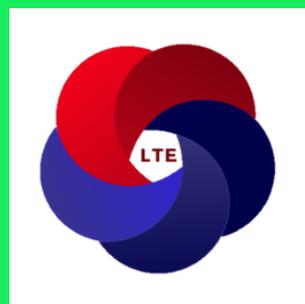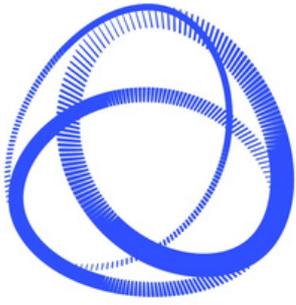# CCCU LEARNING AND TEACHING CONFERENCE 2024

Beyond Economics: The Societal Value of Higher Education

13th November
12:00-16:30
Verena Holmes

INTRODUCTION

Welcome to the 2024 Learning and Teaching conference, hosted by LTE.

This year has been one of significant change within the UK Higher Education sector, particularly after a change of government in July. HE institutions have since engaged with the new government, resulting in the raise in tuition fees announced recently and the reignition of the debate about the value Universities provide to students.

This year's conference theme of 'beyond economics' pushes us to articulate again, in an ever-shifting context, the value our work brings to our students, communities and wider society.

Our annual conference offers us a chance to re-focus our attention on the excellent work we do for our students at CCCU and to come together to discuss, share practice and connect.

Our keynote speaker, Professor Paul Ashwin, will discuss the educational purposes of engaging students in higher education to enable transformational relationships with disciplinary and professional knowledge, and we thank him for his invaluable contribution to today's event.

Julie Taylor
Deputy Director of Learning and Teaching
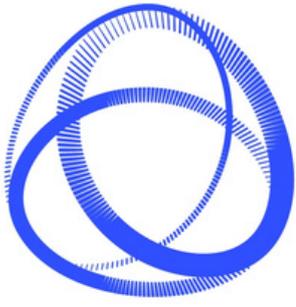
ABOUT VERENA HOLMES

Verena Holmes (1889-1964) was one of the first professional female mechanical engineers in the UK. A trailblazer for women within the industry, she was dedicated to the development of female engineers and represented a breakthrough for equal rights in the early 20th century.

Born in Ashford, Kent, Verena's technical specialties included marine and locomotive engines, diesel and internal combustion engines. She was also a prolific inventor with strong links to medicine and took out a dozen patents for medical and safety devices.

She was an early member of the Women's Engineering Society (WES) in 1919 and became the first female member elected to the Institute of Mechanical Engineers (IMechE) in 1924. Her engineering firm, which she set up in 1946 in Gillingham, Kent, employed only women.

CCCU's Verena Holmes building, opened in 2021, is named in her honour to celebrate her tremendous legacy and achievements as an engineer and inventor, as well as her outstanding advocacy in supporting women in engineering.

12:00-12:30	Registration & Refreshments Learn more about the work of the Futures team		VH.3.90b (3rd Floor area)
12:30-12:40	**Opening Address**	Prof Rama Thirunamachandran	VH.1.07
12:50-14:00	Parallel Sessions 1, 2, 3 & 4		
1	**Session 1** - Lightning Talks		VH.2.60
	Dr Liz Sampson	Inclusive Environments for Group Work: Building for Future Success	
	Hellen Frost	A strong foundation: Making the most of Foundation Year	
	Sarah O'Hara	Lexism: Supporting dyslexic students to unlearn	
	Amy McKaughan	Scaffolding Student Engagement with the 'Challenging Conversations' of Diversity: Closing Our Gap	
2	**Session 2** - Lightning Talks		VH.2.03
	Michelle Crowther, Bob Henderson, Claire Choong, Gaynor Williams	Queering the Archive	
	Dr. Mohammad Abu Awwad	The impact of simulations and OSCEs on international students and quality of care.	
	Dr Susan Kenyon	Reshaping HE provision for the commuter student market: Increasing financial stability and meeting our educational and environmental obligations.	
	Jennie Bristow	Higher Education post-pandemic: Are we 'back to normal'?	
3	**Session 3** - Lightning Talks		VH.2.59
	Nicole Hilburn	The implementation and evaluation of the AHP educator career framework	
	Chloe Courtenay	From Assessment to Article: Supporting staff new to academia to make a start with research and publication	
	Chloe Courtenay, Nicole Holt	In-house journal to support non-traditional academics and students	
	Prof Lynn Revell, Charlotte Cooper, Fiona Yardley	Research for wellbeing	

4	**Session 4** - Lightning Talks		VH.1.07
	Ian Fellows	Employability: Transforming a Neoliberal Metric into a Tool for Critical Pedagogy	
	Kerry Holman	Transformative learning? An example within Early Childhood Studies	
	Dr Jim Butcher	Cultivating academic freedom in the modern university	
	Dr Kristy Howells, Rev David Stroud	Let's talk about distress, the critical thinking of wellbeing.	
14:10–14:50	Parallel Sessions 5, 6, 7 & 8		
5	**Session 5** - Solutions Room		VH.2.60
	Dr Rachel Mallia Borg	Implementation of support to disabled university students: Academics' Perspectives.	
6	**Session 6** – Interactive Workshop		VH.2.03
	Dr Tim Collins, Lizzie Holland	The impact of Patient Educators on developing medical students' consultation skills, empathy and attitudes	
7	**Session 7** - Interactive Workshop		VH.2.59
	Martin J. Southam, Katie Dray	"Half of this game is 90% mental…" and other life lessons from the world of sport	
8	**Session 8** - Interactive Workshop		VH.1.07
	Helen Carr, Dr Alyx Robinson, Vicky King, Sarah Harvey	The Reflexive Hub – making sense of our experiences through a storytelling model	
15:00–15:10	DVC Prof Becky Huxley–Binns	Introduction to today's Keynote speaker	VH.1.07
15.10–16:30	**Keynote Address** (Virtual) Prof Paul Ashwin Lancaster University	What are we educating students for?	VH.1.07

Abstracts

1.1	Dr Liz Samson	Inclusive Environments for Group Work: Building for Future Success

This talk will explore the value of enabling students to be an active participator in their own success, but also how to navigate the difficult dynamics of group projects. By modelling and supporting these skills and aligning the precepts of inclusion within this work, students can not only succeed in an educational environment, but take those wider skills into the workplace, creative space and beyond. This offers a societal value to future work and creative industries.

1.2	Hellen Frost	A strong foundation: Making the most of Foundation Year

The foundation year provides an invaluable opportunity for a wider range of students to enter Higher Education. These include students without the entry requirements for direct entry into level 4, students that have had time out to have children, mature students without formal qualifications, students with disabilities including mental health and neurodiversity. The foundation year in Forensic Investigation has improved our student degree outcomes and retention on our course over the past 5 years and is now a fundamental part of our degree structure with one third of the students on a forensic course having started with a foundation year. There are challenges involved in delivering and supporting foundation year students as there are a higher proportion of students with Learning Support Plans and extra needs, so Personal Academic Tutor support is critical for these students. With the new academic framework, most undergraduate courses are being offered with a foundation year and I want to share how valuable these students are to your courses as they have been to mine.

1.3	Sarah O'Hara	Lexism: Supporting dyslexic students to unlearn

To be 'othered' is the idea that normative practices and assumptions discriminate against someone. In the context of dyslexia, it is the assumptions and practices around literacy that discriminate against dyslexics.

Lexism (Collinson 2022) moves the narrative from the deficit model of dyslexia and considers it in the context of social model of disability. For our students to understand how they learn best and to self-advocate they need to be given the space, time and environment to unmask or unlearn. How are we supporting our students in unlearning and understanding how they work best? Using the voice of the 'othered' academic I consider how we can help student build self-advocacy not resilience to allow them to believe in themselves and trust their own intuition again. I challenge the use of scaffolding students in higher education when we don't listen to what students want or need. I have worked with fellow academic who share the tools and techniques developed in their own practice who allow students' space to develop. I consider the use of embedded tools within software rather than the use of specialist tools. Taking practices from the media, public relations and communications industries into the classroom to normalise different ways of working.

To consider learning and teaching from a lexism approach we should be embracing and encouraging students to discover their strengths. By challenging the deficit model and looking at the strengths of thinking differently we can empower our students to work in a way that suits them best. Developing skills that will take them into graduate life which are both empowering and allow them to have confidence to not be 'othered'.

My talk looks at the strengths not the weaknesses of dyslexia and considers how we might harness them more in the classroom. Read aloud software, reading copy backwards, checking work with peers and personal SWOT (strength, weakness, opportunities and threats) discussions are all examples of practices that work for all students.

1.4	Amy McKaughan	Scaffolding Student Engagement with the 'Challenging Conversations' of Diversity: Closing Our Gap

Early Childhood Studies has at its heart an imperative of challenging wider societal ideas about children that can damage them and the adults that they become. Part of this is the development of an Early Childhood Studies student's ability to recognise, understand, engage with and challenge these ideas with a view towards the development of their advocacy and allyship for the varied marginalisations that children (and by extension adults) experience. This ethos that is core to ECS is also a core value of Vision 2030. This contribution explores the way in which Early Childhood Studies scaffolds students to recognise, understand, engage, and challenge ideas of marginalisaion and diversity, and develop active advocacy and allyship in cooperation with children... which can be put into practice with adults as well.

Abstracts

2.1	Michelle Crowther, Bob Henderson, Claire Choong, Gaynor Williams	Queering the Archive

Using queer theory as a lens, Queering the Archive was a project run in the Sprint of 2024 in which participants explored ideas around the presence and absence of sexuality and gender in material in the archive collections held at Canterbury Christ Church University (CCCU). The output of the project was a zine. Initial research used open ended exploration, including 'queer' techniques such as instinct, intuition, gossip, free association, ideas of queer futurity, as well as our personal resonance with the material, to select items from the archives which were used as inspiration and content for the zine. Participants shared ideas about queerness and what it means, while looking at material that is largely absent of queer content. We thought about the significance of this in terms of 'queering the archive', as well how our definitions of queerness might shape our own responses to the material. The project was led by staff from CCCU's Library and Learning Resources department (LLR) with students and also sixth formers. The project created a sense of community as students from various disciplines came together to think about archival gaps as well as the potential for influencing archival practices of the future through their own outputs. The project has encouraged a broader rethinking of zine-making as pedagogy and a tool for wellbeing and community and the team plan to run another session based on wellbeing looking at representations of mental health in the archives next Spring.

2.2	Dr. Mohammad Abu Awwad	The impact of simulations and OSCEs on international students and quality of care

Methods to teach nurses practical skills vary across education systems. Whilst all HE systems work to achieve their country's professional standards and enhance patients' quality of care, the methods for achieving this differ. This lightning talk will discuss the advantages and disadvantages of the UK's campus-based simulation when compared to the international practice of supervised practice on patients, on placements in hospitals. The practical and ethical dilemmas presented by patients' rights, staff shortages and the urgency to produce a highly-trained workforce, are the main challenges faced by all higher education systems internationally.

2.3	Dr Susan Kenyon	Reshaping HE provision for the commuter student market: Increasing financial stability and meeting our educational and environmental obligations

CCCU, in common with many other Higher Education Institutions (HEIs) in the UK Higher Education (HE) sector, is facing considerable financial pressure.

Adapting our provision to focus on commuter students is key to our future financial stability. This paper presents evidence from primary research with CCCU students, alongside results from the analysis of a national dataset provided by the Higher Education Statistical Authority (HESA), to argue that this pragmatic approach has the potential to address many of the key financial challenges that are identified by the Office for Students (OfS, 2024), as well as the educational and environmental imperatives that shape Vision 2030 (CCCU, 2024).

The paper reveals that, for the first time, there are now more commuter students in the UK than traditional residential students. There is, therefore, a market to target. As two-thirds of our current student population are commuters, we are well-placed to market ourselves as a commuter university. However, our metrics, considering attainment, experience and retention, plus qualitative research by the author, suggest that, in common with the wider sector, our provision does not meet commuters' needs.

Adapting our provision for commuters will increase our financial stability: higher retention rates maintain fees income and reduce recruitment costs; better metrics improve league table position, influencing recruitment. And our increasing numbers of commuter students increases our carbon footprint. There is a financial imperative to reduce these emissions, by adapting our provisions to the needs of our commuters.

This paper presents a range of research-informed, pragmatic adaptations to our provision that will meet commuter students' needs, increasing financial stability and meeting our educational and environmental obligations.

2.4	Jennie Bristow	Higher Education post-pandemic: Are we 'back to normal'?

Universities are still recovering from the shock of the Covid-19 lockdowns, and working through the changes in student experience, academic practices, and structural tensions associated with this period. While there is currently considerable focus on the financial pressures facing universities, the enduring impacts of the pandemic years on students' education and experience are rarely discussed. This talk outlines and reflects on ongoing research on the theme of 'Higher Education post-pandemic' conducted by colleagues and PhD students in LPSS.

Abstracts

Session 3 - 12:50-14:00 - Lightning Talks - VH.2.59

3.1	Nicole Hilburn	The implementation and evaluation of the AHP educator career framework

Background: The Long-Term Workforce Plan (NHS, 2023) sets a target to increase Allied Health Professional (AHP) training places by 25% to over 18,800 by 2031/32, and the Educator Workforce Strategy (NHSE 2023) emphasises that AHP educator development is crucial to this change. The AHP Educator career framework was launched in 2023 by Health Education England in collaboration with the Council of Deans for Health to respond to this need. To facilitate implementation NHS South East sought to i) co-produce a single point of entry access to a learning platform for AHP practice educators and ii) support the implementation of the AHP Educator career framework, which prompted this collaborative project.

Research Methodology: The project was led by Canterbury Christ Church University, University of Winchester and University of Southampton in partnership. Informed by implementation science, a theory of change was collaboratively developed (De Silva et al 2014). Appreciate inquiry methods were used to establish AHP needs, and then formulate the design and content of two key outputs. First, an innovative interactive web-based tool was created, to enable AHPs at any level to navigate their own educator career pathway. A resource for single point of access to practice educator training was constructed. Evaluative outcomes to measure implementation success were also developed.

Key findings: The themes from the Appreciate inquiry activity indicated the need for i) rich sources of information, ii) clear visual pathways, iii) lived examples, iv) accessibility, v) celebrating educator development. The interactive AHP educator career framework was built on these principles and launched on 8/10/24 on the NHS Learning Hub, and the FutureNHS Collaboration Platform provides a breadth of resources for practice educators. Early findings from the evaluation implementation will be presented.

Ethical approval was obtained through the CCCU Faculty of Medicine, Health and Social Care Ethics Panel ETH2324-0326

3.2	Chloe Courtenay	From Assessment to Article: Supporting staff new to academia to make a start with research and publication

At CCCU new members of academic staff with fewer than three years teaching experience in higher education are required to take the PGCAP (a Level 7 teaching qualification which comes with Fellowship of Advance HE). As such we can ensure that staff can teach well. However, for those who have not come into HE on a PhD route, i.e., who have worked in industry e.g., in nursing or policing, research and academic writing are often daunting and challenging even on the small-scale action research project that they complete as part of the PGCAP. Furthermore, once they complete, they are seen as fully-fledged lecturers who should be able to conduct research, present at conferences and write papers for academic journals, but they do not necessarily feel equipped to do so. The PGCAP team are often asked "What help can I get next? How can we publish? What do I have to do to make my writing appropriate for publication?" However, there is currently very little support for staff to enhance their academic skills and help them adjust to academia. As Wakeley (2021, p.657) notes, "the focus on performance and feelings of inauthenticity in their identity as an academic can lead to feelings of uncertainty and insecurity". To help with this LTE will be supporting staff who have completed the PGCAP to convert their study into a format suitable for publication. This will be through workshops and supervision and use of appropriate style guides and templates and with guidance from Library colleagues. The idea is to help staff with their continued transition into academia with scaffolded support, writing retreats and practical guidance. The initial pilot will be in January 2025. This session outlines what support will be available and is also an opportunity for Q&A.

3.3	Chloe Courtenay, Nicole Holt	In house journal to support non traditional academics and students

We propose to set up an in house journal on an open access platform that would follow the rigorous process and expectations of an established academic journal. It would specifically be to encourage academic staff without a research background or who are not confident in getting into publication, and students who are working on research and new to publication to have a safe space to adapt to academic conventions. The open access nature means that it would be available to read outside of CCCU. The goal is to nurture talent and build confidence while building a sense of achievement and having a tangible piece of work to show or add to a CV. We feel that this first step is extremely important as getting a piece published demonstrates ability to write, contribution to research and validity of ideas. This would also be an opportunity to showcase best practice and spread awareness of research, sense of ownership and pride in academic contribution. In this session we would like to discuss these ideas further, consider its reach, and what title would be appropriate and show how it would help meet Vision 2030 and REF goals.

3.4	Professor Lynn Revell, Charlotte Cooper, Dr Fiona Yardley	Research for wellbeing
Abstract to be confirmed.		

Abstracts

Session 4 - 12:50-14:00 - Lightning Talks - VH.1.07

4.1	Ian Fellows	Employability: Transforming a Neoliberal Metric into a Tool for Critical Pedagogy

Graduate employability, as a desirable outcome of higher education, is a concept widely opposed by educators who practice critical pedagogy. Employability, it is argued, reinforces capitalist expectations, exemplifying the anti-democratic hollowing out of education over the last four decades. Indeed, the call for papers for this Conference states: "The value of University extends far beyond the economic impact on the individual graduate and the national and global economy. Yet we, as a sector, are repeatedly defined in myopic economic terms". Inspired by Saul Alinsky's Rules for Radicals, my argument is that we should "make the enemy live up to their own book of rules". If employers and the government demand that our graduates exhibit graduate attributes such as problem-solving, leadership and critical thinking, then we should exploit this opportunity for a problem-based, student-centred, consciousness-raising pedagogy.

My central argument is that employability is not a concept that educators can ignore. Indeed, inherent in the development of desirable graduate attributes and employability skills, there are opportunities for critical educators to support students in developing their social awareness and sense of civic autonomy. This talk will further argue that educators who seek to opt out of the employability agenda are failing to live up to their values of seeking a truly equal learning partnership with their students.

4.2	Kerry Holman	Transformative learning? An example within Early Childhood Studies

My doctoral research is exploring (in part at least) how transformative learning experiences in HE shape student and alumni identity, within an Early Childhood Studies degree. As part of a L6 core module, students became co-researchers with children in order to explore a research theme of interest to a local charitable organisation, with the aim of enabling a typically oppressed group to feel a sense of agency and for their voices to be heard in a participatory and empowering manner. This process alone challenged the students' thinking, and the traditional view of childhood, as well as their own understandings of children and their agency.

Three of these students then successfully applied to present their work at a national Early Childhood conference and my research explores the transformative impact that these experiences (and others) may have. Such learning experiences outside of the traditional classroom and the typical lecture-seminar format of HE not only support the students' graduate skillset, but as my research is showing, they can have a profound impact on an individual's professional and personal identity too, with the impacts spilling into the microsystems around the students and the societies in which they are situated.

4.3	Dr Jim Butcher	Cultivating academic freedom in the modern university

Academic freedom is the foundational value of a university. It enables the sort of open enquiry that can lead to progress and deeper understanding. Yet reports and polls suggest that many students and staff feel constrained in exercising this freedom in the seminar room and lecture hall. This militates against the purpose of a university and narrows intellectual horizons. Often academic freedom is seen as a set of risks to be managed rather than a principle to inspire inquiring minds. This short talk will broach the importance of cultivating academic freedom as a positive value in the classroom, and in the university as a whole.

4.5	Dr Kristy Howells, Rev David Stroud	Let's talk about distress, the critical thinking of wellbeing.

The lightning talk will share evidence of the increases in distress experienced by students currently attending CCCU and the role that the Chaplaincy has found themselves in, as one of the key sources for supporting our students with their wellbeing.

We offer the most recent evidence and gaps within young people's wellbeing and an alternative perspective to critical thinking about wellbeing, that is rarely discussed. That is the notion of distress. Distress being what you have when you lack wellbeing.

We will explore the critical thinking skills that can empower individuals to address distress within the seven interconnected aspects of wellbeing:

- connectedness,
- feeling valued
- relaxing and switching off
- phones and social media
- food and drink
- sleep
- and exercise.

Each area will highlight how reflective, critical engagement, knowledge and understanding of the wellbeing aspects can equip our students to make choices fostering resilience, developing wellbeing and mitigating distress.

We will share in detail how this 7-part strategy and tool kit can holistically enhance and develop our students' wellbeing.
We strongly believe this could and needs to be adopted within all courses across the University, and we will offer recommendations of how to implement this in and through teaching and learning strategies.

This lightning talk supports the conference aim by highlighting the holistic value of higher education in enhancing students' wellbeing beyond economic terms. By addressing distress as a critical aspect of wellbeing, the talk underscores the Chaplaincy's role in supporting CCCU students. The 7-part strategy, based on research, provides actionable ways for educators to embed wellbeing into teaching. This aligns with the conference's goal of creating sustainable educational environments that help students build resilience, enrich personal development, and foster broader societal contributions.

Abstracts

Session 5 - 14:10-14:50 - Solutions room - 14:10-14:50 - VH.2.60

5	Dr Rachel Mallia Borg	Implementation of support to disabled university students: Academics' Perspectives.

The aim is to explore the perspective of academics in the Faculty of Arts, Humanities, and Education, who have supported disabled students with their learning support plans. Specifically, what are their opinions on how this has been for academics following the implementation of students' learning support plans? Did the learning support plans provide academics with thorough information? How did this impact the teaching and relationship developed with students? It is hoped that the outcomes of this will inform current practice at Canterbury Christ Church University.

Session 6 - 14:10-14:50 - Interactive Workshop - VH.2.03

6	Dr Tim Collins, Lizzie Holland	The impact of Patient Educators on developing medical students consultation skills, empathy and attitudes

Having patients sharing their lived and authentic experience as "patient educators" promotes learning opportunities for students (GMC 2018). At KMMS we have developed a number of teaching activities, such as virtual simulated clinical consultations, patient narrative and clinical examinations, which have included the patient voice and medical conditions into the medical curriculum that promotes student development of patient-centred communication skills, attitudes and values (Dijk et al 2020). This interactive workshop will explore the innovative patient engagement activities KMMS have implemented and allows participants to reflect and explore the impact of hearing the voice of a patient educator and how this promotes student learning. The session will involve using Mentimeter to promote reflection and discussion.

Abstracts

Session 7 - 14:10-14:50 - Interactive Workshop - VH.2.59

7	Martin J. Southam, Katie Dray	"Half of this game is 90% mental..." and other life lessons from the world of sport

In the world of sport, the margins between success and (relative) failure can be very small. What makes the difference is often seen as a 'champions mentality' or 'mental toughness'. For many years, psychology has been applied in the sporting domain, often with a view to understanding what makes up this winning mindset, and if it can be taught/learned? In this interactive workshop, we explore the lessons we all can learn from athletes and other performers, and examine the potentially beneficial effects this might have in our own lives. The workshop draws on the idea that our teaching of (in this case) applied sport psychology at CCCU, can have transformative impacts beyond the classroom and the sports arena into a wide range of areas for our students.

Session 8 - 14:10-14:50 - Interactive Workshop - VH.1.07

8	Helen Carr, Dr Alyx Robinson, Vicky King, Sarah Harvey	The Reflexive Hub – making sense of our experiences through a storytelling model

Sharing stories can be an excellent method for learning, with stories triggering reflection, validating and normalising experiences and feelings, and helping to build a sense of community. Storytelling can also lead to learning about health and social care practice and how to maintain wellbeing in often stressful environments. Schwartz Rounds are an established model of emotional support through storytelling, usually held in NHS settings and more recently coming into HEIs. Our first Schwartz Round was held by our Faculty of Medicine, Health and Social Care in April 2023, and since this date, we have been running Schwartz Rounds alongside a realist evaluation of how they work for our pre-registration students and our staff. From this evaluation, we have developed a new model of emotional support for our students and staff, through sharing stories from practice, whether this is practice within a health or social care workplace setting or within CCCU. Come along to our workshop to hear about our project, our findings and to have a brief experience of The Reflexive Hub: where compassion and learning meet through storytelling. Today's theme for storytelling will be 'It's the little things that count'.

Abstracts

Keynote - 15:10–16:30 - VH.1.07

Professor Paul Ashwin Lancaster University	What are we educating students for?
As government policies increasingly focus on graduates' employment outcomes as the most important measure of the quality of undergraduate degrees, there is a danger that we will lose sight of the educational purposes of engaging students in higher education. In this keynote, I will argue that, in order to reinvigorate our understanding of what we are educating students for, we need to focus on how we develop curricula that support students to develop transformational relationships with disciplinary and professional knowledge. These relationships change students' understanding of themselves and the world and are central to the many ways in which engaging in higher education can transform students' lives and contribute to societal well-being. I will explore the implications of this argument for our educational practices.	

Welcome.

If you need help, please go to our Reception Desk in Old Sessions House.
We hope you have a safe and enjoyable time at Canterbury Christ Church University.

Campus map

Scan this QR code to access our campus maps and floor plans of the building.
canterbury.ac.uk /campusmaps

Verena Holmes tour

Scan this QR code to access a virtual tour of Verena Holmes building.

Discovery of a fire

- Activate the nearest fire call point
- Call Security on 01227 782111
- Do not attempt to fight any fire.

The fire alarm is tested every Tuesday generally around 10.45am.

Additional assistance

If you will require assistance to evacuate the building, please advise your host or our Reception staff at Old Sessions House on your arrival. All escape stairwells have a refuge area with an Emergency Communications System to call for assistance.

Do not use the lifts in the event of a fire.

Emergencies

Dial 999 Your location is:
Verena Holmes building
Canterbury Christ Church University North Holmes Road, CT1 1QU
Then inform Security, call 01227 782111

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On hearing the building alarm, follow the green exit signs, closing doors behind you.
Once out of the building, go to the assembly points as directed. These are Anselm Lawn or Abbey Square.

- Do not use lifts
- Do not stop to collect belongings
- Do not re-enter the building until instructed to do so.

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If you require first aid treatment, please call 2111 or 01227 782111

There are fully qualified First

Aiders
available across our campus.

Accidents

Please report any accident or safety concern immediately to your host or Security.

It is only by reporting that we can learn and improve our safety systems.

Smoking

Smoking cigarettes or e-cigarettes is prohibited throughout this building.

Smoking shelters are available throughout the campus grounds.

Sustainability

Our Abbey Café is on the 2nd floor with fantastic views over Augustine Abbey.
We care about the environment, please recycle your waste in the bins provided.

Restricted access

Access to certain areas is restricted, for safety reasons.

Please adhere to safety signs, notices and instructions, they are there to protect you. If you are unsure, please ask a member of staff.

Security

We aim to provide a secure environment, but would like to remind you that you are responsible for the safe keeping of your personal belongings whilst at the University.

COVID-secure

This building is COVID-secure.

Please maintain social distancing and practice good hygiene, making use of hand washing and sanitising opportunities regularly. Face coverings must be worn at all times.

Key contacts

Security:
- In an emergency, call 01227 782111 (ext 2111)
- At all other times, call 01227 782355 (ext 2355)

WiFi:
Use Eduroam, Govroam or select 'WiFi Guest' and register.
For IT support, visit the IT Hub in Lg44.

Reception:
Located at Old Sessions House, call 01227 767700 (ext 2249)

i-zone: student helpdesk
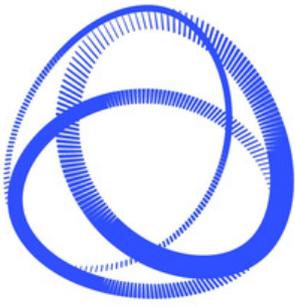email i-zone@canterbury.ac.uk
call 01227 922222

Course information enquiries:
email courses@canterbury.ac.uk
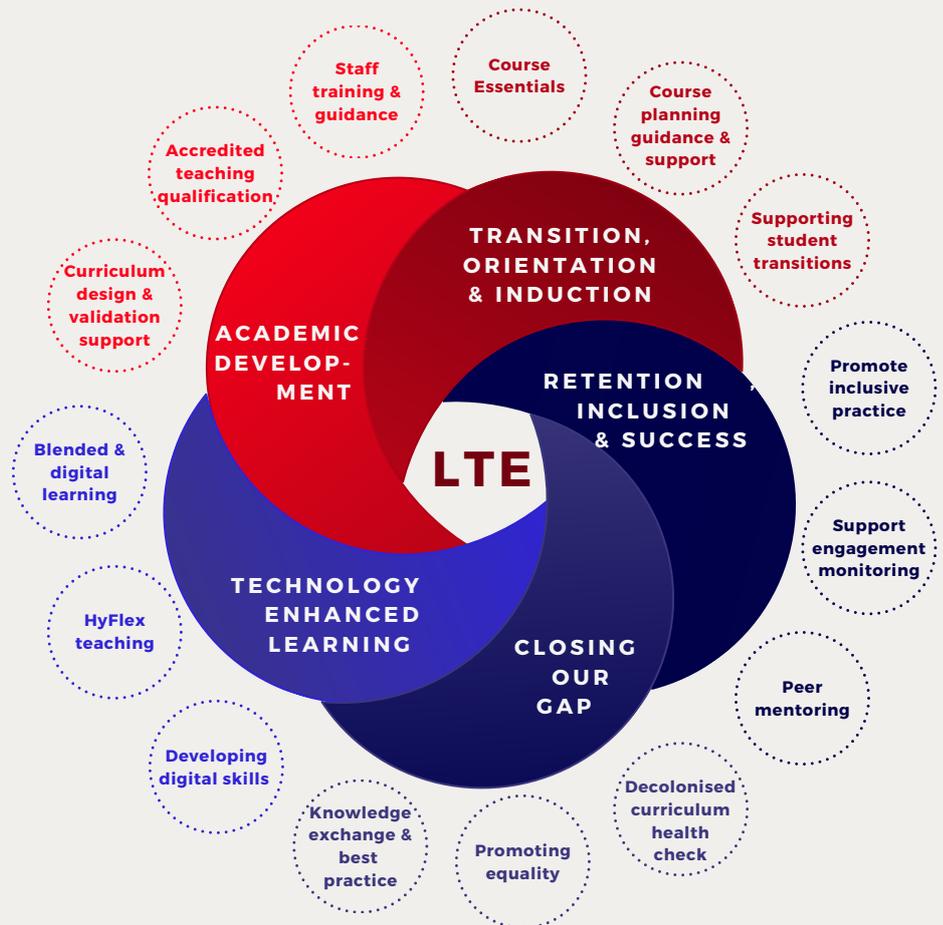call 01227 928000

Parking

We are a short walk from the train and bus stations and encourage sustainable travel. If you need to use a car, the nearest public car park is Longport.
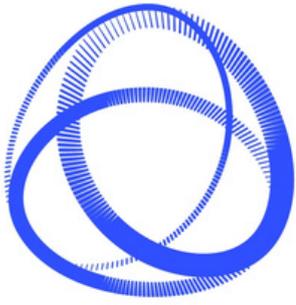
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Could you spare 5 mins to give us some feedback?

Learning and Teaching Conference
2024 Evaluation Form