

University of Worcester Student Experience Conference  
**Promoting Positive Student Experiences**



12-13 June 2023

**Abstracts**

#UWSEC23

# Table of Contents

<b>Introduction and welcome.....</b>	<b>5</b>
<b>Keynote lecture: Thinking about the student experience in an age of hyper-diversity - Dr Diana Beech .....</b>	<b>5</b>
<b>Poster submissions.....</b>	<b>6</b>
The immersive Simulation Project.....	6
Integrating academic skills for student success.....	7
Reproducing the electric activity of the brain in a computer.....	7
Bringing young people’s voices into Social Work qualifying and post qualifying courses .....	8
Providing opportunities for students to develop effective communication skills while enhancing the student experience...An innovative approach.....	8
The Feast - Cross cultural communication skills workshops - An intervention to support the sense of belonging in pre-registration nursing.....	9
Developing research literacy among undergraduate students .....	9
Developing cultural competence across the BSc Nursing course.....	10
Practice Assessor and Practice Supervisor experiences of facilitating learning for international pre-registration nursing.....	10
A literature review and infographic on the self-assessment process and how self-assessment practices can be embedded into the curriculum by educators.....	11
The use of Kahoot! to improve the student experience.....	12
A practice learning guide. Supporting nursing students in practice .....	12
<b>Pre-recorded presentations.....</b>	<b>13</b>
‘The blind leading the blind’: Reflections on inclusive practice from a visually impaired student .....	13
Public speaking for university students.....	14
<b>Monday 12 June .....</b>	<b>15</b>
<b>Parallel Session 1 (13:00-14:00).....</b>	<b>15</b>
<b>A. Social responsibility .....</b>	<b>15</b>
Student suicide prevention, intervention and postvention .....	15
Consolidating and applying graduate attributes for the benefit of the local community.....	15
Embedding a culture of sustainability within the University of Worcester: Evidencing positive student experiences through the design and delivery of susthingsout.com.....	16
<b>B. Reflective and resilient lifelong learning; Digital citizenship .....</b>	<b>16</b>
Dialogic learning and assessment.....	16
Building leadership potential: A collaborative learning community approach to leadership development.....	17
Adrift, wanting to be ‘in the same boat’: Lessons learnt from the lived experiences of trainee teachers completing professional studies sessions online during the global pandemic .....	17
<b>C. Problem solving.....</b>	<b>18</b>

Growing your own - Supporting clinicians from practice to become lecturers.....	18
Post pandemic examination resilience and the cross-cohort 'additional sessions' project..	18
Preparing undergraduates for the future: Problem-based learning and the development of research skills.....	19
<b>Parallel Session 2 (14:20-15:20).....</b>	<b>19</b>
<b>A. Social responsibility .....</b>	<b>19</b>
Embedding Education for Sustainable Development (ESD) in the curriculum .....	19
Embedding human rights as part of the Law Degree: Challenges, opportunities and promoting social responsibility .....	20
Student enhancement through Green Impact! .....	20
<b>B. Reflective and resilient lifelong learning.....</b>	<b>21</b>
Towards a grounded theory of practice learning.....	21
'Prevention is better than cure': Equipping future police officers with the tools to battle burnout before battling the frontline .....	21
Fostering reflective and resilient practice: Somerset SCIL FD/BAPP Annual Student Conference.....	22
<b>Tuesday 13 June .....</b>	<b>23</b>
<b>Parallel Session 3 (9:20-10:20) .....</b>	<b>23</b>
<b>A. Social responsibility .....</b>	<b>23</b>
Hearing student nurses, midwives and nursing associates' experience of placement allocation processes.....	23
Academic Integrity: whose writing is it? Can we stop the plagiarism pandemic?.....	23
International induction: The journey of a thousand miles begins with a single step .....	24
<b>B. Reflective and resilient lifelong learning.....</b>	<b>25</b>
Putting academic writing skills on the radar: Exploring radar charts to promote meta-cognition and understanding of academic writing.....	25
The becoming of a peer-leader of a postgraduate social learning space: Some initial reflections .....	25
#MindTheGap: Supporting international students to develop resilience.....	26
<b>C. Digital citizenship .....</b>	<b>26</b>
Using 360° video to create immersive virtual reality teaching materials: A virtual field trip to the Swiss Alps to assess stream water sources.....	26
VLE Student Nurse Forum .....	27
Speed up your research with LibKey and Browzine .....	27
<b>Parallel session 4: Workshops (10:25-11:20).....</b>	<b>28</b>
<b>A. Social responsibility .....</b>	<b>28</b>
Honesty amnesty: An interactive workshop on using anti-doping awareness to develop students' social responsibility .....	28
<b>B. Teamwork and effective communication .....</b>	<b>28</b>
Location: CC 004 .....	28

The rise of the machines: Can simulation be the future of professional education? An interactive workshop .....	28
<b>C. Reflective and resilient lifelong learning .....</b>	<b>29</b>
'I Wish You Knew Where I Was Coming From': Understanding international students' academic culture .....	29
<b>Parallel session 5: 5-minute student presentations (11:35-12:15) .....</b>	<b>30</b>
<b>A. Social responsibility; Digital citizenship .....</b>	<b>30</b>
How international mobility and student leadership roles cultivate social responsibility .....	30
Social health and rural development in India: A Mental Health Nursing student's perspective .....	30
Digital literacy: Relevance and factors affecting contemporary definitions .....	31
The role universities will undertake in the delivery of training leaders to navigate industry 4.0 .....	31
'The blind leading the blind': Reflections on inclusive practice from a visually impaired student .....	32
<b>B. Reflective and resilient lifelong learning; Teamwork and effective communication.33</b>	<b>33</b>
Measures in Personal Academic Tutorial systems across the University of Worcester which help students progress into employment and postgraduate study .....	33
Developing the skills curriculum for student mental health nurses: A Students as Academic Partners project .....	33
'Minding the gap': Exploring the perceptions, preconceptions, and experiences of students undertaking an MSc Psychology conversion course by distance-learning .....	34
Learning on the commute: A collaborative project between staff and students to develop a series of research-informed pedagogy podcasts .....	34
<b>Parallel session 6: Presentations and workshop (14:15-15:15) .....</b>	<b>35</b>
<b>A. Reflective and resilient lifelong learning; Problem solving .....</b>	<b>35</b>
Rise and fall of student retention: Can it be prevented? .....	35
'Just get on with it!': Ensuring safe and compassionate teaching and learning spaces for students .....	36
Who lives in a house like this? Exploring the potential of Ability House as a simulated learning environment .....	36
<b>B. Reflective and resilient lifelong learning .....</b>	<b>37</b>
Graduate attributes and skills pathways: A demonstration of the skills audit and pathways on myCareer .....	37
So, what do you want to do...? Reflections on using myCareer skills pathways .....	37
Adventures in employability: Mapping graduate career journeys to promote student engagement in professional skills modules .....	38
<b>C. Teamwork and effective communication .....</b>	<b>38</b>
Student mentors in Screenwriting .....	38
Students as true partners: The launch of the Library Student Team .....	39

FD Placement Fair: Facilitating communication between new students and placement providers.....	39
<b>D (workshop). Reflective and resilient lifelong learning.....</b>	<b>40</b>
‘Pedagogy of the Unexpected’: An interactive workshop on how to embed curiosity and surprise to motivate student lifelong learning and resilience.....	40
<b>Glossary .....</b>	<b>41</b>

# Introduction and welcome

## Promoting positive student experiences

The University of Worcester annual Learning and Teaching conference has been retitled this year as the Student Experience Conference. It is a forum where innovation and creative teaching practice is explored and shared, as well as findings from teaching related research and evaluation projects disseminated and discussed. The conference has a reputation for inspirational sessions, led by passionate and insightful colleagues and committed and professional students.

This year's theme is 'Promoting positive student experiences' and will showcase the work of academic and professional service staff, and the Students as Academic Partners Scheme projects across the [UW Graduate Attributes](#) as subthemes:

**Social responsibility:** Graduates who are globally and socially responsible, culturally aware and understand the ethical impact of decisions.

**Reflective and resilient lifelong learning:** Graduates who are resilient and aspirational, intellectually curious and critically reflective lifelong learners.

**Problem solving:** Graduates who can employ analytical, creative and evaluative skills to investigate problems and propose viable solutions.

**Teamwork and effective communication:** Graduates who can work in teams and communicate effectively to a range of audiences.

**Digital citizenship:** Graduates who have high degrees of digital capability to actively and responsibly create, communicate and collaborate online.

## Keynote lecture: Thinking about the student experience in an age of hyper-diversity - Dr Diana Beech

Cotswold Suite (room EE 1106)

This year our keynote speaker is Dr Diana Beech, Vice-Chair of the University's Board of Governors and Chief Executive of London Higher, who will deliver a session on 'Thinking about the student experience in an age of hyper-diversity'. As demand for higher education grows, so too do the different types of students entering higher education, and universities across the country will be wanting to provide a first-rate student experience for the whole student community. Drawing on her experiences as CEO of London Higher, Diana will use this session to take a deep dive into the hyper-diverse student body of the future and look in detail at what universities need to be doing to meet their needs and expectations.

As Chief Executive, Dr Beech is responsible for leading London Higher's aims and objectives and being a voice for London's universities and higher education colleges. She has previously worked in government as a policy adviser to three Ministers of State for Universities, Science, Research and Innovation. Prior to this she was the first Director of Policy and Advocacy at the Higher Education Policy Institute (HEPI). You can find her on Twitter at [@dianajbeech](#).

## Poster submissions

**The immersive Simulation Project** (Theme: Teamwork and effective communication)  
- Jennifer Bishop, Three Counties Medical School

Clinical simulation on the Physician Associate programme follows the pattern of one student's interaction with a simulated patient (i.e., an actor or manikin), with the other students observing. Arguably, this form of clinical simulation is egocentric, as it focuses on the needs of one student and diminishes the opportunity to practice skills including teamwork, communication, and interprofessional collaboration.

The discipline of immersive theatre rejects the passive obedience of traditional theatregoing to enhance audiences' experience [1]. It was postulated whether immersive theatre techniques could have a role in designing immersive simulations for healthcare education, creating real-life, high-fidelity scenarios whilst enhancing the student's experience. In employing the immediacy and situated engagement of immersive theatre, all participants become 'players' within the scenario, giving the learners agency within the clinical simulation and allowing them to feel 'immersed' in the experience.

Immersive theatre techniques were used to design and implement an interprofessional simulation that allowed simultaneous scenarios to occur in a simulated hospital with multiple clinical areas. Actors were employed to increase fidelity and were fully briefed on their roles and how to react reflexively within the scenario depending on how students engaged with them, or not. Students demonstrated creativity towards problem-solving and 'Diamond' debriefing [2] encouraged students to be critically reflective and curious about their scenarios, their performance, and behaviour, enabling an understanding of the impact of their decisions. An adapted version of Roff et al [3] DREEM tool was used to evaluate and compare students' experiences of conventional simulation to immersive simulation. Students perceived immersive simulation to be more stimulating and student-centered, with increased emphasis on life-long learning.

[1] Higgin P. A Punchdrunk approach to making theatre. Retrieved January 20, 2023 from <https://www.bl.uk/20th-century-literature/articles/a-punchdrunk-approach-to-making-theatre>

[2] Jaye P, Thomas L, Reedy G. 'The Diamond': a structure for simulation debrief. *Clinical Teacher*. 2015 Jun;12(3):171-5. doi: 10.1111/tct.12300. PMID: 26009951; PMCID: PMC4497353

[3] Roff, S et al. Development and validation of the Dundee Ready Education Environment Measure (DREEM). *Medical Teacher*. 1997; 19:4. doi.org/10.3109/01421599709034208

**Integrating academic skills for student success** (Theme: Reflective and resilient lifelong learning) - Kate Courage, Library Services and Melanie Jarman, Centre for Academic English and Skills; Beth Connors, Kathryn Devine, Jo Dunn, Sarah Purcell, Shona Raymond, Dr Andy Searle, Ros Sykes, Allie Taylor, Library Services; Judy Barker, Kieron Dann, Ruth Edge, Penny Golightly, Joanna King and Christina Wright, Centre for Academic English and Skills

The Library Service's award-winning Academic Engagement team puts the student experience at the heart of everything we do. Our key purpose is to equip students with the information literacy (IL) and research skills they need, not only for their course, but for their lives ahead. IL is key to developing informed, reflective and resilient citizens, as well as successful students and graduates. It helps students to become independent, curious learners within their learning community, and enables them to find their academic voice, to share their ideas and knowledge effectively.

We are currently working on a new approach to our 'Learner Journey', collaborating with the Centre for Academic English and Skills to ensure that students get the guidance they need with a range of key academic skills (researching, writing, presenting and referencing) just when they need it – both integrated in the structure of their course and modules and at the point of need for the individual. This poster will reflect the updated teaching offer and approaches of both teams and our ongoing priority to work together more closely to make sure students are supported and confident in these key skills: skills that are essential for student retention and for success at University and beyond.

**Reproducing the electric activity of the brain in a computer** (Theme: Problem solving) - Dr Mathieu Di Miceli and Kirsten McCudden, School of Science and the Environment

The brain is one of the most important organs in humans. Its functioning relies entirely on producing electric activities. As such, neurons are tasked to produce electric currents of a specific shape, called Action Potentials (APs). In ground-breaking experiments, the laws governing the production of these APs have been detailed and explained by Hodgkin & Huxley in 1952. The neuroscience community has since been trying to reproduce these waveforms in computers. Several successful experiments have been conducted *in silico* using different programs, including spreadsheets (Brown, 1999). However, only a few have used RStudio. Our current project is aimed at implementing the Hodgkin-Huxley experiments in RStudio by combining existing (Gesmann, 2012) or novel approaches. The latter includes implementing data variation in the computerized model. So far, our results have demonstrated an efficient implementation of the equations in RStudio, by aggregating different approaches. We are currently able to accurately mimic what is observed *in vivo* with our *in silico* model. Indeed, we have successfully modelled the sequence of events that are necessary for neurons to produce APs, including currents produced by different ions (such as sodium, potassium and chloride). In order to replicate what is observed in the natural world, our next step is to include data variation in our new model. We anticipate completion of this final step within the next 8 weeks. Altogether, this project is thus cross-linking bioinformatics and neuroscience, to advance our existing knowledge in neuroscience and neurophysiology.



**Bringing young people's voices into Social Work qualifying and post qualifying courses** - Hannah Harrison, Dr Peter Unwin and Kirsty Fraser, School of Allied Health and Community

Despite the increased understanding and appreciation of the value of Service User input in Social Work Higher Education courses (MacAlister, 2022), it remains apparent that there is a lack of young persons' (YP) voice being represented amongst these forums. This research used both quantitative and qualitative methods to determine the level of presence of young persons' voice across higher education. Initially a systematic search of 89 universities and higher education providers offering Social Work courses was undertaken, searching for any that have an online representation of YP within their Service User and Carer involvement. This research enabled the discovery that currently young persons' voices are present in only 0.33% of accredited Social Work courses in the UK. Drawing on previous work on Adulthood (Bell, 2010) and its presence in the educational sector, representatives from Service User and Carer groups were interviewed to ascertain any barriers or challenges that may have prevented the inclusion of young people's voice. The results of this found that unlike common-held myths of barriers such as insurance, or complexities regarding remuneration, in theory, it is quite straightforward to arrange. This paper sets out intentions to produce a Best Practice guide for including young people within Service User and Carer input. Further recommendations surrounding the accessibility to Service User and Carer Groups are made a result of the research undertaken.

**Providing opportunities for students to develop effective communication skills while enhancing the student experience...An innovative approach** (Theme: Teamwork and effective communication) - Annabel Heaslop and Anneka McGee, School of Allied Health and Community

Module feedback is an essential component of continual module development, with enhancing the student experience as a primary outcome.

When launching a 30-credit second year module running from July 2022-June 2023 as part of the newly created MSc (pre-registration) Occupational Therapy course, students highlighted that the first cohort to experience this module, they would not benefit from previous student module feedback related specifically to this module.

In response to the students' observation, a session at approximately halfway during the module was created to give students the opportunity to feedback on the first half of the module, to positively influence their learning experience during the second half of the module.

Communication skills are an essential component of occupational therapy practice, with feedback to a range of stakeholders required. Students develop professional communication skills through practice placement and classroom-based opportunities. The module lecturers combined the opportunity for students to practice giving both verbal and written feedback in a professional manner, with students delivering feedback to the lecturers regarding the module delivery to date. Initially, a teaching session regarding feedback principles was delivered to the cohort, with lecturers modelling feedback strategies. Students then engaged in the practical written and verbal feedback tasks, finally reflecting upon their experience of providing feedback. This reflection could then be used to facilitate development of future communication

and feedback.

The module teaching team then used the feedback obtained during the session to develop the second half of the module, with the view of enhancing the student experience.

**The Feast - Cross cultural communication skills workshops - An intervention to support the sense of belonging in pre-registration nursing** (Theme: Social responsibility) - Lorna Hollowood, Kevin Fernandez and Samantha Meredith, Three Counties School of Nursing and Midwifery

Aim - To demonstrate that a low resource intervention can promote inclusivity and belonging, tackle student segregation by ethnic minority groups and support students in the development of cross cultural communications which are essential for nursing.

As part of the Three Counties School of Nursing and Midwifery's strategies to create an inclusive environment and dismantle barriers, we have developed an early, intrusive intervention for our undergraduate students to encourage peer support and reduce segregation of students by ethnicity. This workshop was originally co-created with a Midlands charity, The Feast. These are interactive workshops that provide an opportunity for students to communicate in a safe and fun space. Students share some principles of effective communication, with the charity's Guidelines for Dialogue, tools that promote cross cultural communication skills. This includes promoting honesty, acknowledging similarities and differences and not treating individuals as spokespersons for their faith or culture. Then the students engage in interactive activities which encourage conversations, from favourite shops, favourite festivals to more challenging topics around politics and culture. We are piloting these workshops as part of the Induction programme within the school.

The new undergraduate students arriving at University in the last couple of years have had significant disruption to their education and their social lives due to the pandemic. The Feast workshops provides an opportunity to re-engage with their peers and overcome some of the challenges that may have arisen during some of the restricted times, such as confidence to speak to others, social anxiety and loneliness.

**Developing research literacy among undergraduate students** (Theme: Reflective and resilient lifelong learning) - Professor Lisa Jones, Dr Bere Mahoney and Professor Rebecca Stack, Three Counties Medical School

Research literacy is a key intended learning outcome for all undergraduate students. At the University of Worcester (UW) this is reflected in the intended graduate attributes, particularly lifelong learning and problem solving. For some students, the importance of research literacy is obvious and fully integrated alongside research skills throughout their course. For others, such as healthcare students, its relevance can seem opaque compared to other learning outcomes with clear and direct relevance to intended careers, for example, clinical skills acquisition. However, research literacy remains crucial to equipping future healthcare professionals with the analytical skills required to keep up-to-date with the continually evolving clinical knowledge base and maintaining an evidence-based approach to care of patients.

The development of the new medical degree (MBChB) at UW offered an opportunity to fully integrate research literacy into the spiral curriculum from the outset, so that

research-guided thinking becomes second nature for our graduates. The MBChB pedagogy is problem-based learning, which presented a number of possible methods, and challenges, for integrating research literacy learning. We found very little pedagogical research literature to guide our decisions, relying instead on our experiences as applied healthcare researchers and teachers of research to students of both science and healthcare. We will reflect on our methods and decisions, and our plans for evaluation. In particular, we would like to invite discussion among colleagues who lead research teaching on other courses, both vocational and non-vocational, about how we are inspiring our students to develop this important graduate attribute.

**Developing cultural competence across the BSc Nursing course** - Alison Lewis, Sophie Ridge and Pegeen Fisher, Three Counties School of Nursing and Midwifery

Communicating effectively with patients/clients across diverse communities within health care settings is a fundamental skill in nursing. A learning need was identified around how to address members of the LGBT+ community. Further exploration of this area has led to the inclusion of material related to initial introductions of self to patient/client.

Using the 'Hello my Name is' strategy developed by Dr Kate Grainger (2014), as the starting point for any person-centred and compassionate care, the taught session now includes an opportunity for student nurses to practice asking how a patient/client would like to be addressed. Three simple sentences have been developed to assist students to engage therapeutically with their patients/clients and give each student nurse an opportunity to express their own preferences.

- Hello my name is ...
- My pronouns are ...
- Can I ask how you would like to be known?

Building on the content delivered in year 1, year 3 students revisit this important subject area in greater depth and breadth including its application to their everyday nursing practice. As part of a wider inclusive nursing study day, representatives from the LGBT+ community both inform the content and co present. Students are encouraged to critically reflect on their own practice and consider how the session content may enhance communication skills and support the development of cultural competence.

Feedback from the students confirms a positive experience in terms of their preparedness for clinical practice.

**Practice Assessor and Practice Supervisor experiences of facilitating learning for international pre-registration nursing** (Theme: Social responsibility) - Dr Kay Norman, Susan Thomas and Sarah Weaver, Three Counties School of Nursing and Midwifery

**Aim:** To explore Practice Assessor (PA) and Practice Supervisor (PS) experiences of facilitating learning for international pre-registration nursing students.

**Objectives:** To identify areas of best practice. To explore any challenges encountered and possible solutions considered. To identify examples of collaborative working. To utilise

findings to develop strategies for future learning, development and attainment for international nursing students.

Background: The importance of practice placements in meeting the learning needs of international students (IS) has been highlighted, but poorly researched. From March 2021, there have been increased intakes of international Pre-registration nursing students, this has impacted on preparing students for socialisation into not only a new country/culture, but also navigating the sub-culture of an NHS organisation and the required standards/professional values as indicated in the Nursing and Midwifery Code (NMC) for nursing in the UK. The research team have recognised the additional cultural, social and academic requirements that may be needed. In line with the University's Graduate Attributes and the Teaching Excellence Framework, the nursing team have sought to promote effective collaboration and communication with our practice partners and staff. This was achieved by identifying additional interventions and measures to facilitate closer working between the University and practice teams, thus encouraging cultural awareness and social responsibility.

Sample: A purposive sample of 66 Practice Assessors and Supervisors were invited to participate in the study, with 10 respondents. A qualitative approach was employed drawing on social phenomenology to illicit PA/PS experiences and viewpoints.

Findings: Thematic analysis resulted in 3 key themes: Professional Values, Student support factors and Communication. From this study, 9 initial recommendations for best practice were formulated.

**A literature review and infographic on the self-assessment process and how self-assessment practices can be embedded into the curriculum by educators** (Theme: Reflective and resilient lifelong learning) - Rowena Simmons, Worcester Business School

The aim of this project was to create an infographic to help educators embed self-assessment practices into the curriculum. This was achieved by conducting a literature review on the self-assessment process and the recommended practices that help facilitate self-assessment in higher education.

This project was undertaken to address two key problems. Firstly, many students cannot self-assess the quality of their own work and secondly, there are limited opportunities in the curriculum for students to develop self-assessment skills.

According to the literature, self-assessment has many benefits. It can improve academic performance (Brown and Harris, 2013) and student motivation (McMillan and Hearn, 2008), and is a skill required for self-regulated and lifelong learning (Yan and Carless, 2022). It has been noted that students can learn self-assessment skills (Yan and Brown, 2017).

There are many policies, strategies or quality considerations that underpin this research. In particular, the Assessment Policy states self-assessment practices should be used to develop assessment and feedback literacy (University of Worcester, 2022), whilst the Learning and Teaching Strategy outlines 'Reflective and resilient lifelong learning' as a Graduate Attribute that should be embedded into the curriculum (University of Worcester, 2020). The research also aligns with many of the UKPSF dimensions.

By disseminating the findings of the literature review and infographic with colleagues, this should provide more opportunities in the curriculum for students to develop self-assessment skills, which in turn should enable learners to self-assess the quality of their own work.

**The use of Kahoot! to improve the student experience** (Theme: Digital citizenship) -  
Dr Nikki Simpson, School of Allied Health and Community

With a focus on achievement, assessments, and outcomes, students in higher education can be left feeling like there is little room for fun. Utilising the gamification tool Kahoot! can provide an element of excitement, competition, and learning all rolled into one. Research found that when students are having fun, they learn more effectively (Nicolaidou, 2018) and their experience in class improves (Coveney et al., 2022). The use of tools such as Kahoot! has grown exponentially since the movement to online learning during the Covid-19 lockdowns in 2020. With a shift back into the classroom, tools such as this should not be left on the virtual shelf but utilised to enhance the student experience. The use of gamification platforms such as Kahoot! has been shown to improve motivation, attendance (Martínez-Jiménez et al., 2021), motivation for self-study (Wichadee & Pattanapichet, 2018), and in-class engagement (Mahon, Lyng, Crotty, & Farren, 2018). Students at the University of Worcester have reported positively on the use of Kahoot! in anatomy and physiology-based modules within the Department of Health and Wellbeing. Students commented: 'gives us a chance to revise and learn in a fun way' and 'We chat about it after class, which we don't normally do'. Gamification tool use in Higher Education has come with criticism regarding the competitive nature of the tool (Dicheva, Dichev, Agre & Angelova, 2015). However, by incorporating Kahoot! into teaching and not merely using it as a quiz, this can be an invaluable resource to enhance the student learning experience.

**A practice learning guide. Supporting nursing students in practice** (Theme: Reflective and resilient lifelong learning) - Claire Walder, Three Counties School of Nursing and Midwifery

Following student placement evaluations and consultation with Practice Facilitators in our partner NHS Trusts, the need for a comprehensive written guide to support student nurses on placement was identified.

The purpose of the guide is to provide clear information and to signpost students to additional resources to assist them in adjusting to the practice environment. This was considered particularly important at this time, in part due to increasing numbers of international students, who often face additional challenges settling into placements. The poster will provide an overview of the process of development, the contents and future recommendations for development.

The Practice Learning Guide has clear relevance to the overall conference title and theme, and also to several of the graduate attributes - particularly 'reflective and resilient lifelong learning' and 'teamwork and effective communication'. The guide was developed in collaboration with Practice Partners at a stakeholder event. It also involved first year student nurses (who provided first day top tips) and students from years 2 and 3, who recorded videos sharing their experiences in practice. Advice was also sought from the school's international lead and student advisor, as well as

wider members of the team. Colleagues from the Technology Enhanced Learning Unit have also been instrumental in developing the guide.

The guide has been well received by Practice Partners and students and will be launched on Blackboard for our new cohort of nursing BSc students, starting in March 2023.

Going forward, this guide has been shared with other Course Leads within the TCSNM to adapt for their programmes.

## **Pre-recorded presentations**

**‘The blind leading the blind’: Reflections on inclusive practice from a visually impaired student** (Theme: Social responsibility) - Charlotte Beaman-Evans, Alice Hopkins and Emma Richardson, School of Sport and Exercise Science  
(Please note this recording will be included in the ‘A. Social responsibility; Digital citizenship’ strand of 5-minute student presentations taking place from 11:35-12:15 on Tuesday 13 June).

Both the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2022) and the National Convention on the Rights of Persons with Disabilities (NCRPD, 2022) emphasise the human right for all disabled persons to have equitable access to education and physical activity. These global policies also outline that Higher Education (HE) environments must evidence reasonable adjustments made to ensure disabled students have equitable access to physical features and academic resources through their chosen institute. In the context of blind or visually impaired (VI) students, this is of tantamount importance as their ability to fulfil their academic potential is dependent on various systems related to accessing written information. Further, blind/VI students also have the right to access community and health related opportunities provided by HE institutes, such as student clubs and sports/exercise facilities. While Higher Education Institutes (HEI’s) commonly demonstrate environmental modifications made to facilitate students’ needs (Thompson, 2020), other essential aspects of inclusion are often missed such as ensuring administrative processes, including, but not limited to, the facilitation of brail printing, large text resources and other inaccessible forms are provided (Hewett, Keil and Douglas 2015). Continuing barriers and challenges within education inevitably lead to critical tensions amongst blind and VI students (Croft 2020) at a HE level such that their potential and HE experience is compromised. The University of Worcester (UW) takes great pride in its facilitation of students with additional needs, particularly with regards to inclusive sport and exercise facilities. However, and reflective of wider HEI culture, there is a distinct disparity between our world leading inclusive facilities (environmental modifications) and the administrative process (institutional modifications) that support student participation within it. Blind/VI students face daily barriers for accessing equitable student opportunities owing to digital environments that are advancing faster than inclusive software (e.g., PDFs being incompatible with reading aids). This can cause heightened levels of stress and anxiety for blind/VI students as well as a loss of dignity as students may be forced to divulge personal information to complete administrative processes to access their desired activity. This legacy project aims to utilise student voice to inform inclusive practice for future blind and VI UW students to increase sport and recreation engagement by creating more accessible access and medical forms. The project will utilise participatory action research to instigate change.

**Public speaking for university students** (Theme: Reflective and resilient lifelong learning) - Dr Aisha Shah and Sebastian Els, School of Humanities

Over the last couple of years, there has been a greater push from students for the provision of more extra-curricular activities and events to enhance their employability and improve the sense of student community in the School of Law.

To expand on the range of opportunities currently available to law students, in September 2022 I set up the 'The Public Speaking Club' in the School of Law as an extra-curricular activity for law and humanities students, as well as run the first Public Speaking Competition in December 2022. The Club had many aims: to provide students with an opportunity to improve their confidence and public speaking skills in a supportive environment with their peers, to give students an avenue to become creative, resilient and reflective learners capable of thinking outside the box, and to promote student cohort identity that has been lost in previous years due to online teaching.

The purpose of this paper is, firstly, as the Co-ordinator of the Public Speaking Club, to share my experience of setting up a public speaking club for university students. Second, to explore the extent to which the public speaking initiative was successful. This will be achieved by engaging both with student feedback and examining the level of student engagement with the Public Speaking Club and Competition.

**The posters and pre-recorded presentations will be made available on the Conference's [Teams site](#). Posters will also be displayed on-site on Tuesday 13 June, 13:20-14:10, in Cotswold Suite (room EE 1106).**

# Monday 12 June

## Parallel Session 1 (13:00-14:00)

### A. Social responsibility

Chair: Jo Jones, Three Counties School of Nursing and Midwifery

[Teams link](#)

**Student suicide prevention, intervention and postvention** - Professor Jo Smith, School of Allied Health and Community

A student suicide can have a devastating and pervasive impact on friends, family, staff and a University community. Rates of suicide among students is estimated at 3 deaths per 100,000 students (ONS 2022).

In 2014, University of Worcester established 'Suicide Safer', a multiagency student suicide prevention initiative which was a finalist for a Times HE (2018) 'Outstanding Support for Students' Award. The University has supported other universities and colleges to develop local suicide prevention plans and national charities to support sector wide training and practice developments. In 2019, the University hosted the first Student Suicide Prevention Collaborative for over 50 HEIs to share on student suicide prevention initiatives. Nationally, the University has been a champion and field leader raising awareness about student suicide, the need for more accurate incidence data and contributing to national task groups and sector guidance publications on student suicide prevention and postvention. We have engaged with local/national media and the general public, including The Guardian, BBC News and Hay Festival, to improve knowledge and change public perceptions. The University supported two PhD research studentships exploring student suicide prevention policy/practice in UK HEIs and staff support needs following a student suicide. In 2021, Professor Jo Smith published 'Preventing and Responding to Student Suicide. A Practical Guide for FE and HE Settings', the first book to specifically focus on student suicide prevention in the UK.

This presentation will describe these various contributions that the University of Worcester has made to student suicide prevention locally and nationally.

**Consolidating and applying graduate attributes for the benefit of the local community** - Mandy Newbold and Jaime Guinan, School of Sport and Exercise Science  
A recent HERDSA article mapping graduate attributes in UK Universities noted that the University of Worcester 'emphasise graduate contributions to their local and international "community"' (Wong et al, 2021, p. 1348).

Sprt3029 is a Level 6 30 credit Sport Development Project module accessed by BA (Hons) Sport Development and Coaching students as an alternative to undertaking an Independent Research Project. The module requires students to initiate, plan, develop and deliver a sport development project in the community which they then review and evaluate. The projects always require partner support and often identification of funds to support delivery costs, which students must establish and bid for.

The module has resulted in the provision of many local successful community projects, including the Pitchcroft parkrun which will reach its 6th birthday in June. Other initiatives have included walking sport opportunities in netball, football and rugby;



inclusive delivery of football and cricket for people with disabilities; recreational opportunities to improve female participation in netball and football; organisation of a Local Authority Sports Awards evening, and the testing out of the Worcestershire LifeCurve within a Worcester Community Trust ageing group to help increase mobility. The engagement in such projects enables students to consolidate and apply prior learning from across the degree programme and ensure the embedding of all 5 UW graduate attributes. This session will provide further details on the module, projects and student learning aligned to each attribute. It will be of interest to colleagues considering applied and practical alternatives to Level 6 research studies, and those striving for students who 'can better appreciate and recognise the transferable qualities of their study, which is important as graduates enter an increasingly complex workplace' (Wong et al, 2021, p. 1351).

**Embedding a culture of sustainability within the University of Worcester: Evidencing positive student experiences through the design and delivery of [susthingsout.com](https://susthingsout.com)** - Katy Boom, Dr Sian Evans, Dr Heather Barrett, Sam Collett, Lovro Fuckar, Heather Sykes and Rosie Bramwell, Sustainability, School of Science and the Environment, School of Arts and School of Humanities

The University of Worcester has a long-established commitment to embedding a culture of sustainability across campus, curriculum, and community. This is underpinned by the Strategic Plan 2019 edition, the 2020-2025 Learning and Teaching Strategy and its dedication to social responsibility as a core graduate attribute. [Susthingsout.com](https://susthingsout.com) is a digital magazine, co-created by staff and students, that seeks to share sustainability knowledge and experience within and beyond the institution. Within this presentation, students will reflect on their experiences of the design and delivery of sustainability learning through the site and discuss ongoing action research with students, staff, and sustainability practitioners to drive readership and ownership. This will incorporate insights on their personal development (aligned to the graduate attributes) along with individual reflections on the site's effectiveness in promoting positive student experiences. The presentation will conclude with several student questions to the audience.

## **B. Reflective and resilient lifelong learning; Digital citizenship**

Chair: Richard Wilkinson, Worcester Business School

[Teams link](#)

**Dialogic learning and assessment** (Theme: Reflective and resilient lifelong learning) - Dr Colin Price - Worcester Business School

Over the past years we have been developing the use of student dialogue both in learning and assessment on a number of modules. In particular, the use of viva voce as summative assessment on the second year Robotics module, assessed 'Learning Conversations' on the third year Nature of Computing module, and audio/video explanations on the first year Foundations of Computing module.

We shall outline these three modalities, provide examples of their deployment, and provide student reflections on the use of dialogue.

**Building leadership potential: A collaborative learning community approach to leadership development** (Theme: Reflective and resilient lifelong learning) - Dr Rachael Paige, Institute of Education

This presentation will share some of the learning from the Building Leadership Potential project in the Institute of Education. In the context of several leaders new to roles, and our commitment to developing leaders at all levels, this project focused on the individual's personal and professional development in leadership. The project has been designed to enable individual reflection and development within a collaborative learning group (Wenger et al, 2012 model). The project is currently being facilitated across the academic year 2022-23 and so this presentation will be an initial sharing of successes and impact.

The project set out to support staff to flourish in their leadership roles in context by creating a learning community space where exploration of leadership ideas, discussion and coaching enables reflection, innovative thinking, personal leadership development and action for impact. There has been a focus on relational leadership and recognising how the 'mundane' and day to day work that we do can influence others and release potential for 'morally responsible leadership' (Cunliffe and Erikson, 2011) if approached with a leadership attitude. Also, how transformational leadership can enable value and recognition of individual team members' goals alongside collective aims of a team.

In the presentation, establishing a learning community group and action learning sets will be shared as ways to develop peer coaching, collaborative thinking and innovative dialogue. This type of professional development could offer a dynamic approach to leadership development, using coaching and collaborative dialogue models.

Cunliffe, A. and Erksen, M. (2011). Relational Leadership. *Human Relations*. 64 (11), 1425-1449

Wenger, E., McDermott, R. and Snyder, W. (2002). *Cultivating Communities of Practice*. Harvard Business Press.

**Adrift, wanting to be 'in the same boat': Lessons learnt from the lived experiences of trainee teachers completing professional studies sessions online during the global pandemic** (Theme: Digital citizenship) - Kim Hibbert-Mayne, Institute of Education

There is a vast amount of theoretical literature around the benefits and limitations of online and blended learning in Higher Education (HE), using measures of student engagement and outcomes. However, students' own perspectives on their engagement and learning online appears to be a less researched area. The views of undergraduate and postgraduate students have been investigated in a few previous studies, but until recently, trainee teachers' narratives of taking part in an online Initial Teacher Training (ITT) programme have not been examined, certainly not in the UK. Approaching 3 years since the eruption of the Covid-19 global pandemic, course leaders continue to navigate their options in terms of the opportunities that online learning now afford Higher Education Institutions (HEI). While this study focussed on an ITT course, it contributes to the rapidly growing body of research surrounding this ongoing area of investigation for all HE courses.

The research was collected from trainee teachers completing an entire programme of online learning as part of their secondary Post Graduate Certificate of Education (PGCE) within a HEI, during the pandemic. The method used was Interpretative Phenomenological Analysis (IPA) and findings from the trainee teachers' lived experiences exposed issues with their learning and engagement due to a lack of social 'connectedness'. The presentation will make an original contribution to the theoretical literature, whilst suggesting to practitioners new directions for the management of future online learning.

### **C. Problem solving**

Chair: Lerverne Barber, School of Sport and Exercise Science

[Teams link](#)

**Growing your own - Supporting clinicians from practice to become lecturers** - Terri Grant, Annabel Heaslop and Caroline Nelson - School of Allied Health and Community Occupational therapy has been a shortage occupation since 2019. In common with most allied health professions, it has also been adversely affected by the Covid-19 pandemic. Many experienced therapists have taken retirement and vacancy levels are high. This extends to the academic community within the profession and has exacerbated by the rapid rise in the number of occupational therapy courses being offered across the UK, which has risen from 50 programmes in 2016/17 to 98 programmes in 2022/23 – an increase of 96% (RCOT 2022). Consequently, recruiting experienced academic staff is difficult and impacting on our ability to grow our courses. It is clear that we cannot continue to hope that experienced academics will want to move to Worcestershire.

In Summer 2022, the Occupational Therapy team established a network of individuals, working locally in clinical practice, who shared an interest in to becoming visiting lecturers. The group was provided with access to a Microsoft Teams space to which were uploaded teaching & learning resources, information about the process of working as a VL or AL, job adverts and networking opportunities to share their areas of expertise. They were also invited to attend a shortened 'new to teaching' course.

By summer 2023 one member of the VL network has successfully achieved an AL post and two substantive posts have been offered to other members. This presentation will explain the impact of the network on teaching staff and include feedback from members.

### **Post pandemic examination resilience and the cross-cohort 'additional sessions' project** - Jenny Watkins, School of Humanities

The Covid-19 pandemic led to many changes in university assessment, particularly with examinations being converted to alternative assessments. Many law schools, including Worcester, are reintroducing in-person examinations this academic year and this has meant that there are many students who have not taken an examination during their time at university or for a number of years prior to their arrival. Students expressed notable anxiety surrounding this assessment method and were particularly concerned about their ability to problem solve and communicate effectively in this alternative time-constrained method.

This paper explores the cross-cohort 'additional sessions' project on the undergraduate LLB Law programme. The project's sessions focussed on supporting students with the

transition back to examinations and ensuring that students understood the analytical and evaluative skills required to tackle problem based and essay-based questions in examinations. The sessions also considered exam preparation and student resilience, and were initially put in place in response to intellectual curiosity of students regarding this assessment method.

The purpose, delivery, and student feedback on the project will be explored, as well as consideration given to the future of the project and transferability to other subject specialisms.

**Preparing undergraduates for the future: Problem-based learning and the development of research skills** - Richard Pepperell, Dr Christian Edwards and Georgia White, School of Sport and Exercise Science

Research suggests that problem-based learning approaches may facilitate, among other outcomes, the development of analytical skills, effective communication, and teamwork. To develop these essential research-related skills, in 2021 Pepperell and Edwards introduced a problem-based learning project in the Physical Education and Sports Coaching undergraduate curriculum. In 2021 and 2022, they presented on the development of this approach at the Worcester learning and teaching conference. In collaboration with a Student Learning and Teaching Assistant (SLTA), the current project sought to evaluate this approach from a staff perspective. Through in-depth weekly online reflective meetings and SLTA-facilitated staff observations and critical discussion, Pepperell and Edwards critically reflected on the problem-based learning delivery. This presentation will provide insight into these discussions and critical conversations. Discussion abstracts will be used to illustrate the potential benefits and challenges of the problem-based learning approach in supporting student research skill development. For example, we highlight how, on one hand, we perceive the problem-based learning approach facilitated student engagement and teamwork. On the other hand, we share instances where we perceive there were challenges with this approach (e.g., facilitating groups who may have moved their focus away from the problem in question). Through these challenges, however, we also reflect on how we supported students to adapt and develop. To conclude, we share some tentative suggestions for teaching staff wishing to introduce problem-based learning in their modules.

## **Parallel Session 2 (14:20-15:20)**

### **A. Social responsibility**

Chair: Robert Dudley, Three Counties School of Nursing and Midwifery  
[Teams link](#)

**Embedding Education for Sustainable Development (ESD) in the curriculum** - Dr Heather Barrett and Emma El-Shazly, School of Science and the Environment and School of Psychology (SAPs Scheme project)

At Worcester a commitment to embed ESD is part of our course design documentation and Learning and Teaching Strategy, with 'Social Responsibility' one of the five Graduate Attributes to be embedded in all university courses and curricula. However, whilst there is a clear institutional steer to embed ESD, feedback indicates that students do not clearly recognise ESD within their curricula.

This presentation reports on a SAPs project that sought to explore how ESD has been articulated within the curricula of two courses in different Academic Schools. The presentation reviews the results of the student researcher's audit of published course information from the two courses which looked to map evidence of engagement with the 17 UN Sustainable Development Goals (SDGs) and UNESCO ESD competencies, using a mapping approach adapted from those utilised by other HEIs. This highlights the 'gap' between the published content identified as ESD and the content that could be classified as examining one of the SDGs or developing UNESCO ESD competencies. The presentation will also discuss the results of interviews with the course leaders for the two courses and focus groups with current students which looked to examine the extent of their awareness of ESD knowledge and competencies within their courses. The presentation concludes by offering some ideas on the curriculum mapping methods that can support the clearer articulation of ESD with courses in a way that is engaging and meaningful for both students and staff.

### **Embedding human rights as part of the Law Degree: Challenges, opportunities and promoting social responsibility** - Dr Chris Monaghan, School of Humanities

Human Rights are a vital part of civic society (i.e., the right of liberty) yet are divisive (see the debate surrounding the repeal of the Human Rights Act 1998). A challenge when teaching law is to embed social responsibility to ensure that students appreciate the vital role that lawyers play in the protection of human rights. This paper uses the case study of the introduction of Human Rights Law LLBL2012, which is intended bridge the students' initial exploration of Human Rights at level 4 and the elective modules at level 6 which require a thorough understanding of Human Rights. The aim is to ensure that students have the opportunity to achieve the graduate attribute of social responsibility as this is vital to promoting a positive student experience, as students will have the forum to debate contemporary issues that affect the rights of individuals and groups within society. It is hoped that this will help ensure student empowerment, to give students a voice to articulate their informed views, and to facilitate an exploration of international human rights instruments, domestic challenges (see the debate surrounding the Illegal Migrants Bill) and comparative threats to rights such as restricting abortion (see *Dobbs v Jackson Women's Health Organisation* 597 US (2022)).

### **Student enhancement through Green Impact!** - Megan Asbury, Nimmy Matthew, Tori Morris and Elena Lengthorn, Sustainability - Sustainability and SOS-UK

#### **Sustainability:**

Green Impact (GI) is a UN award winning scheme that facilitates active partnership between students and staff in the delivery of sustainability projects and positive behaviour change within a wide range of organisations. Participating students receive support and training and, at Worcester, payment to become 'Green Impact Project Assistants' (GIPAs) to help them implement a wide range of sustainability projects, from decarbonising campus processes to working with community groups and academics on social sustainability projects. SOS-UK research suggests that 80% of students, across all disciplines, want their institutions to be doing more on sustainability and GI projects enable our GIPA students to develop their knowledge, as well as actively contribute to sustainability interventions here at Worcester.

The span of projects, from Campus Services to the Institute of Education, includes the development of our GIPA students' digital citizenship skills, and most prominently, an increased understanding of social responsibility and opportunities for GIPA students to be active in their communities, as well as opportunities to develop their communication skills through presentations & publications and expand and hone their teamwork skills. SOS-UK research suggests that GIPA benefits to students include the development of transferable skills, experience of contributing to a professional department, enhanced employability and an increased knowledge of sustainability practices. This presentation includes valuable insights from a variety of GIPAs that have worked across a number of different GI projects on the benefits and outcomes of their student experience, from co-publishing academic papers to connecting with nature.

## **B. Reflective and resilient lifelong learning**

Chair: Dr Rachael Paige, Institute of Education

[Teams link](#)

### **Towards a grounded theory of practice learning** - Terri Grant, School of Allied Health and Community

Introduction: Occupational therapy programmes, together with other health and social care professional education programmes, required a significant number of hours of learning in practice. Occupational Therapists worldwide undertake 1000 successful hours in order to register and use their protected title worldwide (WFOT, 2016; RCOT, 2019). Honey and Penman (2020) found first-year placements should incorporate reality and participation, but few other authors have considered the content of this placement. In order to consider this, the nature of what is learned during a first placement was explored.

Objective: To understand what is really learned by students during their first practice placement and how this knowledge inter-relates.

Method: Following Grounded Theory methodology, interviews with 15 participants (pre-registration students and practice educators) were conducted and analysed using constant comparison methods.

Results: Four categories of learning were identified which have previously been reported (Grant 2022, Grant et al., 2022). The relationships between these categories were analysed to generate a theory of practice learning. This paper will present the final theory which considers students' availability for learning during placement.

Conclusion: Considering ways in which placement learning is interrelated and the factors that influence students' availability to learn during placement can support students and educators to maximise this learning opportunity.

### **'Prevention is better than cure': Equipping future police officers with the tools to battle burnout before battling the frontline** - Michelle Clarke, School of Humanities

In March 2023, University of Worcester BA (Hons) Degree in Professional Policing students attended a bespoke coaching retreat held by a local mental health charity, Reset, who work to protect the mental health of those in the emergency services. Absence due to mental health currently costs the police service around £7 billion p/a. It is a national priority for policing across England and Wales, to be cemented within The

Police Covenant this year. Including Reset's retreat within the degree programme for undergraduate policing students, aimed to help students prepare for the stress and high-pressure policing inevitably brings, as well as that which undergraduate study itself brings, through the development of resilience and mental wellbeing tools.

The High Sheriff of Worcestershire, Andrew Manning-Cox, who met the policing students at the Reset retreat, said, 'The work the [University of Worcester] is doing to prioritise wellbeing in its BA (Hons) in Professional Policing is critical and a leading initiative ahead of the introduction of the police covenant this year. It is very much in line with the College of Policing's vision' (2023).

The coaching sessions Reset provided meant the tools our policing students learned can be applied now, to help them manage their mental health and wellbeing as undergraduates within the supportive environment the University offers, where deployment of these tools to build resilience can be practiced and harnessed for life-long learning; preparing and equipping our students with skills for life, not just a career in the police service.

**Fostering reflective and resilient practice: Somerset SCIL FD/BAPP Annual Student Conference** - Janet Limberg, Somerset Centre for Integrated Learning, in partnership with Simon Taylor, Institute of Education

Aim of presentation: to promote format, purpose and impact of annual student conference.

Areas covered in presentation:

- The overall aim of the conference is to foster reflective and resilient practice by providing an opportunity to explore and share good practice.
- Annual conference takes place in January each year which is when students are consolidating their experience as undergraduates and beginning to think about carrying out research.
- An exploration of the themes, inspirational key-note speakers who have presented at conferences over the last 3 years. Themes have included: Practice-Based Research and Relationship-Based Pedagogy.
- The afternoon session provides students with an opportunity to share good practice between themselves, helping to give them a sense of the wider student community. Year 2 and 3 students share their experiences and ideas about research.
- Feedback from students and impact on their learning
- Exploration of links to the graduate attributes
- Exemplar of partnership working between UW and high-quality regional education providers

# Tuesday 13 June

## Parallel Session 3 (9:20-10:20)

### A. Social responsibility

Chair: Catriona Robinson, Institute of Education

Location: Cotswold Suite (room EE 1106)

**Hearing student nurses, midwives and nursing associates' experience of placement allocation processes** - Jenny Pinfield, Jo Rouse, Ana Kennett and Emma Stowe, Three Counties School of Nursing and Midwifery (SAPs Scheme project)

Student nurses, midwives and nursing associates spend 50% of their education programme in practice settings. Students are allocated up to 6 placements across their education experience to meet Nursing and Midwifery Council requirements. The NSS 2022 identified that students were satisfied that their placements were valuable in helping their learning (91.3% adult nursing; 100% mental health nursing; 100% midwifery) and that their placements have helped them to develop their skills in relation to their course (95.65% adult nursing; 100% mental health nursing; 100% midwifery). However, in relation to receiving sufficient support and advice about the organisation of their placements, students were much less satisfied (39.13% adult nursing; 53.85% mental health nursing; 66.67% midwifery). The aim of this project is to explore with student nurses, midwives and nursing associates their experiences of the process of placement allocation and how this is communicated. Focus groups will explore students' perceptions. There will be one focus group for each of nursing, midwifery and nursing associates, with each focus group recruiting students from each year of study. Focus groups will be facilitated by two student partners. The student partners will explore the data and identify themes, which will then be analysed to recognise strategies which may inform a review of the placement allocation process. In turn, this will add to the wider work the school is completing to improve student experience, resilience and retention. The initial findings of this project will be discussed and recommendations for practice will be identified.

**Academic Integrity: whose writing is it? Can we stop the plagiarism pandemic?** - Helen Hope and Joanne Lewis, School of Sport and Exercise Science and School of Allied Health and Community

Academic Integrity (AI) within Higher Education (HE) has attracted a wide range of attention from the media due to a growing international concern, particularly in relation to student's use of essay mills (Shepherd, 2022) and the development of artificial intelligence within academic fields (Gleason, 2022). Whilst concerning, this relates to a limited number of student cases within the University of Worcester, where the use of plagiarism software has led to a surge in academic integrity cases and subsequent penalties awarded to students.

In response, two University Academic Integrity Leads were appointed to tackle this growing issue with a brief to design a programme of education and training for staff and students on academic integrity principles and practice. The aim of this programme was to change the culture and values of students and staff on assessment writing and practice alongside the operationalisation of the AI systems and processes.



A cross-university focus group was established and as a result, four distinct themes were established: Policy and Procedures, Resources, Staff and Student Training and Assessment. A multi-disciplinary approach to addressing the themes continued, resulting in the development of an online staff training programme in academic integrity, a student training workshop as part of their study skills package, an automated process of referring academic integrity cases and a consistent approach to the reviewing cases. Finally, a review, consultation and re-write of the academic misconduct policy.

The next stage of this project is to evaluate the impact on staff and students.

**International induction: The journey of a thousand miles begins with a single step**  
- Tao Sampson and Cristina Muradore, Worcester International

There are currently over 1200 students from 75 different nationalities studying at University of Worcester.

This diversity enhances the experience for all students and offers an opportunity for the University to cultivate a socially responsible ethos, while exploring the potential to globalise the staff and student body.

Most of our international students are being exposed to the British culture for the first time in their lives. So, how can the University equip them to be successful UW graduates?

The International Experience team has designed a comprehensive international induction to offer international students, on their first week on campus, the opportunity to develop their own sense of social responsibility and align to the University ethos before starting their course.

Evidence shows that international students who actively engage with their university in their first weeks before starting their course are more likely to become successful students and therefore, successful graduates.

The purpose of the induction is to prepare international students to navigate the new environment and equip them with a sound skillset that they will develop throughout their studies and carry into lives beyond being UW graduates. Overall, it is a virtuous example of cross-departmental collaboration to demonstrate how UW can contribute to their positive student experience.

With this presentation we aim to discuss the key elements of a successful induction and how it is achieved. This will be explored from the focus of social responsibility, taking also into consideration that the international induction covers all aspects of the UW graduate attributes.

## **B. Reflective and resilient lifelong learning**

Chair: Rachel Kyte, School of Allied Health and Community

Location: CC 004

**Putting academic writing skills on the radar: Exploring radar charts to promote meta-cognition and understanding of academic writing** - Dan Whittaker, Lynn Johnston, Isobel Garratt and Katherine Hill, Institute of Education (SAPs Scheme project)

Improving students' ability to reflect on their academic progress and areas for development is a key developmental concern with the primary initial teacher education department. Coupling visual and verbal/written representations is associated with better comprehension and retention (Caviglioli, 2019). To improve students' understanding of their academic development, we developed a visual radar chart tool to allow students to map their assignment scores. This is possible because the Institute of Education bases each assignment's assessment framework (rubric) on the university's generic grade descriptors that comprise these key themes: knowledge and understanding; evidence of independent study and relevant academic sources; application of disciplinary analysis; quality of argument; communication skills. The radar chart tool allows students to map their performance across assignments: each criterium is represented by a spine on the radar chart. In this presentation/poster, we explore the results of a project where student research partners developed, trained other students in and led focus groups to understand students' perceptions of the radar charts. We consider the potential of the radar chart tool to support students' metacognition of their academic writing performance and areas for development as well as make recommendations for its use.

Reference

Caviglioli, O., (2019). Dual coding for teachers. John Catt Educational.

**The becoming of a peer-leader of a postgraduate social learning space: Some initial reflections** - Owen Hughes and Dr Don Vinson, School of Sport and Exercise Science (SAPs Scheme project)

Considerable challenges have arisen in recent times, which require agile and creative responses if face-to-face postgraduate courses are to remain valuable in the current climate. The inter-connectedness of modern occupations, and the resultant calls for graduates to be capable of working in inter and multidisciplinary teams compels postgraduate educators to think broadly about how to create meaningful educational experiences at Level 7. Wenger-Trayner and Wenger-Trayner's (2020) theorisation of learning as a process of becoming of practitioners who care to make a difference represents a conceptualisation of potential promise to address some of these challenges. Wenger-Trayner and Wenger-Trayner's (2015) theory speaks profoundly to educators seeking to facilitate the learning of applied practitioners. In this specific case, by considering the MSc Sport (Sports Coaching) cohort as a social learning space, numerous structural and pedagogic challenges arise which can be partially addressed through the provision of various guises of peer support. The peer leadership within such social learning spaces is a skill of rapidly emerging importance in contemporary learning discourse. This presentation outlines three key reflections generated from fulfilling the role of a peer-leader of the MSc Sport (Coaching) social learning space. These key reflections are: (a) Facilitating student learning is not a process that can be

forced, (b) the importance of relationships in developing an effective learning community, (c) increased understanding of the challenges facing today's postgraduate students. Some initial reflections will be offered for other facilitators of postgraduate learning communities to consider, relating to the design and support of their programmes.

**#MindTheGap: Supporting international students to develop resilience** - Kevin Fernandez and Jane Nicol, Three Counties School of Nursing and Midwifery

As the recruitment of international students to the pre-registration nursing programme grows, it is important to understand the potential challenges students encounter. One way to respond to these and to support students is to understand their lived experiences and resilience traits, thus ensuring a high-quality educational experience.

As part of the support available, we offer a weekly international drop-in clinic. International students have found this to be a 'safe and brave space' where they can share the academic, placement or personal concerns that matter to them. The shared experiences students brought to this clinic led to the development of the #MindTheGap guide, which illustrates the journey international students make as they transition to Higher Education in the UK. The guide is based on the content of the clinics, in theming the topics we were able to identify specific needs ('gaps') at five different 'stations'. These were the first week in the UK, the first month in the nursing course, writing their first academic assignment, attending their first clinical placement, and surviving the first academic year.

This guide has enabled us to better understand student needs, provide tailored support for individuals, and promote building their resilience. We have, to date, successfully engendered a sense of belonging and inclusive community spirit whilst working in partnership with students, other academics and external partners. The robust support system now in place for international students will hopefully help in supporting building their resilience as they transition to UK higher education.

### **C. Digital citizenship**

Chair: Dr Helen Scott, School of Psychology

Location: CC 009

**Using 360° video to create immersive virtual reality teaching materials: A virtual field trip to the Swiss Alps to assess stream water sources** - Professor Ian Maddock and Harry Ormonde - School of Science and the Environment (SAPs Scheme project)

The use of 360° video embedded within teaching materials has seen increasing use due to its immersive and interactive features. Embedding 360° video into virtual reality teaching materials creates a more realistic experience of dynamic environments than photo panoramas because of the ability to capture motion and therefore creates a richer virtual experience within the learning resource. However, capturing, editing, and sharing 360° video requires an element of technical skills to develop educational materials. This talk will discuss some of these technical issues and describe how to create teaching resources using 360° video that can enrich the learning process, enhance students' motivation and enjoyment and promote active participation in the classroom.

This presentation describes the outcomes of a University of Worcester Students as Academic Partners (SAPs) Scheme project that aimed to create a virtual field trip to the Swiss Alps to identify the water source of mountain streams (e.g., glacial meltwater, groundwater or snow melt) by assessing their physical characteristics and their water chemistry. Videos were captured in the Arolla and Moiry Valleys in September 2022 using ground-based (pole-mounted) and aerial (drone-mounted) 360° cameras. After editing the videos to enhance video resolution and embed information, a virtual field trip was created using Google Earth Web. This allows students to visit nine sites and interact with 360° videos to explore the features of each site and extract data from the videos for subsequent analysis to identify stream sources using Microsoft Excel.

### **VLE Student Nurse Forum** - David Tyrrell, Three Counties School of Nursing and Midwifery

Nurse and Nurse Associate students spend over 50% of their course in practice. Placements include private independent and volunteer organisations (PIVO) - e.g., Care Homes, GP surgeries, hospices, and prisons. Students can experience isolation in PIVO placements, where they are often the only student present. The emotional labour of nursing care, shift patterns and travel expectations, may add to their struggle of continuing to feel part of a “University Family” whilst on placement.

The Covid 19 pandemic provided opportunities for teaching and learning through Virtual Learning Environments (VLE). VLEs enable us to reach out to our students whilst in placement. Developing regular, optional, VLE forums for students in PIVO placements provide opportunities to maintain contact between practice learning staff and students, in addition to existing support. This is relevant because student forums are common in hospitals, but not in PIVO.

VLE allows us to host forums that can be educational or pastoral. We work collaboratively with our partner organisations to produce PIVO specific learning material, offering students a place to work in teams, explore topics and discuss issues. Here, we can promote positive student experiences, encouraging students to develop resilient, life-long learning strategies enhancing their analytical skills, communication, and digital citizenship.

The forum allows us to redress the imbalance between Hospital and PIVO placements and provide scheduled opportunities for support and education. This presentation will explore the rationale for the forum, focusing on the pedagogical opportunities it offers and how it enhances the student experience on placement and our organisational partnerships.

### **Speed up your research with LibKey and Browzine** - Allie Taylor and Ros Sykes - Library Services

Library Services invite you to try two new tools to give you speedier, easier access to academic research. LibKey presents you and your students with the best and fastest link to download a PDF, view an article, or put in an inter-library request. BrowZine allows you to browse, read and follow scholarly journals in a visual display. Our short demo will help you with your learning, teaching and research.

## Parallel session 4: Workshops (10:25-11:20)

### A. Social responsibility

Location: CC 009

**Honesty amnesty: An interactive workshop on using anti-doping awareness to develop students' social responsibility** - Charlotte Beaman-Evans, School of Sport and Exercise Science

This workshop closely aligns to the development of socially responsible students. The University of Worcester (UW) has invested time and resource into gaining a 'clean sport' accreditation with UK anti-doping (UKAD) under their newly launched initiative of 'clean sport HE partnerships'. To achieve this, a viable strategy needed to be created to allow for the effective delivery of an implementation plan. A key strategy within the plan is to raise the profile of anti-doping awareness in and around the University. The plan considers the education of all sport user groups within the University community from recreational level through to elite performance.

Education within this programme sets to challenge students' thought around 100% responsibility for what goes into their body to help them compete and the #foodfirst campaign. It questions the notion of moral grounding and ethical principles with regards to substance abuse, prohibited methods and the consequences of 'deciding' to engage in illegal doping behaviours.

The workshop will replicate a 'typical' anti-doping awareness session where morals, values and ethics are questioned using real life case studies and education is promoted and encouraged through open discussion around our moral compass, risk vs reward, complicity and desire to win.

The UKAD curriculum is targeted to school age children competing from grass roots level right through to professional performers. UW can trail blaze social responsibility in this area, both in our university community and wider local community. This workshop challenges thoughts and actions beyond the realm of academic education that a student has intentionally chosen to study. Under the new implementation plan, the breadth and reach of students is University wide and is inclusive of undergraduate and postgraduate students as well as community user groups.

### B. Teamwork and effective communication

Location: CC 004

**The rise of the machines: Can simulation be the future of professional education? An interactive workshop** - Dr Lauren White, Dr Russell Peek and Dr Richard Singleton, Three Counties Medical School

Training through simulation has grown in scope, complexity and reach. Increasing demands on placement capacity and placement providers has led to calls for more simulation to provide hands-on training for health and care practitioners. In a 'National vision for the role of simulation and immersive technologies in health and care', HEE describes how simulation and other learning technologies improve the learning environment and can lead to improvements in practice, the patient journey and, ultimately, patient safety. The NMC has recently confirmed that education institutions will be able to run innovative simulation for 600 of the 2,300 practice learning hours students need. Multi-professional simulation may facilitate the embedding of

multidisciplinary working into student practice, enhancing key skills such as communication, collaboration, and innovation. However, the best way to achieve a positive student experience through simulation is unclear. This workshop will consider the challenges and opportunities simulation offers in meeting the learning needs of future health and care practitioners. Participants will draw on evidence and personal experience to discuss:

Fidelity – What do we mean by fidelity? Is hi-fi better than lo-fi?

Validity – Can simulation achieve ecological validity?

Reliability – Can we trust assessment in a simulated environment?

Capacity - Can sim meet the challenge of limited placement capacity?

Longevity - Does simulation produce resilient and lifelong learners?

Quality - Can simulation provide a positive experience for students?

Participants joining this session should leave with a clearer idea of how simulation might best support learning for their students and how we might collectively develop inter-disciplinary simulation practice.

### **C. Reflective and resilient lifelong learning**

Location: Cotswold Suite (room EE 1106)

**‘I Wish You Knew Where I Was Coming From’: Understanding international students’ academic culture** - Melanie Jarman and Kevin Fernandez, Centre for Academic English and Skills and Three Counties School of Nursing and Midwifery

International students make up 16.67% of the student body at the University of Worcester (May 2023). While much time is spent on identifying barriers to the students’ success, and developing appropriate support, this can contribute to a generalising about the students’ characteristics and abilities. In reality, students from other countries also bring with them a range of strengths such as cross-cultural communication skills and adaptability.

Within higher education, it is critical to focus on what skills the students bring, to allow them to progress as part of the whole student body rather than an isolated group. Focusing on international students’ strengths, and building on positive experiences, will empower them to apply their strengths in navigating their prior learning cultures to successfully transition into UK higher education.

Using examples from the international cohort within the Three Counties School of Nursing and Midwifery (TCSNM), this workshop will encourage participants to reflect on the valuable contribution that international students can offer. The TCSNM has 285 international students from 16 different countries, who come from a range of educational backgrounds, from high school to postgraduate.

In this workshop, participants will look at some case studies of international students and their academic situations. Through discussion, participants will gain a deeper understanding of how education in a student’s home country can impact on their performance in the UK, and as a result be able to better support the achievement of international students within their own courses.

## **Parallel session 5: 5-minute student presentations (11:35-12:15)**

### **A. Social responsibility; Digital citizenship**

Chair: Dr Karen Blackmore, Institute of Education

Location: Cotswold Suite (room EE 1106)

#### **How international mobility and student leadership roles cultivate social responsibility** (Theme: Social responsibility) - Olivia Hardiman, School of Humanities

Studying at the University of Worcester has the potential to create socially responsible and globally engaged graduates, specifically through two pathways: studying abroad and student-led representation. The main pull factor for me to embark on the third-year exchange programme in Turku, was to explore a different culture and to develop a global network of friends. But in addition to this, I gained peer relationships which helped me to engage with discussions regarding international law and issues impacting our shared society. I was also faced with the opportunity to assist in local efforts to support refugees, after the Russian invasion of Ukraine.

My exchange year influenced me in such a profound way that I had to get involved with something that could link me to the international community upon returning to Worcester. Hence, chairing the International Students' Network provided an opening to see the diversity amongst our student community and to positively impact individuals' international study experience, in Worcester.

Reflecting on what I have learned through these two highlights of my undergraduate journey, I have become even more acutely aware of the potential consequences of unrest, conflict and injustice within this country and beyond. It seems to me that it is vital that my generation work morally, responsibly and collaboratively within our communities to be united in the face of adversity. Furthermore, recognising the wider impression that our actions can have, beyond our own perspective, is a crucial step to pave the way for greater social change and peace.

#### **Social health and rural development in India: A Mental Health Nursing student's perspective** (Theme: Social responsibility) - Kathryn Glazzard, Cristina Muradore and Alison Lewis, Three Counties School of Nursing and Midwifery and Worcester International

Together with six fellow students from the Three Counties School of Nursing and Midwifery, and the School of Allied Health and Community, I left for India in July 2022, where I undertook a 4-week intensive summer programme hosted by Pravara Institute of Medical Science in Loni (Maharashtra state).

This summer school took us on a journey into Social Health and Rural Development from the Indian perspective. We gained invaluable insights on Medical & Health Sciences Education System and Alternative Systems of Medicine such as Ayurveda, Yoga, Homeopathy and Tribal Medicine. The program also allowed us to visit Primary Health Care Centres in rural and tribal areas around the town of Loni and learn how healthcare can be delivered effectively to remote areas with little infrastructures.

As the only mental health nursing student, I acted as an advocate for my field in nursing, displaying cultural awareness and sensitivity whilst investigating challenging subjects surrounding mental health in the area. The trip allowed me to observe things that I

wouldn't necessarily experience in a domestic placement, e.g., labour and surgical wards. The exposure to a wide variety of social health scenarios incited me to feel ambitious about commencing my final year of BSc nursing and I feel strongly that the experience has been invaluable in transforming my self-confidence. I often felt out of depth but the use of structured critical reflection and the encouragement of my peers on the trip nurtured my resilience. Participating in this program has been an experience that truly contributed to my transformation into a successful UW graduate.

**Digital literacy: Relevance and factors affecting contemporary definitions** (Theme: Digital citizenship) - Caroline Pawley, Worcester Business School

Digital literacy, skills and capabilities are all topics of increasing interest. Existing literature highlights the increasing demand for these, as digital technologies are becoming more prevalent in nearly all aspects of modern life. However, whilst there is an acknowledgement that the demand for these skills has increased, there is a distinct lack of clarity between research on how these terms are defined.

This paper takes an in-depth look at the relevance of the term 'digital literacy' within modern society and addresses the inconsistencies found amongst definitions of digital literacy in existing literature - by analysing the key themes that may be affecting these definitions.

The analysis of current literature highlighted two key trends. Firstly, there is a noticeable lack of clarity surrounding what the term encompasses and where it sits amongst similar terms in the landscape. Secondly, as a primarily education-based topic, there is a lack of research that looks at the factors influencing definitions from a wider perspective.

To address the two identified discrepancies in current work, a model was proposed with the aim of visualising where digital literacy sits in the wider picture of related terms, the factors that might be affecting definitions and the skill sets it is believed to encompass. In doing so, it also aims to provide clarity on digital literacy and offer a strong foundation on which further work can be conducted - in the hopes of ensuring the terms remain relevant into the future.

**The role universities will undertake in the delivery of training leaders to navigate industry 4.0** (Theme: Digital citizenship) - Avril Batholomew, Worcester Business School

The 4th Industrial revolution or in business terms Industry 4.0, is currently disrupting the workplace, it is changing how we do things, particularly regarding mass production. Based on connectivity, communication, and interconnection, with data manipulation, algorithms, and machine learning. Questions arising in this new technological age are being centered around ethics and bias, and how leaders will manage these issues (both personal and corporate) considering the recent event of Cambridge Analytica which is an example of data manipulation.

With Universities being the mainstay in the production of graduate leaders, discussions are taking place on what pedagogies will be put in place to teach future leaders how to navigate Industry 4.0. Additional questions regarding skills, abilities, and knowledge



versus competencies, greater use of emotional intelligence, and lifelong learning are all being considered.

I am a second-year Ph.D. student at the University of Worcester, Worcester Business School.

**‘The blind leading the blind’: Reflections on inclusive practice from a visually impaired student** (Theme: Social responsibility) - Charlotte Beaman-Evans, Alice Hopkins and Emma Richardson, School of Sport and Exercise Science

Both the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2022) and the National Convention on the Rights of Persons with Disabilities (NCRPD, 2022) emphasise the human right for all disabled persons to have equitable access to education and physical activity. These global policies also outline that Higher Education (HE) environments must evidence reasonable adjustments made to ensure disabled students have equitable access to physical features and academic resources through their chosen institute. In the context of blind or visually impaired (VI) students, this is of tantamount importance as their ability to fulfil their academic potential is dependent on various systems related to accessing written information. Further, blind/VI students also have the right to access community and health related opportunities provided by HE institutes, such as student clubs and sports/exercise facilities. While Higher Education Institutes (HEI's) commonly demonstrate environmental modifications made to facilitate students' needs (Thompson, 2020), other essential aspects of inclusion are often missed such as ensuring administrative processes, including, but not limited to, the facilitation of brail printing, large text resources and other inaccessible forms are provided (Hewett, Keil and Douglas 2015). Continuing barriers and challenges within education inevitably lead to critical tensions amongst blind and VI students (Croft 2020) at a HE level such that their potential and HE experience is compromised. The University of Worcester (UW) takes great pride in its facilitation of students with additional needs, particularly with regards to inclusive sport and exercise facilities. However, and reflective of wider HEI culture, there is a distinct disparity between our world leading inclusive facilities (environmental modifications) and the administrative process (institutional modifications) that support student participation within it. Blind/VI students face daily barriers for accessing equitable student opportunities owing to digital environments that are advancing faster than inclusive software (e.g., PDFs being incompatible with reading aids). This can cause heightened levels of stress and anxiety for blind/VI students as well as a loss of dignity as students may be forced to divulge personal information to complete administrative processes to access their desired activity. This legacy project aims to utilise student voice to inform inclusive practice for future blind and VI UW students to increase sport and recreation engagement by creating more accessible access and medical forms. The project will utilise participatory action research to instigate change.

## **B. Reflective and resilient lifelong learning; Teamwork and effective communication**

Chair: Helen Hope, School of Sport and Exercise Science

Location: CC 004

**Measures in Personal Academic Tutorial systems across the University of Worcester which help students progress into employment and postgraduate study** (Theme: Reflective and resilient lifelong learning) - Dr Amy Cherry, Kieran Fardell, Samia Mahmood, Natalie McAvoy, Dr Sharon Young and Dr Sarah Lloyd, School of Science and the Environment (SAPs Scheme project)

As well as an academic focus, a university experience needs to address next steps into the professional world through employment-related activities and by offering assistance with the stages of career planning. It is important that there is a dialogue between students and staff to help facilitate the transition. The feedback given in the NSS 2022 suggested that this could be an area for development for the schools of Science and the Environment, Psychology and Humanities.

The Students Academic Partners across the above schools have researched the current provision for both academic and career related planning and sought student feedback on the Personal Academic Tutor system (PAT system). This research has focused on the assistance given and preparations made by the three schools and the extent to which the PAT system is integrated into employment preparations. There is currently a range of provision for students in the above schools: whilst most courses provide a work-based module, the focus on employability through the PAT system varies, as does engagement with the PAT system itself by students. Initial findings would suggest that there is scope to consolidate existing PAT practice and share this across departments, focussing on building student engagement and developing shared resources. It is the intention of this research to integrate the findings from student feedback into suggestions for possible adjustments to the workings of the PAT system with a renewed focus on employability, career planning and progression into postgraduate study.

**Developing the skills curriculum for student mental health nurses: A Students as Academic Partners project** (Theme: Teamwork and effective communication) - Tom Edwards, Ash Baig, Emma Harrison, Rishika Kabra, Sarah Wilson and Dr Helen Ford, Three Counties School of Nursing and Midwifery (SAPs Scheme project)

Module evaluation highlights that mental health nursing students would like skills and simulation learning to be tailored more to their learning needs. The curriculum for skills delivery is defined by the NMC (2018) Future Nurse Standards. These standards have been criticised by mental health professionals for being too generic and adult nursing focussed (e.g., Connell et al., 2022). Also, staff within the pre-registration nursing team are predominantly adult nurses. These factors may have led to the student evaluation responses.

This Students as Academic Partners project aims to collect information about appropriate mental health skills for student nurses from a range of mental health stakeholders. This information will subsequently be used by skills module leaders to enhance skills sessions provided to student mental health nurses. This will enhance their skills and knowledge in providing care for individuals with mental health issues.

Focus group interviews will gather data from student mental health nurses, newly qualified nurses and lecturers. Three focus groups will be conducted, consisting of three to five participants. Semi-structured interviews will identify what skills mental health students should be developing at each stage of their education. Interviews will be recorded and transcribed. Data will be analysed using thematic analysis to identify common themes and patterns in the participants' responses.

The impact of this project is expected to be:

1. Enhanced skills and simulation learning for mental health nursing students
2. Enhanced graduate skills of problem solving, teamwork and effective communication for the student project partners.

**'Minding the gap': Exploring the perceptions, preconceptions, and experiences of students undertaking an MSc Psychology conversion course by distance-learning** (Theme: Teamwork and reflective communication) - Franka Rod, Liam Kernan, Dr Sarah Davis and Dr Laura Simmons, School of Psychology (SAPs Scheme project)

The MSc Psychology switched from an on-campus course to distance learning in September 2021, as one of a small, but growing, pool of accredited, distance-learning conversion courses in the UK. Whilst much is published on easing the transition to study for undergraduate students, there is a knowledge gap in understanding the needs of Psychology conversion course students, who differ from undergraduate Psychology students in terms of demography, entry-level competencies, and prior experience. These unique features of the cohort, coupled with the demands and nature of the programme of study (distance learning), necessitate further research so that we can learn how best to support students to facilitate academic resilience. This project builds an understanding of the experiences of Psychology conversion course students, by listening to the stories of our current students. Using a qualitative approach, we explore key phases in the student journey, from pre-enrolment ('expectations'), to starting the course ('experiences'), and adjusting to study ('reflections' on learning) through semi-structured, online interviews. Here, we present findings from our 'theoretical' thematic analysis of these data, guided by a resilience framework approach (e.g., Banerjee et al., 2001), to identify risk and protective factors (personal, social, or institutional) identified by students as helping to facilitate, or hinder success at each phase of their journey. By discussing how students adapt to change and develop as 'new' learners, our findings have wider implications for promoting successful academic achievement and transition to level 7 study for postgraduates in other disciplines, who are attracted to distance learning.

**Learning on the commute: A collaborative project between staff and students to develop a series of research-informed pedagogy podcasts** (Theme: Teamwork and reflective communication) - Janinne Delorenzo, Dr Ben Looker, William Morris, Robert Harrison, Annalise Haycock, Dr Garry Honey, Emily Westwood and Lucy Harris, Institute of Education (SAPs Scheme project)

Podcasts have increased in popularity in supplementing learning in higher education institutions (McGarr, 2009). Lee & Chan (2007) found that when podcasts were introduced to university students, all participants reported downloading over 90% of the material, with 89% of participants listening to episodes more than three times. Furthermore, the students treated the podcasts as important learning and did not multitask whilst listening (Lee & Chan, 2007). These findings have been echoed in a

more recent study, which identified podcasts as a useful tool for social scholarship, again reporting that students engage with their learning on multiple occasions (Singer, 2019).

In light of this we would like to run a SAPs project, where a series of research-informed podcasts are created for use by Secondary Science PGCE students. The podcasts will be produced by students for use across the cohort and can be used again for future students. Hall & Jones (2021) have identified myriad occasions when podcasts have been produced by students for their peers as learning tools. Furthermore, it has been shown that podcast learning is an effective alternative to traditional approaches (O'Bannen et al., 2011; Hall & Jones, 2021).

This project has arisen from a focus group with current PGCE students. Students attended a science education conference in January 2023, focused on research-informed pedagogy. Students have been using this as a basis for ideas for their podcast episodes, conducting literature reviews in order to inform the pedagogy being discussed in the recorded episodes. Each episode will include a brief description of the aspect of pedagogy being explored, an examination of how it relates to practice as teachers followed by practical implications for the classroom.

## **Parallel session 6: Presentations and workshop (14:15-15:15)**

### **A. Reflective and resilient lifelong learning; Problem solving**

Chair: Judith Keene, Library Services

Location: Cotswold Suite (room EE 1106)

**Rise and fall of student retention: Can it be prevented?** (Theme: Reflective and resilient lifelong learning) - Jenna Page and Amy Johnson, School of Psychology

The aim of this presentation is to discuss the methodology and outcomes of a research project carried out in the School of Psychology which focused on the reasons for student withdrawal. This project resulted in positive, constructive solutions put in place to remove the barriers that result in student withdrawal.

This project cross-referenced the data available on student withdrawals and admissions applications. The qualitative data given by withdrawn students in their withdrawal forms was thematically analysed and then referenced back to the admissions form to identify any common themes that would indicate that the withdrawal may have been a realistic prospect. This resulted in focused recommendations to reduce the numbers of withdrawals within the school by implementing early intervention strategies to remove the barriers for participation at university.

This project aligns with the graduate attribute reflective and resilient lifelong learners by considering barriers that are already in place for applicants and devising strategies of early intervention to improve retention figures. This also supports the graduate attribute of problem solving as the solutions proposed will involve consultation with students and reflective practice.

Acknowledging the barriers to student participation and providing solutions results in a more positive student experience for those applying to and participating in higher education at the University of Worcester, encouraging inclusivity.

**'Just get on with it!': Ensuring safe and compassionate teaching and learning spaces for students** (Theme: Reflective and resilient lifelong learning) - Dr Claire McLoone-Richards, School of Psychology

The presentation will consider the importance of facilitating a safe and compassionate culture of teaching and learning for students, who are engaged in all aspects of research and practice related to the impact of violence, abuse, and trauma. The Graduate Attribute which seeks to promote reflective and resilient lifelong learners resonates with my teaching and research associated with the 'rich ecology' of students' experiences (Coia and Taylor, 2013, p. 6). The emphasis is on the need for students to experience safe learning spaces to express emotion and to reflect on their thoughts and feelings, in response to their research and practice in supporting victims of domestic abuse and sexual violence. I will discuss how feminist pedagogy enables critical and insightful feminist perspectives on gender justice to challenge oppressive cultures (McCusker, 2017) in female dominated professions, where emotion and kindness can be seen as a professional deficit. A critical examination of nurturing reflexive and resilient dispositions within the student community, highlights the importance of this attribute to enhancing professional practice in supporting victims of abuse. Importantly, there is a recognition of the more troubling aspects of practice which deny or limit the authentic voice of the graduate practitioner in expressions of sadness or anger in professional contexts. Bourdieu's concept of the Field (Bourdieu, 1989a, McLoone-Richards, 2021) gives scope to appraise the implications for organisational culture in promoting lifelong reflective and resilient practitioners in advocating for their safe spaces, in professional practice beyond the safe and emancipatory spaces of the university.

References

Bourdieu, P. (1989a) Social Space and Symbolic Power. *Sociological Theory*, 7:14-25.

Coia, L. & Taylor, M. (2013) Uncovering Our Feminist Pedagogy: A co/autoethnography. *Studying Teacher Education*. 9:1, 3-17. DOI: 10.1080/17425964.2013.771394

McCusker, G. (2017) A feminist teacher's account of her attempts to achieve the goals of feminist pedagogy. *Gender and Education*. 29:4, 445-460, DOI:10.1080/09540253.2107.1290220

McLoone-Richards, C. (2021) A critical examination of "Doing Advocacy" and "Negotiating Power" in Child Protection Practice in Early Childhood Care and Education. (Doctoral Dissertation, University of Worcester, UK).

**Who lives in a house like this? Exploring the potential of Ability House as a simulated learning environment** (Theme: Problem solving) - Dr Sophie Knight, Kirsten Beard and Shelley Cook, School of Allied Health and Community (SAPs Scheme project)

This project focuses on developing case study related learning opportunities based within a university facility called Ability House. The case studies reflect occupational therapy students' experiences in community practice. Additional opportunities were explored for development of creative learning experiences appropriate for occupational therapy applicants, BSc and pre-registration MSc occupational therapy students. This project develops Ability House as a sustainable learning environment for future generations of occupational therapy students.

Ability House is semi-detached property located on the University campus. It is a valuable resource for occupational therapy student learning given that many occupational therapists work in people's homes. As student numbers increased, usability decreased due to space constraints impacting evidence-based learning and authenticity. Over the course of two project-based placements, students investigated student and staff perspectives on the use of Ability House. As part of the second placement, students developed in-depth case studies based within the home environment of Ability House. These case studies enabled students at different levels of learning to consider the person, the environment in which they are living (Ability House 'staged' representing the individual's home) and their occupations.

The Students as Academic Partners Project was an ideal opportunity to move forward with case study development and to consider new possibilities such as developing digital resources for use by current students and course applicants. Use of branched story-telling and similar online activities could develop understanding of the profession, the course and provide innovative ways to embrace the potential learning benefits for simulation in occupational therapy teaching and learning.

## **B. Reflective and resilient lifelong learning**

Chair: Dr Heather Barrett, School of Science and the Environment

Location: CC 004

### **Graduate attributes and skills pathways: A demonstration of the skills audit and pathways on myCareer - Julie Porter and Katherine Bruce, Student Services**

myCareer is the careers and employability platform through which students make bookings, access job vacancies and employability resources. The Skills pathways and audit are new tools within this to help students reflect on their current skills level, with supporting online resources to help them develop these further. These skills have been mapped against the university's graduate attributes.

This session will demonstrate these resources and encourage course leads and PATS to consider how they maybe used to both review and further develop graduate attributes.

### **So, what do you want to do...? Reflections on using myCareer skills pathways -**

Gillian Renfree, School of Sport and Exercise Science

The Sport Business Management course prides itself on high graduate employability and the course team work hard to promote and encourage a positive student experience through professional placement during the second year of study. During the academic year 2022/23, a project began to encourage students to be intellectually curious about their skill development and aspirations for the future. As such, the module introduced the concepts of graduate attributes and skill development through the inclusion of myCareer skills and graduate attributes online resources. This was included as an assessment point and then students were encouraged to work through the skills pathways to upskill and achieve through their yearlong 30-credit module and placement working to achieve their personal and professional learning objectives. Initial findings are that the students have used the self-reporting skills audit to reflect upon their previous experiences to help them decide which areas require work and development. Final conclusions will be drawn after the module completes to provide

results from the skills audit and activity choices, as well as reflections and feedback from students and the module tutor around practical implications for learning, teaching, and assessment.

**Adventures in employability: Mapping graduate career journeys to promote student engagement in professional skills modules** - Dr Louise Martin, Laura Underwood and Dr Jennifer Joyce, School of Sport and Exercise Science (SAPs Scheme project)

Graduate employment is a key marker of student success, yet students report that HE courses develop only 49% of their career skills (Neves, 2018). The Sport & Exercise Science course features an employability pathway to engage students in career focused activities. In contrast to industry experience in their work placement, students report lower levels of satisfaction and struggle to see the value in employability modules often citing a lack of relevance or authenticity. Jacob, Leach and Spencer (2010) reported that alumni narratives offer an insight into how university education aids the development of their sense of self and include employability skills and personal growth cultivated through learning. Furthermore, Higdon's (2016) graduate interviews highlighted that gaining employment was more complex than the acquisition of transferable skills and argued that graduates are the missing voice in the current government-led employability model. Therefore, the purpose of this project was to curate a collection of case studies of graduate employability journeys. This project gathered the 'student voice' by adopting a narrative methodology. Four recent Sport & Exercise Science students were invited to reflect on how, when and where they developed professional, transferable skills, attributes, and experiences for gaining graduate employment. During the reflective conversations, participants sketched a road map of their journey which was then transferred into an interactive digital map using story maps software. It is hoped that the interactive maps will be an engaging teaching resource to improve the student learning experience and reinforce the value of classroom-based employability modules.

### **C. Teamwork and effective communication**

Chair: Dr Sian Evans, School of Science and the Environment

Location: CC 009

**Student mentors in Screenwriting** - Jamie Nicholl, Rocio Sanchez Garcia and Simon Bovey, School of Arts (SAPs Scheme project)

Feedback and guidance is essential in the study of screenwriting as the craft is all about redrafting and honing a creative work. This year we ran a Student Mentor programme in Screenwriting, a SAPs scheme, involving myself and six students from L6 to support L4 students with feedback and advice. These L6 students have gained editing skills from the course and were desirous to exercise these in a 'live' situation.

Student Mentors were each allocated a group to oversee as they developed thirty minute screenplays. On a weekly basis the group would convene in-class where work would be exchanged and given feedback. In addition to encouraging each member of the group to engage and communicate their views, the script editor would provide additional critique themselves, typically in the form of queries so as to incite further discussion and debate.

The scheme, though not yet complete, has proven popular with first year students, who have appreciated the coordination and clarification that the presence of script editors has brought to peer review sessions, and who have themselves displayed increasingly adept analytical and writing abilities. Likewise, the script mentors have demonstrated leadership qualities invaluable both in and outside the University.

The preliminary results show broad and unanimous approval of the scheme and make a compelling case for the utilisation of student script editors in successive first year classes; perhaps even the inclusion of a more permanent position that could assist any Screenwriting tutor spearheading a learning environment.

**Students as true partners: The launch of the Library Student Team** - Kate Courage, Victoria Collins, Anastasia Kennett and Rhoda Mofiyinfoluwa Asalu, Library Services

This year the Library Service has established a new Library Student Team, employing students to work alongside library staff to review the services we offer and to consider how we can develop them to meet the evolving needs of students. Initial project work has included: focus groups on student priorities for The Hive; a collaboration on developing new service standards; capturing the student view of our 'Learner Journey' teaching offer and videos to demonstrate the impact of the Library Service for students.

Students have historically been employed by the Library Service on a number of work experience placements, SAP projects and in voluntary roles, but this new approach aims to enable a more sustained, collaborative way of working. Our goal is to involve our students as true partners and to work with them to collaboratively set the priorities and direction for the Library Service. In this 10-minute presentation, staff and students involved in the first iteration of the Library Student Team will reflect on this way of working, and its benefits for the students involved, in building their own skills, covering a range of graduate attributes, from teamwork and communication to problem solving and digital citizenship. It will also illustrate the more far-reaching value of the project, in ensuring that the wider student body is also able to contribute their own voices to influence the development of a service that puts students at the heart of everything we do.

**FD Placement Fair: Facilitating communication between new students and placement providers** - Daniel Howarth and Naomi Blaikie, School of Allied Health and Community

This presentation will outline the processes and successes of a 'Placement Fair' our department ran during Induction. This ran at The Hive and current students and potential placement providers were brought in to meet the new intake of FD and Cert HE Health & Social Care and CAMH students, helping to cement the idea of the 'Golden Triangle' and prioritising communication between the three points of students, educators and mentors.

The placement fair was a positive experience for a range of reasons including, fundamentally, students making personal direct contact with a range of local charities and care organisations leading to placements being secured. Furthermore, a high percentage of students completed pieces of clearance paperwork leading to a greater number of students cleared faster than in previous years.

This links to the graduate attribute around communication primarily because of the link



between new students and potential placement providers. Unlike many courses with a WBL component, our students are supported to source their own placements most relevant to their professional area of interest. This process of finding a setting, especially since the pandemic, has anecdotally become a significant and a somewhat worrisome step for many of our new students and we are seeing increasing levels of anxiety around this process. Therefore this event allowed students to engage with potential placements in a supportive and more informal way, relieving anxiety around this key communication that is crucial to their ability to pass their course.

## **D (workshop). Reflective and resilient lifelong learning**

### **'Pedagogy of the Unexpected': An interactive workshop on how to embed curiosity and surprise to motivate student lifelong learning and resilience -**

Suzanne Allies, Institute of Education

Location: BY 1151

I have researched the benefits of incorporating an element of surprise into some of my teaching sessions (Fortin & Gonzalez, cited in Carle, 2017; Kennedy, 2019; Gutierrez, 2021; Rousell, 2021) and observed that when putting this into practice, it piqued the curiosity of my students. In addition, I noticed that following the sessions which involved surprise, I gained the most positive feedback I had ever received; students commented about the beneficial impact that fun and activity had on their learning, and many demonstrated a constructive emotional response to the learning (as explored by Vogel et al, 2019). I have also observed evidence over the years that shows how memorable these sessions have been to students and how, after reflection, students have used similar techniques in their own practice as trainee teachers.

My conference workshop will involve sharing the practical ways that I have incorporated surprise into sessions, for example, via a surprise visitor, a treasure hunt, a surprise phone call and consequential problem-solving exercise. I will encourage delegates to share similar instances and their opinions on whether this pedagogy is valuable within their discipline, especially related to the UW graduate attribute: reflective and resilient lifelong learning. Student delegates will be able to comment on their perspectives. Research will be shared such as Foster & Keane (2018) and links to neuroscience. Finally, an element of surprise will be modelled and the impact on delegates discussed.

## **Glossary**

AI – Academic Integrity  
AL – Associate lecturer  
AP – Action potential(s)  
BA – Bachelor of Arts  
BAME – Black, Asian and minority ethnic  
BPS – British Psychological Society  
BSc – Bachelor of Science  
CAMHS – Child and Adolescent Mental Health Services  
CIMPSA – Chartered Institute for the Management of Sport and Physical Activity  
ETF – Exchange-Traded Fund  
FD – Foundation Degree  
FE – Further education  
GP – General Practitioner(s)  
HE – Higher Education  
HEFCE – Higher Education Funding Council for England  
HEI – Higher Education Institution  
HEPI – Higher Education Policy Institute  
HMP – Her Majesty’s Prison  
IL – Information literacy  
IS – International students  
ISH – Independent Study Health  
ITT – Initial teacher training  
LOtC – Learning Outside the Classroom  
MBChB – Bachelor of Medicine and Bachelor of Surgery  
MC – Microsoft Community  
MYE – Midlands, Yorkshire, East  
MYEPAD – Midlands, Yorkshire and East Practice Assessment Document  
NHS – National Health Service  
NMC – Nursing and Midwifery Council  
OSCE – Objective Structured Clinical Exams  
PA – Practice Assessor  
PAD – Practice Assessment Document  
PAT – Personal Academic Tutor  
PGCE – Post Graduate Certificate in Education  
PS – Practice Supervisor  
RAISE – Researching, Advancing and Inspiring Student Engagement  
SAPs – Student as Academic Partners Scheme  
SCIP – Student Coaching in Practice  
SPSS – Statistical Package for the Social Sciences  
SSES – School of Sport and Exercise Science  
STEM – Science, Technology, Engineering and Mathematics  
TCSNM – Three Counties School of Nursing and Midwifery  
TEF – Teaching Excellence Framework  
UAV – Unmanned Aerial Vehicle  
UKPSF – UK Professional Standards Framework  
UW – University of Worcester  
VL – Visiting lecturer  
VLE – Visual Learning Experience  
WBL – Work Based Learning  
WBS – Worcester Business School

**For further information please contact**

[ltconference@worc.ac.uk](mailto:ltconference@worc.ac.uk)

**#UWSEC23**

[www.worcester.ac.uk](http://www.worcester.ac.uk)