

HE Roundtable
Embedding Bodyswaps in the Curriculum

Autonomous Learners

Undergraduate Nursing at
Sheffield Hallam University
(Lucy Mottram)

Context

Learners: Level 4, 5, and 6 students in undergraduate Nursing programs.

Facilitation: 8 staff members supported the Bodyswaps program with 700 learners.

Deployment: Training is self-directed and completed remotely using personal devices: **PCs, phones or tablets.**

Highlights

- Bodyswaps' provides a controlled setting where first-year students focus on DEI and communication skills before real world placements. They enjoy the inclusive and interactive design and self-directed learning approach.
- They started off with one person managing student enrolment and support enquiries but this should be shared between a team for smooth operations of such a large cohort.
- Analytics are used to track confidence levels, usage and completion.
- The modules are mandatory. Students add their completion certificates to their MYE PAD and are used to map out what proficiency criteria they have achieved.
- *In addition, the Nursing and Midwifery Council's (NMC) standards for simulations include repetition, feedback, and reflection - all of which are present in Bodyswaps.*
- **Future:** they're exploring the inclusion of VR next!

Key Learning

2D versions necessary to scale self-paced learning with limited staff resources.

Context

Learners: levels 5 and 6 students in the Business School across various programs:

- 'Job Interview Simulator' implemented for all level 6 students,
- 'Active Listening' module in their Law and Action module,
- Professional Development module (500 students)
- Employability Award

Facilitation: 2 groups of 6 students in adjoining rooms, with 3 facilitators.

Deployment: Group VR workshops.

Highlights

- Implementation with VR group sessions is more labour-intensive due to space requirements and staff involvement with training delivery.
- Students enjoyed VR training but were conscious speaking aloud when in the same room as their peers - this highlights that the sense of privacy and the right space is a key factor in delivery.
- Having a clear view of the learner's training pathway with modules would be valuable. They hope to transition from a module-level to a program-level approach to prevent repetition of modules and enhance students' experiences.
- School of Business management and academics have been engaged with the deployment of Bodyswaps from early on - this has quickly lead to the embedding of modules in multiple courses and programs.
- They have introduced 'Student Ambassadors' and engaged with Student's Union and Societies to promote awareness and further student engagement.

Key Learnings

Buy-in from leadership and academics is vital and the right training environment is key for student engagement.

Facilitated Group VR Training

School of Business at University
of Salford
(Kerry Moores)

Context

Bodyswaps was initially part of the [VR Confidence Lab at the University of Liverpool's Careers Studio](#). This year, they're embedding our Public Speaking training into an Employability module in one of their first year courses, with completion of the Bodyswaps module accounting for 10% of the module's final grade.

Learners: Undergraduate Politics Students (first year students).

Facilitation: Faculty + Careers Team to support 300 students in stages.

Deployment: VR introduction via casting in seminars, **autonomous practice** on personal devices and bookable slots for **VR access** (groups of 9 learners that can book onto timetabled sessions).

Highlights

- A combined approach of independent learning and facilitation will **cater to various learning preferences** - making it possible for students to engage with the content on their own devices, before VR and before any assessment.
- They're using equipment including noise-cancelling headphones to support the group VR experience.
- Public speaking was identified as a crucial skill and a key area where students needed more confidence.
- They're initially introducing a pass/fail strategy which may change for future deployments, depending on feedback.

Key Learnings

Staggering delivery to first introduce the technology, then allow for autonomous practice and finally **using facilitated VR sessions for assessment.**

Hybrid Approach (Facilitated & Autonomous Learning)

Careers at University of
Liverpool (Matt Jones)

Best Practices – Embedding

Institution Leadership: Buy-in or program awareness from institution management will support the introduction of training to academics and curriculum integration.

Program Leadership: Assign a designated champion to lead the initiative and provide direction.

Staff Engagement: Engage as many faculty and staff members as possible as this will help extend program reach and share program management responsibilities.

Student Representation: Engage student bodies for wider acceptance. Appoint student ambassadors or digital champions to foster trust and facilitate peer feedback.

Curriculum Integration: Embed training at the program level to keep content aligned with academic progression and so there is no repetition.

Virtual Simulations: For healthcare courses, use virtual simulations before actual placements to supplement clinical hours and reinforce competencies.

Data Utilisation: Regularly analyse student analytics in Bodyswaps Go to track feedback, progression and adjust teaching strategies.

Best Practices – Delivery

Self-directed Learning: Promote autonomy in learning but ensure there's structured feedback and support, especially for mandatory modules.

VR Facilitation: Adapt to the physical setting and group dynamics for effective VR immersion, using tools like noise-cancelling headphones.

VR Booking: Implement a timetable and booking system for delivery of VR training to large cohorts with limited device access.

Preparation and Support Time: Keep in mind that preparation time is needed (providing instructions on set-up for autonomous learners, workshop space and hardware set-up, supporting student questions or issues).

Flexibility: Stay adaptable and continuously refine strategies based on real-time feedback.

Technical Backing: Ensure there is technical support or initial for both staff and students.

We'd love to hear from you!

Reach out to us at support@bodyswaps.co to share your feedback or to explore embedding Bodyswaps at your institution.

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