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** <u>SHOWCASE</u> 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.