This resource is an output from a Collaborative Enhancement Project supported and funded by QAA Membership. The project is led by The Careers Group of the University of London in partnership with City University of London, King's College London and the Centre for Online and Distance Education at the University of London. Find out more about Collaborative Enhancement Projects on the QAA website.

Title of Tool
Peer Assisted Learning- Discussion to surface lived experiences from students

Category of content (Planning, Delivery, Evaluation)
Delivery

Summary – max. 100 words
This tool introduces discussion activities to help students surface non-inclusive lived experiences, with a view to supporting inclusive teamworking with their peers, as well as facilitating broader reflection on how these issues may surface in working life. When delivered in sequence, the step-by-step instructions take around 50 mins. However, the example session can be edited or adapted according to the needs of the educator and student group. Credit: *This tool has been designed using source workshop materials created by Malla Pratt, Research Programmes Operations Manager and Director for Racial Equality and Inclusion at Bayes Business School, City University of London.*

Learning For/About/Through

Learning Outcome(s)/What is the change expected?
To support students who are working in in-curriculum project teams to: - Identify and understand behaviours and attitudes, which may lead team members to feel excluded and reflect on the impact this may have - Address stereotypes and cultural biases, which can act as a barrier to inclusion, productivity, and innovation - Explore allyship approaches which can support inclusive teamworking and better communication in diverse teams

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

Core Content (max. 1000 words)
Required resources • Inclusive Teamwork workshop slides (example slide deck provided) or own slide deck, tailored to group needs • Workshop outline document with timings (see example) • Optional: Printed elements of the exercises for students to refer to (e.g., slides 7 and/or 11 in the example deck) **Preparation in advance for educator**

- 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
- Educators should update the workshop outline document and tailor the session to the time available.
- Educators are encouraged to consider the needs of their students in a detailed way and adapt materials accordingly

Preparation in advance for students
Optional: Educators may wish to provide relevant reading materials about inclusive teamwork (see below suggestions) prior to the session to help students connect with the reasons for exploring this topic within the wider context (e.g. of the module) and the benefits of doing so.

Prerequisites for this to have impact, if relevant
It will be vital to create a safe space in-session; and before the exercise starts, 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 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. The slide entitled '*setting the scene*' is one approach to talking through this. Educators may also wish to implement a learning gain tool to assess how the activity was received and whether learning outcomes have been met.
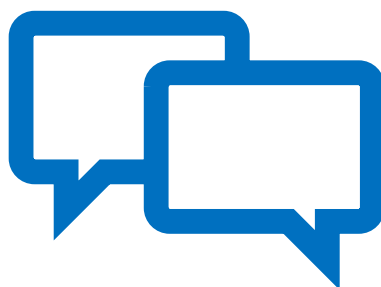
Step by-step approach

NB: the approach outlined below represents a (recommended) in-person context, but the approach can be adapted for online if educators have previously established that their student cohort works well in breakout groups.

Dependent on time, the educator should consider taking the following steps:

1) Talk through the points on the slide entitled *Setting the Scene* or an adapted version (according to group needs) and pause for any questions or concerns to be raised. You may want to set a rule of confidentiality and ask participants explicitly not to name group members or re-share outside of the session the specific experiences that may be shared with them by other participants
2) Present the learning outcomes for the session (if following our suggested plan). If using one or more of the exercises as part of wider content, this may not be required
3) Present the slide entitled: *Inclusive Teamwork can be Challenging*
4) Instruct the students to sit in a group with the project team they will be working with (e.g., as part of a wider module or in-curriculum activity). Ideally, students will be able to sit in a circle or around a table facing one-another. If this is not possible, consider whether other options (such as asking students to turn around to face one-another.) are possible
5) Invite the groups to consider the 3 questions on slide 5 (or your own preferred alternatives) and set an appropriate amount of time to discuss and reflect on these and share any relevant examples if students feel comfortable to do so
6) Invite each group to reflect back to the wider cohort on the points they have been discussing
7) Display the summary of examples of non-inclusive and inequitable behaviours on slide 7 or distribute an equivalent paper handout to groups. You may want to leave some blank boxes for students to fill in with their own examples too, or invite additional examples verbally
8) Introduce the tasks on slide 7 and set the group an appropriate amount of time to discuss and reflect on these and share any relevant examples if they feel comfortable to do so, identifying the impact on the individual(s) affected in each case
9) Invite each group to reflect back to the wider cohort on the points they have been discussing
10) Present summary slides 8 and 9 on *The impact of non-inclusive teamworking* and *Inclusive Practice*, inviting comments from the group if time allows. Educators are encouraged to adapt or redesign the resources provided to meet the needs of their student group

11) Introduce the next section on cultural considerations and display slide 11 or an adapted and tailored equivalent

12) Invite students to discuss the categories, working in groups or in pairs and see if they can think of examples of the types of issues or challenges that may come up in each area when working in a diverse group. Set an appropriate amount of time to discuss and reflect on these and for the students to share any relevant examples if they feel comfortable to do so. You may want to allocate specific categories to specific groups to discuss or invite groups to select a small number of categories, dependent on time available

13) Invite volunteers or groups to reflect back to the wider cohort on the points they have been discussing. Educators may want to print out a copy of the overlay included on slide 14 and have this available as a reference tool to help provide examples where needed to support and progress the discussion. Please note, slide 14 is a notes slide only, and is intended for facilitator use. Educators may however wish to adapt this and provide it retrospectively to students as a resource.

14) Present the summary on slide 12 to conclude the session

15) Educators may wish to ask students to complete a short learning gain survey or ask them to note an anonymous pledge using a tool such as Padlet to share this

16) Dependent on the context, you may want to set the students a team charter task (see slide 13)

17) Consider safe landings from the exercise such as providing a summary slide detailing sources of support that students can seek if they are facing non-inclusive or inequitable situations in their project groups (or elsewhere in working life/ university life) that they need help navigating: (e.g. module team, personal tutors, institution careers service, law centres and CAB, employee assistance services, HR & DEI teams, employers' raising concerns and grievance processes).

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

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

https://www.youthemployment.org.uk/how-to-have-inclusive-teamwork-in-work-and-study/
https://www.linkedin.com/advice/0/how-do-you-create-inclusive-team-skills-teamwork
https://www.inclusiveemployers.co.uk/blog/7-ways-to-be-an-inclusive-co-worker/
https://betterallies.com/more-content/

© *Inclusive Employability Development through Curriculum* Toolkit