

Parallel Session 1 (10:50 to 11:50)

Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
Sue Atkinson, Nottinghamshire Healthcare (NHS)Trust.	Annie Ostapenko-Denton, Truro Penwith College.	Joanne Miles, Ealing, Hammersmith and West London College.	Jim Mullan, Queen's University Belfast.	Samantha Alvarez, Sussex Downs College.	Yvonne Dickinson and Katie Morris, University of Leicester.	Interactive workshop
Professionals' perceptions of the obstacles to education for people using mental health services	Professionalism in theory, professionalism in practice	Using supported experiments to improve teaching and learning	Supporting reflective practice and collaborative learning in teacher education through technology enhanced learning	Effective assessment for effective learning	STEM Mentoring across FE institutions	Ellen Lessner and Eta De Cicco, The JISC e-learning Programme. Digital skills – listening to learners: moving from research to practice
and	and	and	and	and	and	
Keith Powles and Sarah Rees, Tees, Esk & Wear Valleys NHS Foundation Trust.	John Parkinson, Lincoln College at HMP Ranby.	Paul Demetriou-Crane, Havering College of Further and Higher Education.	Shelley Tracey, Queen's University Belfast.	John Webber, Sussex Downs College.	Rebecca Eliahoo, University of Westminster.	
Collaborative working using a vocational rehabilitation approach within forensic mental health	Doctor of Philosophy (PhD) or Doctor in Education (EdD)? Action research or some other method: a self case study of an 'untraditional' prospective researcher	From choux pastry making to subject specialist development: CPD in transition in FE	Practitioners learning from learners' stories: applying biographic-narrative interpretative methods in a tutor education programme for adult literacy and numeracy practitioners	Changing the culture of CPD	Measuring the impact of mentoring on mentees' learners in the lifelong learning sector	
Movement – Mid morning tea break 11:50						

Parallel Session 2 (12:10 to 12:40)

Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
Karen James, Dan Robotham, The Mental Health Foundation.	Nicholas Pronger, Birkbeck, UoL.	Rob Mark, School of Education, Queen's University Belfast.	Bill Meyer, LSN.	Adrian Natzel, Leicester College.	Sarah Durke and Angus Carpenter, City College Norwich.	Interactive workshop
Learn 2b – an evaluation of adult learning interventions for improving mental wellbeing	Action research to practitioner engagement through work based learning	Researching gender, identity and participation in adult literacy learning: do older men's literacy needs matter?	Independent learning: for thinking and doing	Teachers' ignorance of dyslexia ruins lives	Using the SOUL record to support mentoring and measurement for Every Child Matters	Maggie Greenwood (Consultant) and Sara Bath, Higher Education Academy. Accessing resources (including EvidenceNet) to support scholarly activity in HE in FE Andrew Morris, Consultant. Using the Educational Evidence Portal to get hold of evidence
Movement to lunch 12:40						

Parallel Session 3 13:40 to 14:45 (13:40 to 14:10 and 14:15 to 14:45)

Room 1	Room 2	Room 3	Room 4	Room 5
<p>Thomas Spielhofer, NFER.</p> <p>The recent large scale quantitative and qualitative study by the NFER, which focussed on exploring the characteristics of young people who do not participate in education or training at the age of 16 or 17</p> <p>and</p>	<p>Jean Kelly, IfL</p> <p>'Becoming Professional' a longitudinal study of IfL members' experiences and perceptions of professionalism and CPD</p>	<p>John Vorhaus, NRDC.</p> <p>Adult Learning: the economic and educational impact across the generations</p>	<p>Tom Schuller, NIACE.</p> <p>Crime and lifelong learning</p>	<p>Andrew Morris, Consultant and Ian Atkinson, Ecotec</p> <p>LSIS Funded Research on identifying the success factors and building capacity for action research in the learning and skills sector</p>
Movement to next slot 14:10 to 14:15				
<p>Sue Maguire Centre for Education and Industry, Warwick University.</p> <p>The findings from the DCSF funded process evaluation of the Learning Agreement Pilot (LAP), which was the first national policy initiative targeted at re-engaging the Jobs without Training (JWT) group in accredited learning</p>	<p>Paula Jones, ACETT</p> <p>'For the sector by the sector' - the value of action research and the difference this is making to the work of the Centres for Excellence in Teacher Training and CPD (CETTS)</p>	<p>Carol Savill-Smith and Rebecca Douch, LSN, MoLeNET.</p> <p>Supporting and researching mobile learning: the impact of MoLeNET in colleges and schools, phases one and two</p>	<p>Jenny Williams, NIACE</p> <p>An introduction to the IFLL Work and Learning Thematic Paper</p>	<p>Angus Carpenter, City College Norwich and Andrew Smith, Blackpool and Fylde</p> <p>There are few opportunities for disseminating research conducted by the FE sector on the FE sector. Hence The Research & Development Bulletin and Scholarship Review are two unique journals. This session details the submission processes for anyone wishing to see their research in print</p>
Movement to next slot				

Parallel Session 4 (14:50 to 15:50)

Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
<p>Alethea Melling, Jennifer Pickup and Richard Walmsley, International School for Communities, Rights and Inclusion, UCLAN.</p> <p>Ambassadors for the future: engage, empower and enable NEET young people for positive change through volunteering and community action</p> <p>and</p> <p>Kate Waterhouse, Ci Research.</p> <p>Tackling NEET through targeted interventions: evaluating the return on investment of small scale projects with the long term NEET</p>	<p>Sue Prescott and Angie Ward, South West Workforce Development Partnership.</p> <p>Exploring how effective CPD for learning support practitioners impacts on practice and supports inclusion for learners</p> <p>and</p> <p>Julie Osborn, City of Bristol College.</p> <p>Letting voices shout: the role of practitioner research in developing and influencing policy and practice</p>	<p>Alexandra Kendall, Rob Smith, June O'Brien, University of Wolverhampton and Dudley College.</p> <p>Building a cross-regional network of practice</p> <p>and</p> <p>Teresa Cairns and Wendy Cole, University of Brighton and West Sussex ACL Service.</p> <p>Spaces of learning: critical conversations across communities of practice</p>	<p>Rebecca Turner, Liz McKenzie and Mark Stone, HELP CETL, University of Plymouth.</p> <p>Hybrid zones? The emerging HE-in-FE ethos of colleges in South West England</p> <p>and</p> <p>Bill Esmond, Chesterfield College.</p> <p>Statements of identity: narratives of transition through further/higher education</p>	<p>Margaret Lewis and Louise Ritchie, The Institute for Lifelong Learning, University of Sheffield.</p> <p>Developing a practitioner research network</p> <p>and</p> <p>Kate Thomas and Ruth Waring, Western Vocational Lifelong Learning Network.</p> <p>Understanding progression: enhancing collaboration</p>	<p>Kevin Orr, School of Education and Professional Development, University of Huddersfield.</p> <p>Dual Identities: enhancing the in-service teacher trainee experience in further education</p> <p>and</p> <p>Claire Gray and Sue Rodway-Dyer, HELP CETL, University of Plymouth.</p> <p>Emerging academic identities: mentoring as a strategy for HE in FE collaboration and skills development</p>	<p>Interactive workshop</p> <p>Amy Burgess and Meriel Lobley, RaPAL (Research and Practice in Adult Literacy).</p> <p>Sustaining research and practice in a changing world</p>
Movement to plenary for keynote address						