



Student Education Bulletin

Issue 12
October 2014

SEC4

bookings
now open!

Details on
back page



LISS 2014 photo competition winner:
Cow and Calf Rocks, Ilkley

Helping to showcase Leeds at its best

Lisa Beare, Study Abroad Office

In 2010, the Study Abroad Office established the Leeds International Summer School (LISS): a short, intensive programme that allows incoming study-abroad students to experience an action-packed academic, cultural and social programme that showcases the very best of what Leeds has to offer.

The 2010 programme consisted of 14 students and an academic offering of four modules. Over the past four years, the programme has gone from strength to strength and this year's LISS, the fifth, attracted 49 students from 11 countries and 23 different institutions. This July, LISS participants studied two 10-credit modules from a choice of ten offered by seven different teaching schools.

LISS students benefit from small class sizes and experiential

learning, two key aspects of LISS. This year's diverse range of field trips included visits to Castle Howard near York, the Brontë Parsonage in Haworth, the National Media Museum in Bradford and Drax Power Station near Selby.

Contents

1	Helping to showcase Leeds at its best	8	Where to next?
3	Leader column: Platforms for excellence	8	Volunteering helps ...
4	Student perspectives	9	Improving our accommodation; improving the student experience
4	Pro-Deans' perspectives	10	Introducing PRISM
5	LeedsforLife Ambassadors	11	The Leeds Curriculum launches
5	Understanding students' engagement with their studies	11	Student engagement showcase
6	Digitising students' learning experiences	12	SEC4 bookings open

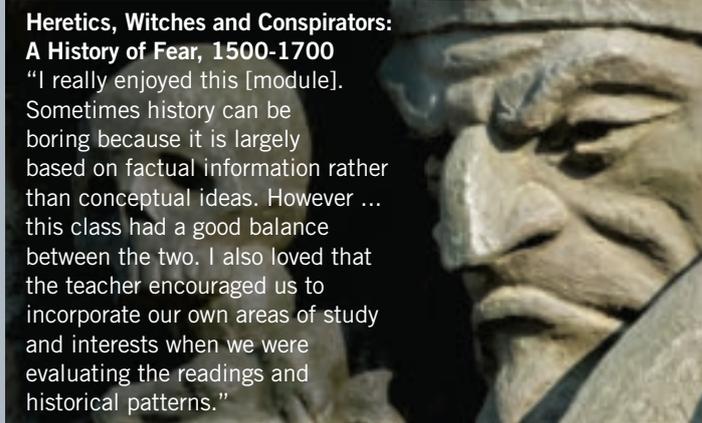
The next issue of the Student Education Bulletin publishes in February 2015 – copy deadline is **Friday 12 December 2014** • The Student Education Bulletin is available online at www.leeds.ac.uk/soe/bulletin/index.html •

Feedback on this year's module field trips included:



The English Country House: A Social History

"Field trips provided fantastic examples of what was taught in class. It also helped put ideas about architecture into perspective. [The] special collections trip in the Library was an enlightening experience [and] being able to skip through the pages to read the ideas from different centuries was great."



Heretics, Witches and Conspirators: A History of Fear, 1500-1700

"I really enjoyed this [module]. Sometimes history can be boring because it is largely based on factual information rather than conceptual ideas. However ... this class had a good balance between the two. I also loved that the teacher encouraged us to incorporate our own areas of study and interests when we were evaluating the readings and historical patterns."

A welcome reception hosted in the Business School foyer marked the start of a packed evening and weekend social programme organised for the most part by LISS student social assistants, all of whom were Leeds students who had completed a study abroad experience themselves. Socials included trips to Trinity Kitchen, Kirkstall Abbey Festival, the Hyde Park Picture House as well as sport socials organised in collaboration with the Edge. The LISS students were also totally immersed in British culture and took part in excursions to places of interest in Yorkshire as well as a two-night trip to London.

This year a pilot *Life After LISS* workshop was run at the end of the programme in which students discussed how the programme developed their skills and employability.

They also listened to a presentation on Higher Education opportunities in the UK. Since the programme's inception in 2010 four students have returned to Leeds to complete undergraduate degrees, Master's degrees and study-abroad semesters respectively. It is a key aim of the programme to develop this conversion further. Out of the students who have completed the post-LISS online feedback survey so far, 70% have indicated that they would like to receive more information on postgraduate study at Leeds.



Feedback on weekend field trips:

"I really enjoyed the London trip – it was great to spend a weekend there with friends and visit as many places as possible."

"York, Whitby, Bolton Abbey and Skipton were unbelievable! Each was unique and beautiful."

LISS offers a fantastic way for Leeds teaching staff to get involved with international students for a short period of time in a fun and vibrant setting. In this sense, the LISS initiative has succeeded in demonstrating many departments' commitment to internationalisation, with postgraduate tutors as well as academic staff adapting their scholarship and teaching to a diverse, international audience of students.

Development has already started for LISS 2015; two new modules are planned and student recruitment is expected to increase once again. For more information about LISS, go to www.leeds.ac.uk/summer – and if you would like to get involved, for example by delivering a module as part of the programme, simply contact Lisa Beare on summer@leeds.ac.uk

LISS 2014 tutor testimonials

"My first favourite thing about LISS is that you've always got different people doing it so you never quite know how it's going to work, how everyone is going to relate to each other and to the text. The next best thing is that it gives me the opportunity to draw on my own research in my teaching."

Alice Crossley, module leader for British Literature and the Brontës

LISS 2014 student testimonials

"Leeds International Summer School provided for an awesome experience. To become friends with people from around the world in such a short time is a unique experience. The module field trips and the weekend field trips are well organized so that students can have the best experience possible. Leeds is a great city for students with fun restaurants, nightlife, and more."

Alex, University of Mississippi

"A month in Leeds has passed quickly ... It was one of the most interesting and stimulating experiences I ever had. Because the modules were deeply connected with culture and history in UK, we could comprehend the topics from both lectures and our real experiences ... I am so glad to have joined the LISS 2014, and I wish I could stay longer with my wonderful new friends!"

Eriko, International Christian University Japan



LISS 2014 trip to York

Leader column

Vivien Jones, Pro-Vice-Chancellor for Student Education

Integrating research and student education fully means we can continue to attract the brightest and best students to Leeds

Platforms for excellence

As the academic year begins, discussion about the new University strategy is again gathering pace. The conversations now are primarily about the practicalities of implementation. What are the most important items on our to-do lists, the priority actions which will enable us to achieve our aims?

Our foundational commitment is to find ways of making more time for the really important activities. We need to achieve more and check up on ourselves less. Comparison of our performance against peer institutions will remain crucial, but we will spend less time in meetings scrutinising statistics and more time acting on their implications in an atmosphere of trust and responsibility. At the senior level, for example, the two executive committees will be merged into one, giving more voice, through the deans, to the academic perspective.

Right at the top of the draft terms of reference for the new executive group is the responsibility to 'protect and promote the interests of students at all times'. As the Vice-Chancellor put it recently, 'Students are quite simply the reason we exist as a university'. This is a sentiment in line with Leeds' longstanding commitment to excellence in student education, and it will gladden the hearts of many readers of the Bulletin (and, I hope, beyond).

At the same time, the implementation of the new strategy puts a renewed and urgent focus on improving research performance and increasing research income – an important aim if we are to keep pace with others in the top half of the Russell Group and generate a virtuous spiral of success. It's important to recognise that students are a crucial element in this: the brightest and best students, both home and international, will not apply if Leeds can't offer the world-class research reputation they seek; and, once they are here, our commitment is to create an environment in which they can benefit from the cutting-edge knowledge of our research activity. So our institutional commitment to integrate research and student education remains as strong as ever. But we need to be vigilant in ensuring that we maintain the impressive momentum we have achieved in student education over the past few years, and that the strategic emphasis on research performance is not misinterpreted as licence to pay less attention to teaching.

With this in mind, our strategic priorities for student education must include practical measures which recognise and give greater visibility to the importance of teaching, and which ensure that our distinctive Leeds education platforms – the Leeds Curriculum; Leeds for Life; the Student Education Service – are both secure and sustainable.

Valuing people and rewarding excellence in teaching and scholarship is one area in need of some attention. A clause

in the new strategy announces 'a focus on retaining and appointing talented people'. We need to be sure that our promotions criteria are appropriately rigorous, but also fair in the expectations they set for colleagues whose primary focus has been teaching and scholarship, whilst maintaining the principle that all Leeds academics should be involved in education.

Showcasing excellence and making space for innovation is another priority. We will be exploring options for establishing the Education Excellence and Innovation Hub which features in the new strategy. Building on the more informal networks that exist across the University, our aim will be to provide time within the Hub for which colleagues can compete in order to develop exciting ideas – whether for a new programme, a pedagogic project, or a new mode of teaching delivery.

Meanwhile, the priorities I described in the last Bulletin – developing flexible, attractive programmes; breaking down the curricular/co-curricular divide; intensifying our work on internationalisation – haven't changed. We also need to focus particularly on our postgraduate taught students to ensure that they are properly benefitting from our commitment to make the Leeds student experience as good as it can be. The aim of all of which, of course, is to prepare our students to be employable and successful in their lives after Leeds.

The Vice-Chancellor recently referred to the past few months as a 'summer of achievement'. In the student education arena, these achievements included the successful implementation, in a very short period of time, of our lecture-capture system, much valued by students and already attracting thousands of hits every day. In July, an investment of £13.8 million was agreed to develop the infrastructure needed to fully realise our vision for an integrated Student Education Service. This means training programmes, a single, easily navigable SES website, and, of course, the Microsoft Dynamics relationship management system (the 'CRM'), which will support consistent, simplified processes and ultimately give Leeds students a responsive one-stop shop, a single virtual gateway into the University from wherever in the world they happen to be. And, at the end of September, we held our very first Discovery Themes Fair. Visited by over 1,000 students, this was the showcase for this distinctive feature of the Leeds Curriculum, giving students the opportunity to broaden their intellectual horizons beyond their specialist discipline(s).

So, we have a very strong basis from which to build and think about the work ahead. Let's enjoy those conversations.

Have a good year!

Student perspectives

Tom Dixon, LUU Education Officer
 Freya Govus, LUU Welfare Officer



Tom

It was incredibly exciting to welcome an entirely new cohort to the University of Leeds just a few weeks ago, and their arrival puts into perspective all the work that the Exec team have been doing throughout the summer. We've turned all our manifestos into action plans, so that we can make the changes students want to see and have elected us to make happen.

Alongside our individual objectives, we've been deciding on the things we'll be working on as a team for the coming year. All of us are incredibly passionate about the internal democracy of LUU and will be doing a whole range of work to increase engagement in our Forums, as well as encouraging even more challenging and exciting ideas to be discussed and made into policy – this all fits in with the work I'll be doing to foster reps. We're also incredibly aware that in a general election year, we as a team have a duty to make sure that all students are registered to vote so they can have their voices heard, which Freya talks about in her section.

The defining educational advancement this year will no doubt be lecture capture: it's an incredibly exciting time to be a student at Leeds with this technology coming into use, and all the indicators suggest the system has gone live to great success. The next step for me will be to make sure that lecture capture works for *all* students, identifying best practice and then sharing that across the institution. I'll also have a specific focus on researchers this year. In my view, the research experience is absolutely key and I'll be doing all I can to support them. This is particularly true when that experience interacts with taught students – it's exciting to be able to say that the work that LUU and colleagues in the University have done in recent years on a Code of Practice for postgraduates who teach looks to be moving towards a positive conclusion in the coming months.

Finally, my main focus this year – and the central manifesto point during my campaign – is assessment. The School of Politics and International Studies has already begun what I hope will be a growing trend across the institution to move away from deadline clustering and towards a fairer and more balanced approach for students.



Freya

As Tom said, we've been busy putting together both our individual and team objectives. One team objective that I am extremely passionate about is getting students to vote in next year's general election. Student apathy, combined with individual electoral registration and the fact that you now need your National Insurance number to register, will make this a tough task. We've

compiled an action plan that we hope will get our students voting next May, making a difference not only in Leeds, but nationally too.

Something else that I'm very passionate about is mental health. While University is an amazing experience, it can also be stressful and sometimes triggering, so I want to make sure that all of our services are able to provide a consistent level of support to all of our students. I've been working closely with the University over the summer as part of the mental health provision review group, and will continue to work with in partnership to ensure that the promises made in the Time to Change pledge are fulfilled. I'm also keen to work on campaigns surrounding positivity and self care. Next semester I'll be launching a campaign around body positivity, and I also hope to teach students about healthy relationships.

B

Pro-Deans' perspectives

Luke Windsor, Pro-Dean (Student Education), PVAC

My faculty comprises five academic schools which cut across the performing and creative arts, as well as all aspects of media and design. Not only do we develop and integrate the wide range of academic and practical skills our students bring with them, but we also provide a rich diet of cultural activity and dialogue to the campus through their work and that of our staff and our external partners.

Our primary mission is to equip graduates (including those that join us for Discovery Modules) not only with the skills and knowledge to cope with a rapidly changing world, but to build critical self-knowledge and independence so that they can make the most of this learning. In my faculty, our engagement with the Leeds Curriculum is one part of this, including the unusually high proportion of our



A student from the School of Music on her year in industry with Opera North. These placements help make PVAC's students more employable *and* contribute to their wellbeing and confidence.

students that we have enabled to study abroad or take up industrial placements in their third year. We have developed a number of successful educational collaborations with Leeds University Business School and the Enterprise Centre, and are working more and more closely with outside bodies (such as the Marks and Spencer Archive, Opera North and the Hepworth Gallery) to provide additional opportunities for our students. All these developments potentially make our graduates more employable, but I cannot help but notice how they also contribute to the personal growth and wellbeing of our students.

We are also working hard to keep the value of our subject areas in the minds of policy-makers outside the University. For example, the developing secondary school curriculum for creative / performing arts is a key challenge for us, as it may reduce or change the way in which secondary school pupils study across the creative / performing arts and media. Whether through attending and contributing to external conferences and consultations on education, or directly engaging with policy-makers, my colleagues and I have been working harder than ever to foresee and guide the future of our subject areas. As academic staff, we ignore the places our students go to and come from at our peril, and my role has refreshed my understanding of the valuable work we do to mediate between secondary education and the many places our students graduate to.

I had little idea of the range of activities I would become involved in through my current role within this vibrant Faculty, let alone at University level, and how many partners this would involve – from Leeds University Union to University of Leeds IT. Outside my Faculty, I have spent much of the last few years contributing to our evolving agenda for digital education: much of my remaining time as Pro-Dean looks likely to be spent working on the challenge of assuring that the systems and processes we use to support students (and the staff that support them) meet the needs of all those that use them. I hope the next few years are as challenging and rewarding.

B

LeedsforLife Ambassadors

Linda Allinson, Claire Proctor and Edward McAlone
LeedsforLife Ambassadors

Hi, we are the LeedsforLife Ambassadors for 2014/15: Linda, Claire, and Ed. Linda is in her fourth-year of Thai and Southeast Asian Studies and this is her second year as a LfL Ambassador. She works for Leeds Loves Languages and is an outreach volunteer for MESMAC. Claire is in her second year of International Business and will be spending a year in industry next session. She is the Vice President of Enactus, a sustainable volunteering society, and the project leader for a local consultancy initiative. Ed is a final-year student of Sports Science & Physiology who has just returned from a year's placement with the Sustainability Service at the University. Ed received LfL funding for a bicycle ride through Thailand over the summer.



Our role as Ambassadors is to create an effective communications strategy to promote LfL: we usually do this by giving demos of the site to students and staff, attending careers fairs to demonstrate the link between personal development through LfL and employability. We have completed our marketing campaign for Freshers Week and have set the targets we will be working to for this session. These include: We hope to expand LfL promotion by designing new promotional material, some of which has already been done for the Freshers Fair. We will create videos which will be displayed around campus and on the University's YouTube channel, as well as creating a stronger physical presence on campus through posters, banners and flyers. In terms of social media, we will continue using Twitter to promote volunteering and paid and graduate opportunities, and this year we will be using Facebook to support this, as well as running competitions to increase student engagement with LfL.

We will also be redeveloping the Case Studies section of the LfL website. We want students to have a real understanding of the opportunities available to them by giving examples of students who have benefitted from LfL.

Next spring, we will be holding the first LeedsforLife Foundation Fair. Previous recipients of Foundation funding (both Projects and Adventurous Travel) will be able to inspire students to think about their own ideas for projects. Recipients will each have their own stall, and we will encourage them to bring along any relevant items, such as honey from the School of Earth and Environment and crafts produced via Women in Social Engagement, as well as promotional material. Last but not least, we would like to make some changes to the LfL website based on feedback we continue to receive from both students and staff throughout the year, which we will present at LfL board meetings. Students have already told us that they would like to be able to back date their Personal Development Timeline so that it corresponds with the dates their experiences took place instead of when the information was input.

As LfL Ambassadors, we are passionate about LfL as it empowers students to make the most of their time here at Leeds in creative and skilful ways. We look forward to playing key roles in the further development of LfL this year.

To find out more about LfL, contact us on lflamb@leeds.ac.uk



Understanding students' engagement with their studies

Andrea Jackson, Faculty of Environment

The amount of time and effort students invest in their studies is closely linked to their level of academic achievement. The more engaged a student is with their studies, the higher their level of success. The University of Leeds is currently participating in the second year of the UK Student Engagement Survey (UKES) Project, a collaboration between 32 UK institutions and the Higher Education Academy (HEA) that asks students about their level of engagement with their studies as opposed to how satisfied they are, or how they perceive aspects of their course to be. Questions in UKES are primarily derived from the National Survey of Student Engagement (NSSE) which has been used by over 1,500 colleges and universities in the US since its inception in 2,000 and behind which is an enormous amount of research, both in terms of the survey itself and the use of the data. NSSE has now been used in a number of countries, including Australia, New Zealand, South Africa and Ireland.

UKES measures students' participation in activities and practices that are known to relate to improvements in learning and asks them about the amount and quality of effort that they are investing in their studies, as well as the extent to which their courses and institutions are supportive and encouraging. Responses should therefore help us understand how we can further enhance the student learning experience through practices that encourage active and deep learning. Our participation in this project is timely given that the National Student Survey is currently under review with discussion underway regarding the possible inclusion of engagement items in some way.

Seventeen core questions under the following headings were included within the online version of this year's Leeds Undergraduate Programme Survey. All participating institutions agreed to include these questions in their surveys to students.

- Higher Order Thinking – questions exploring the emphasis that coursework places on a range of mental activities: analysing, synthesising, evaluating and applying information.
- Course challenge – questions exploring on how hard students have worked and how challenged they have been.
- Collaborative learning – questions exploring how often students have interacted with other students in a range of ways.
- Academic integration – questions exploring students' interaction with academic staff, participation in class and discussions with others outside class.

Students at Leeds were also asked about co-curricular activities that they have been involved in, including volunteering, research placements, and society or club membership.

All non-finalist undergraduate students at the University (14,919 in total) were invited to complete UKES questions and a response rate of 18% was achieved. The HEA will publish national findings in November 2014. An overview report on the University findings will be published later this year and an update provided in the next Student Education Bulletin. In the meantime, results have been circulated to schools. Guidance has also been provided to help them use UKES data alongside the Undergraduate Programme Survey and National Student Survey data to produce their action plans and to consider student engagement in activities that promote learning.

Further information about UKES and a report from the 2013 pilot study can be found at www.heacademy.ac.uk/consultancy-services/surveys/ukes

Dr Andrea Jackson (Pro-Dean for Student Education, Faculty of Environment) is leading the University contribution to this project and can be contacted at a.v.jackson@leeds.ac.uk



Digitising students' learning experiences

Neil Morris, Director of Digital Learning

Students can now access teaching materials from a variety of online sources and make use of them wherever they want – including during lectures, seminars and tutorials

This academic term sees the launch of an institution-wide lecture capture and desktop capture service for all staff and students at the University. In this article, we outline some of the benefits of these new tools for student education using case studies from staff across the University.

There are many uses for digital learning materials in student education. Most commonly, we think of capturing video or audio of teaching sessions for replay by students as part of their study or revision for assessments. But digital learning materials can also enrich many other aspects of student education and the broader student experience. For example, resources can be used for information and instructional purposes in advance of teaching sessions or other activities. They can be used within teaching sessions or other activities to support learning, provoke discussion and stimulate questions. They can be used by students for capturing learning within, and outside the classroom, and to submit digital assignments. They can also be used to great effect to provide video feedback to students on assignments. A pedagogical approach including digital learning materials offers opportunities to increase students' knowledge, conceptual understanding and critical thinking abilities, and there is increasing evidence that use of digital materials can support improvements in learning outcomes.



There are already a large number of staff and students using innovative approaches with digital learning materials all around the campus. These approaches are echoed in the educational literature and in universities around the world. For example, Eric Mazur from Harvard University has pioneered the concept of peer instruction

and the flipped classroom, which is growing in use at Leeds. In essence, the approach is to free-up class time for interaction and discussion by providing students with digital learning materials in advance of class time. Innovators at Leeds who are using the flipped approach include **Sarah Underwood** (left) in the Enterprise Centre, who provides students with recordings from external international academics before her classes, and **Barbara Evans** (right) from Civil Engineering who provides pre-recorded materials in order to allow students to contribute to discussion during class time. The digital capture tools now available at Leeds make this approach accessible and easy for all staff. For more information and for other examples see www.sdduonline.leeds.ac.uk/changinglandscape/activities/make-the-most-of-class-time/



Using the new digital-capture tools to create digital learning materials offers learners flexibility in how they approach their learning and how they access learning materials. All material can be accessed securely on desktop computers and mobile devices. Providing learning materials in multiple formats also supports accessibility for students with particular educational needs. In the wider context, producing and publishing digital learning materials on external digital learning channels (eg. iTunes U, YouTube, websites, Jorum, etc.) raises the profile of our academics and the University as a whole around the world, and contributes to the

dissemination of new knowledge in a way that demonstrates our commitment to open educational practice. Moreover, publishing digital learning materials both within the VLE and on external channels offers our own students increased flexibility on how to access materials, according to their own learning preferences.

An increasing number of our staff are producing and releasing digital learning materials on external channels. An excellent example is **James Pickering** (right) from the School of Medicine, who recently won the Association for Learning Technology *Learning Technologist of the Year* award. James has produced digital learning materials for use by the University's medical students and he releases these on iTunes U as screencasts for use both by our own students and by students of anatomy all around the world. Leading on from this, James has recently published an eBook on the iTunes store and delivered a highly successful Massive Open Online Course on the FutureLearn platform. For more information on James' work and that of other colleagues, go to www.sdduonline.leeds.ac.uk/changinglandscape/activities/share-with-an-external-audience/



An area of largely untapped potential is the use of audio and video recording tools in assessment and feedback. The routine recording of student presentations is commonplace in a few schools, and the benefits for individual professional development are plain to see. Whilst being recorded giving an assessed talk can be an uncomfortable

experience for some students, replaying that recording afterwards, alongside academic and peer feedback, provides detailed insights to help improve future presentations and can boost confidence significantly. An innovator in this area is **Mark Smith** (left) from the School of Geography, who recorded student presentations at a mock conference. From an assessment perspective, having a recording

of a high-stakes summative presentation can enhance the rigour of marking and feedback, and can be very beneficial from a quality-assurance perspective.

On the feedback side, the use of digital-learning approaches has a number of benefits for staff and students, including timeliness, readability and personalisation. For example, there have been a number of studies illustrating the value of providing students with rapid generic video feedback, as used by **Timothy Baker** (right) in Geography, who gives students video feedback on presentations. In particular, students appreciate the ability to interpret tone of voice and body language in video feedback, plus it eliminates any risk of students not being able to read handwritten comments. The desktop capture tool available on staff computers makes this approach easy for all staff. For more information, and references to primary sources, see www.sdduonline.leeds.ac.uk/changinglandscape/activities/assess-and-give-feedback/



In summary, the digital tools now available for all staff offer many new and exciting opportunities to enrich student education in an easy-to-use and accessible way. They can also be used in many other aspects of University business, including to enhance the student experience, in research dissemination, marketing and publicity, and external relations.

Lecture capture and desktop capture are part of the Digital Learning Programme of investment in technology at the University. To find out more about the Programme, to go www.sdduonline.leeds.ac.uk/changinglandscape/digital-learning-programme

For step-by-step guides to install the desktop recorder on your work computer and support with lecture capture, see http://it.leeds.ac.uk/info/220/lecture_capture_and_media_management

For training and support, visit www.sdduonline.leeds.ac.uk/changinglandscape/training-and-support/

B

Digitising our learning resources means students can access them how they want them, when they want them and *where* they want them.

Where to next?

Robert Partridge, Director of Student Opportunity

Each year, we survey our graduates to find out what they are doing six months after leaving us. We do this as part of a national survey, called the DLHE (Destinations of Leavers from Higher Education). The results can help prospective students to decide on the course which is right for them and help us to understand how well we are preparing our students for their future lives and careers. The data also help league table compilers to determine our position within the national university rankings.

The good news is that our destinations improved significantly this year. In fact, they improved more than almost all other universities in the sector. The bad news is that we were starting from a low base and so we have climbed only a few places from 24 to 21 in the Russell Group.

Like the National Student Survey, the DLHE has its fair share of critics. Broadly speaking, the graduates of arts subjects take a little more time to secure their first graduate job than those from engineering and the sciences. And, of course, not all our students aspire to obtain a graduate job. But these arguments apply to all universities and so we have to ask ourselves what the DLHE data are telling us about the way we are preparing students for their futures.

Before the summer, I published a short paper in which I set out some common-sense priorities for the work we do to develop our students' employability. In it, I suggested that we should: (a) give our students more chances to apply their skills and understandings to work-related situations whilst they are studying with us; (b) ensure our teaching is focused on developing the skills employers expect (and, in particular, skills of analysis, problem solving and communication); and (c) ensure all students have access to the advice and guidance, which helps them to make informed choices about what they study at Leeds and also where they might want to go next. To do this, we will need to work closely with both alumni and employers.

These are easy things to say, but much harder to do. They require us to work closely together across centre, faculty and school boundaries, and to be more purposeful and accountable for what we do. I



Where to next? The DLHE survey helps us map how successful we are at providing our graduates with the skills that employers need from them.

discovered recently that I am able to measure the impact of my careers advisers in terms of their students' success in getting jobs. It is difficult to prove cause and effect, but I am convinced that it will be improvements in our ability to measure impact, such as this, which will help us to help our students better in the future.

Earlier in my career, I spent three years working in China. One of the things I came to admire was the ability of my Chinese colleagues to see the big picture, whilst also attending to the details. Over the next few years, we must do exactly this: to remember that our vision is to help our students prepare for their future lives and careers, whilst paying attention to the detailed actions which achieve this.

B

Volunteering helps ...

How it helps students

Emma Butcher, Student Opportunity & Enhancement

Since the Volunteering Hub launched two years ago, there has been a growing awareness that the opportunities volunteering provides can also help students develop the kinds of skills that employers are increasingly demanding of new graduates. Unlike work placements, volunteering affords students no tangible benefits – there's no salary or any academic credits. It does, however, enable them to gain real-world skills that transfer well to the job market, offering them experience of communicating with a wide range of people, managing time with conflicting commitments and working as part of a team. We regularly talk to students about the importance of these skills and their benefits are becoming apparent to prospective volunteers as the first cohorts of students to volunteer through the Hub are now entering the job market. One recent graduate was able to secure paid employment with the third-sector organisation she had volunteered with during her final year: not only was this a successful outcome for her, but it also benefitted the organisation as it meant they were able to recruit someone who understood their work and had already demonstrated their commitment through volunteering.

This sort of feedback highlights just one of the benefits volunteering can offer. In fact, students seem to view it primarily as a way of enhancing their employability – the altruism tends to come once they're actually there and can see first hand the positive impact they can have. And having had that contact with the third sector whilst at university, more students now view it as a viable post-university destination.

Visit the Volunteering Hub at <http://volunteering.leeds.ac.uk>

How it helps organisations

Lieran Docherty, Together Women

Together Women (TW) supports women with multiple and complex needs and those facing social disadvantage. Through our women's centre in Leeds City Centre, women are able to access a range of activities and specialist support.

TW works closely with the University of Leeds to provide meaningful volunteer opportunities, which will in turn provide volunteer time to a service that sees over 200 women weekly. We work with over 50 students on an annual basis in a variety of roles.

Each student volunteer's training will cover gender-specific issues, confidentiality, boundaries, communication and supportive skills. Students are also offered access to more specialist training on mental health issues, domestic abuse awareness and building women's confidence. Only then can students begin their induction where they will spend time in the centre and shadow staff. Once fully inducted, students are able to provide one-to-one support to women accessing services via the centre or out in the community. They also provide administrative support in the centre, facilitate groups for confidence building, cooking, conversation classes, IT skills and creative groups. They will also deliver outreach support to women in prison, attending court or accessing local services. Students are also able to take part in campaigns that TW co-ordinates and any local events.

Students from the University of Leeds provide close to 3,000 hours of their time to the service annually, which increase TW's capacity and reach significantly. By focusing on what our student volunteers wish to gain from the role, they are able to build their experience and skills, and increase the impact they can have in the Leeds community in a way that is meaningful to them. And as Emma points out above, some even come back to us as paid employees after graduating.

Lieran Docherty will be taking part in Friday's panel discussion at **SEC4 2015** – see back page for more information and booking details.

B

Living away from home – possibly for the first time – can give students a freedom they've never experienced before. Some flourish and some, for a variety of complex reasons, will find it more difficult to cope with than others. A new initiative in our halls of residence puts sub-wardens at the forefront of ensuring *everyone* has access to whatever help and support they might need.

Improving our accommodation; improving the student experience

Rubina Patel, Accommodation Services

To fulfil our guarantee of accommodation to all new undergraduate and international students, the University owns and leases over 8,000 bed spaces. Every year Residential Services undertakes a programme of redecoration and refurbishment to maintain and improve the quality of our accommodation. Many new students want to live in en-suite rooms and be close to campus, so the recent purchase of Central Village on Woodhouse Lane will enable us to meet the expectations of even more new-to-Leeds students. However, a student's experience of living in halls is not just about *where* they're living and the quality of the accommodation itself: that student could have the room they've always dreamed of, but if they're feeling lonely, not getting along with their housemates, or having personal or family problems, this can have an impact on wellbeing and study. As such, the pastoral and welfare support available in our residences forms a very important part the University's accommodation package. This year we reviewed the role of the sub-wardens, to see how we could improve the student experience further.

Each University hall has a team of four sub-wardens who take it in turns to be on duty during the evenings, overnight and at weekends so there is always someone that students in halls can contact if they're having a problem. After all, life's dramas and crises can happen at any time and not just during office hours! Sub-wardens will assist wherever they can; if not, they'll signpost students towards the various support services available that can. Back-up is also on hand from the hall warden or the University's Security Team. Some students don't like asking for help, so this year we've adopted a more proactive approach and sub-wardens now make regular visits to students in their flats to see how they are. We hope that, by getting to know the sub-wardens, students will feel comfortable enough to talk to them about the issues that are important to them, no matter how trivial they think they might appear to someone else. A training programme covering the kinds of issues sub-wardens might have to deal with was developed. The idea came about when a new warden joined the team in September 2013: when looking

at training for her, we identified that some of the courses offered through the Staff & Departmental Development Unit (SDDU) would also be of interest to sub-wardens, eg. *Dealing with People in Distress*, *Mediation Skills* and *Cultural Awareness*. At the time, the latest cohort of sub-wardens had already completed their training and organising additional training mid-term at a time when all 69 of them didn't have academic commitments was incredibly difficult. So we contacted the staff delivering those courses directly and asked them how they would feel about joining the sub-warden training programme in September 2014.

Thankfully everyone we contacted agreed that this was a great opportunity to empower our sub-wardens and give them life skills that no doubt would help them both in their new role and beyond. We had a few meetings to see how the current courses could be modified as some elements of the *Dealing with People in Distress* course were also covered in *Mediation Skills*. It was decided that the two should be combined and a new training session was created – *Dealing with Conflict and Difficult Situations*. This and *Cultural Awareness* were included in the training program for the first time this year and feedback received from sub-wardens has been fantastic, with over 75% saying they found the sessions useful. It's early days, but we have received some really positive comments already from sub-wardens saying how much they are enjoying their new role and particularly the interaction they're having with students. It will be interesting to see what feedback we get from students in halls at the end of year, but so far it's looking good and, if we can do anything more to make their time in halls more enjoyable, we'll certainly look into it.

Many thanks to everyone who contributed to the sub-warden training program, too many to name in full here, but especially to: Barbara Lawton (Student Counselling Service – *Dealing with People in Distress*); Jane Stocks (School of Earth & Environment – *Mediation Skills* along with Becky Clark [Careers Service] and Martin Pelan [School of Education]); and Katy Manns (Head of International Student Office – *Cultural Awareness*).

Introducing PRiSM

Samantha Pugh, Faculty of Maths & Physical Sciences

Academics in the MaPS Faculty who are interested in developing an evidence-based approach to teaching enhancement have established a new research group – PRiSM (Pedagogic Research in Science and Mathematics). The group brings together individuals who are engaged in pedagogic and educational research in Maths and the Physical Sciences (with a focus on action research) to inform teaching practice and curriculum design.

PRiSM has just launched its website, which was created by a student intern. Gineke Helberg was a final-year student in New Media from the School of Media and Communication. It was wonderful to be able to draw on the talents of our own student body to create a website for the group. In addition, Gineke was able to take ownership of the project brief and build a website that she could be proud of that would also form part of her portfolio. This is particularly beneficial to a student who plans to work in the creative industries. See www.maps.leeds.ac.uk/prism

A key feature of PRiSM is to develop research in teaching enhancement, and during the summer of 2014 a number of student scholarships were awarded that were focused on teaching development and pedagogic research. Here is a brief summary of the projects:

Alice Hargreaves Jones from the School of Physics and Astronomy worked under the supervision of Alison Voice on Embedding Employability in Physics. Alice investigated what resources were currently available to support employability in Physics and interviewed alumni, employers and current students to create career profiles for the School website. She also helped develop questionnaires to sought to ascertain the link between career readiness and learning motivation.

Sam Moorcroft, also from Physics and Astronomy, worked with Mike Ries on developing a mobile phone app that supports the learning of electromagnetism. The app is currently being trialled with first-year undergraduates.

Ben Hetherington worked with Samantha Pugh on developing a new Discovery Module named *Contemporary Science Debates*. Ben worked in collaboration with academics from a wide range of disciplines to create module resources. He also conducted research with schools and colleges and is now a member of the University's Curriculum Project Communications Group.

Reflecting on his experience developing the *Contemporary Science Debates* module, Ben had this to say:

“Although I have developed many other skills during this summer, it is my ability to work independently and use my own initiative that has really taken off.

Make no mistake, it has been challenging to try and pull together the materials for this module, but it has also been incredibly rewarding to have achieved so much in a relatively short space of time. From researching basic copyright law to ensure that I'm not plagiarising, to planning lecture slides on specific topics that I'd never even covered myself, no two days were ever the same and my work was never boring.



The idea that students will be taking the *Contemporary Science Debates* module and using content I helped to create is quite a strange one to wrap my head around ... if not a little heart-warming.

Over the last couple of months, I have had the pleasure of working with some of the most intelligent and interesting people I have ever met. It was often quite mind-boggling to think that academics – some of them leaders in their field – found time to sit down with me and discuss my ideas on materials for the module. It was extremely gratifying to know that my ideas were being listened to and the feeling that my input was actually valued was a reward in itself.

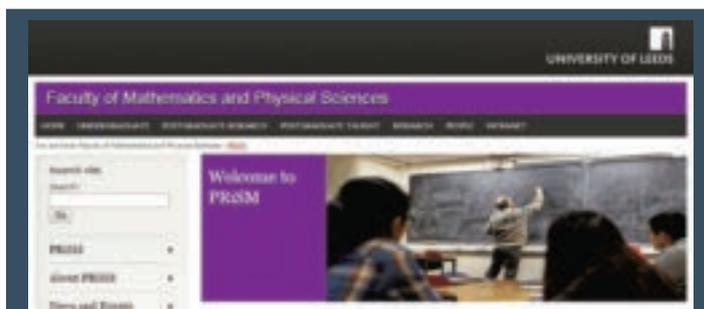
Not every day was spent in meetings or staring relentlessly at the screen of my laptop. I was lucky enough to be presented with some more amazing opportunities during my placement, for example, I was invited to the LEEP (Leeds Enhancing Educational Practice) Conference held in the Business School. It was an interesting and informative day and I was fortunate enough to make several new contacts. As a direct result of networking that day, I have since taken on the role of Student Ambassador for the Leeds Curriculum Communications Group.

A team of four interns, Becky Mills and Beth Bradley from the University of Leeds and Rory Whelan and Allan Cunningham from the University of Birmingham, worked on a collaborative pedagogic research project with Samantha Pugh (Leeds) and Michael Grove (Birmingham/Leeds) named *Understanding Mathematics in a Chemistry Context*. As well as investigating the issues associated with conceptual understanding, the project resulted in a new eBook that is available as an OER via www.birmingham.ac.uk/Documents/college-eps/college/stem/Student-Summer-Education-Internships/Maths-for-Chemists-Booklet.pdf

Come and meet us

PRiSM will hold its official launch event on Wednesday 19 November from 3pm to 5:30pm, which will include a guest lecture from National Teaching Fellow and Visiting Associate Professor, Michael Grove, and a showcase of some of the current research being undertaken by the group. This will be followed by networking and a buffet. All are welcome – contact Samantha Pugh on s.i.pugh@leeds.ac.uk to book your place.

B



The PRiSM website was created by student intern Gineke Helberg

The Leeds Curriculum launches

Karen Llewellyn, Strategy & Planning

September saw the launch of the new Leeds Curriculum which is characterised by three key elements across all undergraduate programmes: *Research-based Learning* (which culminates in a final-year project); *Programme Threads* (Employability; Global and Cultural Insight; Ethics and Responsibility); and *Broadening* through the introduction of ten interdisciplinary Discovery Themes. Evidence of Research-based Learning (RBL) being embedded in all programmes was required at the 2014 Annual Health Checks and the implementation of the compulsory Final Year Project (FYP) across all programmes is nearing completion. FYP guidelines have been approved and models of good practice that demonstrate the range of approaches to designing and operating FYPs are available for use in schools. Options are being prepared to address the particularities of implementation in Joint Honours programmes. The three core Programme Threads (Employability; Global and Cultural Insight; and Ethics and Responsibility) are now also embedded in all programmes – again this was evidenced in the 2014 Annual Health Checks.

With Broadening through the ten Discovery Themes, all discovery modules (formerly electives) have been attributed to a Discovery Theme or sub-theme. To support staff in schools, in preparation for the new academic year, a Discovery Themes overview document and guidance handbook were developed and distributed in June. The guidance addresses programmes that enable a student to

broaden through Discovery Themes outside their subject area as well as a small minority of programmes in which broadening opportunities are provided within the discipline. The creation of coherent pathways between the themed discovery modules provides greater opportunity for progression.

The Discovery Themes website is integral to the discovery modules selection process. It is an extension to the LeedsforLife site and can also be used across various mobile devices. This year's cohort of students has been able to log on to the LeedsforLife website and, via the *Broadening* tab, explore and create a shortlist of discovery modules in preparation for online enrolment. See <http://leedsforlife.leeds.ac.uk/broadening>

A Discovery Themes Fair was held in the Great Hall on 24 September. Over 1,100 Level 1 students attended this vibrant all-day event (more than double the number who attended the electives fair last year), and were able to access advice and guidance from the ten Discovery Theme Leaders, other academic and support staff, and student representatives.

A celebratory reception marking the launch of Leeds Curriculum will take place on day one (Thursday 8 January 2015) of the Fourth Annual Student Education Conference.

To find out more about the Discovery Themes and the Leeds Curriculum, go to <http://curriculum.leeds.ac.uk/> or contact Karen Llewellyn on k.a.llewellyn@leeds.ac.uk



The ten **Discovery Themes** are: Creating Sustainable Futures; Enterprise and Innovation; Ethics, Religion and Law; Exploring the Sciences; Languages and Intercultural Understanding; Media, Culture and Creativity; Mind and Body; Personal and Professional Development; Power and Conflict; and Technology and its Impacts



Scenes from the Discovery Themes Fair 2014



Student engagement showcase: engage, exchange, inspire

Monday 24 November 2014 | Centenary Gallery | Parkinson Building | 15:00 to 18:00 | Followed by post-event drinks

Come and join us at this exciting pilot event – organised by student interns – which will celebrate the many ways in which students engage with life at the University of Leeds.

Working in partnership with staff to improve the student experience; developing volunteering projects; running research conferences – there are so many different and exciting ways for students to engage.

We want not only to celebrate and promote the achievements of students, but also to inspire others – both students and academics. This showcase event will be a mixture of short, fun and informative presentations from current students and interactive workshops for all.

This **free** event is ticketed. To book your place now, go to <http://bit.ly/1C3iUIh> – or e-mail us at leedsstudentengagement@gmail.com to find out more.

Follow us for more information:

<http://leedsstudentengagement.wordpress.com/>

@EngagementLeeds

/StudentEngagementLeeds



SEC4 bookings now open

Bookings close Friday
5 December 2014

The Leeds Graduate – the distinctive journey

SEC4: The Fourth Annual Student Education Conference

Thursday 8 and Friday 9 January 2015

Who is the Leeds Graduate and what makes their journey distinctive?

SEC4 will describe the journeys that students make as they transition to University, within University and from University; it will also explore the ways in which the University of Leeds engages with and participates in these crucial phases of the student experience. Over the course of one-and-a-half days, speakers and panellists will include representatives from schools explaining how they prepare their pupils for university, together with employers and alumni who will discuss how the University of Leeds can help our students become the distinctive graduates widely sought by professional and civic organisations around the world.

SEC4 programme

In response to feedback from delegates, SEC has been extended to one-and-a-half days in order to build structured time for the Exhibition Area into the programme.

Day one starts in the afternoon with a **panel discussion**, exhibitors delivering **lightning presentations** and an opportunity for delegates to network in the Exhibition Area, visit stands and talk to exhibitors. A drinks reception with light refreshments will close the first day.

Day two is a full day with an opening **keynote address**, two 30-minute sets of **parallel sessions** and one set of 60-minute **workshops**, a closing panel discussion, plus access during all programme breaks to the Exhibition Area.

Keynote



We are delighted to announce that Leeds alumnus **Dan Crow** will deliver Friday's keynote. He will be reflecting on how his own experience at Leeds helped shape a career that has included roles at Apple and Google, and will also share what he now looks for as an employer of graduates at Songkick.

Panel discussions

Thursday afternoon – panel of heads and teachers discussing what impact A-Level reforms might have, the advice they give pupils considering going to university and how universities can improve their offering. Panellists: **Mike Cook** (Heckmondwike Grammar), **Dwayne Saxton** (Bradford Academies), **Mike Gibbons** (Leeds

Grammar), **Elizabeth Powell** (Newlathes Primary) and **Gill Metcalfe** (Freestone Academy Trust).

Friday afternoon – panel of employers discussing the qualities they look for in graduates and what makes Leeds graduates distinctive, how can Leeds and the HE sector as a whole make our graduates more 'job-ready', reflections on panellists' own experiences of university and its effect on their lives. Panellists: **Dan Crow** (Leeds alumnus and CTO, Songkick), **Tom Riordan** (CEO, Leeds City Council), **Lieran Docherty** (Regional Manager, Together Women), **Jen Williams** (Associate Director, TeachFirst) and **Claire Adams** (Relationship Manager, Association of Graduate Recruiters).

The programme also includes:

Parallel Sessions – delegates should select one parallel session from each of two sets. Sessions last for 30 minutes and will include some interactivity and an opportunity for questions and answers.

Workshops – delegates should select one workshop. These highly interactive sessions last for 60 minutes and may include group work or role play to enable delegates to engage fully. Time is also set aside for questions and answers and group discussions.

Exhibition Area – SEC now includes structured programme time for the Exhibition Area, allowing delegates to network with exhibitors and each other in a more relaxed and informal setting. Delegates will also be able to access the Exhibition Area during all programme breaks and registration on day two.

To book your place on SEC4, go to www.leeds.ac.uk/soe/conference/index.html before Friday 5 December 2014

Bookings, abstracts and SEC4 information

The full Conference programme, along with abstracts for parallel sessions, workshops and exhibits, is available at www.leeds.ac.uk/soe/conference/index.html

Follow us

 UOLStudentEducationConference

 @SECLEeds #SEC4

75% recycled
When you have read
this please recycle it