

Parallel Sessions

Evolving practice, embracing innovation in WBPL

Day 1: Wednesday 4th September

Block BC - Level 03	Room: 206	Room: 115	Room: 206a
<p>Stream A</p> <p>10:10-10:55</p> <p>Evolving practice, embracing innovation in WBPL</p>	<p>A1</p> <p>Room 101 - Shaping the Future by Challenging the Norm</p> <p>Catherine Teehan, Emma Pullen and Wendy Ivins <i>Cardiff University</i></p>	<p>A2</p> <p>Clarifying assessment expectations for work-integrated learning: disciplinary examples</p> <p>Geraldine O'Neill <i>University College Dublin</i></p>	<p>A3</p> <p>Evolving a Central Placements Practice service at the University of Warwick</p> <p>Jo Ramsay <i>University of Warwick</i></p>
<p>Stream B</p> <p>14:00-14:45</p> <p>Evolving practice, embracing innovation in WBPL</p>	<p>B1</p> <p>Utilising digital Innovations in placement provider training to expand scale of placement provision and social capital</p> <p>Michael McCluskey, <i>Ulster University,</i> Amanda Deaves, Pauline Keane, Natalie Murray, and Dr Fraser Philp, <i>University of Liverpool</i></p>	<p>B2</p> <p>Using work attachments to enhance employability and engage Level 5 Health and Social Care students with theoretical concepts of communication and professional boundaries</p> <p>Anna Butcher, <i>Northumbria University</i> Andrea Hillery, <i>Durham University</i></p>	<p>B3</p> <p>Future Proofing our Service</p> <p>Sam McKinstrie and Will Ritchie <i>Robert Gordon University</i></p>

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Wednesday 4th September

Stream A: 10:10 – 10:55

Session A1

Title: Room 101 - Shaping the Future by Challenging the Norm

Presenter(s): Dr Catherine Teehan, Emma Pullen and Dr Wendy Ivins, Cardiff University

Abstract

This dynamic and engaging workshop with seek to solve the barriers to inclusive work-based and placement learning, by allowing us to condemn them to 'Room 101' and forcing us to come up with newer, better alternatives. Fed up with an exclusionary form of assessment? Let's bin it and start again. Unhappy with a particular style of delivering employability? Fantastic, into 'Room 101' it goes....but then, the big question remains: what do we do instead?

Session A2

Title: Clarifying assessment expectations for work-integrated learning: disciplinary examples

Presenter(s): Geraldine O'Neill, University College Dublin

Abstract

Work-integrated learning (WIL) opportunities, through either placements or projects with industry /work partners, are complex and varied experiences for students. Therefore, it not unusual for students and other stakeholders (employers, practitioners, higher education staff) to have different expectations on how students will be assessed and receive feedback in different contexts. In a national level research carried out in Ireland (National Forum, 2022) across nine different disciplines, 'clarity of expectations' was the biggest challenge identified in assessment. This Practitioner workshop aims to present and discuss some of the solutions to this challenge identified by these disciplinary groups, including:

- Developing students' ability to self-assess against a set of criteria, often described in the literature as their evaluative judgement skills or Assessment as Learning
- Empowering students in their assessment and feedback approaches
- Creation of learning /negotiated contracts between students and the other key stakeholders to contextualise the assessment expectations
- Development of documentation, technological solutions, and guidelines in advance of and during placement to clarify expectations

Clarifying expectations is key to students' success in their work integrated learning and assessment. However, some of the solutions also support student empowerment in their assessment, a key component of a more inclusive assessment approach.

Session A3

Title: Evolving a central Placements Practice service at the University of Warwick

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

Abstract

The University of Warwick now has a fully-fledged central placements service that supports academic departments with good practice, guidance and advice for placement activities. This workshop will explore how a personal and tailored approach has led to the development of the service and filled gaps in central provision of placement information and support.

In this session, you will learn about:

- the activities that make up the central placements practice service, and how they have evolved over recent years, such as the Placements Practice Group network, Placement Practitioner Toolkit and project work
- approaches taken to establish a full placements practice service that serves the needs of practitioners and makes the most of employer relationships, without additional resource or funding
- how stakeholder engagement has been, and continues to be, a crucial part of the needs-led service
- how close working relationships with professional service teams and academic departments have led to deeper collaboration, for example, in devising practitioner workshops and a practitioner training resource
- how a personal approach has been the means of building trust and a responsive service for stakeholders
- the challenges and wins along the way

Parallel Sessions

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Wednesday 4th September

Stream B: 14:00 – 14:45

Session B1

Title: Utilising digital Innovations in placement provider training to expand scale of placement provision and social capital

Presenter(s): Michael McCluskey, Ulster University

Additional Contributors: Amanda Deaves, Pauline Keane, Natalie Murray, and Dr Fraser Philp, University of Liverpool

Abstract

The aim of our workshop is to empower participants with the knowledge, tools, and inspiration to effectively transition traditional face-to-face placement educator training programs into dynamic and scalable online formats. We will present our journey of the development and implementation of an online, physiotherapy practice educator training program and lead interactive discussions and peer learning activities, enabling attendees to develop their own innovation solutions to enhancing social capital and scaling placement provider training.

Faced with significant challenges from Covid-19 and its subsequent lockdown, NHS workforce pressures and NHS England directive to train increase numbers of physiotherapy student's alternative models for placement provision. Changes to our previous two-day, in-person training program for new healthcare educators by included integration of digital platforms supported by innovative pedagogical strategies, to develop comprehensive online curriculum comprising interactive lectures, learning resources, and facilitated workshops. Participants engaged with weekly release resources at their own pace before convening for a final workshop offered routinely throughout the year. This enabled educators to apply newly acquired knowledge to real-world case studies and supported placement provision. Feedback from attendees and service managers was positive supporting the online and self-paced format, signalling a paradigm shift in educator training.

Session B2

Title: Using work attachments to enhance employability and engage Level 5 Health and Social Care students with theoretical concepts of communication and professional boundaries

Presenter(s): Anna Butcher, Northumbria University

Additional Contributor: Andrea Hillery, Durham University

Abstract

Our issue: how to provide all Health & Social Care students with real-world work experience within a constrained curriculum, while addressing low student engagement, confidence, and developing key skills like reflection, application of theories and research, and communication. Showcasing an inclusive and adaptive initiative designed by Northumbria University Graduate Futures staff, the solution devised was one day work

attachments in groups as part of the Level 5 module on Communication Skills & Professional Boundaries. Visiting three different cross sector, health and social care employers, the students were tasked with examining “How does multi-disciplinary team working deal with critical incidents?” followed by presenting their findings in a group poster presentation at a networking event with employers. This activity had a demonstrable impact on the students’ career planning, ability to link theory to practice and improved confidence in presentation, group work and networking skills. Delegates will get the chance to explore how this model contrasts or shares similarities with their own experiential learning activities and explore potential scaling up opportunities.

Session B3

Title: Future Proofing our Service

Presenter(s): Sam McKinstrie and Will Ritchie, Robert Gordon University

Abstract

With the landscape of placements, and higher education, constantly changing, it is important that universities regularly review their offering and services to ensure they are relevant and effective for their stakeholders.

In October 2023, the Centre for Employability and Community Engagement at Robert Gordon University initiated a full-scale review of their placement service with the to ensure that the service is fit for purpose both in the present and the future. This would enable the university to flex and capitalise on the evolving landscape of employer, academic and student needs.

This session will provide an overview of the review, highlighting the steps taken, key themes (Internal Operations & Processes; Stakeholder Experience (Students/Schools and Providers); Sector Analysis/Best Practice) focussed on, the outcomes so far and its next phase.

Parallel Sessions

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DAY 2: Thursday 5th September

Block BC - Level 03	Room: 206	Room: 115	Room: 206a
<p>Stream C</p> <p>14:30-15:15</p> <p>Evolving practice, embracing innovation in WBPL</p>	<p>C1</p> <p>HEP-SME alliances: Internal considerations and a conceptual matrix for HEPs</p> <p>Katie McAllister <i>University Centre Peterborough</i></p>	<p>C2</p> <p>Partnering for PRME: Shaping Sustainable Education in higher level degree apprenticeship programmes at Ulster University Business School</p> <p>Laura Bradley- McCauley, Marc Duffey and Una McMahon-Beattie <i>Ulster University</i></p>	<p>C3</p> <p>Bridging the Gap: Supporting Student Skills in the workplace</p> <p>David Molyneux and Marion Patel <i>University of Warwick</i></p>

Parallel Sessions

Evolving practice, embracing innovation in WBPL

Thursday 5th September

Stream C: 14:30 – 15:15

Session C1

Title: HEP-SME alliances: Internal considerations and a conceptual matrix for HEPs

Presenter(s): Dr Katie McAllister, University Centre Peterborough

Abstract

Higher Education Providers (HEPs) play a significant role in economic growth by forging strong partnerships with Small and Medium sized Enterprises (SMEs). These alliances benefit HEPs by improving the programme offer and graduate employability. However, there is a lack of research on how HEPs can best manage the internal factors involved in constructing and developing these alliances. This research addresses this gap by investigating the internal considerations for HEPs when forming alliances with SMEs. It develops a conceptual framework based on the experiences of Employer Engagement Staff (EES) within HEPs. The study combines a review of existing literature with an interpretivist case study approach, interviewing EES at nine English HEPs. The research identifies key internal considerations for HEPs, including the knowledge and commercial experience of EES, ongoing professional development opportunities for EES, effective inter-departmental collaboration within the HEP, robust customer relationship management (CRM) systems, a clear value proposition for SMEs, standardised procedures across the HEP, and effective processes for evaluating HEP-SME projects. This research offers a unique perspective by focusing on the experiences of EES. It provides a detailed framework to guide HEPs in managing internal factors for successful HEP-SME alliance creation.

Session C2

Title: Partnering for PRME: Shaping Sustainable Education in higher level degree apprenticeship programmes at Ulster University Business School

Presenter(s): Prof Laura Bradley McCauley, Ulster University

Additional Contributors: Marc Duffey and Una McMahon-Beattie Ulster University

Abstract

The world faces imminent environmental challenges, with businesses and society consuming resources at an un-sustainable pace. Carbon emissions into the natural atmosphere are at an all-time high (USDC, 2022) and are expected to have not yet peaked (IPCC, 2022; Mitchell et al., 2000). Climate change is heading for an increase of at least + 2.7 to + 3.1 degrees against a target of + 1.5 degrees (Samset et al., 2020). Societies challenge lies in effectively engaging stakeholders, particularly multi-national organisations, students and governments, who hold diverse perspectives on responsible and ethical management education

The United Nations, Principles of Responsible Management Education (PRME) agenda creates a structure to embed sustainability into curricula, however, often missing from this process is engagement with, and obtaining the buy-in from wider stakeholders. This is increasingly important when various stakeholders are combined in the case of employee-sponsored degree apprenticeships. In particular, the diverse perspectives from business in relation to their present challenges is often overlooked.

This workshop will demonstrate the process of how the PRME team engaged with (1) students to assess their understanding of and expectations in responsible management education (PRME), (2) the Course leaderships team to assess the expectations at course level (3) the leadership of the university and (4) the employers to assess their expectations and needs from graduates in this area.

Session C3

Title: Bridging the Gap: Supporting Student Skills in the workplace

Presenter(s): David Molyneux and Marion Patel, University of Warwick

Abstract

The Graduates Outcomes data at Warwick illustrated a mismatch between the skills students felt they were gaining in their degrees and the skills that were needed in the workplace. Based on this, we embarked upon a project to investigate this apparent discrepancy with returning placement students. We employed four students from the School of Life Science who have returned from year-long placements to conduct focus groups and surveys, and to analyse the data. This workshop will share the context and methodology of this project and disseminate our findings. Participants will have the opportunity to learn from our students' experiences of employing skills in placement contexts and gain insights into our experience of student co-creation. We will also be sharing the recommendations and resources that this project has produced for bridging the skills gap for outgoing placement students. Participants will be invited to consider how these may be applied in their own institutional contexts.