

Stories

Title - **Stepping out of the classroom – informal learning in informal spaces**

Kirsten Stevens-Wood

This story will explore the impact of a series of student engagement opportunities across this academic year based around the concept of TED talks. The aim was to show the reflective cycle that took place from 'event one' during induction week to 'event four' which was delivered live at International women's day. These talks provide cross disciplinary opportunities for students to engage in non-assessed informal learning, and an opportunity for academics to present their research in a natural and collegiate environment. This story will include student reflections of engaging in informal learning in informal spaces.

Title – **Bringing St David's Day to life**

Ian Weir

This story will focus on the value of providing realistic, real life projects working with external clients to develop relationships with employers and to develop student employability skills. Level 5 Graphic Communication students collaborated with S4C on a St David's Day themed design project, which was broadcast throughout St David's Day. The brief asked students to create a package of images to celebrate Welsh identity and culture, 'a snapshot of Wales in the 21st Century'. The reality of working on live briefs, the impact on student learning and the development of professional networks for both student and institution will be explored.

Title – **'Forest University': Community Engagement, Social Justice, Bluebells and 'The Swamp of Biting Mud'**.

Chantelle Haughton and team

This story explores the development and use of a variety of outdoor spaces on the Cyncoed campus, that promote partnership working with students, staff and the wider community to inspire holistic development through innovative practice within a natural environment. This learning play-scape allows children, families, teachers and practitioners to learn collaboratively within their local HEI. The establishment of sustainable partnerships with the community has enabled the embedding of activities within the programme curricula that empower students to gain Forest School qualifications. This story highlights the varied and symbiotic roles of those involved and how these contribute to the enrichment of learning, teaching, research and enterprise.

Workshops

Title – Developing students as independent learners to enhance retention and success

Prof. Liz Thomas

Internal and external policy drivers, including the Teaching Excellence Framework (TEF), are focused on all students being successful in higher education and beyond. This workshop will focus on developing students' as effective independent learners, which contributes to their engagement, academic success and employability. Qualitative research with over 100 students from different institutional settings and disciplines found that students were under-prepared for independent learning in HE, and subsequently often felt overwhelmed or dissatisfied. In this workshop I will present students' understanding of independent learning, their approaches and the challenges experienced. Drawing on these findings, and examples of directed independent learning practice submitted by HE staff from across the disciplines, participants will be asked to reflect on their own practice, and how it can be developed to further assist students to make the transition to being effective independent learners in higher education lifelong learners more generally.

Title – Students' Union: Providing opportunities for the development of student communities

Will Fuller and Bradley Woolridge

This workshop will explore how the Students' Union is currently working with academic staff and students to facilitate the formation of partnerships both within and outside of the Institution. Opportunities for volunteering, the development of discipline focussed societies, and embedding a sense of belonging alongside the academic programme will be highlighted. Participants will have the opportunity to identify how collaborative working with the Students' Union could enable a broader academic and social community for students and staff.

Title – Talking about Teaching: Promoting the development of an academic learning community

Dr Sue Tangney & Dr Claire Flay-Petty

The Institutions ambition is to provide high quality, creative and challenging learning experiences that will enable students from a diverse range of backgrounds to achieve their full potential and develop into confident, active, autonomous graduates. The support we give to staff to enhance their learning and teaching practices are key to achieving this aim. This workshop will introduce the new Open Door network and its link with the Peer Learning Development Scheme. Staff will have the opportunity to explore and discuss potential areas of expertise that they could share, identify areas for their own development, and the type of interaction they would favour for maximum benefit from the Scheme.

Title – Well-being of students and staff: Awareness and boundaries

Anna Bhushan, Dr Mikel Mellick & Dr Jo Hendy

This workshop will introduce two initiatives to enhance students mental health and well-being, one from the School of Art and Design and one from the School of Sport. Anna will present the voice of students, through the use of video, discussing their experiences of being a student and the associated stressors. Her work on mindful meditation and the benefits to student well-being will be highlighted alongside Mikel's work on mental health first aid training. This workshop will explore how these initiatives together with personal tutoring can identify and support student well-being whilst discussion will centre around boundaries and the role of academics and personal tutoring.

Title – Establishing a Community of Practice: Building bridges and making connections

Tim Palazon, Chris Deacy & Sheena Carlisle.

The Research & Regeneration Hub, working alongside community partners, includes members from all five Cardiff Met Schools, Enterprise and Human Resources. The Hub offers students, staff and the community the opportunity to be actively involved in regeneration projects which will benefit all. This workshop will enable participants to reflect upon potential change in their current practice in respect of community engagement and the resultant benefits regarding learning, teaching and student employability. The foregoing discussions will enable participants to consider ways in which they can engage and collaborate with Hub activities that are commensurate with the objectives of the new Strategic Plan and the Healthy University Strategy.

Title – Health Impact Assessment: A cross-disciplinary tool for engaging students in dialogue about how their discipline relates to sustainable development, health and well-being.

Alastair Tomlinson and Gayle Davis

Health, wellbeing & sustainable development are strategically important issues both for the University and society in general. The Wellbeing of Future Generations (Wales) Act places responsibility across society for action to improve wellbeing. The Health Impact Assessment (HIA) is a recognised, flexible approach for considering the wider effects of local and national policies, projects or initiatives and how they, in turn, may affect people's health and wellbeing. This workshop will: explore how the HIA provides a technique to facilitate dialogue; demonstrate a free online resource to support use of HIA; give delegates the opportunity to discuss how HIA might be utilised in their disciplines and programmes to support student learning; and provide brief 'take-away' case studies of how we are using HIA in our teaching.

Title – From Cadwyn to Campus: Inspiring non-traditional students through community learning

Widening Access and Dept. of Applied Psychology

Working in partnership with both Cardiff School of Health Sciences (CSHS) and the Centre for Work Based Learning (CWBL) a standalone Level 3, 10 credit Psychology module was developed, the successful completion of which would give students an unconditional offer to progress on to the Foundation leading to BA/BSc Social Sciences. An opportunity was presented, through Cadwyn Housing Association and their Tenants & Residents Committee, to engage non-traditional learners and remove perceived barriers to study by offering this module in the community at no cost to the learner. This workshop will enable other disciplines to explore the development of similar progression routes and opportunities to develop partnerships with the community to offer non-traditional adult learners a path into HE.