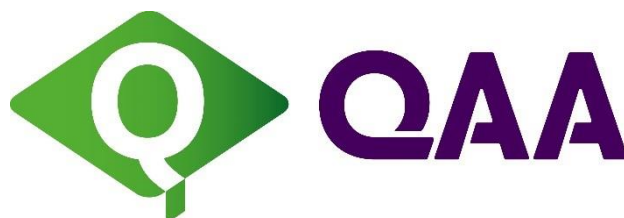











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**UNIVERSITY
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CENTRE FOR ONLINE &
DISTANCE EDUCATION

Toolkit Proforma

Title of Tool
Getting alumni to share their lived experiences with students
Category of content (Planning, Delivery, Evaluation)
Delivery
Summary – max. 100 words
<p>This tool suggests potential ways that an educator can encourage alumni to share their lived experiences of inclusion/exclusion in the workplace with current students. NOTE: an example format of a panel/Q&A discussion is suggested here but the educator can adapt the principles for different scenarios, e.g, one-to-one interview (live, pre-recorded or written article), blog, podcast etc.</p> <p>The tool describes the steps that the educator can take to set up the discussion in the optimal way, and then outlines a range of questions that the educator can ask the alumni to surface their lived experiences of inclusion/exclusion when engaging in recruitment processes and/or when participating in activities in the workplace.</p>
Learning For/About/Through
Through
Learning Outcome(s)/What is the change expected?
<p>This tool suggests an activity that will support students to be able to:</p> <ul style="list-style-type: none"> - Gain a representative picture of the personal experiences of different alumni in terms of inclusion/exclusion when participating in recruitment practices and in the workplace - Distinguish between appropriate and inappropriate behaviours of employers in relation to inclusion - Apply the knowledge gained from the alumni discussions when engaging in their own search for work and make informed career decisions <p>This tool will support educators to:</p>

In-Person	Online	Hybrid	Small Cohort (<25)	Medium Cohort (25-75)	Large Cohort (>75)	Fixed learning space	Flexible learning space	Synchronous	Asynchronous
									

<p>Core Content</p> <p>NOTE: an example format of a panel/Q&A discussion is suggested here but the educator can adapt the principles for different scenarios, e.g, one-to-one interview (live, pre-recorded or written article), blog, podcast etc.</p> <p>Required resources</p> <ul style="list-style-type: none"> • Slides/handout to introduce the activity • Event outline with timings • At least 2-3 diverse alumni to attend the panel event (sourced in advance) • A room (physical or online) to deliver the event • Questions to ask the alumni. Note: the educator may wish to distribute the questions to the students in advance of the session • Evaluation forms (online or hard copy) for the students and the alumni to complete • Pre-drafted thank you email and possibly a token gift for the panellists <p>Preparation in advance for educator</p> <ul style="list-style-type: none"> • Educators should ensure they are confident facilitating the session and its topics, and may want to sense-check their language and/or approach with a colleague before delivery

- In advance of the session, the educator will need to source a minimum of 2-3 alumni who are willing to answer questions around their lived experience of inclusion/exclusion in terms of recruitment practices and in the workplace. It will be important to consider the diversity of the panellists and where possible try to ensure they are representative of the wider population/student cohort.
- Educators should tailor the session and the workshop outline document to the time available.
- Educators are encouraged to consider the specific needs of their students and adapt the content and structure of the panel event accordingly
- Educators are encouraged to consider the size of the group, and determine whether the event would benefit from a co-facilitator to help manage the discussions (e.g. to manage the chat if the event is online or to receive questions from the room if it is in-person). If they do engage a co-facilitator, they will need to brief them thoroughly about the purpose and format of the event.

Preparation in advance for students

- It is recommended that the educator runs a preparation session with the students in advance of the panel discussion to build their awareness of the topics
- It is also recommended that the educator invites the students to consider in advance the types of questions they would like to ask alumni around this topic and provide them with a range of methods (anonymised and non-anonymised) to share these [see step 5 below]

Prerequisites for this to have impact

It will be vital for the educator to create a safe space in the student preparation session and in the panel event itself, to ensure that students are a) aware that the subject matter is sensitive and b) that it may surface their own lived experiences or those of others in their group. It will also be vital to create a safe space in the session for the alumni and to make them aware that a) the subject matter is sensitive and b) that it may surface the students' own lived experiences.

It will be important to remind the group to listen actively to one-another, challenge respectfully, share only where they feel comfortable to do so and support others who choose to share. Educators may also wish to implement a learning gain tool to assess how the activity was received and whether learning outcomes have been met.

Step by step approach

NB: the approach outlined below represents a (recommended) in-person context, but the approach can be adapted for online contexts.

To deliver this event, the educator should consider taking the following steps:

- 1) Several weeks before the event, brief the Employer Engagement or Alumni team(s) on the panel event and give them a detailed explanation of the sensitive topics that will be covered, plus the importance of them being representative of the general population/student cohort. Ask the team to gather the names of several potentially suitable alumni who could attend the event.
- 2) As soon as possible, contact all the potentially suitable alumni by email to provide more context about the purpose of the panel event and outline what would be required from them, i.e., to be willing to share in front of other alumni and students details of their experience of inclusion/exclusion in recruitment practices/ the workplace, and be willing to discuss the impact of these experiences on themselves and others. Answer any initial questions that they have and offer them the option to have a follow-up call to learn more about the event, as well as the option to opt out if they wish. Ensure that they are comfortable with the panelist role and refer them to resources such as this one: <https://secondnatureuk.co.uk/blog/how-to-prepare-to-speak-at-industry-panel-event/> if required. It is suggested that formal confirmation of participation is sought from the alumni who agree to attend the event.
- 3) A couple of weeks before the event, finalise the list of attendees and confirm the details of the panel event to all participants.
- 4) In advance of the panel event, book a room that is suitable for a panel discussion, and consider how to best manage the space. Additionally, it is important to plan a preparation workshop with the students a few days before the panel event. Consider utilizing some online systems (eg, survey tool, email) as well

as some simple materials (eg, cardboard boxes, paper) to create several ways (e.g., email address, online survey tool, physical drop box) that the students can submit questions that they would like the alumni to answer at the event.

- 5) A few days before the event, run the preparation workshop with the students who will be attending the event. Start by explaining the event's purpose and the importance/sensitivity of the topics to be discussed. Invite the students to ask any questions they may have for the panellists, and then to agree some guiding principles for how attendees should behave in the session (see example slide to guide this discussion). Then introduce the students to the various methods that they must submit questions and invite them to submit in advance of the event any that they would like to ask the alumni about their lived experiences.

Note: The educator may wish to consider preparing some prompts or example questions to share with the students. This will help less confident students to ask questions at the event.

- 6) It is recommended that the educator considers following the points outlined below in advance of the event, to help the panel event run smoothly:
 - Review the students' questions in advance, sort them into themes and reword them if required to make them inclusive for all attendees. Then review the suggested questions provided in this tool [see step 7] and decide what the final set of questions will be. To do this, calculate the ideal number of questions that can be asked to each panelist in the time permitted, and pick out the ideal questions accordingly
 - Brief the alumni in advance of the event on the general themes that the questions will focus on, and, the themes that the students wish to discuss as well as the students' guiding principles. It is also recommended to provide the panelists with the opportunity to get in touch advance of the event if they have any questions/concerns about it.
- 7) The potential questions that the educator can consider asking the panelists to surface their lived experiences include the following:
 - How would you describe the culture in your specific sector?
 - How diverse is the team that you work with?
 - Is there anything that you wish you had known about the inclusion practices or culture within your specific sector before you joined?
 - Can you tell us about any experiences that you have had of inclusive practices when going through a recruitment process?
 - Have you ever had any experience of people making incorrect assumptions about you based on one of your personal characteristics? If so, please can you tell us about it?
 - Can you tell us about any events that you have experienced or witnessed where you or another individual was treated in an inclusive / exclusive way whilst in the workplace? What was the impact on you (and on other people) of this experience?
 - What has been your experience of participating in EDI initiatives in the workplace?
 - Students often ask us about their rights in the workplace. Has there ever been a time when you feel that your rights have been compromised?
- 8) On the day of the event, open it by welcoming all attendees and explaining its purpose. Following this, present the learning outcomes and guiding principles for the session and invite all attendees to ask any final questions they have, and to add any additional guiding principles to the list. Remind them that the room is a safe space and that all attendees should keep everything they hear confidential after the event has taken place.
- 9) Once the scene is set for the event, start to ask the panelists the chosen questions, and allow each panelist time to respond to each question fully.
- 10) At the end of the event, it is important to make both students and panelists aware of safe ways that they can raise any questions or concerns that the event has raised for them.

Indications that the event was successful

To get a good indication as to the success of the event as it is taking place, it is recommended that the educator does the following during the event:

- 1) Observe the students and alumni's reactions to the discussion, and try to ensure that everyone always feels safe and comfortable.

To get a good indication as to the success of the event after it has taken place, it is recommended that the educator does the following after the event:

- 1) Send a feedback questionnaire to both students and alumni, to get their feedback on the event. The feedback questionnaire should ask the level of psychological safety they felt before and during the event, the extent to which they could relate to the participants, and the reflections they have had since the event.
- 2) Telephone / video call some students and alumni to get some further informal and more in-depth feedback on the event
- 3) Personally reflect on the event and how it felt in the room during and after the event

Graphic - what image is being associated with this tool, if applicable

TBC

Links to Relevant Resources (both within the toolkit and outside)

This tool links to the Psychological Safe Spaces tool, as it is critical to ensure that all participants feel that the space is psychologically safe, so they fully participate in the event.