

of a project exploring the impact of one of these systems, Mentimeter, on student satisfaction, engagement, voice and learning within small and large group settings across multiple disciplines. It also explores staff experiences and reflections on the key practical and pedagogical thinking needed to optimise this tool.

Can you write an essay in eight hours? A hybrid approach to ‘authenticating’ assessment: Dr Nicholas Worsfold, Brunel University London.

Authentic assessment is desirable but challenging. We present a hybrid approach to ‘authenticating’ assessment, where different components were introduced throughout the curriculum of an undergraduate programme to help students develop the skills and confidence needed to tackle professionally relevant tasks. By separating the authenticity of the product from that of the process, hybrid forms emerged such as the assessment process replicating a working day in a professional environment, but with a familiar product – an essay. Focus groups revealed that while students found authenticated assessments challenging, they valued them and recognised changes to the way they approached other assessments on the programme.

Creating a blended learning staff development module: Modelling creative curriculum design in response to key drivers: Dr Katy Savage and Sean Morrissey, University of Strathclyde.

‘Teaching, Learning and Assessment within the Disciplines’ is a core, 20-credit module, that sits within Strathclyde’s staff development route to PGCert and taught pathway to fellowships of the HEA. This session will describe the process of redesigning the class in a blended online/face-to-face format, while exploring the rationale behind many of the choices that were made in the design and subsequently refined in light of experience. It will focus on key areas of learning and present the main findings from module evaluation data on participant retention and satisfaction.

Creating positive tutor-student relationships for student success: What do students value in a tutor?: Janet Turley, Dr Lynette Maguire, Ann Robertson and Suzanne Breeze, Bricklyn Priebe and Michele Gilchrist, University of the Sunshine Coast.

This session will analyse end-of-course feedback comments to explore students’ perceptions of the characteristics of a ‘good’ tutor in a multi-disciplinary first-year transition-to-university course. Teacher-student relationships (TSR) are known to be a key factor in student success, but only a small amount of TSR literature focuses on tutors, whose contribution is often under-valued in the sector. A thematic analysis of more than 1000 comments from feedback surveys over a two-year period indicates that students perceive ‘good’ tutors to be engaging, helpful, knowledgeable and supportive, and supports the importance of positive tutor TSR in improving students’ learning experiences, motivation, wellbeing and retention.

Curriculum analytics and sustainability: Dr Lucia Rapanotti, The Open University

Student success and curriculum development are intimately related. Yet, their relation remains under explored, so that emerging problems are often treated with strategies and initiatives developed in isolation and even diverging. The Curriculum Analytics and Sustainability initiative at The Open University takes a systemic view to paint a data-rich picture of problem ‘tangling’ and systemic effects of interventions to increase awareness at all levels and inform greater strategy coherence. In this session, we will explore the problem, the approach and its assumptions for wider validity and applicability within the sector, with a view to inform cross-institutional collaboration.

Decolonising DMU: Towards the anti-racist classroom: Professor Richard Hall, Kaushika Patel and Chris Hall, De Montfort University.

De Montfort University (DMU) engaged in an OfS-funded project looking at methods and tools for closing the BAME attainment gap and over 2 years reduced it by 4.7%. Reflecting DMU’s approach to delivering the Race Equality Charter principals, its project evaluation also identified structural, cultural and personal factors contributing to the attainment gap including: place and space of study; the role of teaching and support staff; historical practice; and relations of power. One outcome was a deeper critique of how to build an institution within which BAME students and staff can see their identities and histories reflected, in order to succeed. This session will explore the relationship between curriculum design and delivery and the anti-racist classroom at DMU. Participants will hear why institutions must move beyond projects for closing the BAME attainment gap and the core tenets of the Race Equality Charter to focus upon decolonising the classroom; understand the subject-specific, curriculum design and delivery challenges and opportunities of implementing a developmental, institutional strategy for decolonising the classroom; and learn from DMU’s strategic approach, in particular practices that may