



**UNIVERSITY of
WORCESTER**

University of Worcester

Learning and Teaching Conference

Student Belonging at Worcester: Maximising Pastoral and Pedagogical Approaches for Building Success



17th-18th June 2025

Abstracts

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Introduction

This year’s [University Learning and Teaching Conference](#), has ‘Belonging and Mattering’ as its core theme due to the growing sector interest in the significant role that this is now playing in the development of student success strategies. Student populations across Higher Education are rapidly becoming more diverse, not only culturally, but also through a combination of both purposeful and circumstantial environmental factors that are influencing students’ decisions on what and where to study. We now see more students choosing to commute to university, choosing to undertake employment whilst studying and choosing to come to university from more diverse educational backgrounds. All of this is changing the landscape of what a ‘typical’ student community now looks like and it’s important that Universities continue to adapt, in order to ensure that all students continue to have an equal opportunity to connect, belong and thrive.

We are delighted to confirm that we have three fantastic keynote speakers supporting this year’s event.

Professor Abigail Moriarty began her career as a nurse and is now the Pro-Vice Chancellor for Education and Students at the University of Lincoln. Professor Moriarty’s research interests focus on student learning and professional practice, particularly on understanding and overcoming barriers to student success in Higher Education and has recently concentrated on designing a universally inclusive student experience that is both profession-facing and inspiring to learners. She has delivered numerous presentations on Universal Design for Learning to local, national, and international audiences.

Our second keynote speaker is Dr Susan Kenyon, who will focusing her presentation on developing a sense of belonging for commuter students and the positive steps that educators and institutions can take to meet the needs of their commuters. Dr Kenyon is a Principal Lecturer at Canterbury Christ Church University and winner of the 2025 Vicky Randall Prize for her outstanding contribution to advancing teaching and learning in political studies.

Our final keynote speaker is Dr Mark Flisher, our newly appointed Head of the Institute of Arts and Humanities at the University of Worcester who will be sharing his insights into his work around EDI and wellbeing, particularly in the area of neurodivergence, as well as his aspirations for his new role at Worcester.

Keynote Speakers

Professor Abigail Moriarty University of Lincoln

Title: A Student-Centric University: Redefining Higher Education Today

'In today's higher education landscape, placing students at the heart of decision-making is more than just a buzzword. This presentation will challenge and provoke thought, repositioning students as true co-creators of their educational experience, rather than a mere tick box.'

Professor Abigail Moriarty joined the University of Lincoln in April 2024 as Pro Vice-Chancellor for Education and Students. Prior to this, she spent four years as Pro Vice-Chancellor and Professor of Learning and Teaching at the University of Sunderland.

Before her tenure at Sunderland, Professor Moriarty served at De Montfort University (DMU) in Leicester. There, she was Director of Learning and Teaching and later interim Pro Vice-Chancellor Academic. Abigail has extensive experience in enhancing student experience in Higher Education.

Her research interests focus on student learning and professional practice, particularly on understanding and overcoming barriers to student success in Higher Education. Abigail has recently concentrated on designing a universally inclusive student experience that is profession-facing and inspiring to learners. She has delivered numerous invited keynote presentations on Universal Design for Learning to local, national, and international audiences. Additionally, she is a Trustee for the United Kingdom Advising and Tutoring association.

Professor Moriarty has significantly influenced the student experience throughout her career. During her time at the University of Sunderland, she contributed to improved student outcomes, leading to the university being ranked in the top 30 of the 2024 Guardian Complete University Guide. The University of Sunderland was also nominated for University of the Year in the Times Higher Education Awards in 2021 and 2024 and named University of the Year for Social Inclusion in The Times and Sunday Times Good University Guide 2021. Since her time at Lincoln, she has completed an academic governance review and implemented changes, along with the realisation and execution of the University Teaching, Learning and Student Experience strategy.

Dr Susan Kenyon Canterbury Christ Church University

Title: Developing a Sense of Belonging and Mattering for Commuter Students

Dr Susan Kenyon is a Principal Lecturer in Politics at Canterbury Christ Church University and winner of the 2025 Vicky Randall Prize for her outstanding contribution to advancing teaching and learning in political studies, awarded by the UK Political Studies Association. Dr Kenyon has dedicated her career to advancing social inclusion, working initially as an academic researcher, moving into industry and politics at the Department for Transport and Transport for London. Dr Kenyon returned to higher education in 2015, as a Director of Learning and Teaching, working across the institution to influence individuals' pedagogy and university policies and practices, before returning to teaching, to focus on empowering her students with the knowledge, skills and understanding to make the change that they wish to see. Dr Kenyon has changed pedagogy, policy and practice in her own institution and across the sector, through impactful research and engaging dissemination and continues to advance inclusion in the transport industry, as a consultant on transport and social inclusion, to multiple government bodies.

Dr Mark Flisher
University of Worcester

Title: A Call for Spicy Curricula: Towards a More Provocative and Inclusive Curriculum Design for Higher Education

Dr Mark Flisher is Head of the Institute of Arts and Humanities at the University of Worcester and has been a pedagogue for two decades across multiple organisations including Secondary, Further and Higher Education. His research and practice are primarily concerned with the body in performance and the ways that embodiment can challenge established norms, particularly in reference to identity. Most recently, Mark has established a research enquiry into student mental health and wellbeing in artistic curriculums where he has advocated for a radical rethink of Higher Education curriculum design through inclusive practice.

Tuesday 17th June 2025

A: Presentations (10:00-11:00)

Educating Student Athletes in Sport Citizenship for Positive Social Impact

Dr Gill Harrop, Charlotte Beaman-Evans, Matt Spokes

School of Health & Wellbeing/School of Sport & Exercise Science

The University of Worcester (UW) Sport Citizenship Scheme (SCS) was established to enhance the well-being of student athletes, focusing on fostering positive social behaviours. This initiative used an evidence-based approach, building on research by Zenteno, Hilty & Richard (2023), which identified strategies for empowering student athletes to address problematic behaviours. The scheme was implemented in direct response to an increase in reports of such behaviours among UW athletes during social events, reflecting a broader national trend (Burrell, 2023).

Participants included a diverse group of UW student learners, including those with vocational qualifications and students from Black, Asian, and Mixed Heritage backgrounds. Feedback indicated that 100% of participants agreed that student athletes play a crucial role in cultivating a culture of positive, healthy behaviour within the university. Students could identify what they had learnt during the sessions, stating how to be an active bystander and how to nurture friendships. In addition, athletes expressed confidence in recognising both positive and negative behaviours in others, asserting, "I can see why this person is a good leader and role model for others." Respondents also identified benefits from the sessions, including an enhanced understanding of leadership behaviours and a greater openness to exhibiting such behaviours themselves.

As evidence of the initiative's positive impact, the 12 months following the SCS intervention saw a 40% decrease in disciplinary actions involving students in the School of Sport and Exercise. While further research is necessary to explore this improvement in greater depth, the observed positive change is highly encouraging.

References:

Burrell, S. R. (2023). 'Cause We're All Just Part of the System Really': Complicity and Resistance in Young Sportsmen's Responses to Violence Against Women Prevention Campaigns in England. *Sociological Research Online*, 28(2), 336-354.

Zenteno, Hilty & Richard (2023) Prevention is a team sport: Empowering Male Student Athletes in Your Game Plan for Campus Sexual Assault Prevention. Its On Us (online). <https://itsonus.org/wp-content/uploads/2024/03/Prevention-Is-A-Team-Sport.pdf>

Belonging: The Silver Bullet? An exploration of the BSc Sport & Exercise Science strategy to enhance student experience and retention

Dr Jennifer Joyce, Emma Lawrence

School of Sport & Exercise Science

The concept of belonging has emerged as a critical factor in enhancing student experience and retention in higher education (Allen et al. 2024). This project explores the "Tri-Factor Belonging Framework" developed by the BSc Sport & Exercise Science course to integrate extracurricular social activities, PAT support and "Student Voice" initiatives to foster a sense of belonging among students.

This holistic approach to belonging provides students with opportunities to build meaningful connections with their peers and staff members and highlights the positive relationship between belonging, retention and student satisfaction. Since the introduction of the strategy in 2018 the course has experienced an 18.62% decrease in withdrawals at level 4 (29.63% -11.1%), an improvement of CES overall satisfaction of 24% (76%-100%), and currently NSS results for the course score above 95% satisfaction in every category with student voice and academic support both scoring 96%.

Examples of successful initiatives will be shared through a student lens and the evolution of the framework will be discussed in detail. This project underscores the importance of a supportive and inclusive environment in enhancing the student experience. By creating a sense of community and belonging using this framework, the BSc Sport & Exercise Science course provides valuable insights for educators seeking to implement effective strategies to enhance student experience and retention in higher education.

Reference:

Allen, K., Slaten, C., Hong, S., Lan, M., Craig, H., May, F., Counted, V. (2024). Belonging in Higher Education: A Twenty-Year Systematic Review. *Journal of University Teaching and Learning Practice*, 21(5).

The Play's the Thing: Introducing Organic Method; raising agency of young people deprived of opportunities through playwriting and how to incorporate this praxis within existing creative pedagogies in HE settings

Dr Zoe Lewis

Institute of Arts & Humanities

This presentation will focus on how the findings of this recent study can be practically applied in a HE settings. The study explores the central question of whether playwriting in a partnership-learning relationship with young people deprived of opportunities can successfully raise agency long-term. Agency was found to improve through the application of new research methodology and praxis termed Organic Method. Adopting Organic Method the researcher worked with a group of young people within a professional theatre setting to write short plays which were then performed in a theatre. The research found that agency within the group was raised significantly through the process of writing the play. The findings of the study argue that three central pillars are integral to an increase of agency: Trust, Efficacy and the non-teaching teacher and Community. Organic Method learns and aims to mimic elements often associated with chaos rather than order, in a bid to learn from those conditions that low-opportunity students might find comfortable. Many students deprived of opportunities come from the margins, a place mistrustful of authoritarianism and institutionalism. This presentation argues that those margins are a fertile place to learn, and that HE should view the margins as an opportunity for knowledge exchange rather than a barrier to learning. This presentation argues that Organic Method through partnership-learning can establish strong relationships between mentor and mentee across academic disciplines in HE settings and can be a vital tool in recruitment, engagement and retention of this cohort.

B: Presentations (10:00-11:00)

Welcome to Teaching; Creating a Sense of Belonging for Trainee Primary Teachers

Kate Howen

Institute of Education

The part-time PGCE route to QTS is designed to enable access to applicants who wish to become teachers but have barriers to achieving this through the full-time PGCE. Students on the pathway need their PAT to understand the wider context of their studies to enable their success and invest time in building relationships to be able to support every student.

This presentation will share the case study created for a successful UW Award application which focused on a commitment to providing a space for every trainee teacher to feel welcome, mostly through the roles of PGCE Part Time cohort leader and PAT. Clear strategies for building connections and a range of evidence to demonstrate the impact on trainees supported by evidence to underscore how inclusive teaching approach fosters student satisfaction where students feel acknowledged and empowered, thereby learning to implement similar inclusive strategies in their own teaching practices.

Social Pedagogy: Showcasing the potential of the University of Worcester Graduate Attributes in a Community Project

Sarah Hutchins, Dr Emma Laurence, Sue Baylis

Institute of Education

This presentation shares the journey and evolution of the Family Festival Day which took place on 31st May 2025 at Lakeside Campus. The project idea directly aligned with the University's Public and Community Engagement and Research and Knowledge Exchange agenda. The planning for the day was underpinned by four main strands (Sustainability, Play and Family, Creativity and Community Networks) and the event experience offered a diverse selection hands-on enriching activities, including arts and crafts, pop-up stalls and a range of public talks for families. Social Pedagogy offers "a values-led approach to relationship-centred practice that aims to holistically support people's well-being, learning and social inclusion" (Thempra, 2025, para 1). The festival offered the opportunity for both students and staff to exercise these values in practice.

Families who may not have been able to fund such experiences in usual circumstances were able to experience all that Lakeside Campus has to offer, join in a range of enriching activities, attend informal talks, engage with local services available to them and build local networks within their community. As a project venture, we share how staff and students worked in partnership with a range of internal and external stakeholders across the University. This included securing the involvement of professionals from across the children's and charities workforce sector in support of organising this family fun day out. We explore how embedding the University of Worcester's Graduate attributes into our taught curriculum provided a range of practical opportunities for students studying on a new Level 6 business and project management module to contribute to the planning of this event.

We illustrate how the benefits from this project support community cohesion between the university, professional partners, public services along with children and families in the local area. Through the project's completion we also highlight the potential value/impact of the day for children and families, students and alumni, local businesses, charities and professional partners, research relationships and for the University of Worcester.

Reference:

What social pedagogy means (2025) Thempra Social Pedagogy. Available at:

<https://www.thempra.org.uk/social-pedagogy/#:~:text=What%20social%20pedagogy%20means,resourcefulness%20and%20develop%20new%20abilities.>

GenAI in the Institute of Arts & Humanities: Student evaluation of current guidance and the librarian's role in building GenAI-literate learning communities

Tom Mandall

Library Services

This action research project, currently underway as part of the PGLTHE, examines student evaluation of current UW GenAI guidance (that sits on the Library Services website) (UW, 2024) as well as student perceptions of threats and opportunities posed by this technology to the disciplines and/or career trajectory of students within the Institute of Arts and Humanities (UW). It examines the role of the Academic Liaison librarian in helping them to navigate this field.

My research is underpinned by the conceptualisation of student engagement as a dynamic relationship between 'identity, motivation and community' (Millard et al., 2013, p. 13). The project seeks to identify ways in which the role of the institute's Academic Liaison Librarian can cultivate community-building and mobilise opportunities to refine and enhance belonging, identity and purpose within learner, subject, and/or disciplinary communities, through empowering students to use GenAI critically, with confidence and creativity.

This project has considered what can we, as learning communities within and across the Institute of Arts and Humanities do together to be part of this debate and navigate a rapidly evolving technological landscape.

Drawn from student data collected through this project, my research aims to identify areas for further consideration and action to support students in a positive approach to GenAI, and embed critical information literacy, a core component of my role, within this learning community through the lens of GenAI.

References:

Millard, L. et al. (2013) 'Why student engagement matters', in Nygaard, C. et al. (eds) Student engagement: identity, motivation and community. Faringdon: Libri Publishing, pp.1-15.

University of Worcester (2024) Generative artificial intelligence guidance. Available at:

<https://drive.google.com/file/d/1buzBPQeWuG08kXHoZ7TID7vbkc-gJxcY/view>. Accessed: 23 December 2024.

C: Presentations (10:00-11:00)

Exploring the learning impact of structured quizzes within a year 1 pre-registration nursing module

Dr Kay Norman, Claire Walder, Hayley Knickenberg

School of Nursing & Midwifery

Aim: To explore student perceptions of how structured quizzes have impacted their learning experience.

Rationale for the study: Based on recent Teaching Excellence survey evaluations and CES/NSS data for pre-registration nursing students, students want individual interaction with module content to support their learning. Morris et al's (2021) systematic review suggests that quizzing is a powerful approach of formative assessment in higher education, with studies evidencing an increase in student attainment. Approval for this project was gained from UW ethics committee.

Method: The project involved one generic Year 1 pre-registration nursing module. Structured Kahoot quizzes were completed at every module lecture and correct answers discussed. This also identified subjects/concepts that were not understood for review by the module team. A short anonymous MS Forms survey consisting of closed and open-ended questions was sent to all year 1 students to explore how quizzes had impacted their learning and understanding. The qualitative survey approach is drawn from Braun et al (2021).

Findings: 154 responses were received (68 UK students, 85 International students).

147 students perceived the quizzes useful for learning and 138 students felt the quizzes helped them to identify their own strengths/limitations of knowledge and understanding, giving reassurance or identifying gaps for further learning. Increased attentiveness, active participation, and focus were also stated as strengths of this approach. Pass rates for this module increased, although it is acknowledged this cannot be directly attributed to quizzing. As identified in student responses, this approach is now being considered within other programme modules as a way of supporting student learning.

References:

Braun V., Clarke V., Boulton E. et al (2021) The online survey as a qualitative research tool. *International Journal of Social Research Methodology*, 24, 6, p 651-654

Morris R., Perry T. and Wardle L. (2021) Formative assessment and feedback for learning in higher education: A systematic review. *Review of Education*, 9, p1-26

Empowering learners through the Personal Academic Tutoring (PAT) system through PAT Workbooks and PAT discussion guides

Dr Aisha Shah

Institute of Arts & Humanities

The approach to personal academic tutoring has arguably become more holistic in recent years, encompassing personal and mental health¹ (pastoral) support, professional (careers and employability) support, as well as support with academic studies and skills for learning (study skills). For students new to the personal tutoring system in higher education, it can be difficult to understand what the personal tutoring system is and is not, as well as what they can do to make the most out of this service.

The holistic nature of personal tutoring also increasingly presents challenges for Personal Academic Tutors (PATs) as they must find the balance between supporting and empowering their personal tutees with signposting them in the direction of appropriate services. Although the role of the PAT has become increasingly important as universities recognise their responsibilities in supporting students requiring additional support for disabilities and mental health related difficulties, the role of a PAT

remains “often undefined and unstructured”, and “most experience gained by tutors is acquired while performing the role itself, thinking on one’s feet and very much in practice”.²

This paper discusses initiatives introduced with the aim of taking a small step in addressing some of the challenges associated with the nature of the personal academic tutoring system as part of my role as one of the Personal Academic Tutors (PAT) Coordinators for the Institute of Arts and Humanities. The paper will discuss the student Personal Academic Tutoring Workbook initiative, which consisted of themed workbooks focused on reflection and personal development planning, briefly piloted in the School of Law, the PebblePad PAT Workbook proposal,³ the “What can I discuss with my PAT guide?” guide created for student use, and the “Personal Academic Tutoring Discussion Ideas” guide created for colleagues in the Institute of Arts and Humanities. The purpose of these initiatives was to provide more guidance and structure for both students and Personal Academic Tutors, with the aim of supporting and empowering learners on their journey through higher education, while at the same time providing more substance and boundaries for the scope of the role of the PAT.

The aim of this paper is to discuss each of the initiatives in turn, Drawing upon the literature, the paper will discuss the benefits and drawbacks of each PAT resource, along with feedback from colleagues to explore the extent to which the resources achieved their purpose. The paper will conclude with suggestions for how these resources can inform how we carry out personal academic tutoring, along with a discussion of ideas for potential further resources to develop the personal academic tutoring system.

Simplifying Academia: The PCR Approach to Learning (PCR = Point, Context, Reference)

Oliver Nightingale, Dawn Goodall

School of Health & Wellbeing

Aim/Rationale: As universities across the country broaden their reach to bring in students from more diverse backgrounds, the world of academia is embraced by new potential, and new challenges. Academic writing is the key to formulating arguments, conveying theories and enhancing understanding, yet, this fundamental skill is often overlooked and undermined. Is it not in the institutions best interest to widen it’s reach and, therefore, enhance it’s research potential? Well, this starts with the basics. The format of academic writing does not take a doctorate level qualification to understand or implement, so why is it so difficult to cultivate a format that engages students to embody a core component of their academic journey?

Impact: Simplicity and effectiveness; two key components of any successful system. The PCR (Point, Context, Reference) Approach has been used across multiple courses throughout this academic year to enhance the academic writing of students from level 3, through to level 6. It breaks down academic writing into three fields; The Point, The Context, The Reference. This, demonstrated consistently within a students work, allows for the sharing of credible sources, achievement of learning outcomes and application of knowledge in a digestible, easy to follow format.

References:

Masic, I. (2011) ‘How to Search, Write, Prepare and Publish the Scientific Papers in the Biomedical Journals’, 19(2).

Neville, C. (2012) ‘Referencing: Principles, Practice and Problems’, *RGUHS J Pharm Sci*, 2(2).

Workshops (11:30-12:20)

Immersive virtual reality (VR) simulation designed to develop medicines management proficiencies and enhance theoretical knowledge in nurse education. Sharing good practice and avoiding the pitfalls of VR simulations in the classroom

Kirsty Wedgbury, Sarah Wilson, Sam Rogers, Dr Hilary Mairs

School of Nursing & Midwifery/University of Manchester

This workshop explores the integration of Virtual Reality (VR) in nursing education, focusing on medicine management and pharmacology. Attendees will experience the VR simulations and discuss the practicalities of incorporating VR into classroom settings. We will also share insights from a UK Innovate-funded research project, conducted in collaboration with Manchester University.

Research Question: What are pre-registration nursing students' experiences of participating in a VR simulation activity designed to facilitate medicines management and enhance pharmacology knowledge?

Background: Simulated-based education (SBE) provides an immersive, safe environment for students to practice clinical skills and decision-making^{1, 2}. Pharmacology, with its complex concepts such as pharmacodynamics and pharmacokinetics, presents a challenge in student engagement^{1,3,4}. VR-based simulations may increase self-efficacy and help students better understand these complex theories^{2, 5}. This study developed three VR simulations designed to enhance medicine management skills and pharmacological knowledge, focusing on the treatment of (i) asthma in children, (ii) psychosis in adults, and (iii) fractured neck of femur in adults.

Study Design: The study was conducted in two phases:

- Phase I: A prototype VR simulation for asthma management was tested by X pre-registration nursing students, who provided feedback on usability through focus groups.
- Phase II: Participants engaged with all three simulations and completed the Student Satisfaction and Self-Confidence Scale, followed by a focus group discussion.

Outcomes: This session will allow attendees to experience the VR simulations and will share preliminary findings, offering insights into the potential benefits and challenges of using VR to enhance pharmacology education and nursing practice.

References:

Rubaiy, H.N. (2021) Strategies to Inspire Students' Engagement in Pharmacology Courses. *Pharmacy* 2021, 9, 70. <https://doi.org/10.3390/pharmacy9020070>

Barklam A et al (2024) Using virtual reality to train student nurses in medicine management. *Nursing Times* [online]; 121: 1.

Arien-Zakay H (2024), Blended learning in nursing pharmacology: elevating cognitive skills, engagement and academic outcomes. *Frontiers in Pharmacology*. 15:1361415. doi: 10.3389/fphar.2024.1361415

White, P. J., Guilding, C., Angelo, T., Kelly, J. P., Gorman, L., Tucker, S. J., Fun, A., Han, J., Chen, G., Samak, Y., Babey, A.-M., Caetano, F. A., Sarangi, S. C., Koenig, J., Hao, H., Goldfarb, J., Karpa, K., Vieira, L., Restini, C., ... Liu, Y. (2023). Identifying the core concepts of pharmacology education: A global initiative. *British Journal of Pharmacology*, 180(9), 1197–1209. <https://doi.org/10.1111/bph.16000>

Brown KM et al (2023) Curricular integration of virtual reality in nursing education. *Journal of Nursing Education*; 62: 6, 364-373

Creating a Socially Conscious Learning Environment

Kate Howen

Institute of Education

This workshop will build on my MA (Ed), PGCLTHE and ongoing professional focus of primary music education. The foundation for the workshop will be my recently successful UW Award application case study which demonstrates how innovative practice is shaped extensively by student feedback and an unwavering commitment to reading and research. The creation of a socially conscious learning environment has clear links to intrinsic motivation as a caring classroom is created when trainees are emotionally comfortable and prosocial values are expressed through the classroom dialogue.

Following an introduction to the work, I will facilitate activities that will encourage attendees to explore how they can apply the principles to their own specialisms. For example, how the approaches I use in music sessions for trainees' teachers can be applied to another other curriculum subject for primary trainees, or how a colleague working in a social care setting may be able to use the techniques to create a socially conscious environment or learning relationship.

It is important that we consider how we create a space where learners feel safe to explore complex social identities through the focus of study. We can then encourage them to deconstruct the idea of their own strengths and areas for development to see how this will translate into their implementation of their knowledge and skills in their own practice.

A Practical Exploration of the Study Skills Portal

Kate Courage, Michelle Malomo, Dr Darren Cooper, Sarah Purcell, Allie Taylor

Library Services/School of Sport & Exercise Science/Institute of Education

The University's Study Skills Community of Practice was formed in October 2023, to develop, update and maintain the Study Skills Portal, and to facilitate the wider sharing of practice in study skills teaching across the institution. We recognise the value of these skills in enabling students to make a successful transition to university (Perander et al., 2021), and the role this can play in supporting retention, continuation and attainment (Kimbark et al., 2017). This is particularly important at Worcester, with our diverse student body and commitment to a whole-institution approach to widening participation (University of Worcester, 2024a). Our work equally aims to address the changing needs of students post-Covid, which have been observed both at the University and internationally (Centre for Education Policy Research, 2023; Wiley, 2022), with students no longer starting university feeling confident in core academic skills.

This workshop will explore the role of study skills support, starting from pre-arrival, in enabling student belonging and retention, considering how the portal and other approaches can support students as they begin their transition to Higher Education. We will focus on the role of the portal as a

tool for PATs, as they guide students throughout their studies. We will share practical tips for integrating the portal, including PAT-prescribing, informed by our SAP project research in 2023/24, and facilitate discussion about the most effective ways in which study skills can be embedded in the students' academic journey. Participants will gain practical tips for integrating study skills in their own teaching, through scenario-based learning and case studies.

Visual Performance (12:30-13:00)

How to be an Opera Queen: Issues of Identity, Form and Content

Dr Daniel Somerville

Institute of Arts & Humanities

This presentation seeks to model practice research and alternative outputs or presentations for students, in particular, those in the creative arts and performance. The presentation will include a contextual statement, a presentation within a presentation followed by three different ways of performatively presenting information – actions that say more about the subject by embodying the subject, than slides or literature alone could articulate. Students are required to make presentations as part of their assessments, but it is also a valuable life skill to take out into the professional world. In the creative industries, how you present something is as important as what you are presenting on, simply because creativity is highly valued and because by doing so you can demonstrate a deeper grasp of the material and subject. It is a question of form aligning with content. When thinking about the conference theme, this modelling of alternative outputs claims space for arts subjects and practice research that is often neglected in favour of traditional forms of research, potentially disadvantaging students of the arts more used to thinking through doing.

The example research being presented concerns the identity of the opera queen, a positionality and perspective that opens avenues for language and form that subverts academic writing in favour of rigour of a different kind, a creative kind. Hélène Cixous (1976) advocates for “*écriture féminine*”, similarly, the opera queen, as exemplified by Wayne Koestenbaum (1993) writes irreverently, escaping musicological or dramaturgical approaches to opera scholarship. What emerges is a queer writing that leans into autobiography, blurring the lines between spectatorship and performance - an auto-ethnography of displacement and replacement. By seeking an updated version of the opera queen, less as outsider and more as agent and custodian of epistemology (Sedgwick, 1990), the presentation leads to an understanding of this particular positionality as political and intellectual, but with added sensitivity and costuming. In this sense the presentation also speaks to the sense of belonging of gender diverse and gender non-conforming students who should not have to adapt their authentic selves in order to be understood as academic.

References:

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A: Presentations (14:55-15:55)

Creative Medics: Medical students expressing their understanding through art

Dr Aiman Dilnawaz, Alice Anderson, Kerry Jones, Lucca Maraston Oliveira, Nathan Scott, Zeke Ortiz

Three Counties Medical School

Medical education is based on scientific theories which are traditionally taught in a linear manner, resulting in a course that is taught in an intensive as well as in an unimaginative form. Recently, there has been a shift towards exploring art-based pedagogy approaches within medical education (Kovach, N. et al. 2022). Creative teaching approaches facilitate reflection, foster personal development, develop self-awareness, openness to other perspectives and helps to convey expressions and emotions (Orr, A. et al. 2023). The General Medical Council (GMC) (outcome 14) emphasises effective communication, empathy, and reflective practice in graduates (GMC, 2018). Thus, medical education requires focus on developing compassionate and reflective practitioners that require innovative methods beyond traditional didactic pedagogy. Art-based approaches provide students with the opportunity to engage in a different form of communication and other dimensions of interpretation (i.e. intuitive, imaginative and interpersonal) (Younie L, 2012).

This presentation shares some of my learning from the PGCertHE, where I explored the questions: how do medical students perceive the impact of art-based learning on their observational skills? What are students' experiences of how art-based learning influencing their empathy and interpersonal skills? I have collected preliminary data from first year medical students on their thoughts on art and medicine. An outcome from my study has been some amazing pieces of artwork created by students which will be shared as an example. They have encapsulated the anatomical knowledge within the holistic approach in a creative manner expressing their thoughts and self-reflection which is otherwise sometimes overlooked within the traditional medicine course."

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Younie L (2012) *Introducing arts-based inquiry into medical education: 'Exploring the creative arts in health and illnesses. Creativity in the Classroom: Case Studies in Using the Arts in Teaching and Learning in Higher Education*

Students' perspectives of the use of Riff Bot AI tool to support the development of the skill of reflection within ECIS1102 Transition to Studying in Higher Education

Sarah Hutchins

Institute of Education

Background: This action research project was carried out in response to level 4 ECIS1102 23/24 'Closing the loop feedback' in which students shared that they found capturing the self-thought processes of reflection difficult. Riff Bot, is an artificial intelligence reflection chat bot designed by Stanford University, USA. It has been piloted this academic year (2024/25) as an optional reflective

thinking and writing tool. Riff Bot can be programmed with scripted content linked to taught sessions. It uses these parameters to individually model reflection through reflective questions and reflective writing based on the students' written responses within the App.

Method: An interpretivist qualitative approach was employed to discover students' perspectives of the use of Riff Bot as an artificial intelligence tool to support their development of the skill of reflection. The research was framed by Antonovsky's (1979) Sense of Coherence (SoC) Salutogenic framework which promotes the comprehensibility, manageability and meaningfulness of information for self-help and health promotion. A focus group was conducted during which students made notes on Post-it notes. Thematic analysis was used to analyse the students' responses.

Findings: Key themes from the data revealed student's perceptions of reflection were connected to 'self', while artificial intelligence usage was linked to two domains 'inside' and 'outside' of education.

Conclusion: Insights from this research have opened a purposeful space in which to contemplate the usefulness of a Salutogenic approach in HE (Antonovsky, 1996). Students considered Riff Bot a useful reflection tool for those who choose to engage with it. While students are digital natives the difference between students being technology-literate and information-literate needs to be further explored.

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Using pastoral and pedagogical support to enhance student experience and success in non-accredited continuing professional development

Dr Chris Russell, Nicola Jacobson-Wright, Dr Catrin Hedd Jones, Dionne Mant, Jen Bray

School of Health & Wellbeing/Barchester Healthcare

Employing the experience of the University's Association for Dementia Studies (ADS) this presentation focuses upon using pastoral and pedagogical support to enhance student experience and success in learning and teaching offered in non-accredited continuing professional development (CPD) i.e. offered by universities to support professionals enhance their practice outside of formal undergraduate and postgraduate routes (CPD Standards Office, 2025; Magwenya, Ross, and Ngatiane, 2023). This plays an increasingly influential role within higher education, especially within social care and health (Flint, 2023), where it is valued by employers and employees alike (Suliman, Kruger, and Pienaar, 2020). However, in the experience of ADS, learners engaging in this way have particular needs related to pastoral and pedagogical support. For example, they often live a distance from university and lack familiarity with study in a university context. Additionally, learners tend to be from more diverse academic backgrounds and underrepresented groups, e.g. mature learners and those from Black, Asian and Mixed Heritage backgrounds, whom the University is keen to welcome and support (University of Worcester, 2024). There is a risk they might be overlooked through not conforming to more traditional learner journeys. This matters to individuals but also to the University, as experience demonstrates they can progress into formally accredited courses. Thus, reflections will be offered on opportunities for pastoral and pedagogical support, alongside recommendations for enhancing practice, e.g. being clear about expectations of learning, and forging strong professional tutor/ learner relationships, with the aim of ensuring learners have the opportunity to connect, belong and thrive.

References:

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B: Presentations (14:55-15:55)

Let's get this (working) party started: An exploration of improved student satisfaction in module feedback and the role of a student/staff working party

Annabel Heaslop, Dr Terri Grant + Occupational Therapy Students

School of Health & Wellbeing

Student satisfaction within universities is a key focus of universities and literature regarding higher education (Bell, 2021). The teaching excellence framework also considers this (Bell, 2021), as does the National Student Survey (NSS) (Office for Students, 2025).

In 2023/2024, a new module was implemented within the BSc Occupational Therapy course, as a result of student and staff feedback. The module, 'Academic skills for occupational therapy' was designed to support the development of academic skills for occupational therapy students, at the beginning of their course. Module feedback following the first delivery of the course indicated that student satisfaction with the quality of the module was significantly below levels hoped for, with 46.43% of students reported being satisfied.

To better understand student experience of the module, and in line with the Royal College of Occupational Therapists (RCOT) requirement to involve learners or their representatives within a range of activities, including curriculum design (RCOT, 2019), a student/staff working party was conducted with the aim of improving the module. This working party was attended by staff and students across all years of the BSc programme. Aspects of the module and module evaluation were discussed, with specific actions developed as a direct result of the working group. These actions were then implemented within the following years running of the module. When reviewed, the 2024/2025 module results improved significantly, with overall student satisfaction increasing to 86.36%.

This collaborative approach and subsequent improved student satisfaction will be explored. during the presentation.

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Navigating Barriers: Supporting First-Generation and Graduate Entry Medical Students to Explore Diverse Career Pathways

Habiba Abbasi, Toni Koroye

Three Counties Medical School

Admission to the MB ChB programmes is highly competitive, with applicants far outnumbering the available places. A literature review exploring the challenges faced by medical students revealed that those without familial ties to medicine are often disadvantaged in terms of social, financial and cultural capital compared to peers with familial ties in medicine. For Graduate entry medical students (GEMS), the application process is even more demanding, adding to the already intense pressure of entering the field. The selectivity and rigor of medical training has left the field of clinical academia struggling to recruit diverse, new minds. A thematic analysis on GEM students further supported the literature review findings, identifying lack of time, mentorship, and finances as barriers for such students from entering clinical academia. The findings from this research emphasise the need for targeted mentorship programmes and support systems to empower such students in their career journeys and foster greater diversity within the field.

Bridging Theory and Practice: Immersive Simulation in Occupational Therapy Education

Mary Archer, Dr Terri Grant

School of Health & Wellbeing

Since the COVID-19 pandemic, the increased demands on the workforce have led to placement deficits and backlogs, posing challenges in ensuring healthcare students gain real-life experiences to apply their knowledge (RCOT, 2021; Layne et al., 2021). As a result, higher-education institutions need to look at innovative ways to support students to develop skills for practice (RCOT, 2021).

Practical opportunities in authentic environments can improve the transfer of knowledge and application of skills (Svinicki and McKeachie, 2014). The benefits of using simulation within nursing, medical and other healthcare professional courses have long been discussed (Layne et al, 2021). The use of simulation in healthcare often focuses on performance of technical and medical skills and

procedures (Sangster et al., 2025). However, simulation in occupational therapy must provide learning opportunities specific to the profession. Simulation needs to reflect the skills occupational therapists use, with the central focus being on occupation, person-centred care, holistic interventions and an interpersonal dynamic between the therapist and client (Sangster et al., 2025).

An immersive simulation program using simulated patients was introduced for first-year pre-registration MSc occupational therapy students to prepare them for practice. Simulations were planned through-out the academic year and graded according to level of complexity and outcomes expected of the student relevant to their level of study. Through this program, students collaborated to navigate and solve problems in simulated environments, fostering a sense of belonging within the cohort. This presentation will explore the introduction of simulation to students, the creation of authentic environments, and student feedback on their experiences.

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C: Presentations (14:55-15:55)

'Please sir, can we just play a game this week?' Transforming Physical Education: Innovative Pedagogical Approaches in SPRT2061

Richard Pepperell, Charlotte Beaman-Evans, Helen Hope

School of Sport & Exercise Science

In SPRT2061: Learning and Teaching through Games we equip future Physical Education (PE) teachers with the knowledge, skills and experiences necessary to break the cycle of outdated, linear practices. Traditionally PE teaching relies upon approaches where skills and techniques are delivered in a rigid method that is less effective in fostering holistic student development (Crotti et al., 2021). PE teaching needs to shift towards more dynamic, learner centred practices to better engage students and enhance their learning outcomes (Couto de Aguiar & Light 2018)

Central to the module philosophy is the use of Games Based Approaches to delivery including Siedentop's (1994) Sport Education Model, Bunker and Thorpe' (1982) Teaching Games for Understanding, the Game Sense model, constraints led approaches and the Teaching Personal and Social Responsibility model (Hellison 2003). These approaches encourage students to engage in authentic, student-centred learning, focusing on the development of tactics. These experiences promote teamwork, strategic thinking, and a deeper understanding of game play and support the

development of holistic, reflective practitioners (Renshaw 2010; Hellison, 2011; Breed & Spittle, 2021).

The integration of these models enhances students' pedagogical skills and ensures that all students feel valued and supported as they develop as educators. Through this approach we aim to revolutionise PE teaching in the area and beyond, so that learner-centred practices become the accepted norm when delivering PE lessons in our schools.

This presentation will provide insights into how we have designed and implemented the module and its impact on student learning.

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Learner voices, perspectives, and positionings: Providing agency to empower learning

Simon Taylor

Institute of Education

This presentation coincides with the launch of an exciting new book from current students, recent graduates, alumni and staff from the Institute of Education. *Learner voices, perspectives, and positionings* explores the multifaceted concept of learner voice in education, emphasising its significance across various contexts and historical periods. It will bring together diverse perspectives from multiple authors, addressing how learner agency can shape educational practices and policies, particularly in contemporary settings.

The paper will delve into critical themes such as the influence of teachers' beliefs on student learning, the impact of polarisation in our current educational discourse, narrative approaches to understanding higher education students' experiences and the examination of learner voice within prison education. The presentation, like the book, will also address pressing issues such as the representation of marginalised voices and the importance of inclusive practices in educational leadership and curriculum design. This paper will reflect the ground-breaking content of the book,

highlighting the need for a more nuanced, considered and critically aware approach to learner representation.

<https://www.routledge.com/Learner-Voices-Perspectives-and-Positionings-Providing-Agency-to-Empower-Learning/Taylor-Bracken/p/book/9781032523705>

Global Coaching Journeys: Insights from the First International Cricket Coaching Placements in the Integrated Masters in Cricket Coaching & Management Degree

Craig Willaims, Ritchie Harley

School of Sport & Exercise Science

This study explored the experiences of students involved in the inaugural international cricket coaching placements within the Integrated Masters in Cricket Coaching and Management degree. Conducted over 2-3 months in cricket clubs and organisations in Australia, Sri Lanka, and America, these placements provided students with rich, immersive experiences that significantly empowered them.

A University of Worcester Student Learning and Teaching Assistant (SLTA) project was initiated to reflect on these experiences through interviews and focus groups. Exposure to diverse cricketing cultures and methodologies broadened students' understanding of the game and enhanced their adaptability, innovation, and pedagogical coaching competence and confidence.

The findings highlighted the importance of Turing funding and the role of individualised online pastoral support from the placement module lead, along with in-situ mentors. Personalised mentorship was crucial in guiding students, helping them navigate challenges, reflect on their learning, and build resilience and problem-solving skills (Asoodar, Atai, & Baten, 2017).

Beyond technical cricket coaching skills, students benefited from wider cultural exposure, enriching their personal and professional lives. They reported increased social and cultural awareness, something they felt would significantly boost their employability skills. The placements fostered the development of personal or 'soft skills' (Cushion et al., 2019), such as adaptability, leadership, resilience, and intercultural competences (Gill, 2007; Brown & Graham, 2009). Additionally, the global networks of peers and mentors established during these placements provided valuable professional connections.

Students felt they had become more reflective, confident in problem-solving, more effective communicators, and more aware global citizens. Insights from the SLTA project will inform and improve future occurrences of the module, ensuring it continues to support and empower students meaningfully. Findings will be shared within the school to support courses with international placement opportunities and with the international department.

References:

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PAS Presentation (15:55-16:25)

Digital Course Handbook Project: Empowering learners to access and engage with essential information

Katie Gayton, Michelle Brinkworth, Hannah Smyth, Hannah Bates

Professional Administrative Services (PAS)

Introduction: Course handbooks at the University of Worcester are currently available to students as either Word or PDF documents. This innovative project aims to improve the design and functionality of course handbooks by embedding the information onto a new SharePoint site.

Rationale: Due to consumer protection legislation, universities have a requirement to provide students with “clear, accurate and timely information about their course” (Office for Students, 2023, p.1). Transforming the course handbooks through SharePoint strengthens the university's ability to deliver on this important obligation, by empowering learners to access live and up-to-date information efficiently. Linking with other platforms, such as Blackboard, the central space helps to develop a sense of belonging by bringing together different courses, departments, and schools.

Impact: Benefits include enhancing staff collaboration across the university, whilst reducing duplication, administrative workload and ensuring currency of information for students. The site also has the potential to support retention initiatives by improving the awareness and promotion of other courses available to students, for continued and future study.

Presentation overview: The pilot launched in January 2025 for a range of courses in the School of Health and Wellbeing. This presentation will provide a demonstration of the SharePoint site, offer critical insight into data collected during the pilot and outline our ambitions to share this good practice across the University, to encourage further innovation.

References:

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Wednesday 18th June 2025

A: Presentations (9:15-10:15)

Bridging the Gap: Integrated Support for Student Belonging

Tao Sampson, Laura Bond, Rosie Melville, Kim Dawson

International Office/Student Services/Students' Union

This presentation explores the impact of collaborative working between Student Wellbeing, International Experience, Accommodation, and the Students' Union in fostering a sense of belonging for all students.

Mindful of the need for more comprehensive and inclusive Christmas support, we initiated a "Christmas Wellbeing Committee". Building on its success, we expanded the partnership to develop year-round initiatives.

This collaboration streamlined communication, expanded event offerings, and significantly increased student engagement.

By pooling resources and expertise, we addressed the multifaceted needs of international students, including cultural adjustment and wellbeing, using initiatives like "Fancy a Cuppa" and peer support. This collaborative project addresses the conference themes of "**Accelerating Inclusion**" and "**I Matter**," enhancing retention through targeted support. Anecdotal feedback indicates improved attendance and engagement at student focused events, improved integration between home and international students and better-established relationships between students and support services.

The anticipated long-term impact of this project is to foster the development of students' resilience and help-seeking behaviours. Our experience shows that students who have positive interactions with support services engage with us earlier when facing difficulties. Students who feel they belong are more likely to seek support and build resilience when facing challenges. Their increased engagement creates a positive cycle that further strengthens their sense of belonging and contributes to their overall success.

Moving forward, we hope to develop a system to gather formal feedback, monitor engagement and success. This approach showcases the benefits of cross-departmental teamwork in developing student belonging.

Enhancing and evaluating student interactivity through technology in anatomy teaching at medical school: an action research project

Dr Pavandeep Kaur Virdee

Three Counties Medical School

Introduction and Background: At the Three Counties Medical School (TCMS), anatomy is taught using plastic models and 3D visualisation technology. Traditional formats of anatomy teaching involving lecture and cadaver-based teaching are in decline across UK medical schools (Abdulrahman, 2020; Kobayashi, 2018), with alternative methods, such as 3D anatomy visualisation technology is being increasingly favoured due to its consistent learner satisfaction and improved factual and spatial knowledge (Yammine and Violato, 2015; Sisu et al, 2024). Peer-peer and peer-teacher interactivity can improve learning outcomes through providing explanations, asking questions and giving feedback

(Coleman et al 1997), due to its involvement of metocognitive processes (Plotzner, 1999), which allow students to link educational activities to their learning (Bonwell et al 1991). This project aims to increase the use technology during anatomy teaching to 1) increase peer-peer and peer-student interaction, and 2) assess its impact on student learning experience.

Methods: One forty-five-minute session was redesigned to increase the use of 3D visualisation technology for forty TCMS MBChB students. Data was collected using a teacher observation, observing the frequency of direct and indirect peer-peer interaction on a five-point Likert scale. A student reflective exercise was also completed. Data from the teaching observation was analysed by calculating a mode observation score, whilst student reflections were examined using a thematic analysis in accordance with Braun and Clarke's (2006) thematic analysis model.

Results: Four teaching observations were completed. Mode values of 1 indicated frequent indirect and direct teaching, explaining and questioning amongst students. Peer-peer feedback was less frequently observed. Thematic analysis of twenty-three student responses highlighted three main consequences of peer-peer interaction: (1) students valued technology as a learning tool, (2) they reported development of wider professional skills and (3), they reported greater ownership and insight towards their learning.

Discussion and Conclusion: Results highlight the potential of technology to increase the interactivity of teaching within a non-dissecting anatomy curriculum, which may be due to its ability to provide versatile and flexible learning opportunities. Data from student reflections also supports findings from other studies which supports peer-peer interaction as a valuable learning tool (Roscoe and Chi, 2008) in developing greater learning responsibility. It also indicates that peer-peer interaction may contribute to the development of both subject specific knowledge and wider transferable skills. The results of this study will inform a wider evaluation and development of anatomy teaching at the Three Counties Medical School.

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Empowering Students through Inquiry-Based Approaches: Some reflections on practice

Richard Pepperell, Christian Edwards

School of Sport & Exercise Science

In the Level 5 Advanced Scientific Principles in Teaching and Coaching module, we employ a Problem-Based Learning (PBL) approach to help students develop essential research skills. This approach shifts the role of educators from traditional teachers to facilitators, fostering an environment where students develop communication, social, and academic skills. Research highlights the many benefits of inquiry-based approaches (see, for example, Orhan, 2024 and Chavez et al., 2020). Over a four-year period, we have observed how a PBL approach can enhance Level 5 students' independence and prepare them for Level 6 study. Our presentation will explore the empowering role that PBL can have, highlighting how this method can encourage active learning and critical thinking. We will reflect on the benefits of using this inquiry-based approach, showing how this method can influence problem-solving abilities and student engagement. We will also discuss the challenges we have encountered over the four years of delivery, including the need for clear boundaries when introducing PBL in a research project context. By sharing our experiences and insights, we aim to demonstrate the effectiveness of PBL in promoting student autonomy and preparing them for their future academic endeavours. Our reflections suggest that this teaching approach can support academic growth and equip students with the skills necessary for lifelong learning. We believe our reflections may serve to aid other educators in empowering students through inquiry-based methods.

B: Presentations (9:15-10:15)

Work-based learning: strategies for growth, empowerment, and student success

Jenny Watkins

Institute of Arts & Humanities

Clinical legal education ('CLE'), in many forms has been integral to the training of Solicitors for a very long time, yet its use within the academic stage of legal training in Britain has been more recent and has evolved more slowly (Grimes, 1995). CLE has been demonstrated to have many benefits for students, including enhancing "employability through building confidence and inculcating a professional identity" and its value is clear (Alexander, 2023).

There are increasing demands on institutions in the Higher Education sector ('HE') to support student employment prospects. There is also significant competition for both work experience opportunities and employed roles within the legal industry, and therefore the importance of WBL within HE and Law specifically is only increasing.

The LLBL3012 Work Based Placement module is a Level 6 optional module on the LLB Law programmes. It aims to introduce students to the concept of work based learning ('WBL'), enabling

them to obtain practical experience, apply knowledge, and develop transferable skills in a real-world context, often within private practice law firms, dealing with real-world clients and live court cases.

This presentation will discuss the following themes:

1. The importance of WBL provision;
2. How the University of Worcester Graduate Attributes are embedded within the Law WBL provision;
3. Examples of student empowerment and employability success; and
4. The approaches used to enhance the module, work with industry stakeholders, and to grow the Law WBL provision by 109% in the last year.

The growth of the module has enabled more students to complete a placement and to work towards achieving the graduate attributes. Law placements have repeatedly enabled students to achieve further employability successes whether that be via further opportunities to add to their CV, or achieving employment offers before completing their studies.

This session will reflect on the growth of the module and its successes and challenges, but most importantly, to share best practice for maintaining and growing WBL provision in Law which may be transferrable to other disciplines and programmes across the institution.

References:

Alexander, J. (2023) 'Modelling employability through clinical legal education: building confidence and professional identity', *The Law Teacher*, 57(2), pp. 135–154. doi: 10.1080/03069400.2023.2179306.

Grimes, R. (1995) 'Reflections on clinical legal education', *The Law Teacher*, 29(2), pp. 169–188. doi: 10.1080/03069400.1995.9992920.

'24 weeks later' - reflecting on our learning journey delivering the new social work degree apprenticeship

Dr Peter Ayling, Diane Asamoah

School of Health & Wellbeing

Degree apprenticeships are expanding rapidly within HEI's, increasing by 10.9% (DfE, 2025) in 2024-25. Social Work Degree Apprenticeships began in 2015, providing an alternative route into social work training and widening opportunities to access higher education (Higgs, 2022). Within the School of Health and Wellbeing, we have a number of such degree programmes under development, and this paper outlines our learning as a staff team delivering the Social Work Degree Apprenticeship (SWDA) for the first time in 2024-25. In this paper, we outline suggestions for innovative practice to support our apprentices and to inform future degree apprenticeship programmes. We draw on our experiences from planning, induction, implementation and delivery of the degree across the first two semesters. We also include some evaluative feedback collected from apprentices during the year and seek to highlight areas of good practice.

Key areas of learning include: differences in apprenticeship structure from traditional degree pathways; containing and responding to apprentice and staff anxiety during the first year of programme; adjusting expectations, terminology and organisational culture to address the requirements of an apprenticeship programme; the changing nature of the tutor-apprentice relationship and the quarterly review process; the implications for sustaining partnerships with

employer organisations; adapting our teaching and learning environments to integrate both undergraduate and apprentice students together, with differing levels of practice experience.

We outline some potential barriers we have encountered and offer suggestions for ensuring sustainable, student-centred degree apprenticeship programmes within the university.

Reference:

Department for Education (2025) 'Apprenticeship Headline Facts and figures' Available from: [Apprenticeships, Academic year 2024/25 - Explore education statistics - GOV.UK](#) . Accessed on: 25.02.25.

Higgs, A. (2022) 'The England degree apprenticeship: a lens to consider the national and international context of social work education' in Social Work Education, 41:4, pp.660-674

"I would like to call the first witness": An innovative simulation of a Coroner's Court inquest for pre-registration mental health nursing students

Carmina Scott, Dr Fazilah Twining, Amanda Griffin, Stuart Guy

School of Nursing & Midwifery

Belonging and mattering is under threat for mental health nursing students, with a concern that a generic focus in nursing education lacks sensitivity to mental health nursing and can result in a dilution of the skills and knowledge required for this profession (Warrender, Ramsay and Hurley, 2023; Connell et al. 2022).

In response to these concerns the pre-registration mental health nursing team developed an innovative simulation of a coroner's court inquest for final year mental health nursing students, with a direct focus on the key skills and attributes of the qualified mental health nurse. Simulation is a pedagogical approach that imitates real-world scenarios for students to practice skills in a safe and supportive environment (Nursing and Midwifery Council 2024).

The simulation was held at the Jenny Lind Building, with the Jury and Court room providing an authentic learning environment. Case studies were taken from Prevention of Future Death reports, prepared by coroners and publicly available. The student nurses acted as clinicians involved in the person's care and were called as witnesses by the coroner, who was played by a retired law professional. Two law students joined the simulation, acting as legal representatives for the family and for the NHS Trust.

This simulation is part of a series developed to focus on mental health nursing skills. The aim is to evaluate the impact of these, with a view to publishing the findings.

We welcome the opportunity to present our design, implementation and future vision for this innovative learning experience.

References:

Connell, C. et al. (2022) Mental health nursing identity: A critical analysis of the UK's Nursing and Midwifery Council's pre-registration syllabus change and subsequent move towards genericism. Mental Health Review Journal. 27(4), pp. 472-483. Doi: 10.1108/MHRJ-02-2022-0012

Nursing and Midwifery Council (2024) Simulated Practice Learning. Supporting information for implementation of simulation and simulated practice learning in pre-registration nursing programmes

only. Available at: <https://www.nmc.org.uk/standards/guidance/supporting-information-for-our-education-and-training-standards/simulated-practice-learning/> (Accessed 29 October 2024)

Warrender, D., Ramsay, M. and Hurley, J. (2023) Mental health nurse education: a contemporary view in the debate between generic and specialist approaches. *Mental Health Practice*. 27(5). Doi: 10.7748/mhp.2023.e1663

C: Presentations (9:15-10:15)

IN-DEARS: a national student-led conference to increase peer support and research engagement among graduate-entry medical students

Professor Lisa Jones, Anis Abdul Majid, Emma Herbert, Thirumalaiappan Muthukumaraswamy

Three Counties Medical School

The new medical degree at the University of Worcester is currently in its second year. A concern, particularly for the first student cohort, is lack of peer support from students in later years of studying medicine. Furthermore, the accelerated nature of the course, stemming from being graduate-entry, leaves relatively little time for research involvement in a crowded curriculum and few extended holiday periods. The development of key skills required for meaningful engagement in research is an important unmet need amongst medical students. There is much diversity in learning backgrounds of graduate-entry medical students, including previous research experience and first degrees in biomedical sciences versus arts and humanities.

We aimed to increase peer support and broaden inclusivity and openness, tackling any inherent biases in research engagement amongst students, by developing a student-led national research workshop conference designed specifically for graduate-entry medical students.

We will present our approach to designing, marketing and running the conference, called IN-DEARS (INspiring the DEvelopment of All-important Research Skills). In November 2024, over 100 student delegates from four different graduate-entry medical schools attended IN-DEARS at the University of Worcester. As the Student Organising Committee, we will reflect on skills and experiences we gained, particularly teamwork and problem-solving, and the successes and challenges of developing and running IN-DEARS. We will discuss feedback from delegates, which centred around the opportunity to network with other medical students and building confidence and opportunities for engaging with research and considering medical academic careers. Recommendations for courses considering similar approaches will be discussed.

Enhancing Student Comprehension: The Impact of Pre-Recorded Theory Sessions on Understanding Foundational Concepts

Dr Christopher Holland, Dr Darren Cooper, Emma Gregory

School of Sport & Exercise

The integration of recorded lectures into higher education has enhanced flexibility, accessibility, and inclusivity in learning. Pre-recorded content allowed students to revisit material at their own pace, supporting diverse learning needs and improving knowledge retention. While blended and flipped classroom models have shown promise, limitations such as reduced real-time interaction and feedback remain. Although recorded lectures have been effective in other disciplines, limited research exists on their impact within Sports Therapy education, particularly regarding their integration with

face-to-face teaching. This study aimed to evaluate the impact of engagement with pre-recorded lectures on student performance and perceptions in an undergraduate Sports Therapy module.

Participants were second-year undergraduate students ($n = 47$) enrolled on a single semester, Vertebral Assessment and Mobilisation module. Six short, pre-recorded lectures (range = 6.5-17.2 minutes) were delivered via Panopto and aligned with the indicative module content. Students initially had one week to view each lecture, with engagement tracked and recorded via Panopto analytics. Following this period, students completed a brief formative MCQ assessment based on the pre-recorded lecture content. Videos were then made available for students for further revision purposes. A summative MCQ assessment was conducted at the end of the module, with student scores on the viva component of their summative module assessment also being recorded. A post-assessment questionnaire captured student perceptions of the pre-recorded content on a Likert rating scale of 1 to 5. Statistical correlations were used to examine relationships between lecture engagement and assessment performance. Questionnaire responses provided additional insight into students' attitudes toward the pre-recorded lectures.

Initial engagement with the videos during the initial 7-day viewing window was low, with a mean engagement rate of 26.6% (range = 8.5%–44.7%). A statistically significant correlation between video engagement and test performance was observed only for Video 4 ($\tau_b = 0.270$, $p \leq 0.05$) and Video 5 ($\tau_b = 0.500$, $p \leq 0.001$). Cumulative video engagement across the module increased (mean = 46.5%, range = 31.9%–57.4%), and was significantly correlated with both summative test scores ($\tau_b = 0.383$, $p \leq 0.005$) and viva grades ($\tau_b = 0.315$, $p \leq 0.005$). Engagement with the videos during the 7 days preceding the summative module exam declined in comparison to the initial 7 day viewing windows (mean = 22.0%, range = 19.1%–31.9%) and showed no significant correlation with viva performance. Questionnaire analysis ($n = 33$) revealed that the highest mean scores were for the items 'the pre-recorded lectures were useful' (4.42), 'the pre-recorded lectures provided more opportunities to review the material at any time' (4.30), and 'I support the inclusion of pre-recorded lectures in the educational process' (4.27).

This study reinforces the pedagogical value of pre-recorded lectures in supporting student learning within Sports Therapy education. While overall engagement with the content increased over the course of the module and was positively associated with both summative test and viva performance, initial engagement during the designated weekly viewing windows was low. Notably, engagement in the final 7 days prior to the summative exam, often indicative of 'cramming', was lower than earlier in the module and showed no significant relationship with assessment outcomes. These findings suggest that short-term, last-minute revision strategies are less effective than sustained engagement over time. Encouraging consistent interaction with learning materials throughout the module may therefore be critical to improving academic performance and fostering deeper learning.

Do you understand where I am coming from?

Isabelle Schafer

Institute of Education

In my presentation, I will explore what accents mean to UW students. We will reflect on connections between accents and identity (Tamimi 2018, Harrison 2013, Xue and Noels 2025), experiences of othering (Baratta 2023, Chakraborty 2017, Ennser-Kananen, Halonen, Saarinen, 2021), and integration (Baratta 2023, Xue and Noels 2025). I will share the tensions students may face, such as accent reduction versus bias avoidance, whether they are from Birmingham, Lagos, or Santiago de Compostela.

References:

- Baratta, A. (2023) 'Varieties of "standard accents" among teachers in contemporary Britain', *World Englishes*, 42(3), pp. 507–522.
- Chakraborty, R. (2017) 'A Short note on Accent–bias, Social Identity and Ethnocentrism', *Advances in language and literary studies*, 8(4), p. 57.
- Ennsner-Kananen, J., Halonen, M. and Saarinen, T. (2021) 'Come join us, and lose your accent!: Accent Modification Courses as Hierarchization of International Students', *Journal of international students*, 11(2), pp. 322–340.
- Harrison, G. (2013) "'Oh, you've got such a strong accent": Language Identity Intersecting with Professional Identity in the Human Services in Australia', *International migration*, 51(5), pp. 192–204.
- 'Perceiving identity through accent; attitudes towards non-native speakers and their accents in English' (2013) Reference & Research Book News.
- Tamimi Sa'd, S. H. (2018) 'Learners' views of (non)native speaker status, accent, and identity: an English as an international language perspective, *Journal of World Languages*, 5(1), pp. 1–22.
- Xue, Q. and Noels, K. (2025) 'Assessing accent anxiety: A measure of foreign English speakers' concerns about their accents', *Studies in second language acquisition*, 47(1), pp. 230–256.

Workshops (10:20-11:10)

Building Belonging: Staff-Student Partnerships in Diverse Communities: Insights from the Library Student Team and Beyond

Madalene George, Anastasia Kennett, Eleni Brooks, Victoria Collins, Kate Courage, Leo Crowfoot, Olivia Game, Imani Haven

Library Services

This interactive workshop, developed and delivered with the Library Student Team, will invite participants to reflect on the power of staff-student partnerships to foster a sense of belonging and mattering amongst student colleagues and the wider student community.

The session will begin with an introduction to the Library Student Team and a brief outline of our initial aim to enable staff and students to work as true partners to enhance Library Services in line with student priorities. We will explore how the programme, inspired by Bovill and Bulley's "ladder of student participation in curriculum design" (2011, p. 180), has evolved to elevate the role of students within the partnership, and to support them to progress from early co-created projects, instigated by staff, to projects instigated and led by students. Students will share their own experiences of our collaborative model and explore how the team's projects have sought to incorporate the views of the wider student population to inform service developments that consider the needs of our diverse student community.

The session will then invite participants to work collaboratively to consider where successful staff-student partnerships exist across current practices. Together, we will reflect on how we could all develop our approaches to partnership to further empower students and to recognise the role of their individual voices, experiences and expertise in creating a university environment in which all members believe that they belong and that they matter.

Reference:

Bovill, C. and Bulley, C.J. (2011) 'A model of active student participation in curriculum design: exploring desirability and possibility' in Rust, C. (ed.) *Improving student learning (18) global theories and local practices: institutional, disciplinary and cultural variations*. Oxford: The Oxford Centre for Staff and Educational Development, pp. 176-188.

Pedagogies of Care: Trauma awareness of students entering helping professions

Dr Alison Prowle, Gilda Davis

School of Nursing & Midwifery/Institute of Education

This workshop intends to consider how the undergraduate student experience can be supported to enable resilience and emotional growth. It has long been recognised that professions within health, education and social care attract “wounded healers”, and that these people display personality traits that are viewed positively within these professions e.g. empathy (Nouwen 1979; Frank 2013; Lyter 2021). However, there is an increasing body of evidence showing that Higher Education students present as more vulnerable than in other areas of the population, and that this has increased since 2020 (Kerbage *et al* 2021; Price 2023).

This workshop will explore how applying a trauma-awareness lens to aspects of teaching and student support could contribute to improved student wellbeing, and will equip students with skills, understanding, and knowledge commensurate with their future graduate professions (Brewer *et al* 2019; Bressi 2024).

The workshop will draw upon the presenters' varied practice experience in education, nursing, social care and community development, as well as published research on trauma informed practice. It will consider the potential benefits of including trauma awareness in undergraduate modules, with an emphasis on the importance of self-care and reflective practice. The concept of “the wounded healer” is critically explored, using practice vignettes.

The workshop will identify where further research is needed.

References:

Bressi, S. (2024) Promoting self care for trauma awareness: a piloted teaching module for beginning generalist practice, *Social Work Education*, 43(5) pp.1270-1284. DOI:[10.1080/02615479.2023.2172719](https://doi.org/10.1080/02615479.2023.2172719)

Brewer, M. *et al* (2019) Resilience in higher education students: a scoping review, *Higher Education Research & Development*, 38(6) pp.1105-1120. DOI:10.1080/07294360.2019.1626810

Frank, A (2013) *The Wounded Storyteller*, 2nd edition. Chicago: University of Chicago Press.

Kerbage, S. *et al* (2021) Undergraduate nursing students' resilience, challenges, and supports during corona virus pandemic, *International Journal of Mental Health Nursing*, 30 (suppl.1) pp.1407-1416. DOI: 0.1111/inm.12896

Lyter, S. (2021) Assess and address vestiges of childhood trauma in the social work classroom, *Social Work Research*. 45(2) pp.101-115. DOI:10.1093/swr/svab008

Nouwen, H. (1979) *The Wounded Healer: Ministry in Contemporary Society*. New York: Image Books.

Price, R. (2023) A review of resilience in higher education: toward the emerging concept of designer resilience, *Studies in Higher Education*. 48(1) pp.83-99. DOI:[10.1080/03075079.2022.2112027](https://doi.org/10.1080/03075079.2022.2112027)

Collaborate to Educate: Interprofessional Study Success Across Five Healthcare Courses

Pegeen Fisher, Rachel Ashworth, Mark Gillett, Dr Richard Singleton

School of Nursing & Midwifery

The provision of quality healthcare requires effective collaboration across multiple teams (Stephens et al., 2022). Burton and Ormrod (2021) confirm learning gains when healthcare education is delivered within an interprofessional education (IPE) context. The benefits to student learning and retention of knowledge when the context mimics practice more closely, cannot be underestimated (Granheim, Shaw and Mansah, 2017), supporting the development of graduate attributes for successful transition into professional roles. This abstract summarises a collaborative initiative to deliver IPE across five healthcare courses.

A core faculty team was established, widening participation to include nursing, medical, paramedicine, physiotherapy and occupational therapy students. The learning outcomes focused on human factors and the non-technical skills that impact quality and safety of clinical care. Identifying three suitable dates was the most challenging part of organising three identical sessions for 300 students, ensuring all five professions were represented

The three 'Interprofessional Learning: Why Mistakes Happen' sessions went ahead in January 2025. After an initial introductory welcome, the 100 students were divided into four smaller groups. A speed dating style 'getting to know other professions' activity was particularly informative to students where the professional role does not exist in their home country. An exploration of a patient journey followed, whereby students identified aspects of non-technical care that resulted in clinical errors. This allowed students to gain authentic insight into the real world context and challenges of delivering healthcare in today's NHS, and practical ways in which practice could be enhanced.

Impact was measured from an anonymous student evaluation survey, with ethical approval. The sample size of eighty two had representation from all five professions. Highlights from the data reveal 93% agreed or strongly agreed the IPE session illustrated practical examples of how human factors can affect patient safety and 93% agreed or strongly agreed the session highlighted the teamwork aspect of human factors, and its impact on patient safety. Interrogation of the wider qualitative data reveals key learning take aways. Students were asked to 'Identify three learning points from today and explain how they will influence your clinical practice?'. It was reassuring to note how patient focused the responses were, with 34% relating to the patient, "Benefits of an efficient team and leadership, speak up, report any incidences".

Updates were provided at the Practice Learning and Interprofessional Education Group, with ongoing discussion on how participation can be widened to include all healthcare courses next time.

References:

Burton, R. and Ormrod, G. (2021) 'Learning, teaching and assessment in practice', in R. Burton and G. Ormrod (eds) *Transition to Professional Nursing Practice*. 2nd edn. Sage

Granheim, B.M., Shaw, J.M. and Mansah, M. (2017) 'The use of interprofessional learning and simulation in undergraduate nursing programs to address interprofessional communication and collaboration: An integrative review of the literature ☆', *Nurse Education Today*, 62 118-127.

Stephens, M et al. (2022) 'Contemporary issues and trends in nursing', in Angela. Darvill, Melanie. Stephens, and Jacqueline. Leigh (eds) Transition to Nursing Practice: From Student to Registered Nurse. 2nd edn. Learning Matters

A: Presentations (12:20-13:00)

Transforming Research Education in Allied Health Professions through Experiential Learning

Dr Terri Grant, David Matthews, Harriet Fitzpatrick, Simba Mpamba

School of Health & Wellbeing

Occupational Therapy and Physiotherapy courses at the University of Worcester offer an inclusive entry option for students with lower A-level entry requirements than other comparable courses. Many students join with alternative entry qualifications, and still more are returning to study after an extended break. These courses also support a higher than university average number of students with a learning or other disability and / or mature entry age. This diversity of experience, whilst bringing many benefits, also brings challenges with traditionally academic aspects of the curriculum, such as research methods. These students, who are also training for a vocational profession, regularly report difficulty and dissatisfaction with learning to conduct research, struggling to see its value, which is demonstrated in high module resit and retake rates.

A revalidated curriculum from 2023 offered the opportunity to rethink the pedagogy for this subject to move from a didactic, lecture-based approach towards the interactive experiential learning (Rogers, 1983, Kolb, 2014) more commonly associated with clinical or practical skills. This presentation will explain the innovative approach of learning about research by doing research at level 5. This includes extended whole learning days of practical research experience bookended by tutor-led seminars, use of BlackBoard journalling to develop methodological understanding and constructive alignment between weekly experiences and the requirements of assessment which, in turn, provides students with practical preparation for the dissertation.

Reference:

Kolb, D.A. (2014) Experiential learning: experience as the source of learning and development. Second. Upper Saddle River, New Jersey: Pearson Education Inc.

Rogers, C.R. (1983) Freedom to learn for the 80's. Columbus, Ohio: C.E. Merrill Pub. Co.

Exploring undergraduate student perspectives of feedback within the formal assessment process

Karen Broughton, Debra Price

School of Sport & Exercise Science

Universities have consistently sought to develop and enhance student engagement and satisfaction with assessment feedback. Many studies have focused on enhancing student's perceptions of assessment feedback, and various methods have been explored to improve its effectiveness (Winstone et al, 2016). However, despite this, National Student Survey results in the UK show lower student satisfaction with feedback than other aspects of the student experience (O'Donovan, Rust and Price, 2016). The trend within the University of Worcester follows the National picture, which has led the

University to respond to this feedback by refreshing the Study Skills portal and piloting early reassessment opportunities.

Within the School of Sport and Exercise Science the focus has been on providing a consistent feedback structure, whilst emphasising the feedforward element. However, lecturers often comment upon students not accessing their feedback, and when they do, not enacting it. Nonetheless, creating this culture, where feedback is seen as an integral part of learning is difficult to achieve (Winstone and Pitt, 2017), therefore gaining student's perceptions and understanding of the value is key to developing this culture and implementing strategies to support student learning.

This presentation provides an overview of initial findings to a student teaching and learning assistant research project exploring PE, Sports Coaching and PE & Sport Coaching students perceptions of the feedback process, to gain a greater understanding of the action's students take and identify any gaps in support to aid student learning.

References:

O'Donovan, B, Rust, C and Price M (2016) 'A Scholarly Approach to Solving the Feedback Dilemma in Practice', *Assessment and Evaluation in Higher Education*, 41 (6): 938–49.

Winstone, N E, Nash, R A, Rowntree, J and Parker M (2016) 'It'd be Useful, but I Wouldn't Use It: Barriers to University Students' Feedback Seeking and Recipience', *Studies in Higher Education*, 42 (11): 2026–41.

Winstone, N and Pitt, E (2017) Feedback is a two-way street, so why does the NSS only look one way? *Times Higher* www.timeshighereducation.com/opinion/feedback-two-way-street-so-why-doesnss-only-look-one-way (Accessed 28th March 2024).

B: Presentations (12:20-13:00)

Aligning Assessment Practice with Graduate Attributes: Innovation in the BSc Nursing program

Pegeen Fisher

School of Nursing & Midwifery

A new assessment was introduced for the year three practice learning module of the BSc Nursing program, to accommodate 350 students per year. In addition to adhering to the principles of Universal Design for Learning (CAST, 2025), the assessment aimed to enhance the diversity of assessment modalities within the program, ensuring the effective measurement of varied learning preferences. It also sought to address academic integrity challenges associated with artificial intelligence while reinforcing students' learning from practice placements and fostering the development of their graduate attributes and readiness for professional practice.

The assessment focused on the role of the practice supervisor, a key responsibility for newly qualified nurses related to undertaking a mentor role and was conducted as a 15-minute "Professional Discussion" hosted on Microsoft Bookings. Despite being its first implementation, the moderation process confirmed assessor consistency across grade profiles. Lecturers found it rewarding to hear students articulate their learning from practice placements.

The assessment yielded an impressive 97% pass rate, demonstrating its effectiveness in consolidating knowledge gained whilst in placement and enabling students to showcase this learning. Positive feedback followed, including a commendation from the Head of School and praise from the external examiner, who expressed interest in adopting aspects of the format for their program. Additionally, the PGCE secondary education course lead sought information related to the assessment and plans to adapt this assessment model for teacher training, recognising its value in professional development.

Overall, the assessment proved successful in supporting students' competency development and received recognition for its innovative and effective approach.

Reference:

CAST (2025) UDL guidelines. Available at: <https://udlguidelines.cast.org/>.

Nexus of Openly Developing Skills (NODS); An innovative framework delivered via weekly 'Lunch Club' sessions to support and empower students

Matthew Davis

School of Sport & Exercise Science

In the context of rising tuition fees and heightened student expectations in Higher Education, there is an urgent need to enhance student experience, engagement, and employability. The 'Lunch Club' project addresses this challenge by offering an innovative pedagogical approach to developing practical skills in Higher Education students. This initiative leverages a framework devoid of traditional constraints—such as formal syllabi, mandatory attendance, and conventional assessments—to foster a voluntary, student-centered learning environment.

Participants engage in short, flexible sessions that fit their schedules, focusing on 'micro skills' and competencies within a Sport Science lab setting. The program employs an online portfolio system to document and evidence skill acquisition, thus providing tangible proof of competency beyond simple time logs or digital badges.

Underpinned by concepts from Self-Determination Theory (Deci & Ryan, 1985; Deci & Ryan, 2000) Problem-Based Learning (Wood, 2003), agency and autonomy (Ryan, 1993) and Reflective Practice (Schon, 1983; Finlay, 2008); NODS promotes student agency, autonomy, and cross-level collaborative learning (Laal & Laal, 2012). Preliminary outcomes indicate a positive impact on employability, with participants recognizing the project's role in preparing them for professional opportunities and further academic study.

This presentation will critically explore the NODS framework's potential applicability across diverse academic disciplines from a staff perspective, particularly in contexts where practical skills enhance employability and transferable competencies. Examples will be given of how regular 'Lunch Club' sessions, held weekly over the last few years, have impacted students and added value to their time at University. Suggestions will be made on how NODS may be employed in a variety of educational settings.

References:

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York, NY: Plenum Press. <https://doi.org/10.1007/978-1-4899-2271-7>

Deci, E. L., & Ryan, R. M. (2000). The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227–268. https://doi.org/10.1207/S15327965PLI1104_01

Finlay, L. (2008). Reflecting on Reflective Practice. Practice-Based Professional Learning Paper 52, The Open University.

Laal, M., & Laal, M. (2021) Collaborative learning: what is it?, *Procedia - Social and Behavioral Sciences*, Volume 31, Pages 491-495.

Ryan, R. M. (1993). Agency and organization: Intrinsic motivation, autonomy and the self in psychological development. In J. Jacobs (Ed.), *Nebraska symposium on motivation: Developmental perspectives on motivation*, 40 pp. 1–56). Lincoln, NE: University of Nebraska Press.

Schon, D.A. (1983). *The Reflective Practitioner: how professionals think in action*. New York: Basic Books. ISBN 9780465068746.

Wood, D.F. (2003) Problem based learning. *BMJ* 326 :328 doi:10.1136/bmj.326.7384.328.

C: Presentations (12:20-13:00)

Clinical Teaching Fellows' experiences of the novel "Resource Carousel" process; a new role at a new medical school

Dr Elizabeth Moor, Dr Pavandeep Virdee, Dr Aiman Dilnawaz, Dr Tasnim Chowdhury

Three Counties Medical School

Introduction: Pre-clinical medical students are often taught the fundamentals of medicine in isolation from clinical relevance. This project reflects on our experience as Clinical Teaching Fellows (CTFs), qualified doctors, in a novel teaching role at TCMS, in creating and delivering integrative sessions as part of the 'Resource Carousel'. We taught pre-clinical, postgraduate medical students in a problem-based learning (PBL) MBChB programme. We explored how we create an interactive, student-centred learning environment across four key disciplines: Anatomy, Biochemistry, Radiology, and Clinical Skills.

Approach: The Resource Carousel method involves students rotating in small groups across different stations, each themed around the PBL 'case of the week'. CTFs facilitate students through the sessions, encouraging peer collaboration, problem-solving, and critical thinking. This approach fosters deeper learning through active participation and integration of knowledge using varied resources.

Evaluation: Student learning in Resource Carousel is evaluated using formative assessments and teacher reflection. Regular Kahoot quizzes provide real-time feedback on learning progress, while clinical skills assessments consolidate practical skills.

CTF reflections highlighted consistent peer-peer interaction and problem-solving. Challenges included time management across stations and balanced student participation. Structured guidance is needed to ensure clearer learning objectives and smoother transitions between topics.

Implications: The integrated pre-clinical 'Resource Carousel' approach shows the benefit of introducing scientific concepts in relation to their broader clinical context. This method has significant implications for postgraduate medical education, highlighting the importance of active learning strategies. The use of CTFs in pre-clinical years is a relatively novel concept, and students appear to have embraced it.

Constructing culturally safe learning spaces

Sethu Sundari, Lisa Mauro-Bracken

School of Nursing & Midwifery/School of Health & Wellbeing

Despite the endorsement of inclusive curricula policies, a significant gap remains in practical guidance for higher education institutions (HEIs) on how to implement the principles of culturally responsive teaching (CRT) (Kieran and Anderson, 2018). Through the design of targeted training and support for lecturers, our project aims to support staff to develop culturally safe learning spaces.

By empowering academic teams with the knowledge and skills to embrace diversity and become culturally curious, our vision is to create learning environments where no culture is marginalised (Lokumage et al., 2023). Our approach integrates CRT with Universal Design for Learning principles, emphasising the importance of understanding and integrating students' cultural contexts into the learning experience (CAST, 2024). The project aims to foster a sense of belonging and reduce the achievement gap among students from diverse backgrounds (Kieran and Anderson, 2018).

A series of workshops have been designed to raise awareness and provide practical strategies, which support staff in creating culturally safe and inclusive learning spaces. Key components include exploring international students' narratives, understanding different cultural norms, and developing effective communication strategies. Pre- and post-workshop questionnaires will be used to measure impact of our project, focusing on cultural self-efficacy and workshop evaluations.

As members of Inclusion by Design Research Group, the team recognise the importance of collaborating with key partners, such as the Centre for Academic English and the International Experience Team. The Learning and Teaching presentation will allow the team to introduce key features of the workshop training programme and receive valuable feedback.

References:

CAST (2024). Universal Design for Learning Guidelines version 3.0. Available at:
<https://udlguidelines.cast.org>.

Kieran, L. & Anderson, C. (2019) Connecting Universal Design for Learning with Culturally Responsive Teaching. *Education and Urban Society*, 51(9), 1202-1216. Available at:
<https://doi.org/10.1177/0013124518785012>.

Lokugamage, A.U., et al. (2023) Translating Cultural Safety to the UK. *J Med Ethics*, 49(4), pp. 244-251.
<https://jme-bmj-com.apollo.worc.ac.uk/content/49/4/244>.

Workshops (14:45-15:35)

IMPACT of a World Café: Applying Lived Experience to Authentic Assessment

Rebecca Weston, Kay Bennett, Dawn Goodall, Naomi Blaikie, Daniel Howarth

School of Health & Wellbeing

This workshop highlights the innovation of a long running Level 4 event that provides experiential insight into the lived experience of our IMPACT members through its application to student assessments across two modules.

In this workshop, we will introduce the concept of a World Café prior to participants 'visiting' each table, hearing from and asking questions of staff, students and IMPACT members about what the event has brought to them. The workshop will conclude with a group exploration of the unifying theme: Can you apply lived experience to create authentic assessment? This models the actual event, where each table included 3-4 students, a member of the University IMPACT group and was facilitated by a 'host' to keep time and ensure all voices were heard.

'World café' is designed to facilitate group dialogue by creating a welcoming, café-like environment. This encourages open and meaningful conversations among participants, fostering the exchange of diverse perspectives often around a unifying theme (Tan & Brown, 2005). Our participants (students and IMPACT members) used the collaborative learning environment to share ideas and information around the theme of 'Can understanding the lived of experience of individuals inform how HCP work with different groups?' helping students gain lived experience knowledge on health interventions for two assignments. Peer teaching / learning can lead to significant improvements in academic performance (Dodd et al, 2022) and is an integral feature of the event.

References:

Dodd, S. et al. (2022) 'School-based peer education interventions to improve health: a global systematic review of effectiveness'. BMC Public Health 22, 2247. Available at: <https://doi.org/10.1186/s12889-022-14688-3>

Tan, S. and Brown, J. (2005) 'The World Café in Singapore: creating a learning culture through dialogue'. The Journal of Applied Behavioral Science, 41 (1), pp.83-90.
DOI:10.1177/0021886304272851

Unlocking Academic Reading: Helping Students Navigate and Belong in the Academic Community

Dr Louise Martin

School of Sport & Exercise

Many students arrive at university with limited experience in engaging with primary literature, often finding academic articles 'frustrating' (Hubbard & Dunbar, 2017) and 'a chore' (Mason & Warmington, 2024). Barriers to effective reading include complex style, unfamiliar terminology, time constraints, unclear purpose, low motivation, and lack of interest. Additionally, Lennox et al. (2020) found that students often overestimate their reading proficiency and largely rely on passive and superficial approaches to the text.

Prat-Sala and Redford (2011) observed a significant relationship between students' reading self-efficacy and their essay writing performance. They suggested that improving reading confidence could have additional benefits on motivation, perseverance, and student retention. Similarly, Hildegard (2020) reported that reading comprehension and self-esteem are positively and significantly related to academic integration in higher education. Therefore, targeted approaches to build students' academic reading skills should promote student belonging in the academic community.

This workshop will describe a structured, empathetic approach developed to support first-year sport and exercise science students in navigating academic literature. In a safe and supportive environment, students identify key characteristics of academic texts, decode complex data, and develop effective reading strategies that allow them to engage confidently in journal club discussions. Independent observations suggest notably enhanced reading skills, evaluation and confidence in our level 5 students compared to others.

Participants will have the opportunity to share their own experiences and practices related to student reading and will leave with a toolkit of practical ideas and strategies to enhance student reading skills, reading confidence and student belonging.

References:

Lennox, R., Hepburn, K., Leaman, E. and van Houten, N. (2020) 'I'm probably just going to skim': an assessment of undergraduate students' primary scientific literature reading approaches', *International Journal of Science Education*, 42(9), pp1409-1429.

Hildegard, S. (2020). The first year in higher education: The role of individual factors and the learning environment for academic integration. *Higher Education*, 79(1), 95-110.
doi:<https://doi.org/10.1007/s10734-019-00398-0>

Hubbard, K.E. and Dunbar, S.D. (2017) Perceptions of scientific research literature and strategies for reading papers depend on career stage. *PLoS One*, Dec 28; 12(12): e0189753.

Mason, W. and Warmington, M. (2024) 'Academic reading as a grudging act: how do higher education students experience academic reading and what can educators do about it?', *Higher Education*, 88, pp:839-856.

Prat-Sala, M. and Redford, P. (2011) 'Writing essays: does self-efficacy matter? The relationship between self-efficacy in reading and in writing and undergraduate students' performance in essay writing', *Educational Psychology*, 32(1), pp: 9 – 20.

The Role of Personal Academic Tutors (PATs): Reflection and Future Directions

Emma Williams, Dave Woodward, Sophie Layfield, Amy Johnson, Alison Taylor, Julie McParland, Lucy Sandwell, Kimberley Dawson

QED/Institute of Education/School of Health & Wellbeing/School of Nursing & Midwifery/Library Services/firstpoint/Students' Union

At a time of significant structural change within the university, this workshop offers a valuable opportunity to pause and reflect on the role of Personal Academic Tutors (PATs). As one of the most influential positions in supporting student retention and success, the PAT role is often described as the most rewarding aspect of an academic's responsibilities.

In this session, we will explore what the PAT role means within the university and where we see it evolving in the future. We will take time to reflect on the results of our recently circulated survey, which aimed to capture your experiences, highlighting the incredible work you do independently, as well as the challenges you face.

Being a PAT often comes with a deep sense of responsibility for students' well-being and academic development. This workshop will provide an opportunity to engage with the various student support

services you frequently interact with, fostering collaboration and discussing ways to enhance the support available to you in your role.

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