Allen¹, Frank Baughman², Lynne Roberts², Natalie Loxton¹, Adam Rock⁴, Dirk Van Rooy⁵, James Finlay², Hannah Uren²

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Objective/Purpose
Quantitative research methods are critical to the development of professional competence in psychology. Despite this, many students struggle with the process of selecting appropriate statistics for common types of research questions, hypotheses and data types. StatHand (see https://stathand.net) is a free application that can aid this process by prompting students to focus systematically on each structural feature of their research problem. This poster reports a two-stage evaluation of StatHand.

Design/Background
In Study 1, students’ and instructors’ perceptions of StatHand were explored qualitatively. In Study 2, the impact of StatHand use on students’ statistical decision making was tested experimentally.

Methods
In Study 1, a purposive sample of 25 undergraduates participated in focus groups, and nine instructors participated in semi-structured interviews. In both, the utility, merits and limitations of StatHand were explored. In Study 2, a convenience sample of 215 undergraduates were randomised to four statistical decision making aids and asked to identify a suitable statistic for each of five research scenarios.

Result/Outcomes
In Study 1, students liked the interactivity and accessibility of StatHand, and considered it faster and more reliable than familiar alternatives. Instructors saw StatHand as an aesthetically pleasing, user-friendly application that
promoted active learning and student self-efficacy. In Study 2, StatHand was found to promote decision making accuracy and reduce cognitive load, and was instructionally efficient relative to the alternative decision making aids.

**Conclusions**
The use of StatHand can promote a range of benefits to students. It can be readily incorporated into a variety of classroom learning activities.

**Ref: 547 Teaching showcase**

The educational journey

**Developing a practice for promoting student and staff wellbeing in large and small group settings**

Megan Barnard

*University of Nottingham*

**Objective/Purpose**
With an increased awareness of mental health prevalence within higher education, there has been an increased focus on improving wellbeing. To promote positive wellbeing, the University of Nottingham’s School of Psychology made the 2017-2018 academic year a ‘Year of Wellbeing’. The School has promoted activities designed to improve the wellbeing of staff and student populations. Additionally, small group discussions around wellbeing have been implemented in tutorials. The efficacy of both practices are deliberated. It is hypothesised that students and staff will react positively to the promotion of positive wellbeing.

**Design/Background**
For larger group settings, activities such as outdoor walks, crafting sessions, and bake sales, were held over the 2017-2018 academic year. For smaller groups, a tutorial on the topic of wellbeing was piloted amongst first and second year undergraduate students. Questionnaires were distributed amongst staff and students to assess the effectiveness of these activities.

**Result/Outcomes**
Current student responses suggest that such activities may be beneficial for learning about wellbeing, and what resources are available. However, qualitative feedback so far suggests that small group teaching may be more suited to a first year undergraduate audience, and informal discussions are preferred over structured tutorials with prepared activities.

**Conclusions**
Students in higher education institutions value the ability to discuss mental health and wellbeing in informal settings. Further findings regarding staff and large group feedback will be discussed. However, based on predictions and current findings, it is proposed that this practice will be beneficial for personal staff development as well as student wellbeing.

**Ref: 561 Review/ Theoretical & Practice Oral Presentation**

General

**Reflections on blogging for assessment**

Hazel Bending

*Plymouth Marjon University*

**Objective/Purpose**
This study listened to the lived experiences of students using blogs for reflective assessment.
Design/Background
Reflecting on experience is a key task in the development of skills and academic identity in higher education. Assessment of these skills has changed in recent years as technology becomes a valued element of our daily lives, leading to the use of lecture capture and blended learning to the use of blogs, webpages and pinterest boards for assessment.

Previously, it has been questioned whether the use of technology undermines the process of reflection (Bending 2015); it was found that when students engaged, this was not the case. Consequently, 2 years on it has become common practice to expect students to blog their reflections.

Methods
This study utilised unstructured focus groups to enable four groups of female undergraduate students to discuss their lived experiences of using blogs for assessment and credit.

Result/Outcomes
Thematic analysis indicated that students were not necessarily IT literate and that, for some, use of social media impacted negatively on wellbeing. Blogging was viewed as a niche activity and that the completion tended to be for assessment rather than development. However, blogging provided the students with a shared sense of community, enhanced group identity and freedom. Finally, students praised it as a non-linear and creative means of assessment within their neurodiverse community.

Conclusions
These results highlight the covert benefits of blogging for assessment, providing a foundation for reflective conversations and building a community within a programme, which could support academic development, resilience of students and retention.

Ref: 550 Quick Fire Presentation

General

Desert-island feedback: Engaging students with feedback

Emma Birkett
University of Nottingham

Objective/Purpose
Purpose: Examining the efficacy of a simulated real-world activity to engage students with the topic of using feedback.

Design/Background
Background: In our Psychology programme we have been working to improve undergraduate assessment literacy. A workshop was designed to encourage motivation for engaging with feedback and participate in self-regulatory goal-setting. A ten-minute simulated real-world "desert-island" activity was implemented to engage students, through a story or metaphor, with concepts of threat and lack of resources which can affect ability to take on board feedback. Following the activity, the class discussed feedback theory and how to use feedback on our course

Conclusions
Conclusions: The activity helped to stimulate a class discussion of the experiences of receiving or not receiving feedback under time pressure. In the first year of using the activity (2016/17) we collected data about the value of the workshop for students. In the second year of using the activity (2017/18) we investigated the impact of the workshop on student opinions about the importance of feedback and their confidence in using it. Results indicated that students found the workshop valuable and that they were significantly more confident in using feedback afterwards.

Ref: 555 Empirical Oral Presentation
Diversity in education

**Live or Recorded? Learning from Lecture Capture**

Emma Birkett  
*University of Nottingham*

**Objective/Purpose**

Objective: A large majority of universities now report using Lecture capture systems to provide students with a record of teaching. The evidence for the efficacy of lecture capture is, however, mixed. Students report perceive that lecture capture enhances performance through improving their ability to understand difficult concepts, yet studies of lecture recording and academic performance show both positive and negative results. One subgroup who may benefit from lecture capture are students with dyslexia. The working memory and processing speed deficits common in these students mean that lecture capture may allow them to access material missed in traditional lecture environments. This study contrasts short-term knowledge retention across combinations of live and recorded lecture methods and examines how learning co-varies with skills associated with dyslexia.

**Design/Background**

Design: Using a naturalistic experiment, we compared learning across three types of teaching delivery method: live lectures, live plus recorded lectures and recorded lectures.

**Methods**

Methods: First year undergraduates took part in a 30-minute learning session using one delivery method. They then completed measures of working memory and processing speed and were given time to revise before completing a multiple-choice quiz about the lecture content. A second quiz was administered one week later.

**Result/Outcomes**

Results: Scores on the quizzes will be compared across the three teaching delivery methods using ANOVA and the influence of working memory and processing speed as covariates will be examined (data collection in progress).

**Conclusions**

Conclusions: The implications of results will be discussed in relation to existing evidence for/against the use of lecture capture.

**Ref: 554 Symposium**

The educational journey

**Paper 1: Undergraduate Teaching Assistants and Supporting their Developing Graduate Attributes**

Jason Bohan, Larissa Szymaneck, Nathalie Sheridan, Hannah Gillman, Stephen McNair, Maxine Swingler  
*University of Glasgow*

**Objective/Purpose**

This paper discusses the experience of Graduate Teaching Assistants (GTAs) in psychology teaching. The purpose is to understand their pedagogical experiences and to identify areas of good practice in supporting the skill development of young academics.

**Design/Background**

GTAs are widely used to teach psychology undergraduate students and are often the most visible contact between Schools and their students. GTAs, therefore, act as academic role models to students and play an integral role in supporting the professional development of an undergraduates own academic practice. However, little is known about their actual teaching experience, or of the pedagogical skills and knowledge required to be an effective GTA,
and we have little understanding of their teaching and academic skills development relevant to their roles as future scholars.

Methods
We have employed a mixed-methods approach to investigation, including surveying GTAs on their teaching practices and experiences, qualitative data through focus groups and reflective diaries. Questions explored their teaching experiences, and self-efficacy beliefs in their graduate attribute development.

Result/Outcomes
GTAs were viewed positively by students and academic staff. GTAs themselves reported positive teaching experience and an awareness of their own developing pedagogical skills. They did however report a number of barriers and challenges in teaching and we will report on recommendations for good practice and support.

Conclusions
GTAs provide a valuable contribution to undergraduate teaching. Their experience of teaching greatly enhances their own skill development, however, they course organisers need to be adopt principles of good practice to ensure they are supported and enhance their skill development.

Ref: 564 Symposium
The educational journey

Paper 2: A game-based approach to developing graduate attributes: reflections on a cross-disciplinary project

Matthew Barr
University of Glasgow

Objective/Purpose
Game-based learning is a pedagogical approach that involves the use of video games in an educational context. The project described here saw university students from a wide variety of disciplines, from Psychology to English Literature, play selected commercial video games on campus. The purpose of the project was to determine if playing such games could develop students’ graduate attributes, chiefly: communication skill, resourcefulness and adaptability.

Design/Background
Students from Level 1 and 2 were recruited from across the university and assigned to either a control or intervention group. The intervention group was asked to play specified games for an average of two hours per week over the course of one semester.

Methods
Previously-validated, self-report instruments for measuring communication, resourcefulness and adaptability were administered to both groups on a pre/post-test basis, and the differences in scores compared.

Result/Outcomes
Changes in score were around one standard deviation more positive in the intervention group than the control on the communication, adaptability, and resourcefulness scales. The difference between the two groups was also statistically significant, supporting the hypothesis that playing video games can improve self-reported graduate skills.

Conclusions
Video games may have a role to play in developing graduate attributes in higher education. However, the extent to which the gains in attribute attainment observed here may be attributed to students’ reflection on - and raised awareness of - such attributes should be explored.
Paper 3: A vehicle for enhancing employability

Ian Bushnell
University of Glasgow

Objective/Purpose
We live in an uncertain and complex world. Many undergraduates avoid thinking about the world after university and view initiatives on employability with scepticism and disinterest. The consequence is delayed or ineffectual preparation for transition.

Design/Background
To develop engagement with graduate attributes, these were embedded within a person-focussed vehicle, the Professional Skills course. This paper provides description, justification and evaluation.

Methods
‘Professional Skills’ is an employability-focussed honours course which combines classroom time, independent activities, small group activities and ends in creating a substantial independent portfolio. It may be unique in being compulsory for all students.

The course enforces personal responsibility. Students have outline information, but must choose their own directions, approaches and portfolio design.

Result/Outcomes
Student response to this course is summed up in these quotes: “Confusion changed to anger and then to even stronger anger. Towards the end fear was the strongest emotion, but eventually it was a feeling of pride and accomplishment.”; “…never have I used my brain so much in my entire University career... and “...the biggest reward is what I have found out about myself.” Emotional engagement with the process is key to success.

Peer and student evaluations have been very positive. It has received a Student Teaching Award, has consistently been very positively rated by External Examiners and by the British Psychological Society during professional accreditation.

Conclusions
A personal vehicle with the opportunity to be creative and independent produces exceptional engagement while appropriate timing ensures practical utility.

Paper 4: Cookie cutting or gaining a broader perspective? Embedding Graduate Attributes in the curriculum

Maxine Swingler\textsuperscript{1}, Gillian Hendry\textsuperscript{2}, Jason Bohan\textsuperscript{1}, Reddy Puligundla\textsuperscript{1}, Heather Cleland-Woods\textsuperscript{1}

\textsuperscript{1}University of Glasgow, \textsuperscript{2}University of West of Scotland

Objective/Purpose
The aim of this project was to increase student awareness of graduate attributes (GAs) at an early stage in their undergraduate career by embedding graduate attribute reflection activities within Level 2 Psychology.
Design/Background
Students reflected on how skills gained from their curricular and extra-curricular activities were linked to graduate attributes. Study 1 evaluated the impact of the reflection task by measuring self-efficacy in specific GAs. Study 2 used a mixed-methods design to explore student perspectives on the activities and their views on GAs.

Methods
Study 1: Participants were second year psychology undergraduates at the University of Glasgow (N=107). Self-efficacy in each of the dimensions of the University of Glasgow GAs Framework was measured before and after the reflection task, along with measures of self-efficacy in higher education and self-esteem.

Study 2: Participants (N= 178) from the same cohort completed the Employability Experience Questionnaire followed by questions about the GAs reflection exercise and their intentions. These questions were discussed in detail in student led focus groups (N= 9).

Result/Outcomes
Study 1: Non Parametric analyses indicated that self-efficacy in specific GAs increased after the reflection exercises, and were positively correlated to H.E self-efficacy, and self-esteem.

Study 2: Qualitative analysis elicited themes on the “Value of GAs”, “Practicalities”, and “Looking to the Future”.

Conclusions
Embedding a GAs reflection task within the psychology curriculum improved students’ self-efficacy, and motivated them to seek further opportunities. Limitations of the design and implications for skills development in the psychology degree will be discussed.

Keynote Presentation
Inspiring and stimulating teaching to foster engagement and achievement
Sally Brown, Leeds Beckett University

Students really want teachers who are good at explaining things and who make learning intellectually stimulating and interesting, as NSS scores and other indicators of student satisfaction indicate. Almost everyone remembers a great lecturer who inspired them at university and far too many remember some awful ones too! Many teachers, however, were fine but uninspiring. This interactive keynote aims to explore what really works to lift the mundane into the inspirational. Among the topics under consideration will be:

- what comprises inspiring teaching in a variety of settings, including lectures, seminars, virtual teaching and one-to-one contexts;
- features that characterise outstanding teachers according to literature in the field and various schemes to recognise excellence
- Discussion of how we can inspire (and literally breathe life into) our teaching and plan how to better engage and stimulate students.

Ref: 58 Empirical Oral Presentation

Diversity in education

Understanding the psychological needs of black and minority ethnic students at university
Louise Bunce, Naomi King
Oxford Brookes University
Objective/Purpose
Black and minority ethnic (BME) students disproportionately experience difficulties with academic progression than white students: they are more likely to defer, have academic work referred, take longer to complete the course, and withdraw from the course altogether. We explored BME students’ university experiences in focus groups using self-determination theory. This theory predicts that when our needs for competence (ability to master our environment), autonomy (our sense of control and free will), and relatedness (sense of belonging and connecting meaningfully with others) are satisfied, we experience higher degrees of motivation to learn, and vice versa.

Design/Background
Focus groups

Methods
Two focus groups were conducted by a black research assistant with students studying health and social care subjects. Their experiences of studying at university were gathered by asking them to discuss their experiences of competence, autonomy and relatedness.

Result/Outcomes
BME students experienced both fulfilment and lack of fulfilment of their psychological needs, e.g., a lack of autonomy in the restrictive and colonised nature of the curriculum, and a lack of opportunity to discuss diversity, but they experienced a sense of belonging in some classes. In terms of competence, students felt that they had to be ‘twice as good’ as a white person to be at the same level, although more supportive teachers contributed to their sense of competence.

Conclusions
Teachers need to consider the experiences of BME students from a psychological needs perspective to help reduce the unnecessary attainment gap between White and BME students.

Ref: 59 Empirical Oral Presentation

How do academics respond to student ‘consumers’? An exploration using self-determination theory
Louise Bunce, Naomi King
Oxford Brookes University

Objective/Purpose
The government in England and Wales, UK, now defines students as consumers. The effects of this change on academics’ perceptions of students’ attitudes and behaviours towards their studies has not, however, been investigated. Using a self-determination theory framework, this study aimed to explore the impact of this new treatment of students as consumers on academics’ perceptions of student motivation, and student attitudes and behaviours towards learning and teaching.

Design/Background
Semi-structured interviews.

Methods
Ten academics teaching at five post-1992 universities in England, UK were interviewed about their perceptions of student motivation towards their higher education, and the impact of defining students as consumers on pedagogic relations and pedagogic practice.

Result/Outcomes
A deductive form of thematic analysis revealed that when academics perceived their students as expressing consumer-like attitudes and behaviours, such as putting in minimal effort and still expecting to receive a good mark, they also saw them as lacking intrinsic motivation. Conversely, when academics regarded their students as having
intrinsic motivation, they did not see them as expressing consumer-like attitudes and behaviours. Although some academics felt sufficiently empowered by their managers to develop teaching methods that fostered intrinsic motivation, others felt disempowered and demotivated by the emphasis on HE as a business in which customer satisfaction took precedence.

Conclusions
Identifying students as ‘consumers’ is affecting an adverse impact on pedagogic relations in the classroom.

Ref: 860 Review/ Theoretical & Practice Poster Presentation

The educational journey

How a fish out of water steps into the kitchen: Strategies to foster belonging from student stories

Neil Cooper¹, David Nevard²
¹University of East Anglia, ²Attleborough High School

Objective/Purpose
This paper reports the findings of a project which identifies specific strategies which staff and students may enact to facilitate and nurture belonging at university.

Design/Background
The concept ‘belonging’ relates to student wellbeing, the formation and maintained of interpersonal relationships and the subjective experience of relationships which provide a secure sense of being part of a collective. Feelings of not fitting in may lead to educational disengagement and non-continuation of studies, so strategies for facilitating a sense of belonging are worthy of exploration.

Methods
Thirty –one second year psychology students were recruited and provided accounts of belonging, following the instruction to: write a story about a single notable personal experience at University which has generated a feeling of belonging. Participants included both students who lived on and off campus, international students and those with backgrounds related to widening participation. Narrative analysis identified targeted strategies derived from student’s experiences.

Result/Outcomes
The analysis of accounts highlighted two narrative themes relating to student behaviour (Involvement & Acceptance) and individual characteristics (Shapers & Placers).

Conclusions
Each narrative theme is linked to the way on which everyday interactions can generate feelings of belonging. Strategies which can foster belongingness using leverage points which build upon the narrative outcomes are indicated through empowering students to engineer their own positive relationships.

Ref: 713 Review/ Theoretical & Practice Poster Presentation

Teaching through research

Using growth goals to raise awareness of student progress in students and teachers

Katie Cork
Chesham Grammar School
Objective/Purpose
To investigate whether setting growth goals leads to greater progress in academic performance and increased meta-cognition in A Level Psychology students.

Design/Background
Growth goals explicitly aim for personal growth (Bauer and McAdams, 2004a, in Travers et al, 2015). They encompass both mastery goals (focusing on the acquisition of new skills or knowledge) and performance goals (Martin, 2011).

Goal setting improves students’ meta-cognitive skills. In school, students have a performance goal, but not a growth goal and may lack awareness of what they need to do as they lack experience of critical reflection on how to move from their current state to their goal state.

Methods
After reviewing the literature on growth goals in education, a field experiment was conducted over a seven-week period. Participants were chosen through opportunity sampling. 20 participants in the experimental condition completed a ‘Personal Best Growth Goals Booklet’ to set SMART goals, and identify character strengths. This goal was revisited once a week using a diary entry method. There were 26 participants in the control condition. At the end of seven weeks, working at grades were compared to prior working at grades. All participants completed a questionnaire on their attitude towards achievement and growth goals, and meta-cognitive skills.

Result/Outcomes
Participants in the experimental group found focusing on growth goals useful and enjoyable. Achievement grades were not significantly different between the experimental and control groups.

Conclusions
Setting personal best growth goals increases students’ meta-cognitive abilities, however setting a personal best growth goal does not have a significant impact on learning outcomes.

Ref: 829 Review/ Theoretical & Practice Poster Presentation

General

Developing Non-Cognitive Attributes in A Level Students: Applying Psychology to Increase Achievement

Katie Cork
Chesham Grammar School

Objective/Purpose
The purpose of this programme is to develop non-cognitive attributes in A Level students, and to support teachers in the development of these attributes in their teaching. With the introduction of two-year linear A Levels, students and teachers need support to ensure that effective learning occurs through the whole course.

Design/Background
A literature review into mindset and goal setting (e.g. Dwek (2007); Duckworth (2007); Martin (2012)), and instructional strategies to develop habits of mind and systems for effective learning (e.g. Hattie (2012); Dean et al (2012)) was conducted. The programme was adapted from the VESPA model from Steve Oakes and Martin Griffin.

Methods
A programme of evidence-informed lectures and activities was run for Year 12 through the year under the VESPA title. In February, the validated VESPA questionnaire was used to measure non-cognitive attributes, and scores were correlated with achievement data. Alongside this were initiatives to support development of attributes through teaching, including INSET for a group of teachers over three terms.
Result/Outcomes
Correlational analysis mid-way through showed a significant positive correlation between VESPA mindset and academic achievement. Qualitative feedback from students and staff showed positive effects of the programme on student mindsets and goals. Teacher feedback will be gathered in March and April on the INSET effects.

Conclusions
Data analysis shows that students with the non-cognitive attributes that support learning do well, whilst those who lack these do not perform so well. Early analysis of the programme suggests that it is effective in increasing these attributes, which should lead to positive academic outcomes.

Ref: 525 Teaching showcase

Teaching through research

Applying a Collective Academic Supervision Model to the Undergraduate Dissertation Experience
Jocelyn Dautel
Queen’s University, Belfast

Objective/Purpose
I adapted the Collective Academic Supervision (CAS) model originally devised for postgraduate research students to improve the undergraduate research-led teaching experience.

Design/Background
Peer learning is not a new idea in teaching, but it deviates from the norm when applied to research-led teaching. Traditional ‘apprenticeship’ supervision models where students conduct independent research in one-on-one learning environments can lead to negative outcomes including disengagement, poor performance, and substandard research. Collective supervision is modelled after well-researched areas of collaborative learning to promote a positive and engaging dissertation experience.

Methods
Groups of ten students conjointly participated in structured developmental psychology research while individually exploring tangible, level-appropriate research questions. I designed overarching research questions leaving flexibility for student input into the research design. Across six group meetings, students were introduced to each other and overarching research questions, trained as experimenters, supported in developing specific research questions and analyses, and provided with peer feedback through informal groupwork and presentations.

Result/Outcomes
Together, students collected data from over 500 children and parents across a range of surveys and experimental tasks that contributed to quality, publishable research. In qualitative feedback, students reported feeling more supported knowing their peers had the same experimental training and overlapping research questions. The quality of students’ final research reports and student engagement with future research opportunities improved from traditional apprenticeship supervision models.

Conclusions
Collective Academic Supervision models can be adapted for undergraduate research-led teaching in order to expose students to higher quality research programmes while also enhancing peer support and student engagement, together enhancing the undergraduate research experience.
The educational journey

Mindfulness in schools
Harriet Ennis¹, Harriet Ennis²
¹Bootham School, ²bootham school

Objective/Purpose
The purpose is to explore the challenges faced by educators, particularly in schools, in implementing mindfulness training for students.

Design/Background
Providing the evidence-base to establish whether mindfulness for young people is beneficial is more challenging than it has been for adults. First of all there are the practical difficulties in training teachers to deliver mindfulness well. A Whole-School drive and parental involvement, to get students to spend enough time mindfully for measurable benefits, may have counter-productive effects. Students, parents and even teachers can react badly to such initiatives from leadership, which means any null results from formal studies may not be valid. Clear evidence is elusive.

Methods
Exploration of the views of experts in the field, re-evaluation of recent research, and reflections on personal experience as an educator.

Result/Outcomes
Some schools are implementing mindfulness training using teachers that are less than enthusiastic about the practice or are untrained.

Failure to show a positive result from a randomized control trial, looking at mindfulness in schools, may be due to the mindfulness trainer having no prior pedagogical experience with the students involved.

Conclusions
The risks associated with training students in mindfulness are low, but present, meaning training and policy guidelines for safe practice are recommended. Furthermore, schools are cautioned against implementing mindfulness training for students, in such a way that has counterproductive effects. For example, trainers need to build trust and credibility before they begin and present up-to-date research evidence before giving students a free choice to take part.

Ref: 575 Teaching showcase

General

A Theme Park of Emotions: Introduction to an Active Learning-based Teaching Activity

Thomas Evans
Coventry University

Objective/Purpose
Emotions are fundamental to understanding many phenomena in psychology, however they infrequently and inconsistently feature within the psychology undergraduate degree curricula. The current study therefore presents evaluation of an innovative new active learning-based teaching activity, designed to provide a structure for discussions around emotion.

Design/Background
Small groups of third-year Psychology BSc students were asked to produce an annotated design of a theme park
that would evoke only one of Ekman’s universal emotions. Following completion of the activity, six interviews were conducted to explore the student’s views of the session.

Result/Outcomes
Qualitative student feedback suggests the activity is an unexpected, enjoyable and memorable group experience that has the potential to facilitate understanding of emotions, and thus the self. These outcomes are supplemented with engagement data, tutor reflections, and evaluation of the broader emotion-based intervention for academic performance and employability.

Conclusions
Given the vital role of emotions in so many areas of psychology, the current study presents an active learning-based teaching activity that can overcome stereotypes around emotions to facilitate a meaningful learning experience. Given the increasing diversity in backgrounds of undergraduate cohorts, and the cultural differences in the subjective experience of emotion, this student-led approach seems especially fruitful for engaging and integrating all members of a diverse psychology cohort. Furthermore, the lack of technical/advanced knowledge needed to engage with the proposed activity could support its application to students at all levels. It is hoped that others will be inspired by the current study to design, validate, and use further innovative emotion-based teaching activities.

Ref: 373 Empirical Poster Presentation

Teaching through research

Use of interpreters in offering counselling to foreign language users

Dr. Merih Bektas Fidan
University Of Leicester

Objective/Purpose
Objectives: To understand how interpreters, counsellors and clients made sense of mediated, triadic therapeutic relationship and interpreting processes.

Design/Background
Background: Offering talking therapies to foreign language users (Dewaele, 2017) through interpreters is challenging. This is due to highly emotionally charged issues (Miller et al., 2005; Costa, 2011) and language barriers.

Methods
Design and Methods: This PhD project was designed as a qualitative research. Data was obtained through two focus groups and thirty in-depth interviews. Triangulation was used to enhance the method, and thematic analysis to analyse the data. Ten interpreters, ten counsellors and ten non-English speaking clients were recruited via interpreting agencies and counselling organisations upon obtaining ethical approval from University of Leicester.

Result/Outcomes
Results: Thematic analyses overall yielded eight themes, fifty main categories, one-hundred and twenty-five sub-categories. Impacting factors on the processes include ‘Expectations of the parties, organisational constraints, culture, interpreting itself, history and politics’. Further analyses revealed super-ordinating themes that named ‘Roller coaster’, ‘Trust for all from all’ and ‘I need as much as you need’. Not one member of the triad but all thought that there was an ELEPHANT in the room but, they felt that they themselves were the ELEPHANT.

Conclusions
Conclusion: The results show rather dynamic and complex processes which confirm the challenges faced by the interpreters, the clients and the counsellors. The need for further training, support and supervision for mental health practitioners and linguists is inevitable. This calls for more inclusive, better tailored and perhaps joint teaching programs along new policy developments and leadership in Higher Education.
The educational journey

Building Resilience to Aid Transition to University

Amy Fielden, Helen St Clair Thompson, Tascha Clapperton, Bethany Suggett, George Newstead
University of Newcastle

Objective/Purpose
This poster will detail progress of a project to support A-Level students studying STEM subjects in their progression to University. In particular, the project seeks to not only develop University level study skills but to foster resilience and problem solving skills in students from predominantly widening participation (WP) backgrounds.

Design/Background
The project has been developed to address requests received through the Students Union (NUSU) via the widening access coordinator from schools, colleges and 6th Forms for assistance in supporting the wellbeing of A-Level students coupled with evidence that students who are academically resilient have better educational outcomes (Morrison et al., 2006; Clough et al., 2016).

Methods
The poster will incorporate information that we are collecting from 6th form and college teaching staff, A-Level students and current UG students about the transition to university in relation to skill development and resilience. This information will be assimilated and utilised to develop a programme of sessions that facilitate the development of important skills such as critical thinking, reading efficiently and synthesising information from scientific articles. Embedded within these session will be opportunities for students to reflect on their learning and attainment in the broader context of their future aspirations and also to develop skills, and learn methods to better cope with stressful situations, and respond constructively to failure or disappointing results.

Conclusions
Ideas for further session development, future project delivery plans and reflections on the expectations and realities of the transition to university will be set out.

Diversity in education

Inclusive practice in undergraduate dissertation supervision

Hannah Frith
University of Brighton

Objective/Purpose
Dissertations are a highly valued capstone assessment which showcases students’ research skills, subject mastery, and autonomy. Yet, despite an increasingly diverse student body little scholarly attention has been paid to inclusive practice in supervision. This study aims to examine the views and experiences of supervisors, undergraduate students and the Disability and Dyslexia Support Team (DDST), in order to identify good practice, the challenges of doing dissertations/supervision (especially for students with disabilities) and ways of overcoming these challenges.

Design/Background
This is a qualitative case study of undergraduate supervision at one higher education institution.

Methods
Supervisors (n=11), undergraduates (n=20) and DDST (n=6) volunteers completed online, anonymous qualitative
questionnaires examining their experiences of completing the dissertation and/or supervision. The questionnaire identified good practice and challenges in supervision, with a focus on supervising students with disabilities. Thematic Analysis was used to identify key commonalities across the data set.

**Result/Outcomes**

Analysis revealed three key themes describing an ‘ideal model’ of supervision. 1: supervision as dialogic, requiring good communication; 2: supervision as requiring autonomous and engaged students, and challenging yet supportive supervisors; 3: supervision as individually tailored to the student and project. Drawing on the concept of ‘supervisory dialogues’ analysis identified 3 tensions troubling this ideal. 1: Individually tailored supervision requires students to communicate strengths, weaknesses, skills, difficulties; 2: Supervisor’s ideal model and practice may unwittingly disadvantage some students; and 3: Balancing challenging against supporting students.

**Conclusions**

Practical implications for supporting both students and students to engage in effective supervisory dialogues are explored.

**Ref: 352 Empirical Oral Presentation**

**Diversity in education**

**Lecture capture: does engagement with face-to-face lectures affect the value of recorded lectures?**

Mark Gardner  
*University of Westminster*

**Objective/Purpose**

Lecture capture is becoming ubiquitous within UK Higher Education. While this practice may enhance student satisfaction, the impact of recording lectures on student attainment is not clear. The aims of the current study were to examine the relationship between students’ use of recorded lectures and their attainment, and to assess whether this relationship was influenced by lecture attendance.

**Design/Background**

Statistical analysis of secondary data pertaining to students’ attainment, attendance and their use of recorded lectures, in a module adopting lecture capture for the first time.

**Methods**

During a core second year undergraduate psychological research methods module, ten traditional one-hour lectures were recorded and made available for online viewing using the “Panopto” lecture capture system. Of 163 students originally enrolled on the module, 149 took the examination. These students’ grades were cross-referenced with records of their attendance (“SEAtS” electronic attendance monitoring), and the extent to which they viewed lecture recordings (Panopto video analytics).

**Result/Outcomes**

Viewing recorded lectures was associated with higher examination grades for students with lower rates of attendance. However, viewing recorded lectures did not confer an additional advantage for students with relatively high levels of attendance.

**Conclusions**

Lecture capture appears to be an effective countermeasure to low attendance, but does not necessarily provide a more generalised impact on attainment. This technology may have particular value in promoting a more inclusive learning environment by offering flexible access to learning opportunities.
Objective/Purpose

Objectives: This co-operative inquiry aimed to ascertain the usefulness of the Higher Education Academy (HEA) Psychology Network 2010 guidance on teaching sensitive subjects for higher education (HE) teachers within Further Education (FE).

Design/Background

Design: A co-operative inquiry design and critical realist approach were employed to elicit the phenomenological experiences and perceptions of HE teachers discussing sensitive subjects within the fields of education, health, psychology and social sciences.

Methods

Methods: Nine participants were purposefully sampled from relevant cognate disciplines within a FE college in the south-west. During two hour-long unstructured focus groups participants were introduced to the HEA Psychology Network 2010 guidance and asked for their views. Transcriptions were thematically analysed, and major themes identified and agreed with all participants.

Result/Outcomes

Results: Five themes were identified: the nature of teaching HE in FE, not remaining neutral, using a holistic approach, scaffolding emotional engagement and developing academic and employability skills. Teaching HE within FE creates unique challenges when teaching sensitive subjects due to small, discursive classes. Participants considered it inappropriate to remain neutral, as promoted in the HEA guidance. Instead, they advocated a holistic approach valuing emotional engagement to scaffold learning and enable students to move from personal opinion, to critical analysis and evaluation of alternative perspectives, thereby promoting academic and employability skills.

Conclusions

Conclusion: The HEA Psychology Network 2010 guidelines were seen as too prescriptive and the promotion of neutrality inappropriate for HE in FE students who benefit from the scaffolding of the academic and employability skills needed for a career in a psychology-related field.
Design/Background
The writing retreat is planned as a sequence that is learner-orientated, designed to address students’ needs over the module. It involves active-learning, blended learning, and integrates with module assessment (Laurillard, 2010).

Methods
The retreat is fully funded by the university, with all catering and learning resources provided. It provides a structured day, away from campus, solely focused on the dissertation. The event offers workshops on responding to feedback, writing skills, preparing the discussion chapter, and putting together the final dissertation. The day also provides scheduled supervised free-writing time and directed tasks during workshops, with academic staff on hand for feedback and advice.

Result/Outcomes
Qualitative feedback was collected using evaluation forms, and demonstrates that the event was well-received by students, helping them to feel part of a community of student researchers. Feedback indicates that students found the event enjoyable, informative and inspiring, and that they left the event feeling confident and enthusiastic about their projects.

Conclusions
The principles of the writing retreat could be implemented in all areas of academia where an extensive written report is characteristics of the assessment strategy.

Ref: 439 Empirical Oral Presentation

The educational journey

Academic Skills for Psychology: A Pre-Entry Course

Gillian Hendry, Zara Brodie, Claire Wilson
The University of the West of Scotland

Objective/Purpose
Beginning university can be challenging. The Higher Education Statistics Agency reported that 6% of students enrolled in 2013-14 did not continue their studies beyond the first year, and so preparing students in advance of entry can help to ease the transition, and thus tackle issues around retention. The current paper reports on the development of an online pre-entry academic skills course for undergraduate Psychology students.

Design/Background
This course targeted new students and involved a series of short interactive modules which covered key academic skills that students expected of students upon starting university, such as ‘What is psychology’; ‘How do I study?’; and ‘The importance of critical thinking’. The modules comprised written content as well as video clips from staff and students, links to BPS resources, and interactive quizzes to monitor understanding.

Methods
Analysis is ongoing, and is focused on both qualitative and quantitative data to explore students’ experiences and engagement with the course through evaluating information from the VLE, feedback, grades, and focus groups.

Result/Outcomes
Preliminary results reveal that students have found the course useful. Further findings from the project will be disseminated both internally to colleagues across the university as a model for other modules to follow, and externally to promote the innovative approach we are taking to ensure new students are well supported as they begin their university careers.
Conclusions
Research has shown that a successful transition to university is crucial for academic success, and so the more that universities can do to support new learners, the higher the likelihood of retention.

Ref: 461 Empirical Poster Presentation

The educational journey

Enhancing the advisor/advisee relationship in higher education

Kamena Henshaw
University of East Anglia

Objective/Purpose
To enhance the advisor/advisee relationship in Higher Education

Design/Background
An IPPR report (2017) highlighted the increasing levels of mental health issues amongst students in Higher Education, particularly higher levels of stress and anxiety. Student anxiety is linked to a range of causes such as transitioning from home to university, financial and relationship worries, alongside academic concerns. With UK university student support services struggling to manage the demand for mental health support (HEFCE 2015), there is an increasingly important role for advisors to provide both academic and preventative pastoral guidance, to aid retention. However there is a noticeable variation in the advisor/advisee relationship with many students, and some new lecturers, not understanding the role. To address this issue an undergraduate from the School of Psychology worked on an internship over the summer, funded by the School.

Methods
The paid summer internship ran for 8 weeks with the student working 18 hours a week. They undertook a literature review, planned and facilitated a focus group with undergraduates, produced two infographics – ‘how to support your advisee’ and ‘how to use your advisor’, and presented their work to a range of groups within the University.

Conclusions
The infographic ‘how to use your advisor’ was colour printed, laminated, and given to all undergraduates. Similarly the ‘how to support your advisee’ was given to all advisors. Over the year we will monitor the effectiveness of the infographic, both for students and for advisors.

Ref: 560 Review/ Theoretical & Practice Oral Presentation

The educational journey

Adaptability and Students’ Transition to University

Andrew Holliman¹, Rebecca Collie², Andrew Martin²
¹Coventry University, ²University of New South Wales

Objective/Purpose
This paper considers the importance of adaptability (that is, cognitive, behavioural, and emotional adjustment in the face of change, novelty, and uncertainty: Martin, Nejad, Colmar, & Liem, 2012, 2013) in supporting students’ transition to university.

Design/Background
The start of university marks a period of great change, uncertainty, transition, and novelty for students. It involves
navigating a significantly less familiar learning environment, with increased independence and personal responsibility, a change in social networks, and demands for more autonomous, rather than dependent, learning. The extent to which students are able to adjust to successfully navigate this change likely influences their educational outcomes.

This paper considers the importance of adaptability among pre-tertiary students and their teachers, and among university students, in supporting students’ transition to university.

**Methods**
Using a narrative/traditional literature review, this paper summarises the available research evidence and theory in this area and considers whether adaptability (among pre-tertiary students and their teachers, and among university students) can be regarded as one of the foundations of a successful university transition.

**Result/Outcomes**
NA

**Conclusions**
This paper will argue that adaptability (among pre-tertiary students and their teachers, and among university students) can be regarded as one of the foundations of a successful university transition. It will also offer some future directions in research along with some practical implications for educators seeking to understand students’ adjustment to university.

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**Ref: 565 Review/ Theoretical & Practice Oral Presentation**

**The educational journey**

**Developing innovation: psychological literacy and pedagogic frailty**

Julie Hulme¹, Naomi Winstone²

¹Keele University, ²University of Surrey

**Objective/Purpose**
This paper will explore barriers and facilitators to pedagogic innovation through the theoretical lens of pedagogic frailty, and consider ways in which the conceptual framework of psychological literacy can be applied to manage risk and develop innovation.

**Design/Background**
Pedagogic frailty is a theoretical concept which proposes that pedagogic innovation can be inhibited by risk aversion. Higher education requires innovative practices to prepare graduates for a changing social, technological and working world, and thus it is vital to find ways to facilitate innovation. The professional values associated with psychological literacy can at first appear to increase risk aversion, specifically focusing on evidence-based practice, ethics and professional competence. However, alignment of psychological disciplinary culture with pedagogy using psychological literacy as a framework can actually be used to manage risk, and to promote innovation.

**Methods**
The paper will present professional values as espoused by the BPS ethical framework and the HEA’s UK Professional Standards Framework, identifying associated risks and risk management techniques through the application of psychological literacy, and drawing on the psychological and educational literature.

**Result/Outcomes**
Psychological literacy is presented as a useful framework for managing risk and supporting the development of innovation in higher education. Indeed, it can be seen as a driving force for innovation.

**Conclusions**
Psychologists have good reason to be risk averse, given their academic and professional training. However,
innovation is vital to graduate preparedness, and the conceptual framework of psychological literacy can be applied to promote safe, ethical and professionally appropriate innovation, and to manage the risks associated with pedagogic frailty.

Ref: 533 Empirical Oral Presentation

General

Trying to make it stick: investigating methods for changing students learning habits

Richard Joiner, Fiona Gillerson
University of Bath

Objective/Purpose
Recently there has been considerable interest in developing undergraduate students’ psychological literacy. With this aim in mind, students were taught about the effectiveness of distribution of practice and retrieval practice. The objective of this paper is to report a study which investigated the impact of this teaching on students’ exam performance and their learning habits.

Design/Background
The study employed a quasi-experimental design and compared psychology undergraduate students who were taught the effectiveness of strategies and students who had not.

Methods
Eighty seven students (80 female) took the unit and 90 students (78 female) did not take the unit. They completed a reflective essay on using distribution of practice and retrieval practice in their learning. This essay was used to check their understanding and their intention to use these strategies. Their performance on a multiple choice exam and learning habits were measured.

Result/Outcomes
The essay showed that the majority of the students had understood the lesson and were intending to use the strategies. The exam performance of the students’ taking the option was less than the students who had not taken the option, however this difference was not significant. Furthermore, there was no difference in the learning habits of students who took the option compared to the students who did not take the option.

Conclusions
The findings suggest that informing students of the benefits of learning strategies was not sufficient to change their learning habits. The implications for supporting the development of students psychological literacy are discussed.

Ref: 536 Empirical Oral Presentation

Teaching through research

Embedding Critical Thinking Skills in the Psychology Curriculum

Ira Konstantinou
Richmond, the American International University in London

Objective/Purpose
Employability research shows that the primary expectation both academics and employers have of students is to demonstrate critical thinking and a positive attitude to professional growth. This research focused on four levels of critical thinking (CT) proposed by Kuhn (2000) as the most useful guide to develop theory-driven pedagogical approaches that would enable students to become evaluative thinkers, and achieve epistemological knowing.
Design/Background
We tested the effectiveness of implicit vs explicit pedagogical approaches to CT across the three program levels at two institutions, Richmond in the UK and Deree College in Greece. 276 participants were tested using a $2 \times 2 \times 2 \times 3$ mixed design, with time of testing as within-Ss, and type of CT pedagogy, program level and institution as between-Ss factors.

Methods
To measure epistemological knowing in psychology we used the Psychological Critical Thinking Exam (PCTE), where a higher score would indicate a more advanced level of epistemological knowing.

Result/Outcomes
Findings showed that explicit rather than implicit pedagogy significantly contributed to the development of critical thinking across all levels in both institutions.

Conclusions
Students in the explicit condition were instructed and assessed, while discussing and sharing a common aim with the lecturer: to become more accomplished critical thinkers. Therefore, they improved by actively reorganising their own mind, as they deliberately focused on their own thinking, integrated motivation and intentions, strategised and made long-term behavioural plans on how to develop critical thinking skills.

Ref: 882
Empirical Poster Presentation
Teaching through research
From anxiety to uplift: probing the psychosocial dimensions of the student journey
Susanne Langer, Geoff Bunn, Nina Fellows
Department of Psychology, Manchester Metropolitan University

Objective/Purpose
The creation of self-aware, imaginative and resourceful graduates, able to meet the demands of a fast-changing, global economy is the self-declared mission of many UK universities. Arguably, many ‘common sense’ pedagogical practices actively militate against this stated objective. Therefore, there is a need to explore alternative approaches that help foster students’ sense of agency.

Design/Background
A qualitative action-research study that investigated psychosocial aspects of teaching and learning, embedded in an undergraduate psychology unit. Students became agents in their own learning, curriculum design, reflexive analysis, and assessment.

Methods
Participants were final year psychology undergraduate students and teaching academics. A combination of pedagogic interventions, teaching reflections, and a small sample of repeat student interviews constituted the data. Lacan’s four discourses provided the theoretical and analytical framework.

Result/Outcomes
Students’ day-to-day HE experience was characterised by persistent disempowerment and misrecognition. They eloquently described their unease with traditional ‘top-down’ lecture set-ups that demanded a passive and cognitively indifferent audience and expressed profound dislike of the ‘Death-by-PowerPoint’ presentations that constitute the norm of HE teaching. They identified bureaucratic and risk-averse assessment regimes as causing intense anxiety and pointless pressure. Conversely, they longed for autonomy and respect. Pedagogical contexts
that encouraged the self-directed pursuit of knowledge were cherished as sources of well-being, liberation, and growth.

**Conclusions**
Paying attention to the psychosocial and intersubjective aspects of teaching and learning can facilitate the creation of pedagogical spaces that foster students’ capacity for agency. Furthermore, a psychosocial approach can offer an emergent corrective to the pervasive marketization of UK HE.

Ref: 569 Empirical Oral Presentation

General

**The impact of a holocaust visit on University students' emotional and social relational skills**

Dr Peter Leadbetter, Dr Anna Bussu, Dr Michael Richards
*Edge Hill University*

**Objective/Purpose**
The aim of this research project was to explore the impact of visiting Holocaust-related sites on undergraduate student learning.

**Design/Background**
A quantitative and qualitative methods approach (focus groups, semi-structured interviews and questionnaires) explored factor perceived as important to students and lecturers’ satisfaction and the social and emotional factors important to promote the outdoor learning experience. Exploration of how to improve the experience for future cohorts of visiting students was also explored in the focus groups and interviews.

**Methods**
48 Applied Health & Social Care undergraduate university students visited Holocaust-related sites in 2017 & 2018 after a taught session on the subject. Undergraduate students completed emotional intelligence (EI) questionnaires’ (pre & post visit) and participated in one of three focus groups. Semi-structured interviews (n=7) were also conducted with lecturers.

**Result/Outcomes**
Descriptive and inferential statistics (paired t-test) analysed data related to the EI questionnaires. Focus groups and semi-structured interviews were analysed via content analysis. Findings indicated that students developed self-awareness and specific emotional & relational life skills by visiting Holocaust related sites, with recommendations to improve outdoor formative experiences discussed. Students outlined the relevance of support for emotional learning through “self-narration”, with personal time required to reflect and re-orient knowledge and learning.

**Conclusions**
The study was innovative, as the opinions of both students and lecturers provided practical strategies to support active learning for future cohorts of students. The study also highlighted how (given time to reflect) the experience had fostered emotional and social development in students and the student cohort.

Ref: 894 Empirical Poster Presentation

Teaching through research

**Psychology Students’ Initial Attitudes, Feelings and Expectations towards Research Methods modules.**

Rosa Leino¹, Anna Doering², Mark Gardner², Tina Cartwright²
¹University of Westminster, ²University Of Westminster
Objective/Purpose
The primary objective of the study was to gain an understanding of first year psychology students' initial views, feelings and expectations towards research methods (RM).

Design/Background
A cross sectional survey approach was adopted in order to gain a deeper understanding of students' attitudes towards RM.

Methods
The data was collected online in the beginning of the students first ever RM seminar. The sample consisted of 107 first-year psychology undergraduates, who completed a survey with open-ended questions regarding their thoughts, feelings, and expectations for the module. The students also rated the expected difficulty of the module, by comparing it to other modules on their course.

Result/Outcomes
Students' open-ended responses were classified according to content analysis. Students that expressed positive feelings differed to those that expressed negative feelings in two important respects: 1) lower expected difficulty ratings; 2) they were more likely to have identified acquisition of knowledge as their expectation for the module. Other patterns that emerged, were students with higher expected difficulty ratings reporting concerns about the module being mathematics and statistics heavy.

Conclusions
This exploratory study reveals insight into psychology students' attitudes towards RM and provides useful information about emotions and expectations that may have an influence in the learning of RM. Future work will aim to build on from these findings, by exploring the affective influences on learning further, as well as by assessing how students’ expectations and attitudes change during the course of their degree. Ultimately, this research may provide guidance to lecturers on how teaching of RM could be improved.

Ref: 384 Review/ Theoretical & Practice Poster Presentation

Teaching through research

Making psychometric resources in positive psychology available in Russian: The “Methodlet”

Christopher Alan Lewis1, Mikhail Khukhrin2, Svetlana Galyautdinova3, Sadia Musharraf3, Mary Jane Lewis1
1Glyndwr University, 2Bashkir State University, 3Quaid-i-Azam University

Objective/Purpose
The present aim was first to describe the medium of the “Methodical Recommendations” or “Methodlets” commonly used in Russian psychology and second to describe three recent “Methodlets” in positive psychology.

Design/Background
Within contemporary Russian psychology, there is growing interest in the examination of human character strengths and virtues within the context of positive psychology. Such interest has led to a growing number of scales being translated from the original English version into the Russian language for clinical and research purposes. However, such translated materials are often difficult to gain access to for clinicians and researchers, and this is especially the case for students. To address this matter, one initiative involves the development and publication of “Methodical Recommendations” or “Methodlets”, brief books focused on providing methodological guidance and resources to researchers and students.

Methods
Pertinent searches in the Russian language of the Russian psychological literature databases were undertaken.

Result/Outcomes
Three “Methodlets” specifically concerned with positive psychology were identified. Each of these “Methodlets”
were obtained and examined. Each of the “Methodlets” contained Russian translations of five commonly used scales and associated information concerning administration instructions, scoring information, and published psychometric information, respectively.

Conclusions
In total, these three “Methodlets” contain 15 scales and comprise of a significant proportion of the positive psychology measures currently available in Russian. As such they provide an effective way of making Russian translations of positive psychology scales and associated information available to Russian speaking researchers, clinicians, and students.

Ref: 573 Empirical Poster Presentation

Diversity in education

Introducing bereavement response plans to Danish schools: ideas, perspectives and lessons learned

Martin Lytje¹, Per Bøge²
¹The danish cancer society, ²the Danish Cancer Society

Objective/Purpose
Denmark is one of two countries in the world that to successfully implement a school bereavement response plan (b-plan), aimed at helping children who encounter childhood bereavement.

Design/Background
B-plans were developed by Denmark’s largest NGO, the Danish Cancer Society in 1992, with the aim of guiding teachers into creating practical bereavement response plans (b-plans) catered to the unique school and its individual challenges.

In 2012, a PhD-project was launched to explore student views on how it felt being subject to the b-plans and what children would change if they could. The project laid the foundation for the first update the system had seen in 20 years.

Result/Outcomes
While successful, the old system also suffered from challenges. Although developed to support students, there was little focus on how to include student views during the development of the plans. B-plans have further been criticized for trying to deal with a complex issue that is highly influenced by the individuality of the bereaved, through a standardised and inflexible approach.

Conclusions
This presentation brings the author of the 1998-system and the author of the 2018-update together, to discuss the ideas, challenges and solutions encountered during the development of the initial system. This as well, as the issues introduced as a consequence of the success of the initial system, and how these were tackled in the new update.

We would like 40 minutes for this presentation. 20 minutes to present the ideas behind the original system and 20 minutes about the new update.

Ref: 40 Empirical Oral Presentation

Teaching through research

Academic performance in HE: Mindfulness intervention for recalling information from a lecture

Michail Mantzios, Helen Egan, Amy Cook
Birmingham City University
Objective/Purpose
Students in higher education experience heightened levels of stress, anxiety and report experiencing negative thoughts and emotions, which influences information retention and recall. In a randomized experiment between mindfulness meditation and a control group, it was hypothesized that participants who were allocated to the mindfulness meditation condition would perform better in the recall test than participants in the control condition.

Design/Background
A randomized experiment was conducted, as there is a lack of effectiveness of mindfulness interventions within psychological and educational literature.

Methods
In a randomized experiment, we assigned undergraduate students (n=70) to either a mindfulness meditation or an audiobook listening condition and recorded the information recalled from a previously attended lecture. The lecture (i.e., the learning phase) required participants to observe and pay attention to an APA video presentation, and they were subsequently asked to perform numerical equations (i.e., a distractor task) and finally completed a set of short-answer questions about what they had learnt about the content of the video in the APA test supplied to them. Data was analysed through Analysis of Variance and Analyses of Co-Variance, to control for trait resiliency and trait mindfulness.

Result/Outcomes
Participants placed in the mindfulness meditation condition recalled significantly more information that participants who were placed in the audiobook listening condition, even when controlling for resiliency and mindfulness.

Conclusions
Future directions are suggested in an attempt of expanding the literature and research around higher education, mindfulness, and potential individual differences.

Ref: 41 Empirical Poster Presentation

General

Mindfulness and self-compassion enhancing student experiences: Exploring the association to the NSS
Michail Mantzios, Helen Egan, Amy Cook, Jagjeet Jutley-Neilson
Birmingham City University

Objective/Purpose
Students in higher education experience heightened levels of stress, anxiety and report experiencing negative thoughts and emotions, which influences academic performance and student satisfaction. In a cross-sectional design, we utilised a number of psychometric questionnaires that measure traits and attitudes that could potentially be predictive of student satisfaction.

Design/Background
A cross sectional design was used to explore traits and attitudes (i.e., mindfulness, positive and negative affect, perceived stress, self-criticism and resiliency), which were never explored in association to the National Student Survey (NSS).

Methods
Undergraduate students (N=202) from a university in the West Midlands of the United Kingdom participated in an online study.

Result/Outcomes
Students who scored higher in mindfulness, positive affect and resiliency reported higher levels of satisfaction on the NSS. Contrary, negative affect and perceived stress significantly predicted lower levels of satisfaction on the
NSS. Interestingly, students who criticise themselves do not appear to benefit from mindfulness, which was the strongest predictor of higher NSS scores.

**Conclusions**
A directive for introducing ‘life skills’ within higher education environments, and the ability to build more resilient and better performing graduates through mindfulness and self-compassion is discussed.

**Ref: 570** Empirical Oral Presentation

**Teaching through research**

**Statistics anxiety and research methods learning: a longitudinal view**

Alexander Marchant, Eleni Vangeli

*London South Bank University*

**Objective/Purpose**
A recent HEA survey identified three factors that students self-report as contributing to them struggling with quantitative research methods and statistics (QRMS): statistics anxiety, lack of confidence, and the time elapsed since they had last studied mathematics (Field, 2014). New analyses of longitudinal data from a cohort of first-year psychology undergraduates will explore the relationships between these variables.

**Design/Background**
A longitudinal correlational design was used.

**Result/Outcomes**
Results indicate that statistics anxiety is present to varying degrees within this population and that levels of statistics anxiety remain stable over the course of the first year of teaching. Important to note however, is that the three factors believed by students to contribute to them struggling with QRMS (statistics anxiety, confidence, and the amount of time that had elapsed since students last studied mathematics) are all unrelated to the level of academic achievement a student attains. Additionally, whilst statistics anxiety remains stable with exposure to, and the learning of QRMS, the students’ level of self-efficacy in relation to QRMS (i.e. confidence), and their computational self-concept (i.e. seeing themselves as ‘a numbers person’) does significantly increase across the first year.

**Conclusions**
These results highlight the potential importance of the acknowledgement and management of student’s beliefs in relation to what affects their performance in QRMS. Whilst levels of statistics anxiety might well be trait-like in nature and unrelated to academic achievement, the students’ belief in their own abilities (self-efficacy) and their concept of their self can change with engagement with the course content.

**Ref: 546** Teaching showcase

**General**

**Primed, Prepped and Primped: Enhancing student psychological wellbeing in tertiary education**

Lisa Matthewman¹, Lisa Matthewman², Jenni Nowlan³, Zorica Patel², Nuala Osullivan², Donna Godhan-Gall²

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**Objective/Purpose**
The paper focuses upon the utilisation of the PERMA model of well-being within the curriculum and the resulting impact on student psychological wellness in Higher Education.
Design/Background
According to Seligman (2011), PERMA comprises of five important building blocks of well-being, including positive emotions; engagement; relationships to others; meaning and achievement.

Methods
Reflections are presented from five case studies. These case studies are based on three undergraduate modules, mindfulness initiatives, personal tutoring and student work placement initiatives within a London based business school. Written feedback was elicited from students using semi-structured evaluation surveys.

Result/Outcomes
The first case study notes the benefits of positive psychology tools as a way of enhancing positive emotions. Case study two explores integrative therapeutic approaches within personal tutoring relationships. Case study three investigates authentically connected peer coaching relationships and their impact upon student psychological well-being. Case study four explores mindfulness initiatives that have enhanced the student sense of purpose and meaning. Finally, case study five indicates how work placement initiatives can lead to increased levels of student achievement. The data was analysed from a phenomenological perspective. Content analysis revealed the emergence of key themes. Feedback from students was positive, with students demonstrating both personal and professional development. Key themes included clarity over academic and professional development goals, increases in resilience, self-analysis & awareness and overall enhancement of psychological well-being.

Conclusions
Overall, when a PERMA approach is embedded into the curriculum, this can lead to significant value for students in relation to the development of self-regulatory processes and increases in psychological well-being.

Ref: 574

Empirical Oral Presentation

Diversity in education

A study of the experiences and sociocultural impacts of cyber victimization in Pakistani students

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Objective/Purpose
The objective of the study was to explore the experiences and sociocultural impacts of cyber victimization in Pakistani university students. There is a vast amount of research on cyber victimization among school students in developed countries, but less attention has been paid to investigating cyber victimization among university students and in developing countries.

Design/Background
Semi-structured interviews were conducted to collect information from the participants.

Methods
The sample included 93 students, ages 19 to 27 years. Thematic analysis was performed to analyze the data.

Result/Outcomes
Students experienced threats, blackmailing, deception, exclusion, sexting, their email and social media accounts were hacked, fake accounts were created using their identities and their private photos and videos were shared online. Several unique and culture-specific findings emerged from the rich descriptions of the experiences. Findings concerning sociocultural impacts revealed reputational damage and break-up of relationships due to cyber victimization were common themes in both males and females’ stories while others themes were gender specific. Themes that emerge only in females stories were: being blamed by the family, considered immoral by others, family members seeking revenge on the perpetrator, thinking about honor suicide, fearing being honor killed, and
ruined careers due to cyber victimization. Males reported that they were mocked by their peers after cyber victimisation.

Conclusions
The forms of cyber victimization may be similar in different cultures; they are interpreted and experienced differently. Thus, findings are important for policymakers and practitioners in order to incorporate cultural differences in adopting anti-cyberbullying approaches.

Ref: 537 Empirical Oral Presentation

Teaching through research

Developing the Attitudes Towards Learning About Statistics scale (ATLAS)

Rachel Nesbit, Victoria Bourne
Royal Holloway, University of London

Objective/Purpose
The Statistics Anxiety Rating Scale (STARS) is a frequently used measure of statistics anxiety. However, STARS has some limitations, and therefore the present study focuses on the development of a new measure of Attitudes Towards Learning About Statistics (ATLAS), including two parallel forms that are suitable for use in intervention studies.

Design/Background
Study 1 comprised the analysis of the original STARS through factor and reliability analysis to inform the development of the new parallel ATLAS scales in Study 2.

Methods
The original STARS was completed by a sample of undergraduate students ($N=315$). On the basis of these data the authors developed the ATLAS scale, which was piloted with PG students who teach and first year psychology students. A large online validation study is currently underway.

Result/Outcomes
Factor analysis of STARS yielded seven factors, rather than the six it is intended to measure, with some items indicating low reliability, as demonstrated by low factor loadings and Cronbach’s alpha. Using these data, two parallel versions of the ATLAS have been developed, each with six scales. In contrast to STARS, ATLAS has negative marking on half the items to reduce any acquiescence bias. Following detailed piloting, ATLAS is now being validated against STARS and a trait anxiety measure.

Conclusions
The development of the ATLAS scale will provide pedagogic researchers with a new measurement of student’s attitudes towards learning about statistics. The introduction of two parallel forms of ATLAS will be beneficial for use in intervention studies that aim to alleviate statistics anxiety.

Ref: 558 Quick Fire Presentation

The educational journey

Helping psychology students understand the applicability of transferable skills in the workplace

Susan O’Neill
Queen’s University Belfast
Objective/Purpose
The aim of the presentation is to show how Queen’s University’s School of Psychology’s third year optional placement module is successfully providing students with invaluable work experience across a wide range of organisations from the private, public and third sectors.

Design/Background
Higher education institutions have sought to introduce employability into the curriculum and to provide opportunities for their students to gain work experience. However, it is recognised that finding placements for psychology undergraduates is more challenging than in other disciplines: ‘It is difficult to place unqualified students in work positions needing professional qualification and expertise and even ‘shadowing’ professional psychologists is extremely difficult because of ethical problems and client confidentiality’. However, the Insight Programme, a third year optional module, provides work placements for students through focusing on the transferable skills that can be used rather than the application of psychological knowledge. In order to include an element of application of psychological knowledge, the students must identify and write about opportunities to *potentially apply* psychology in the context of the placement organisation. In return for offering the opportunity of work experience, a student undertakes a project for the organisation that gives them the opportunity to apply many of the skills developed during their degree.

Conclusions
The reasons for the ongoing success of this placement module can be seen in the testimonials from both students and the placement organisations who participate.

Ref: 557 Empirical Poster Presentation

General

Changing students’ perceptions of feedback: An intervention
Susan O’Neill
Queen’s University Belfast

Objective/Purpose
This study was undertaken to understand psychology students’ perceptions of feedback prior to entering university and to evaluate if students’ perception could potentially be improved following an intervention that sought to encourage them to take an active role in the feedback process.

Design/Background
A combination of quantitative (repeated measures design) and qualitative methodology was used. The intervention involved students submitting their first essay which was returned to them with feedback *only* to enable improvements to be made. Following this, they resubmitted the essay for a mark only.

Methods
Twenty-two first year psychology students participated in this study. A questionnaire was used to collect perceptions of feedback, and qualitative data was gathered asking students to record any other comments about their feedback experience. The quantitative data was analysed using t-tests and qualitative data using thematic analysis.

Result/Outcomes
Qualitative data revealed wide variations of quantity and quality of feedback in secondary education. Following the intervention, qualitative data showed that students valued the opportunity to submit a draft essay first and receive feedback on this. The perception of feedback following the intervention showed a mean score of 4.01 (out of 5), an increase from 3.67 from secondary education which was significant (*t*(21) = 4.06, *p* = .001). However, there were still flaws identified with this process.
Conclusions
Students have high expectations regarding feedback which is problematic due to the increase in student numbers within the higher education context.

Ref: 411 Teaching showcase

Diversity in education

Supporting Students in Secure Environments

Emma Palmer-Cooper
University of Southampton

Objective/Purpose
I will discuss the challenges and rewards of supporting students in secure environments (SiSE) studying psychology.

Design/Background
The Open University (OU) has supported education in prisons since 1970, and developed an Offender Learning Programme to promote a supportive approach to SiSE learning. As distance learning increasingly moves online, tutors who support SiSEs with limited access to technology face new challenges.

Methods
OU tutorials are typically presented in face-to-face sessions, where tutors can easily facilitate discussions and activities. Increasingly there are online alternatives available, taking place in virtual classrooms that allow a similar degree of interaction and discussion. Online tutorials have the added benefit of being recorded, so absent students do not miss out on learning opportunities. For SiSEs, tutorials are delivered face-to-face, or more commonly over the phone, with limited access to real-time or recorded online tutorials. Support is also offered via email, depending on prison facilities. My experience has been to support a student, who was granted day-leave to attend university, on a level 2 mental health research methods module. I provide support via phone, and email through an Education Officer.

Result/Outcomes
I will discuss the difficulties I face when supporting SiSEs, covering issues such as reduced allocated tutorial time, depersonalised and limited discussion scope, delays in indirect email support, and submitting coursework via postal service. I will also present general experiences of colleagues who support SiSEs.

Conclusions
Supporting SiSEs is rewarding, but requires extra effort and varied approaches to teaching when compared to modern distance learning pedagogy.

Ref: 572 Empirical Poster Presentation

The educational journey

Studying Psychology in Mauritius

Saraswatee Rajiah, Saraswatee Rajiah
Mauritius Institute of Education

Objective/Purpose
The study investigated what drives secondary school leavers to study psychology in Mauritius and its outcome.
Design/Background
Choice theory helped in understanding why secondary school leavers enroll in psychology programs and study psychology which is being taught in conjunction in education programs. Eventually, the outcome of studying psychology in Mauritius varies widely.

Methods
The study was conducted using a qualitative approach. Participants under four different categories were selected through purposive sampling. They were new entrants in psychology programs, past graduates in psychology who have changed career, those who went abroad to pursue further studies, and aspiring teachers in teacher education programs. Semi-structured interviews were used to collect data.

Result/Outcomes
The findings revealed that new entrants joined psychology programs offered at university level, expecting to be working as a psychologist in the country after completion of the course. Previous degree holders have opted to change their career path, while others have gone abroad to pursue further studies. Aspiring teachers in teacher education programs show high level of interest in knowing more about psychology.

Conclusions
The study suggests that A Level Psychology should be introduced in public schools so as to enable students to make the right choice about pursuing further studies in psychology. There should be an establishment of a governing body such as the British Psychological Society to give a proper structure to the field of psychology in the island. Psychology programs should be reviewed and modified to empower Mauritian psychology students to acquire the same level of knowledge, skills and competencies as abroad.

Ref: 357
Empirical Poster Presentation

The educational journey

The case for vocational focus in BSc Psychology, a qualitative study of graduate transition

Peter Reddy¹, Rachel Shaw²
¹Aston University (retired 2016), ²Aston University

Objective/Purpose
This poster reports on the experience of BSc Psychology sandwich year placements and graduate transitions and asks if vocational HE better enables ontological development. (It completes reporting of studies introduced at the DART-P symposium, Transitions in Psychology in 2014 [Reddy & Shaw, Psychology students: being and becoming in the graduate transition].)

Design/Background
Bachelors education, coinciding with early adulthood transition and developments in identity and vocation, is increasingly about employability and career entry. However becoming a professional requires acting and being and Barnett and others have called for an ontological turn in HE. Situated learning suggests that learning occurs through legitimate peripheral participation in a community of practice and is concerned with the relationships between new entrants and old hands.

Methods
In this qualitative research four students were interviewed twice during their placement year and transcripts analysed thematically. Separately five graduates were interviewed at graduation and again two years later, transcripts received Interpretative Phenomenological Analysis (IPA).

Result/Outcomes
Placement students felt treated as professionals, revealed sophisticated thinking about careers and identity and
claimed enhanced confidence, independence and organisation but struggled to reconcile work experience with university learning. Graduates saw their futures tied to their discipline and professional Psychology dominated aspiration. All thought BSc Psychology should lead to a career and there was dissatisfaction when it did not. There was little understanding of HE as personal development.

**Conclusions**
A more vocational BSc with integrated work experience may help to add ontological growth to the agenda of employability.

**Ref: 549** Empirical Poster Presentation

**The educational journey**

**The Role of Peer Mentoring during Student Transition to Higher Education: A Literature Review**
Laura Rees-Davies, Helen Scott, Jenny Abbott, Krista Easton  
*University of Worcester*

**Objective/Purpose**
In response to large numbers of student attrition, HEIs have adopted Peer Mentoring (PM) programmes. Literature emphasises the assumption that PM is a positive process, benefitting individuals and institutions equally, yet there have been few prominent literature reviews about PM in recent years. The purpose of this review was to explore current literature and discuss whether PM is a positive intervention for undergraduate students during transition into HEIs.

**Design/Background**
Average attrition of students in UK HEIs after their first year was 6.2% in 2015. HEIs have responded by creating programmes to improve retention, academic performance, and experience. PM involves second or third year mentors guiding and supporting first year mentees through their academic and social lives in HEIs. Peer-mentors not only discuss course related tasks and support academic work, but can provide emotional and psychological support and referral.

**Methods**

**Result/Outcomes** (Not required for review)

**Conclusions**
PM in HEIs promotes well-being, integration/adjustment, social support, retention and academic success. Programme development should include training regarding boundaries, communication skills and reflective logs, peer mentor/mentee matching, and expectation management. Research is methodologically flawed, and few studies explore potentially adverse consequences of PM. Consequently, methodologically robust studies are required to explore if PM meets intended outcomes and/or has negative effects.
The educational journey

Enhancing psychological literacy through entrepreneurial learning

Patrick Rosenkranz¹, Amy Fielden¹, Trevor James², Charlotte Warin³
¹School of Psychology, Newcastle University, ²School of Psychology, Newcastle University, ³Careers Service – Rise Up, Newcastle University

Objective/Purpose
Enterprise challenges are learning events that ask students to develop a product, service or initiative in support of a specific client group. The aim of these challenges is to create and facilitate a learning environment that enables students to realise psychological ideas in the real world, thereby enhancing their own psychological literacy and graduate employability.

Design/Background
The challenges are designed in collaboration with different mental health charities and embedded at various stages of the degree programme. Students are presented with a brief of the challenge and then work in groups to develop their ideas. Tasks are designed to represent real-life problems and the challenge for the students is to develop a product, service or initiative that addresses these issues while considering practical, financial and ethical constraints. The challenge culminates in a pitch given by the students to a panel of judges who evaluate the feasibility and creativity of the idea.

Result/Outcomes
Evaluation shows that students enjoyed working in teams and competing against each other by producing their pitch. Moreover, applying psychological knowledge to real-life situations and needs, enhances the engagement with the subject matter and develops social awareness. Students are able to develop entrepreneurial skills that enhance their employability and career development in various settings.

Conclusions
We aim to demonstrate through the ‘Enterprise Challenge’, an immersive learning model that engenders curious, autonomous, creative and psychologically literate graduates. As a model it has the capacity to integrate discrete areas of learning, has real-life applicability and generates tenable, civic impact.

Ref: 545 Teaching showcase

General

The use of tablets in teaching and learning

Helen Scott, Elaine Walklet, Daniel Farrelly, Jenny Abbott, Krisztina Easton
University of Worcester

Objective/Purpose
In 2016/17, 247 1st year Psychology students were provided with a Samsung tablet with core text books and apps. The ‘Reach’ scheme, supported by John Smiths retailers, aimed to deliver inclusive technology enhanced learning (TEL).

Design/Background
Use of electronic devices in class is a contentious issue, with some suggesting they can be distractions to learning. We provided tablets to as a core resource to support TEL with a focus on inclusive practice. Universal Design for
Learning (UDL) is based on three key principles of flexible teaching methods, flexible learning resources and flexible methods of assessment (Meyer, Rose & Gordon, 2014). The tablets provided an opportunity for flexible teaching methods and learning resources. A focus on inclusivity was achieved by working collaboratively with students with e.g. visual impairments, dyslexia and anxiety.

Methods
All staff and students were provided with training from Samsung and Kortext. Staff agreed minimum usage rules for consistency, including use of polling and worksheets in class, recorded sessions, intelligent learning systems and embedded reading lists. Focus groups were conducted by students and results on modules were compared to previous years.

Result/Outcomes
Themes from the focus groups suggest the tablets were positively received with a need for enhanced student training early in the year. Module results for the Introduction to Psychology module showed improved performance on assessment, with students who engaged more in online quizzes and reading performing better.

Conclusions
The tablets have acted as an effective resource for inclusive, flexible learning and teaching that have positively impacted on student experience and performance.

Ref: 897 Empirical Poster Presentation

Diversity in education

Qualitative methods and sight-impairment: developing a toolkit for inclusive teaching

Laura Scurlock-Evans, Francesca Carmine, Lucy Conn, Louise McKenzie, Beth Loxton, Diane Haigney, Helen Scott

University of Worcester

Objective/Purpose
Research methods is a key component of a psychology degree, and recognised as a challenging topic to learn and teach. However, students who have sight-impairments experience additional barriers to its study.

Despite a growing body of literature to guide inclusive teaching practices for quantitative methods, little (if anything) is available for qualitative methods. However, these methods are traditionally taught using visual techniques (e.g. thematic maps), presenting barriers to learners with sight-impairments.

This (ongoing) project explores the experience of learning qualitative methods from the perspectives of both students and tutors, in order to develop a “toolkit” to guide inclusive teaching-practice.

Design/Background
This inductive qualitative research forms part of a “Students as Academic Partners” project, due to be completed by May 2018.

Methods
Students and tutors from the University of Worcester, with experience of learning/teaching qualitative methods in relation to sight-impairment will be recruited using opportunistic and snowball sampling.

Data will be collected using semi-structured interviews and analysed using thematic analysis.

Result/Outcomes
Barriers to learning qualitative methods and strategies adopted to manage these will be explored. In particular, it is important tutors recognise sight-impairment is not “one thing”, and that a range of strategies for adapting teaching-practice is required for diverse needs to be met.
Conclusions
The experience of learning qualitative methods for students who have sight-impairments has received little attention, making it difficult to identify inclusive teaching-practice in this area. This research outlines a toolkit with practical recommendations that tutors can draw on so their practice can better meet the needs of learners with sight-impairments.

Ref: 434 Symposium
Diversity in education

Teaching and Supporting Students with Invisible Disabilities
Danijela Serbic
Royal Holloway University of London

Objective/Purpose
Most universities in the UK have procedures and specialised services in place to help students with disabilities to achieve their academic potential. There are many students who suffer from invisible, and often undiagnosed disabilities and conditions. Having an invisible disability usually means that it is difficult to provide concrete, visible evidence for it and it can be perceived as ‘not real’. These students might be unwilling to seek help and register their concerns with university support services, in spite of being exposed to a number of physical, psychological, social and academic challenges.

This symposium examines the impact of invisible disabilities on university students’ wellbeing. It will specifically focus on autistic students (Dr Eilidh Cage) and students with chronic pain (Dr Danijela Serbic). Dr Cage and Dr Serbic will base their presentations on empirical evidence specifically focusing on outcomes such as anxiety, depression, self-identity and social support. The symposium will also focus on potential mentoring and peer support initiatives to assist students with invisible disabilities (Dr Alana James). Such initiatives are increasingly used to support university students who experience mental health difficulties. Final remarks will be given by a discussant, a clinical psychologist (Dr Inês Mendes) who will bring different elements of the symposium together.

Ref: 435 Symposium
Diversity in education

Paper 1: Chameleons in the classroom: Understanding camouflaging in autism
Eilidh Cage, Zoe Troxell Whitman
Royal Holloway University of London

Objective/Purpose
Camouflaging has been described as a set of behaviours or strategies which autistic individuals adopt in order to hide the fact they are autistic. However, camouflaging is little understood - for example, why it happens and in which contexts it happens. This paper will specifically examine autistic individuals’ experiences of camouflaging in higher education contexts.

Design/Background
This study had a cross-sectional design, utilising online survey methods as the most effective means of reaching autistic people.

Methods
140 participants with a diagnosis of an autism spectrum condition over the age of 18 completed the online survey between November 2017 and January 2018. These participants were either current students (n = 50) or had
completed higher education (n = 90). Participants completed measures of camouflaging, mental health symptomatology, disclosure likelihood and autistic identity. Participants were asked to rate their experiences of camouflaging in different contexts, including in higher education.

Result/Outcomes
Findings indicated that there was a high degree of self-reported camouflaging across a wide range of different contexts, including in higher education when with fellow students and lecturers. Higher rates of anxiety and stress were related to higher rates of camouflaging. Identity and disclosure, however, did not interact with camouflaging.

Conclusions
This study indicates that autistic individuals frequently camouflage in a wide range of contexts, including in higher education. Camouflaging, however, appears to have a negative effect on mental health. Educators should therefore consider what could be done to create an environment where autistic individuals do not feel the need to camouflage.

Ref: 437 Symposium

Diversity in education

Paper 2: Mood and confidence in seeking social support in university students with chronic pain

Danijela Serbic, Lucy Doyle
Royal Holloway University of London

Objective/Purpose
People with chronic pain (CP) face unique psychological and social pressures, however little research has examined this in university students with CP. This study examined mood (depression, anxiety) and confidence in seeking social support (CSSS) in university students with and without CP. It also investigated whether these factors predicted pain intensity and disability in students with CP.

Design/Background
This was a cross sectional design and data were collected online.

Methods
The study compared a sample of university students with CP (N=30) to those without CP (N=102) on depression, anxiety and CSSS. Further, it examined whether depression and anxiety predicted CSSS in both groups of students. Finally, it examined whether CSSS predicted self-reported pain intensity and disability in students with CP when controlling for depression and anxiety.

Result/Outcomes
Students with CP reported significantly greater depression than those without CP, but no significant differences were found in anxiety and CSSS. Elevated depression, but not anxiety, was associated with significantly lower CSSS in both groups, and significantly greater disability in students with CP. Higher CSSS was associated with greater disability.

Conclusions
The results advance our understanding of psychological factors relevant to the experience of CP in students. They in particular highlight the role in depression and are in line with previous findings in non-student populations. Further research should use larger sample sizes and assess potential moderators and mediators of the relationships reported in the current study, such as university efforts to foster social support seeking in students with CP.
Paper 3: Can mentoring and peer support initiatives help students with invisible disabilities?

Alana James

University of Reading

Objective/Purpose
This paper examines the potential for mentoring and peer support initiatives to support university students with invisible disabilities.

Design/Background
Mentoring involves a one to one supportive relationship between a staff or peer mentor and a mentee, and can occur during university or before the student enters higher education. Mentoring schemes are often used to support students’ transition to HE generally, but can also be recommended as a specialist form of support for students with disabilities. Peer support systems, where students help other students, are also increasingly used to support mental health in universities, such as through courses which train students in mental health first aid.

Methods
The rationale for the use of mentoring and peer support to support students with disabilities is examined, bringing together the literature on mentoring/peer support, factors affecting university transition, and the impact of invisible disabilities. The existing literature on the efficacy of such initiatives is then reviewed, including both peer mentoring and specialist mentoring between staff mentors and university students.

Result/Outcomes
Mentoring and peer initiatives can potentially help students with invisible disabilities navigate university support processes, help them form realistic expectations about university life, support them during crises, and help them reach their academic potential.

Conclusions
The empirical and qualitative evidence is promising but further research is particularly needed into the potential efficacy of peer support initiatives generally and into both mentoring and peer support for students with hidden physical disabilities.

Predicting Statistics Anxiety among Psychology Students

Mark Sergeant, Lindsay Thurston, Jasmin Stevenson, Angela Young

Nottingham Trent University

Objective/Purpose
Statistics anxiety is a multidimensional construct that can have a debilitating effect on academic performance and impacts student wellbeing. Statistics anxiety is experienced by as many as 80% of graduate students and more than one third of current psychology students struggle with the quantitative methods in their degree. The purpose of this research was to create a model that would identify influential predictors of statistics anxiety.

Design/Background
Data were collected via an online survey.

Methods
A model to predict statistics anxiety was developed. This model consisted of the predictor variables: self-efficacy to
learn statistics, academic procrastination, locus of control, debilitating and facilitative anxiety, perfectionism and fear of failure and the criterion variable of statistics anxiety. The data were collected from current university students (N=240) via an online survey which encompassed psychometric measures from each of the predictors and criterion variable.

**Result/Outcomes**
Overall the model predicting statistics anxiety was statistically significant. Together all 7 predictors explained 57.7% of the variability in statistics anxiety, with only perfectionism being a non-significant predictor of statistics anxiety.

**Conclusions**
The model developed was successful at predicting statistics anxiety among psychology students. Several of the predictor variables may be managed within statistics training and academic tutorial schemes.

Ref: 903 Empirical Poster Presentation

**General**

**Exploring Academic Integrity among Psychology Students**

Mark Sergeant, Adam Asmal, Andy Grayson

*Nottingham Trent University*

**Objective/Purpose**
Academic irregularities, such as plagiarism and collusion, have become a rising concern within higher education institutions. It has been found that academic irregularities have been increasing in frequency for a number of years, with this possibly relating to a lack of understanding of this issue among students as well as a number of factors that may predispose students to commit academic irregularities. The purpose of this research was to create a model, based on the Temporal Motivation model, that would identify influential predictors of attitudes towards academic irregularities.

**Design/Background**
Data were collected via an online survey.

**Methods**
A modified Temporal Motivation model was used to predict academic irregularities. The model consisted of the following variables: Academic Expectations, Academic Self-Efficacy, Intrinsic and Extrinsic Motivation, Student Attitude to Grades, Academic Procrastination, Time Management and Neutralisation. The criterion variables were student’s Understanding of Academic Irregularities and Likelihood of Committing Academic Irregularities. The data were collected from current university students (N=200) via an online questionnaire which encompassed psychometric measures from each of the predictors and criterion variables.

**Result/Outcomes**
Overall the model predicting statistics anxiety was statistically significant. Together all 7 predictors explained 43.7% of the variability in attitudes towards academic irregularities. Of the individual predictors, only Neutralisation, Academic Procrastination and Academic Expectations were significantly associated with attitudes towards academic irregularities.

**Conclusions**
The model developed was successful at predicting attitudes towards academic irregularities among psychology students. Suggestions are provided on addressing these predictors during the academic development of students.
“It allowed me to question my own writing”: Generating Feedback from Self and Peer Review

Maxine Swingler¹, David Nicol², Lorna Morrow¹
¹University of Glasgow, ²University of Strathclyde

Objective/Purpose
The aim of this paper is to investigate the benefits of peer review and peer feedback. Specifically, how the quality of the work reviewed and stage of the review process (i.e. peer review, self-review or receiving reviews) influences students’ evaluative judgments about their own work.

Design/Background
Students anonymously review 3 pieces of work online. Two are from their peers, and one is an exemplar written by the teacher. Students complete a “self-review” of their own work using a rubric, and then receive feedback comments from their peers.

Methods
Participants are psychology students, and the contribution of each aspect of the peer review process to their learning is evaluated using a qualitative and quantitative questionnaire. Students’ evaluative judgements will be analysed qualitatively.

Result/Outcomes
When asked how the peer review process contributed to their learning, students indicated that reviewing the work of their peers contributed most. Student comments on their experience of the peer review process are summarised: “I felt this helped me to see if I was on the right track with my own work.”. “I already had a template in my own head of what I had written so could see how theirs differed to mine”. “Just from reviewing their work I could identify areas in which mine could be improved”

Conclusions
To date, findings suggest that students learned equally or more from comparing, reflecting and generating feedback for themselves than receiving feedback comments. Use of peer review as a platform to develop evaluative judgement will be discussed.

Ref: 866 Empirical Poster Presentation

The educational journey

The Educational Journey from BSc to MSc in Psychology

Polly Turner, Lee Wickham, Sandra Flynn, Fiona Ulph
University of Manchester

Objective/Purpose
The objective of this project is to examine the educational journey and experience of current University of Manchester (UoM) postgraduate taught students. More specifically, we want to understand which elements of core learning from BSc Psychology supports PGT study and which aspects are considered to be most valuable and prepared students for future applied/research careers.

Design/Background
Data will be collected via 2 focus groups of 6-10 students. This approach provides an ideal forum for students to
participate in group discussion, generating new ideas and identifying the aspects of teaching students most value. Insight will be gleaned through the interchange between participants throughout the discussion.

Methods
A purposive sample of between 12-20 UoM psychology graduates currently enrolled on PGT Psychology courses at UoM will be recruited. Recordings will be transcribed verbatim for analysis. Thematic analysis will be conducted using the principles outlined by Braun & Clarke (2006). The transcripts will be coded by two members of the team to ensure all themes identified are considered. Further validity checks will ensure the meaning of our interpretation is correct.

Result/Outcomes
Project underway (the funding for this project was confirmed on 09.02.2018. Focus groups will be conducted in March and analysed in April 2018).

Conclusions
This study will highlight good practice in supporting students towards careers in Psychology. The outcomes can inform current teaching, enhancing those elements valued by students. This study will form the first step in a wider project examining the educational journey towards careers in Forensic Psychology/applied forensic research careers.

Ref: 571 Empirical Oral Presentation

The educational journey

Biases in Academic Expectations

Caroline Wesson, Nicola Derrer-Rendall
University of Wolverhampton

Objective/Purpose
Students entering higher education may have a number of expectations regarding their future study which can impact upon their achievement, motivation and progression. This study examines biases in students’ expectations of their academic performance (grades) and their ability to engage in the academic behaviours required to achieve their expected grades (e.g. engaging in independent study). It is hypothesised that while most students will have realistic expectations, students with biased (under or overestimated) grade expectations will also be biased in their expectations of academic behaviour.

Design/Background
A correlational design was used to establish the relationship between academic performance and academic behaviour. An experimental design was used to explore differences in academic behaviours according to levels of academic realism.

Methods
76 first-year psychology undergraduates completed the Academic Behavioural Confidence scale (Sander & Sanders, 2003) during induction week and then gave grade predictions mid-semester. Actual grades were accessed at the end of the academic year. Pearson correlations were conducted to establish the relationship between actual and predicted grades, and ABC factors. Independent measures ANOVA were conducted to establish differences in academic behaviours according to grade realism (overconfident, underconfident, well-calibrated).

Result/Outcomes
Predicted and actual grades were positively correlated overall although students did display different levels of overconfidence. Overconfident students reported higher Academic Behavioural Confidence then underconfident students. Additionally, students in the lowest grade quartile reported the highest levels of Academic Behavioural Confidence.
Conclusions
Reasons for these biases in student expectations and their impact are discussed alongside how an understanding of this may aid student retention.

Ref: 534 Teaching showcase

General

Students as Change Agents

Emma Whitt, Kate Bailey
University of Nottingham

Objective/Purpose
The Students as Change Agents programme brings together staff and students to work on a project that aims to improve the learning environment. Engaging students as agents for change goes beyond working with students as partners. The student, rather than the university, is the driver for change (Dunne & Zandstra, 2011).

Design/Background
Students take the lead on a project that they have suggested or volunteered to work on. Students are expected to develop skills in project management, teamwork, research, communication, and problem-solving. In the School of Psychology, we have worked with students to investigate attitudes to feedback, develop an interactive blog, and investigate and develop reading strategies.

Result/Outcomes
The outcomes of the projects have been variable and depend on a variety of factors such as topic, student experience, and staff experience. Students are able to articulate the skills that they have developed while undertaking the project and are generally positive about their experience. The programme was noted as good practice in the last university review by the Quality Assurance Agency.

Conclusions
Although Psychology students do have the opportunity through their degree to work on research projects, the Students as Change Agents programme challenges students, develops a variety of skills and may help to strengthen the students’ psychological literacy. Understanding the group dynamics and motivations and effective time management is crucial to success.

Ref: 865 Empirical Poster Presentation

The educational journey

Understanding employability in Higher Education: A Personal Construct Theory Perspective

Stella Williams¹, Anatoli Karypidou¹, Lorna Dodd¹, Catherine Steele²
¹Newman University, ²University of Leicester

Objective/Purpose
This study takes a Personal Construct Theory stance to understand the role of employers in informing our understanding of employability, and its development.

Design/Background
A repertory grid technique was applied using an inductive approach to explore educators and employers personal theories of employability.
Methods
Twenty-two employers and fourteen educators’ were identified through a purposive snowballing technique. Participants identified students/employees, representing a range of employability levels. During the interview, bi-dimensional constructs were elicited through comparisons of individuals employability. Resulting constructs were aggregated via means of a content analysis. Following which, a differential analysis was conducted to identify any variation in the representation of these categories across employers and educators.

Result/Outcomes
Four main distinctions were identified, relating to: Interpersonal Competencies - competence to interact with others appropriately; Commitment- being directed, pledged or bound to engage with the role; Proactivity - showing a tendency towards action, to creating or controlling a situation for themselves; and Vision - managing time effectively, prioritising tasks to achieve their goals, having a vision and effective planning skills. Results indicated a discrepancy between the views of employers and educators.

Conclusions
The current conceptualisation of employability, and variations across employer and educators personal theories presented within the data, emphasise the uncompromising role of employers in informing HE employability development initiatives. Current findings suggest the need for regular sampling of employer’s viewpoints, unconstrained by existing skills list. Future conceptual developments need to consider consistency between recruiters and candidate’s implicit theories of employability, in understanding employment-related outcomes.
SAVE THE DATE

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