

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 <i>The University of Warwick</i>	C2 Sustainable Global Experience: High impact, low carbon Jamie Bettles and Ali Hashemi <i>ASET Conference Sponsors: Pagoda Projects</i>	C3 Evaluating the Impacts of the Virtual Delivery of Student Knowledge Exchange Johannes Read, George Bramley <i>University of Birmingham and Colin Rigby, Keele University</i>	C4 Tools of Engagement: Using VLE and technology to support underrepresented student groups to achieve success Chloe Cruse and Rochelle Clark <i>University of Southampton</i>
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 <i>The University of Warwick</i>	D2 Experiential work experience in an international context: the design and delivery of an innovative, digitally enhanced work experience module Ben Simkins <i>Keele University</i>	D3 Embedding Inclusivity in Placement Learning at Harper Adams Terry Pickthall <i>Harper Adams University</i>	D4 Positioning Sustainability in our Graduate Attributes Sarah Flynn <i>University of Hertfordshire</i>

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:
 - understand wellbeing as a holistic entity
 - support the needs of specific groups of students
 - frame open conversations with students
 - develop awareness of trigger points
 - manage expectations
 - 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.

Session D3

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.

Session D4

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.