

The role of national policies in ensuring that higher education produces knowledgeable professionals: a comparative study

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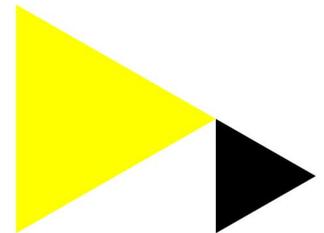
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P7.3 Chepstow | Group Discussion P7.3 | **Thursday 16.30-17.45*****The role of national policies in ensuring that higher education produces knowledgeable professionals: A comparative study (0241)*****Didi Griffioen**, Amsterdam University of Applied Sciences, The Netherlands, **Antonia Scholkmann**, Hamburg University, Germany, **Paul Ashwin**, Lancaster University, UK

Research Domain: Higher education policy (HEP)

In this paper we examine policy texts in three European societies to consider the ways in which they construct a view of how each society ensures the production of knowledgeable professionals. Based on an analysis of national policy texts in England, Germany and the Netherlands, we argue that there are differences in the ways in which higher education is positioned as being responsible for producing knowledgeable professionals; the ways in which employment is defined, and the roles that research is expected to play in the production of professionals. These differences are related to the national structure of the higher educational system and more fundamental notions of the role of higher education in society. We argue that these differences offer helpful alternative ways of thinking about the relations between higher education and employment.

P9 Conwy 2 | Session P9 | **Thursday 16.30-17.00*****Entitlement in HE: student and academic perspectives. (0021)*****Fiona Cownie**, Bournemouth University, UK

Research Domain: Student experiences (SE)

Is entitlement inevitable within marketised higher education? If so what is its nature and implications? This qualitative study amongst students and academics, finds evidence of feelings of entitlement amongst undergraduate students. Entitlement is conceived by students as expectations of access to human and physical resource. Perceived effort appears to be an important factor: students expect to see effort from academics; students' own effort has variable influences on entitlement. Entitlement appears to relate entirely to the curriculum, disregarding extra-curricula opportunities. Both student and academic participants relate entitlement to increased tuition fees. Some academics see students' expectations as a rational response to tuition fees; others reject this idea. This may have an impact on academics' response to perceived entitlement. Academics view entitlement as a hindrance to learning, whereas some students take the opposite view. Expectations and effort are key themes: pedagogic strategies should facilitate discussion of expectations and demonstrate effort from academics.

P10 Denbigh 1 | Session P10 | **Thursday 16.30 -17.00*****The Exploration of College Campus Traditions (0135)*****Skip Trudeau**, Maddy Trudeau, **Danielle Spoutz**, Taylor University, USA

Research Domain: International perspectives and context (IPC)

This session will provide insights into the role campus traditions play at US colleges and universities. As constituents both internal and external demand more and more out of the collegiate experience, traditions provide a valuable route to meet these expectations. Traditions play a vital role on college and university campuses. The culture, heritage, and legacy of an institution is deeply impacted by the traditions. From iconic events to a long history of academic excellence, the idea of tradition encompasses much of what takes place at a college or university. This research was conducted at Taylor University (USA) to define the value of traditions to students, faculty, staff, the institution as a whole, and how they are viewed by outside constituents, including prospective students, parents, and possible benefactors.