Parallel Sessions

Inclusivity, Sustainability and the Placement Practitioner

Tuesday 6th September

Stream				
Stream A **10:25-11:10** Inclusivity, Sustainability and the Placement Practitioner	**A1** Developing sustainability practitioners through a multi-dimensional approach for work ready graduates **Kay Emblen-Perry, Joanne Murphy, Sally Docherty** *University of Worcester*	**A2** **SHOWCASE** 1. **Helen Bradley,** *University of Bradford* 2. **Alistair Boot,** *Harper Adams University* 3. *Katie Bonner and Angela Scott,* *Nottingham Trent University* 4. **Liz Breen & Alison Hedley,** *University of Bradford* 5. **Jenny Cartwright,** *University of Northampton*	**A3** Can placement year advertisements be more inclusive? **Laura Bielby,** *Durham University* and **Helen Hooper** *Northumbria University*	**A4** The Keele Experience: Increasing diversity and access to international work environments **Shaun Butcher,** *ASET Conference Sponsors: Virtual Internships*
Stream B **13:45-14:30** Inclusivity, Sustainability and the Placement Practitioner	**B1** Can using subliminal persuasion methods in technical resources trigger more inclusivity for placements? **Michelle Ashton, Farah Ahmad, Mada Pucilowska** *University of the Arts London, London College of Fashion*	**B2** Bring #Love2Work4 week to Cardiff **Catherine Teehan, Amy Williams-Pring, Eli Ferreira** *Cardiff University*	**B3** Taking a holistic approach to inclusive practice in employability **Anna Levett and Sarah Flynn** *University of Hertfordshire*	**B4** Leeds Trinity University Professional Challenge: Sustainability	Community	Employability **Emily Timson** *Leeds Trinity University*

Parallel Sessions

Inclusivity, Sustainability and the Placement Practitioner

Tuesday 6th September
Stream A: 10:25 – 11:10

Title: Developing sustainability practitioners through a multi-dimensional approach for work ready graduates

Presenter(s): Kay Emblen-Perry, Joanne Murphy, Sally Docherty, University of Worcester

Abstract

Despite inclusion of specialised sustainability programmes and incorporation of some sustainability content into business curricula, education for sustainability for business management students fails to meet needs of graduates in the workplace, creating a sustainability skills gap and attracting criticism that graduates are not work-ready. Work-ready graduates require the knowledge, skills, and values of sustainability as well as the motivation to make a difference.

To address sustainability skills and work-readiness gaps, the Sustainability Lead, Business Development Team, and Placement Coordinators work closely together at Worcester Business School to implement a multi-dimensional approach to placement opportunities as a framework for work-readiness. This multi-dimensional approach, which is based on two interventions; taking small steps and utilising existing resources, involves synergised learning and teaching, a sustainability focused business development strategy and heightened promotion of placements.

Within this workshop we present our multi-dimensional approach adopted within our framework for work-readiness and provide examples of successful interventions such as guest speakers, auditing the university, student-led sustainability consultancy projects, placements, and internships (long and short term; virtual and in-person). To demonstrate the effectiveness of this multi-dimensional approach, we highlight outcomes through reflections from students, staff members, graduate employers, and guest speakers.

SHOWCASE
1. **An insight into some Positive Action initiatives to support students from under-represented backgrounds into opportunities with employers seeking to develop a more diverse workforce**
   Helen Bradley, *University of Bradford*
2. **Embedding placement preparation in the curriculum**
   Alistair Boot, *Harper Adams University*
3. **Investigating the impact Experiential Learning Projects have on employers**
   Katie Bonner and Angela Scott, *Nottingham Trent University*
4. **Externally driven 'in-house research projects' as authentic learning experiences in PG programmes**
   Liz Breen & Alison Hedley, *University of Bradford*
5. **The 'Dark Side' of Paid Placements? An exploration of the Emotional Labour experiences of Business School undergraduate placement year students in the UK: a PhD research proposal**
   Jenny Cartwright, *University of Northampton*

Title: Can placement year advertisements be more inclusive?

Presenter(s): Laura Bielby, Durham University and Helen Hooper, Northumbria University

Abstract
This workshop will enable placement practitioners working directly with employers or managing their own work experience schemes, who wish to increase diversity in applications, to explore research relevant to developing good practice in this area. This will include writing inclusive placement advertisements, evidence-based recommendations and an opportunity to share best practice with others working in this space.

Previous experimental research comparing advertisements written/constructed in different ways has demonstrated that the specific wording employed in recruitment materials can impact on an applicants' perceived 'fit' with the role being advertised and their inclination to apply. A review of this literature informed the development of a framework that was used to critically analyse 90 year-long placement advertisements for features in the text shown to increase perceived fit/inclination to apply in frequently under-represented groups. This included analysing text for subtle gender bias, articulation of the challenges and/or opportunities of the advertised role and the way in which person requirements were expressed. Workshop activities will focus on discussion of findings in the context of practitioners developing their awareness of inclusive advertisements and sharing practical recommendations.

Title: The Keele Experience: Increasing diversity and access to international work environments

Presenter(s): Shaun Butcher, ASET Conference Sponsors: Virtual Internships

Abstract
- **Virtual Internships: Models of Delivery**
  - **Exploration of emerging models and terminology of virtual internships**
  - **Virtual internships vs in-person: a false dichotomy?**

Key outcomes

Unique programs: refugee, disabilities - access to international work environments for those who may not have access to traditional workplaces.

- **The Keele Experience of Virtual Internships**
  - **Background**
  - **Programme**
  - **Knowledge Exchange**
  - **VI provision + University Support**
  - **Success Stories and Outcomes**
  - **Success Stories**
  - **Data Driven Insights and Considerations**
  - **Overall: Lessons Learnt and Recommendations**

Parallel Sessions

Inclusivity, Sustainability and the Placement Practitioner

Tuesday 6th September
Stream B: 13:45 – 14:30

Title: Can using subliminal persuasion methods in technical resources trigger more inclusivity for placements?

Presenter(s): Michelle Ashton, Farah Ahmad, Mada Pucilowska,
University of the Arts London, London College of Fashion

Abstract
Historically, unethical working practices for placement students within the creative industries has been an unavoidable learning curve. From unpaid work to excessive working hours or underrepresentation in the workforce, these accepted behaviours in the sector are devaluing the purpose of creative jobs.

As a leading arts Institution, London College of Fashion's (LCF) Graduate Futures Team has been experimenting with drawing on elements of Subliminal Persuasion Theory to attempt to shift the cultural mindsets of work experience in this sector. This session aims to explore how embedding equality, diversity and inclusion (EDI) content within our enriched virtual learning resources and technical systems, may trigger more inclusivity for placements within the creative industries.

The discussion will be triangulated to focus on three clear stakeholder groups: staff, industry and students, who have each contributed in differing ways to the unstable nature of placements in this discipline to date. Perspectives must grow to ensure the students entering creative roles have their time, minds and work valued. The key message in this investigation is to challenge the narrative that students are unable to access the industry without sacrificing their wellbeing.

Title: Bring #Love2Work4 week to Cardiff

Presenter(s): Catherine Teehan, Amy Williams-Pring, Eli Ferreira, Cardiff University

Abstract
For years we at Cardiff have promoted our unique and innovative approach to student and employer engagement that relied on face to face, in person interaction and networking. With the unique challenges to student and employer engagement brought on by the pandemic, this approach was no longer possible, and we had to find a new and innovative approach that would yield the same results. Inspired by a presentation given by Swansea University at ASET conference some years back, we decided to introduce our very own #Love2Work4 week to Cardiff University School of Computer Science & Informatics. This meant delivering 25 virtual sessions across 5 days which saw over 200 students engaging with over 50 organisations. With a combination of skills workshops, 'meet the employer' sessions and Zoom speed dating, we were able to secure more placements than pre-pandemic levels and develop strategic partnerships with new organisations. Our workshop will aim to give an overview of the #Love2Work4 event and facilitate creative discussion on how to develop from this success.

Title: Taking a holistic approach to inclusive practice in employability

Presenter(s): Anna Levett, Sarah Flynn, University of Hertfordshire

Abstract
We have a clear and extensive institutional action plan to address inequality; it is far reaching but also a plan delivered by working very closely with our students, particularly our BAME Student Advocates, complementing our Access and Participation Plan. These plans have over twenty actions, owned by Careers and Employment, covering a wide range of employability related activities for students but also critically development activities for staff to ensure that their inclusive practice is current.

This workshop will explore progress made on some of these including the introduction of a diversity working group, embedding compassion focussed pedagogy within our Assessment Centre Experience, increasing diversity in alumni case studies, supporting our BAME Careers event, clear expectations of employers to diversify, use of data dashboards by the team and other staff development. There is specific and targeted work underway with APP target populations, including reverse mentoring and support for the Inclusive Futures Fair. For the Careers and Employment eliminating the gap means our focus is on getting students into placements and graduate level jobs no matter what their background. We are very proud of the richness in experience, perspective and outlook of our students and we are keen to ensure that we provide them with information about career opportunities that are accessible and welcoming to people they can identify with.

Title: Leeds Trinity University Professional Challenge: Sustainability | Community | Employability

Presenter(s): Emily Timson, Leeds Trinity University

Abstract
Leeds Trinity University uniquely embed compulsory credit bearing placements within every undergraduate degree. During the 2021-2022 academic year, the university launched a Placement Change project to provide students with more choice and agency with how they engage with work based and placement learning. A key part of this project was to provide our first years with a choice, students could engage with a two-week placement or take part in the university wide Professional Challenge.

This was the biggest project of its kind to ever take place at Leeds Trinity University. Working in partnership with Leeds City Council and Leeds 2023, the Professional Challenge saw students in cross disciplinary groups presented with a number of challenges or wicked problems to solve, aligned to the UN Sustainability Development Goals. Supported by coaches, students collaborated over two weeks to come up with solutions to the problems presented, taking part in opening conference, briefings, escape rooms and learning pathways. This session will explore the rationale for the Placement Change project, how the model has been changed across second and third year and how the Professional Challenge was developed, the success, learnings and reflections.

Parallel Sessions

Inclusivity, Sustainability and the Placement Practitioner

DAY 2: Wednesday 7[h] September

Stream				
Stream C **10:40-11:25** **Inclusivity, Sustainability and the Placement Practitioner**	**C1** Exploring the stories of Widening Participation students on Work placement: Research using a friendship methodology **David Molyneux and Laura Yetton** *The University of Warwick*	**C2** Sustainable Global Experience: High impact, low carbon **Jamie Bettles and Ali Hashemi** *ASET Conference Sponsors: Pagoda Projects*	**C3** Evaluating the Impacts of the Virtual Delivery of Student Knowledge Exchange **Johannes Read, George Bramley** *University of Birmingham and* **Colin Rigby,** *Keele University*	**C4** Tools of Engagement: Using VLE and technology to support underrepresented student groups to achieve success **Chloe Cruse and Rochelle Clark** *University of Southampton*
Stream D **14:25-15:10** **Inclusivity, Sustainability and the Placement Practitioner**	**D1** Wellbeing in context: developing inclusive wellbeing practice for placements **Jo Ramsay and Kimberley Harris** The University of Warwick	**D2** Experiential work experience in an international context: the design and delivery of an innovative, digitally enhanced work experience module **Ben Simkins** *Keele University*	**D3** Embedding Inclusivity in Placement Learning at Harper Adams **Terry Pickthall** *Harper Adams University*	**D4** Positioning Sustainability in our Graduate Attributes **Sarah Flynn** *University of Hertfordshire*

Parallel Sessions

Inclusivity, Sustainability and the Placement Practitioner

Wednesday 7th September
Stream C: 10:40 – 11:25

Session C1

Title: Exploring the stories of Widening Participation students on Work placement: Research using a friendship methodology

Presenter(s): David Molyneux, Laura Yetton, The University of Warwick

Abstract

In this presentation we intend to review and discuss the novel, 'friendship as a method' methodology for colleagues who may be interested in employing similar methods. We will then showcase our results and our recommendations for practice welcoming discussion and contributions from the wider ASET community. This approach gained a qualitative data led perspective to WP support practice, exploring authentic stories of WP students guided by their lived experiences rather than researcher preconceptions.

The aims of the contribution are to provide practitioners with:
•   an understanding of the barriers underrepresented students face in considering work-based learning
•   an insight into the lived experience of underrepresented student groups
•   an opportunity to discuss those barriers and consider ways in which we as practitioners are able to remove them
•   consider how practitioners might be able to support positive student outcomes in light of the research

Session C2

Title: Sustainable Global Experience: High impact, low carbon

Presenter(s): Jamie Bettles and Ali Hashemi, ASET Conference Sponsors: Pagoda Projects

Abstract

In 2021/22 Pagoda created Sustainable Global Experience (SGE), the world's first carbon negative student mobility programme. Our aim was to build an inclusive, environmentally sustainable programme which inspired students to pursue a global career. The resulting programme has welcomed 200 students from 7 UK university partners in 2022, with an impact beyond those taking part.

All students complete a range of online components and carbon literacy training during their experience, alongside a 5-day field trip by Eurostar to Amsterdam or Brussels. The short duration and accessible, familiar destinations made the programme popular with care leavers and those who had not previously travelled internationally.

When creating SGE we minimized the carbon footprint of every aspect of the programme, whilst committing to offset omissions by 150% using Gold Standard offsetting projects.

Our session for #ASET22 will explore the basis for SGE, how we built the programme, the outcomes in 2022 and look ahead to developing the model in 2022/23.

Session C3

Title: Evaluating the Impacts of the Virtual Delivery of Student Knowledge Exchange

Presenter(s): Johannes Read, George Bramley, University of Birmingham
and Colin Rigby, Keele University

Abstract
This paper brings together two innovations: the virtual (online) delivery of internships to remove time, travel, and other barriers facing under-represented students; and a tool to evaluate the impact of knowledge exchange.

Knowledge exchange flows between students, universities, opportunity providers, and the local area. Whilst we know these interconnected impacts exist and provide real transformative change, students from certain groups are still under-represented in engaging in knowledge exchange activities.

Keele University and the University of Birmingham have developed a tool for capturing the impacts of knowledge exchange. The research supports policy makers and practitioners to evaluate the difference that knowledge exchange activities make. This informs better decision making and evidence of knowledge exchange across the higher education sector.

The knowledge exchange toolkit uses data from virtual models of knowledge exchange projects to capture, evidence, and evaluate the impacts that the virtual model of delivery has for under-represented students.

As a result, the tool provides a valuable mechanism to evaluate and embed new methods of knowledge exchange, particularly in the context of increased focus on knowledge exchange through the Knowledge Exchange Framework; new models of internship becoming increasingly online; and the role of higher education in place through Civic University Agreements.

Session C3

Title: Tools of Engagement: Using VLE and technology to support underrepresented student groups to achieve success.

Presenter(s): Chloe Cruse, Rochelle Clark, University of Southampton

Abstract
By focussing on improving our service and delivery of learning content to meet the needs of underrepresented groups within our institution, we have been able to improve these areas for all students. Our award-winning module, Realising Success, uses Blackboard Ally to ensure usability for all students, discussion boards to create sense of belonging and community, as well as other external resources like LinkedIn Learning to increase the content that students can use to improve their employability. Through this workshop, we aim to look at ways in which you already engage with underrepresented groups and give tips on how to use these tools to improve engagement across your placement student cohorts.

Parallel Sessions

Inclusivity, Sustainability and the Placement Practitioner

Wednesday 7th September
Stream D: 14:25 – 15:10

Session D1

Title: Wellbeing in context: developing inclusive wellbeing practice for placements

Presenter(s): Jo Ramsay, Kimberley Harris, The University of Warwick

Abstract
Supporting placement students with wellbeing and mental health can be challenging, and potentially unfamiliar, territory for placement practitioners. Whilst practitioners are not expected to be wellbeing specialists, practitioners are well placed to include wellbeing considerations as part of an holistic placement experience. Working with Wellbeing Support Services and other central teams, the Internships, Placements & Work Experience team (IPWE) at the University of Warwick have adapted existing guidance to provide a suite of practitioner resources to increase delegates' confidence in bringing relevant wellbeing strands into their placement practice.

This session, led by the IPWE team, aims to:
• explain how inclusive wellbeing messaging and guidance has been incorporated within Warwick's Placement Practitioner Toolkit
• share learnings and principles from working with university support services to:
  o understand wellbeing as a holistic entity
  o support the needs of specific groups of students
  o frame open conversations with students
  o develop awareness of trigger points
  o manage expectations
  o understand referral routes
• invite delegates to ask questions about this work and discuss approaches/share ideas for inclusive wellbeing practice at their institutions
• invite delegates to discuss sector, institutional and/or professional challenges in relation to inclusive wellbeing practice and how these might be overcome.

Session D2

Title: Experiential work experience in an international context: the design and delivery of an innovative, digitally enhanced work experience module

Presenter: Ben Simkins, Keele University

Abstract
Keele University has partnered with the Beijing Foreign Studies University (BFSU) to co-deliver a dual award degree to Chinese nationals. Students have the option of studying a Work Experience module.

In this workshop you will be introduced to the unique and innovative approaches used in the design and delivery of the module. Attendees will be introduced to a wide range of pedagogical approaches including digitally enhanced experiential and reflective learning cycles, authentic assessment and self-assessment training. This workshop will also cover the practical considerations and decisions involved in delivering a module where the content is delivered digitally, and the work experience component takes place in-situ in China.

Title: Embedding Inclusivity in Placement Learning at Harper Adams

Presenter: Terry Pickthall, Harper Adams University

Abstract
Harper Adams University launched its Respect policy for students and staff in 2021. One essential strand of moving forward is to embed the importance of inclusivity amongst our student-base from the start of their learning journey with us, through their placement year and then beyond as future role-models in industry. Work is currently underway on a curriculum review including an overhaul of the delivery of the professional and academic skills teaching in our courses. This workshop will summarise the early stages of this work and aim to promote discussion with participants about how other institutions are handling this vital topic. Areas of focus will include how to onboard students in the process, how staff can better act as role models and how we can call out and manage unacceptable behaviour in a constructive manner that encourages discussion and buy-in rather than conflict and withdrawal.

Title: Positioning Sustainability in our new Graduate Attributes

Presenter: Sarah Flynn, University of Hertfordshire

Abstract
The University has embarked on a research-informed approach to refresh our Graduate Attributes to be more meaningful for students. We wanted to ensure our Attributes placed an emphasis on digital learning and working, and focused on social, societal, environmental impact and responsibility.

Sustainability was identified as one of the three top concerns of current students. An extensive literature review was carried out and this gave us our new Attributes, the full definitions of which were written by students. We will share the outcomes, focussing on our new Attribute of being "sustainability-driven" and reflect on how the literature-informed development together with the student generated definitions has worked. The work has already enabled events such as "Being a sustainability driven graduate - why it is important, and why employers love it", a conversation led session on why sustainability and employability are inseparable. The session was timed to build on awareness for COP26, discussing how employers need staff who are environmentally conscious, aware of their social responsibility and sustainability driven in all they do.