



Student Education Bulletin

Issue 17
June 2016



Lord Laidlaw meets the UGRS scholars

Undergraduate Research & Leadership Scheme

Welcome to new scholars and ongoing research update

The University of Leeds welcomed its latest cohort of Undergraduate Research and Leadership Scheme (UGRLS) Laidlaw scholars at an event hosted by Pro-Vice-Chancellor (Student Education) Vivien Jones in the Great Hall on 5 May 2016.

Over 100 students, academics, support staff and guests, including Lord Laidlaw, heard scholars from previous UGRS cohorts outlining their own journeys through the Scheme and how it has helped them both whilst they study and also in terms of informing their life expectations once they graduate. A total of 35 new scholars were appointed this year, which brings the total now to 66. All scholars will be working on campus over the summer on their research projects – below is just a selection of these projects to provide a flavour of the kind of work being undertaken. A list that includes a summary of each project can be accessed on the Bulletin website at <http://ses.leeds.ac.uk/bulletin>

2015 UGRS Laidlaw scholars' projects			
Fac	Scholar	Project Title	Supervisor
Arts	Kelsie Root	Mapping the Museum	Mike Finn
FBS	Rozalyn Yorke	Understanding the structure and function of myosins in health and disease	Michelle Peckham
LUBS	Bethany Willman	The interface of language and international business	Emmenuela Plakoyiannaki
ESSL	Laura Trace	Motivational dynamics of Indonesian schoolchildren learning English	Martin Lamb
Engg	James Kinch	Soft Robotics – solutions for minimally invasive surgery	Peter Culmer, Ali Alazmani Nodeh
Earth & Env	Danielle Tompkins	Biodiversity in action planning for the University of Leeds	Claire Quinn
MaPS	Holly Morgan	Identification of small molecule inhibitors as novel anticoagulants	Richard Foster
PVAC	Emma Dolby	Performing the Jewish Archive – creating a public exhibition and educational resource pack	Stephen Muir
2016 UGRS Laidlaw scholars' projects			
Arts	Katie Whyatt	Unlocking Leeds Lives – the city and its newspapers	Sara Barker
FBS	Leah Braviner	Targeting epigenetic mechanisms as potential treatments of neuronal disorders	Ian Wood
LUBS	Gergana Genova	CDR2 digital addiction	Barbara Sumners

ESSL	Fiona Powell	Understanding how people with multiple sclerosis choose treatment	Ana Manzano-Santaella
Engg	Steven Palmer Jones	Intelligent planning for robotic grasping using a soft manipulator	Memet Dogar, Ali Alazmani
Earth & Env	Catherine Ashdown	Understanding the impact of air pollution on urban food production	Rebecca Slack
MaPS	Chloe Forrester	Novel Skyrmon Materials for Magnetic Storage – characterisation of thin magnetic multi-layer systems	Katharina Zeissler
PVAC	Lauren Milwaters	An evolution of colour management methodologies to enhance the understanding of design students	Phil Henry
FMH	Olivia Coe	Investigating the role of visual feedback in pain perception and intervention	Jac Billington, Donna Lloyd

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SEB18 publishes in October 2016 (copy deadline 15 August 2016)
Visit <http://ses.leeds.ac.uk/bulletin>

Student perspectives

Melissa Owusu, LUU Education Officer
Freya Govus, LUU Welfare Officer



Melissa

My first year as Education Officer is now coming to an end, it has been a very exciting year and as I've been re-elected I'm really looking forward to another year of student representation. This year running campaigns such as **Why Is My Curriculum White?** has been both challenging and stimulating. Next year I plan to continue this work and work with the University to

offer each and every student curricula in which our students can recognise themselves. I shall also continue work on bringing down the cost of university life for students, narrowing the attainment gaps that exist across campus and representing students nationally through the National Union of Students. I'm also looking forward to playing a part in the digital innovations in the University that only look to accelerate next year.

The Higher Education White Paper and Bill have recently been announced and, as with the Green Paper consultation, I will be leading on both student communication of the proposed changes and working on the Higher Education Zone committee with the National Union of Students to co-ordinate a clear national strategy to oppose proposals to continue the marketising of our Higher Education system.



'Success as a Knowledge Economy': the government white paper that looks set to define the landscape of HE for many years to come. Above, the paper's author Jo Johnson, the Minister for Universities and Science.



Freya

This is my last piece for the Student Education Bulletin, and over the next month I have left (at least, it's a month while I'm writing this,) I'll be saying a lot of goodbyes and doing a lot of reflecting over the last two years. It has really been an honour to have had two terms in post when when so much change has been going on

around welfare at the University and the Union. I hope that in the future the culture of Partnership I have experienced while working with the University continues. Students need to be involved at every level of decision making in the University – not because we're 'consumers', but because we are partners who interact with what the University provides on a daily basis.

As more students arrive with a greater need for support, continuing to assess and be innovative in the ways we deliver support to students will be integral to the University fulfilling its duty of care and delivering a great Leeds experience. We need to be proactive, ensuring staff are recognising when students need help and support them from the moment when students come through the door. I've no doubt that, with Jess Reed taking over from me in the role of Welfare Officer, the work going on around student support will only go from strength to strength.

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BCUR 2016

Katie Livesey, Earth & Environment
Paul Taylor, Chemistry

The Leeds Curriculum articulates our approach to research-based learning, culminating in all students undertaking a Final Year Project, alongside academic and co-curricular research experiences such as the Undergraduate Research and Leadership (UGRL) Scholarship programme and research internships. In addition, we give students the opportunity to go beyond classroom assessment and submit their work to peer review as a journal or conference paper that can have 'impact' in its own right.

The fourth annual British Conference of Undergraduate Research (BCUR) took place at Manchester Metropolitan University. The Footsteps Fund allows increasing numbers of our students to attend BCUR, with 34 visiting Manchester this Easter (up from 16 in 2015). Research shows that students felt well prepared by their schools in terms of abstract submission and presenting, but valued the support from the BCUR Steering Group in terms of logistical support,



ensuring their presentations had impact, and in networking skills.

This year we wish to increase the number of our students from participating in BCUR and to include representatives from all faculties. The aim is to support 50 students per annum to attend the conference within five years and to host it in 2018 or 2019.

The very best submissions from each institution are selected for 'Posters in Parliament', where students showcase their research to MPs at the heart of government, including the University's local MP Greg Mulholland.

Distinctive in our approach to BCUR is the Preview Event – a successful activity in preparing students and helping to bring the group together. Students demonstrated the benefits of the training provided on networking and presenting and guidance given on producing a research poster from a Leeds PhD student who had attended BCUR the previous year.

In 2015, 16 students attended BCUR. This year, a record 42 students from Leeds had their abstracts accepted, with 34 actually attending, representing eight of our nine faculties.

'Team Leeds' presented a well-bonded and united group and were able to support each other throughout the two day conference. Four hundred students from across the UK, and beyond, gave posters or presentations in multiple parallel sessions. Sessions at BCUR are completely multidisciplinary, so all our students developed skills in presenting their work to a general audience. A wine reception at Manchester Town Hall and the conference dinner gave opportunity to socialise.

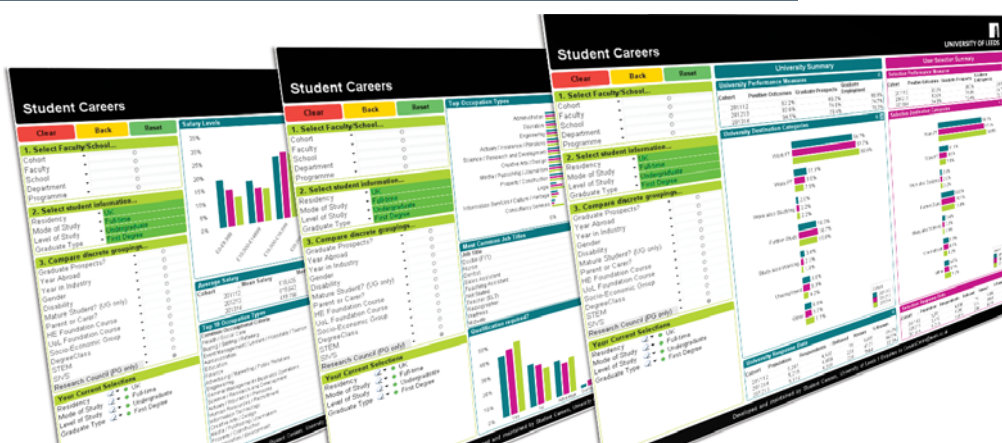
The benefits to our students of attending BCUR are in many ways obvious, but it isn't just about developing research skills. Our students report a feeling of empowerment:

"This is what Leeds does and what it trusts its undergraduates to do"

"It will be nice to be the person who educates other people"

Visible and accessible graduate destinations

John Balfour, Jane Campbell and Barrie Grey



The value of data visualisation lies in allowing people to see data and can help to reveal new insights that traditional representations may not reveal.

Data, big data, datasets, analytics and business intelligence are just some of the words that are now becoming commonplace with in Higher Education. Indeed, the University of Leeds has always taken a proactive approach in disseminating information and has been at the forefront of using data to drive a positive change in approaches to employability as a whole, and with it the communication of destinations data.

Data can, should and do support our work towards improving students' employability. Accessed by staff, students and prospective students alike, it provides the information required to enable better-informed decisions. Moreover, data can reveal important insights and assist us in planning activities and interventions that deliver real value for our students.

Collecting and presenting data is one thing, but for it to have any real impact, it must be used effectively. We have therefore undertaken to present our destinations data in a variety of formats which are accessible not only to those who are comfortable with viewing banks of figures, but which meet the needs of all our stakeholders, including students.

Destinations of our graduates

The Destinations of Leavers from Higher Education (DLHE) survey is undertaken nationally by all universities and HE providers. The survey asks graduates what they were doing on a fixed date around 6 months after they graduated.

The data are compiled and used by the Higher Education Statistics Agency (HESA) who pull together market-wide analyses, as well as for updating the employability sections of the Key Information Set (KIS), published on the Unistats website. The data are also used by other

agencies and league table compilers such as the Times/Sunday Times who compare university employability performance through key measures such as graduate prospects.

As a measure of the

percentage of graduates (with known destinations) employed in graduate-level employment and/or study, the University has fared well over recent years and we have achieved fantastic results over the past three surveys with a sustained upward trajectory.

A tool to plan, prove and influence

Initially collected and processed in Microsoft Access, and reported in Excel, methods of collecting and analysing such a large dataset were time-consuming and the reporting static. More recently, graduate destinations have been reported through a visualisation tool called

QlikView. This allows the development of online applications which can be deployed and viewed through any web browser, converting the raw data to meaningful performance data in a self-service dashboard environment. Significantly, this allows the user to interrogate and slice the data in any way required.

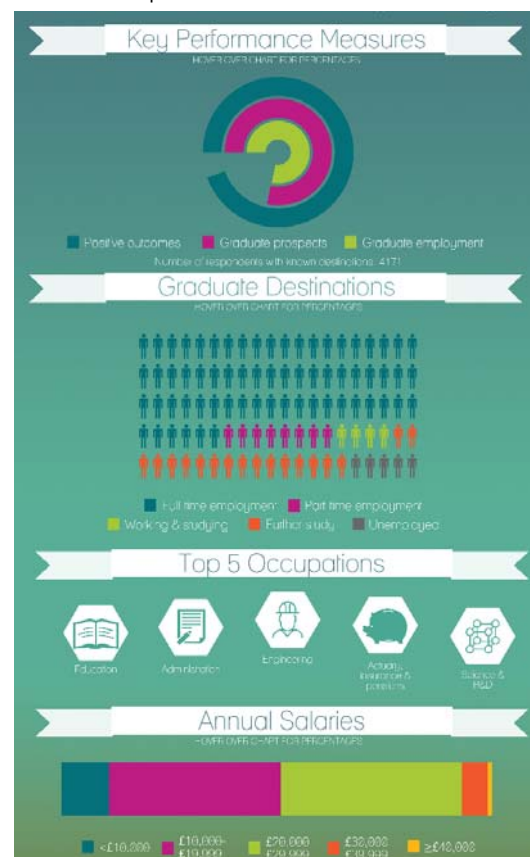
QlikView serves as a powerful tool in presenting the University's wide-ranging datasets and has improved communications and relationships across the Institution. A formal partnership between Student Careers and the Management Information (MI)

Team in Strategy & Planning has enhanced this further with data being made available earlier for management and planning purposes.

During the past year, the formal reporting through QlikView has been augmented further through the development of infographics using Piktochart, an infographic design application. This has allowed the conversion of our destinations data into succinct, accessible and engaging visualisations. Primarily aimed at current and prospective students, these have enabled the presentation of an involved set of data to a less technical audience.

Student Careers and the MI Team are working to update the DLHE application for this July's results with a raft of new visualisations included. Watch this space!

B



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Reflections on ten years as Pro-Vice-Chancellor (Student Education)

An interview with Vivien Jones by Kelvin Tapley



Kelvin Tapley A lot has happened at the University of Leeds during the last 10 years, but let's start by going back to when you first considered the role of PVC for Learning & Teaching (as was). What was your motivation for applying for it?

Vivien Jones It was a mixture of things. I was always committed to teaching and got on well with students, but I also enjoyed what we now refer to as 'academic leadership'. I developed my leadership skills in student education through the roles of Admissions Tutor, Joint Honours Tutor, and Director of Learning and Teaching in the School of English. And as Head of School, and through membership of various University committees, such as Academic Development Committee, Senate and Council, I was able to develop insight into the wider University context. Then when our previous VC (Michael Arthur) was appointed, I was an elected Senate representative on the appointing panel. I was inspired and excited by Michael's vision for change, and most particularly by his commitment to the integration of research and teaching. So when the PVC role came up, I applied.

KT What were the most immediate tasks you had to do when you started as PVC in 2006?

VJ Lots of listening! I believed (I still do) that one of the most important things you can do as a leader is to listen effectively. And lots of time spent getting to know key people – both academic and professional service colleagues – and developing an understanding of their expertise, what they saw as important, what might need changing, and how we might do that. As it happened, the Learning & Teaching Strategy was due for renewal so that gave a really valuable opportunity to articulate principles and set clear priorities.

At that time we were beginning to think hard about our responsibilities in relation to student employability and how we might encourage students to make the most of their non-academic activities. I was very clear that I didn't want these to be separated off from the skills they were developing through their academic experience. I wanted students to see their education in a holistic way, and on this basis, and with a great team of academic and professional colleagues, we began to establish the ethos and design the online resource that became LeedsforLife.

This commitment to giving students an education that would prepare them for life after Leeds also fed into the early thinking about what became the Leeds Curriculum, the development of which was made possible when it was accepted as a 'transformation project' and secured strategic funding.

KT What have been the most challenging parts of the PVC role?

VJ I think I would highlight three rather different kinds of challenge. The first is the constant effort to get the right balance between 'Leedsness' and respect for disciplinary differences, allowing schools to interpret strategy and policy as appropriate locally whilst thinking always about an equitable offer for all students. The framework provided by the Leeds Curriculum would be one obvious example of this in practice; the principles underpinning the integrated Student Education Service (SES) would be another.

There has also been plenty of external challenge. There have been an extraordinary number of national directives affecting HE over the past ten years. The introduction in 2012 of the new undergraduate funding regime and the removal of the student number cap are just the most obvious, but all of them have contributed to making HE into a far more competitive environment. We have needed to be confident and alert in responding to that changing national and, increasingly, international context.

I've also had to learn that things often take longer to achieve than I might like!

KT And what have been the most rewarding aspects of the role?

VJ People. Without a doubt, it's been the experience of working with and learning from teams of fantastic people, both academic and professional support colleagues, all of whom are committed to doing the best for our students. And the partnership working with LUU student execs and staff over the years has been a real pleasure. Delivering on a number of projects has been great, of course, but it's working with colleagues during the planning stages that I've found particularly rewarding – for example, as we began to conceptualise the SES or shape the Leeds Curriculum.

I'm very proud of the Leeds commitment to Widening Participation and Inclusivity, so I've also really enjoyed working with Educational Engagement, with the Lifelong Learning Centre (which came into being just as I became PVC), and with colleagues from DSAS, EPU, SDDU and Student Opportunity, all of whom are concerned to ensure that all students have equitable opportunities and support.

KT What have been the most frustrating parts of the role as PVC?

VJ As I said earlier, one of my frustrations has been the time it takes to effect change! But it's important we get things right. So I've always tried to take a consultative, collegial approach even if it can sometimes mean that things take a bit longer to deliver.

I think most people would agree that the University has under-

invested historically in systems development and this sometimes has been a source of frustration – though we are of course trying to remedy that now in the SE area.

I've also found it disappointing that often I've felt the need to remind people that student education is as important as research to the University's mission and success. But this has changed a lot over the ten years. The increased competition for students and the public KPI's such as NSS and DLHE, which feed into league tables, have played a part in refocusing attention on the importance of the student experience – and the coming Teaching Excellence Framework will no doubt take that much further.

KT Which achievements are you most proud of?

VJ I'm proud of our holistic and carefully thought-through approach to education, and of the way this is realised through what I often refer to as the Leeds Student Education 'Platform': the Leeds Curriculum; Leeds^{for}Life; the Leeds Partnership; the SES; and our Widening Participation work. This gives us a really strong basis from which to face future changes and challenges.

I'm proud, too, of our plans for Digital Learning. When I became PVC the VLE was about to be installed and we set

our first, quite modest blended learning targets. Now we have a sophisticated Blended Learning Strategy, a state of the art lecture capture system, and a great Digital Learning Team to support our exciting plans for online programmes.

Though I can't claim any direct credit for it, I'm really proud of the fantastic new Laidlaw Library.

And I am very, very proud of our students. They achieve some fantastic things – in their academic work but also through their co-curricular engagement, in volunteering for example. We want them to make a positive difference and I'm confident that very many of them will do so.

KT We hear and read a lot about universities needing to be distinctive and to stand out and indeed we have discussed this here at Leeds. How would you sum up what it is about Leeds that makes us distinctive and a place that both staff and students should be proud to belong to?

VJ It's the Leeds Student Education platform: our holistic approach to Student Education and the support we provide to ensure that all our students, regardless of background, can benefit from what we have to offer.

KT From your discussions with your counterparts at other HEIs, in which areas do you believe Leeds is potentially sector leading and in which area(s) do we still have progress to make?

VJ The Leeds Curriculum is genuinely sector, even world leading – as long as we continue to keep it refreshed and exciting across all subject areas. I also think that some of our Digital Learning activity is second to none. We were one of the first universities to join FutureLearn and we have developed some of the highest quality MOOCs on that platform, including MOOCs for schools; and we have invested in a really excellent digital learning team with great leadership. And Enterprise Education is another area where we are ahead of the curve, as has been recognised over this last year in three major national awards.

There's still progress to be made in ensuring we offer our Taught Postgraduate students the best possible experience, both while they are with us and in preparing them for employment. And though we have been increasing our focus on placements for students in recent years, this still needs fully embedding so that, ultimately, all students get some kind of external experience. We need to extend the range and number of opportunities, including international opportunities, across all student cohorts, working with employers

on designing shorter, more flexible placement models and using the Final Year Project creatively to encourage students to work with external organisations. And there's more work to do to define what we mean by the 'internationalisation' of the curriculum.

KT Why do you think LITEI is so important to Leeds?

VJ The Leeds Institute for Teaching Excellence and Innovation is a really exciting flagship investment that makes clear the value we place on staff who specialise in education. I'm delighted to have the Institute up and running before I leave office, and I'm also delighted that its message is supported by the new academic promotions criteria, which include a teaching and scholarship pathway to chair level.

The Institute also has a very important outward facing role in demonstrating to the wider national and international community Leeds's achievements and commitment to excellence and innovation in education, and in fostering collaboration and exchange of ideas. It will be a real force in driving further developments in student education at Leeds and beyond.

KT What has been your most frequently asked question?

VJ I get asked so many! It's impossible to pick out one. But the question I get asked most at the moment is what am I doing next?!

KT And what question do you think you have asked the most?

VJ I hope it's been something along the lines of 'Okay, that sounds good. How do we make it happen?'

KT What are your plans for life after being a PVC?

VJ Well I'm not actually leaving Leeds, but I am looking forward to a new work/life balance and to getting involved in activities outside the University. So I will be working on probably a 30% basis, on project work, principally in the Arts area, doing some mentoring, and contributing to leadership training (something I also do at national level).

Beyond the University, I'd like to do some work with charities, particularly in support of disadvantaged women. But I'm also really looking forward to doing more gardening, walking some long footpaths, seeing even more of my granddaughter – and losing the email pressure!

KT In what way do you think Student Education at Leeds will be different by the year 2020?

VJ Well, my hope is that our reputation for excellence in education will mean we continue to be viewed as a really attractive destination by the highest quality students from all around the world; we will have more strong partnerships with high-quality external organisations across all sectors, for the benefit of Leeds students; and Leeds will continue to be staffed by fantastic teams. And we will, I hope, have an 'outstanding' rating in the TEF!

I think it's likely that in five to ten years' time we will have many more Leeds students studying at a distance (including on full distance learning programmes), and degrees generally will be much more flexible in design, allowing students to build up a programme, even from different providers through, for example, online and/or CPD courses.

KT And finally then, a two parter: (a) What advice do you think all students should be given as they embark on their life at Leeds?

VJ Make the most of everything that's on offer. You're a co-creator, not a consumer, of your Leeds Education. It may be a cliché but it's true that what you get out of your education depends crucially on what you put into it.

KT And: (b) What's your final advice or message to all staff who contribute to Student Education at Leeds?

VJ Just a huge thank you to everyone for helping make this role so enjoyable. I'm sure you'll support my successor, Tom Ward, in the way that you have supported me – working together to make things even better.

An update on University Student Education Fellowship projects

Kate Exley, Staff & Departmental Development Unit

The University began awarding University Student Education Fellowships in 2001 (originally named University Teaching Fellowships). Since then, a diverse range of education projects have been funded and 129 University Fellows have been created in a celebration of teaching excellence and innovation. Notably, 18 University Fellows have since gone on to be awarded prestigious National Teaching Fellowships (NTFs) by the Higher Education Academy (HEA).

The USEF projects have reflected the strategic goals of the University and the individual enthusiasms and expertise of teachers and those involved in student support. In this summer issue of the Bulletin, a sample of these projects are showcased to illustrate the exciting and significant contribution that USEFs continue to make to teaching and learning here at Leeds in the areas of **Research and Teaching Connections**, **Technology**, and **Employability and Skills Development**. Although the summaries are brief, USEF project leaders have included their email address and invite you to get in touch with them if you would like to discuss their work.

In the October 2016 issue of the Bulletin, examples of project work and research in **Assessment and Feedback**, **Creative Teaching and Learning and Co-Curricular Activity**, and **Internationalisation** will be presented.

Research and Teaching Connections

Several projects have sought to exploit the complementary aspects of teaching and learning and research, ensuring that the research-rich environment at Leeds has a positive impact on students.

Sue Whittle (2014/15 Full USEF)

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A new Discovery module was created using REF-impact case studies from the Faculty of Biological Sciences. It introduces first-year students to the impact of research undertaken at the University. With materials delivered online, and a focus on developing key transferable skills, the module uses contact sessions to help students to consolidate their learning. The module ran in semester 1 in the 2015/16 session, and was well received, though uptake was low. It will move to semester 2 for 2016/17, and will be optional for most FBS students. The demand for a similar Level 2 module will be investigated.

Alison Voice (2004/05 Full USEF)

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The aim of this project was to embed activities into the curriculum to inspire and engage students in the wider context of their degree. Focus groups with students and away days with staff were used to create a Summer Research Placement Scheme that would involve students in research at Leeds and help them appreciate its global extent. A module at level

3 ('Physics in Society') was developed to give students an understanding of international facilities such as Diamond and the Large Hadron Collider. But



curriculum development is a continual process and this module has now evolved to include employability skills – delivered using digital technology – in the context of funding for scientific research.

Luke Burns (2015/16 Full USEF award)

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The aim of this project is to reward, promote and develop excellence in quantitative and spatial methods for human geographers. It has close links to the Q-Step initiative, which sets out to improve the quantitative skillset of social science graduates.

In particular, the project aims to:

- Reward high performing second year BA Geography undergraduate students by providing them with a paid opportunity partake in a prestigious summer training and scholarship programme;
- Promote the use of quantitative and spatial methods in human geography;
- Develop further students' quantitative skills beyond standard module content and enhance employability options; and
- Produce an annual cohort of skilled quantitative methods mentors who then act as support to all undergraduate students (levels 1 to 3) during their final year of study.

Technology

Most of the projects in this category have sought to use technology to enhance opportunities and learning for students.

Alina Secară (2010/11 Developmental USEF)

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My USEF Fellowship project 'Collaborative online remote sessions using Adobe Acrobat ConnectPro' allowed me to test ConnectPro's functionalities to enhance student project-based collaborations beyond email. Further information about the project can be found at www.sddu.leeds.ac.uk/casestudies/casestudy.php?ID=101

Fast forward to 2016 in the Centre for Translation Studies and we are still using Adobe Acrobat ConnectPro to enable our MA Subtitling and Translation students work on projects collaboratively with students at universities in Europe, the US and Asia. Students rely on this tool especially for a joint end-of-project presentation, using functionalities such as screen sharing and polling.

Adobe Acrobat ConnectPro has now been replaced by Blackboard Collaborate as the University's interactive sessions tool. To find out more, visit the IT website at <http://goo.gl/wyvSvk>

Melanie Prideaux (2013/14 Developmental USEF)

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Researching People is an organisation on the VLE full of resources that support undergraduate students undertaking fieldwork research with human subjects, particularly those working on a Final Year Project. The organisation is a first output but we hope it will develop as a space for student discussion, and be supported by events and activities to support high quality student fieldwork. The organisation reinforces that the first point of call during student research should always be the project supervisor and the processes and standards of the student's School. The organisation is self-enrolment and details of how to enrol will be available alongside

dissertation support material on Skills@Library.

Megan Kime (2013/14 Full USEF)

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The overall aim of this project is to aid the transition to postgraduate study for online distance learning (ODL) students. In practical terms this involves the development of web based resources for students and good practice guidance for staff. The project is motivated by the fact that for ODL students who are not present in Leeds, the VLE and surrounding online resources are effectively their campus. The aim is therefore to ensure that their experience of arriving at this 'virtual campus' is positive and welcoming, which in turn should help improve the retention and success rates for these programmes.

Gina Koutsopoulou (2015/16 Developmental to Full USEF)

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During the last 18 months we have trained over 1,000 students on learning how to effectively use the personal development support system, Leeds for Life (LfL). We have introduced personalised webforms tailored to the needs of Psychology students, which has been a great success: our School has had the biggest increase in use of webforms across the University. Via two student surveys, we have gained important insights into how the platform can be improved further and be made even more user-friendly. We have also made LfL available to our taught postgraduate students and are now working on a new project to create a series of videos to increase LfL accessibility still further.

Dave Lewis (2010/11 Developmental to Full USEF)

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The project oversaw the development of a repository of Open Educational Resources (OERs) for education and training in laboratory animal sciences. The website – ETRIS (Education & Training Resources in In-vivo Sciences, www.etriss.leeds.ac.uk) – now contains over 100 OERs spanning the entire spectrum of laboratory animal sciences, from experimental protocols to animal welfare and ethics. It has been adopted by course providers and researchers around the world, with over 1000 hits globally every month. In addition to the benefits to laboratory animal welfare and science globally, it has enhanced my reputation as an international expert in the provision of innovative education and training in laboratory animal sciences: I now run workshops and courses for early-career scientists and CPD workshops nationally and internationally, in particular in the Developing World (Africa, China and India).

Employability and Skills Development

A number of these projects aim to help students develop the kind of skills sought by future employers and gain a deeper understanding of the careers landscape that faces them.

Kate Watkins (2014/15 Developmental USEF)

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I am exploring the impact of Media Futures, a personal/professional development programme I created for the School of Media and Communication. The taught timetable for all

Undergraduate and Masters students has been cleared to stage talks, workshops and personal/professional development opportunities every Tuesday 4-5pm, and an annual Careers

Day. Since Media

Futures started in semester one 2014-5, attendance has topped 2,500. I am tracking placements, mentoring and job opportunities gained through Media Futures networking. My research investigates whether organising proactive initiatives alongside the taught curriculum enhances the student experience, embedding employability strategies and developing students' personal confidence.



David Higgins (2012/13 Developmental USEF)

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The 'Writing Mentors' USEF project ran in the School of English in 2013/14. Its aim was to improve students' academic performance and employability by developing their writing skills. Three postgraduate mentors were appointed to meet students individually, conducting over two hundred meetings during the year. Several larger writing workshops also took place. As a result of the popularity of the scheme, it has now been adopted as a standard and ongoing part of the School's provision for taught students.

Charlotte Haigh (2014/15 Developmental to Full USEF)

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A transition programme was set up in the FBS from September 2012 and is still going strong. It was tailored towards level 1 undergraduate students. The aims of the programme were to support students in becoming independent learners, to provide an alternative route of support other than personal tutors and programme leaders, and to enhance academic study skills. Students are invited to attend six sessions on various topics throughout semester 1. Topics include becoming an independent learner, scientific report writing, exams and revision, effective presentations, searching for academic material, and writing essays. Each session involves a formal presentation followed by discussion with a peer mentor. The programme was supported online by a website offering further guidance, with interactive links and tips. Go to www.fbs.leeds.ac.uk/transitions

Further information

All USEFs are members of the new Leeds Institute of Teaching Excellence and Innovation, through which they will be involved in support for wider University development activities. Find out more about these and other USEF projects at www.sddu.leeds.ac.uk/learning-teaching/reward-and-recognition/university-student-education-fellowships/

Inclusivity at the heart of Student Education at Leeds

Sabiha Patel, Equality Policy Unit, and Kelvin Tapley, MaPS



Inclusivity is a core University of Leeds value alongside Professionalism, Community and Integrity. We have significantly increased our inclusivity in the two years since the development of the University's Equality and Inclusion (E&I) Framework, which states that we should deliver 'a world-class student experience through inclusion and academic excellence'.

Details of our principal areas of work are outlined below. These are guided and overseen by the Inclusivity Strategy Group (ISG), which supports the work of the Taught Student Education Board.

University of Leeds Student diversity profile 2015/16

Figure 1 illustrates the full student diversity profile for students registered at 1 December 2015

	Home/EU	Overseas
Age	11.5% UGs aged 21 & over	25.3% UGs aged 21 & over
Disability	9.8% declared a disability	1.9% declared a disability
Ethnicity	15.6% BME* background	92% BME* background
Gender	60.8% female; 39.2% male	57.6% female; 42.4% male
% from low SEC	22.5% (aged under 21) 24.3% (all students)	–

* Black and minority ethnic

Good practice and awards

- DSAS guides and support
- Peer Assisted Support Schemes (PASS) and Peer Assisted Learning (PAL) schemes
- Support, guides, workshops, drop-ins provided by various services, eg. Library, Careers, Language Centre, Lifelong Learning Centre, Educational Engagement
- Faculty / subject guides, eg. inclusive teaching guide by MaPS
- EPU faith guides and religious events & festivals calendar
- LUU Partnership Diversity and Outreach Awards

For any further information or any discussion, please contact Kelvin Tapley (Chair, Inclusivity Strategy Group) at k.tapley@leeds.ac.uk or Sabiha Patel, (Equality & Inclusion Manager) at epusp@leeds.ac.uk

National context

A significant number of reports have been published to support the understanding and to enable all universities to improve the representation, progression, satisfaction, attainment and employability

Figure 2 Principal areas of inclusivity-related work

National context and topical issues	Leeds context
HE White Paper	E&I Framework and Priority 4
UUK Social Mobility Advisory Group	Inclusivity Strategy Group (ISG)
Disabled Students' Allowances changes	Leeds Curriculum: Ethics & Responsibility/Global & Cultural Insight – both included as core programme threads
Access Agreement changes	The Partnership
HEFCE E&D objectives	Disabled Students Assessment and Support (DSAS) – future student support model
Equality Challenge Unit focus on student projects	Access to Leeds and the Plus programme
Institute of Fiscal Studies report on graduate earnings by background	Athena SWAN and student-related activities
UUK Taskforce on Sexual Harassment/Violence	Faith-based student support
NUS campaign – 'Why is my curriculum so white?'	LUU work on Zero Tolerance campaign
	LUU work on 'Why is my curriculum so white?'
	Access Agreement
	Campus Access improvements

for students from all types of backgrounds. Some of these key reports are highlighted in **Figure 2**.

The publication of the HE White Paper further commits us to publishing our student applications, offers, acceptances and progression and outcomes by gender, ethnicity and socio-economic status. There is also an obligation to increase the participation of BME students by 20% across the sector by 2020. We also await the recommendations from the Universities UK Social Mobility Advisory Group to further strengthen our alignment with sector advice and guidance and to enable us to respond to the changes outlined for the 2017/18 Access Agreement.

Nationally, Disabled Students' Allowances and Student Opportunity Funding are being constricted, but at Leeds we remain fully committed to continuing to support all our students effectively. We are reviewing how we can actively encourage early disability disclosure and engagement, and we are developing appropriate levels of a Leeds offer of student support, so that all students can focus on gaining maximum benefit from our curricular and co-curricular activities.

The Equality Challenge Unit is working with 12 universities to develop case-study examples and evidence-based approaches to inclusion in

Student Education and we will watch this work with interest to see if there is effective practice elsewhere that could be adopted at Leeds.

Leeds context

Priority 4 of the E&I Framework enables us to take a holistic approach to inclusion in Student Education. In September 2015, the Progressing an Inclusive Taught Student Education Steering Group was superseded by the Inclusivity Strategy Group (ISG). We have brought together academic and professional-services colleagues from across the University to identify the issues and develop interventions, enhancements and solutions to address them. The ISG oversees the development and implementation of this work and facilitates co-ordination and central engagement with Faculties and Services.

Key areas of work are being led by academics and by colleagues in Educational Engagement, Disabled Students Assessment and Support, the Student Education Service (SES), Strategy and Planning, the Staff & Departmental Development Unit and the

Figure 3 Policy and inclusivity-related work at the University of Leeds

Policy work	Ongoing work and opportunities
Inclusive coursework marking Prayer spaces on campus Ramadan over the summer examination period Co-construction and co-understanding of assessment criteria Development of more targeted approaches, eg. to increase the participation of young white males from disadvantaged backgrounds Inclusivity guidelines for technicians	Faculty and Service Equality and Inclusion Committees and Working Groups Data evaluation of student applications, registrations, progression, satisfaction, attainment and employability outcomes by protected characteristics Equality analyses of opportunities and interventions (what do we offer, who is accessing them and what are the outcomes for different groups of students) Inclusive learning and teaching resources Participation in E&I training and in unconscious-bias training Encouraging student and staff equality information disclosure to help us across all areas Leeds Alumni Mentoring Programme (LAMP) Mainstream E&I throughout our QA mechanisms to standardise and add consistency across the University Engagement with student and staff networks



Equality Policy Unit (EPU). We welcome the further involvement and engagement of all colleagues from across the institution.

Good practice and awards

We will develop opportunities to showcase and share good practice even further internally, eg. through the Leeds Student Education Conference and sector conferences nationally. There are a numerous resources available through the SESe and the EPU. Our Partnership Awards, including the new Diversity Award and Outreach Award, value the contribution our staff and students make and we are proud to congratulate the latest winners:

- Winner (Diversity) – Leona Satchell-Samuels (Student, Sociology and Social Policy);
- Winner (Outreach) – Ruth Parker (Student, English); and
- Winner (The Partnership Award) – Kelvin Tapley (MaPS/ISG chair)

Policy work

The principal current policy areas of work are set out in **Figure 3**. As we take these forward for approval and implementation, we will aim to liaise with all key groups of staff through, for example, our Pro-Deans for Student Education.

Opportunities for involvement

We welcome the enthusiasm and engagement of our colleagues to help us to lead and achieve greater and faster progress. Our work is significantly distinctive and we are passionate that we develop and maintain a sector-leading reputation. There are many opportunities for staff engagement. We can start by reviewing our student applications, registrations, progression, satisfaction and attainment outcomes for different groups and then develop and integrate this into our local planning exercises through faculty and school committees and working groups to identify and address any aspects that are relevant.

SDDU colleagues are leading work on developing a central resource of guides on Inclusive Learning and Teaching that is aligned to the UKPSF (UK Professional Standards Framework). This work will see the development of a set of short 'Go To' guides (currently 22 are planned) on inclusive practice, by activity, supported by staff and student 'talking heads', which will share their views about the importance and application of inclusive practice. They will be developed and informed by good practice within the sector and research into inclusive teaching practice.

Many of our international PGR students return back to their home countries where some types of inequalities are much further marked. Therefore, we are developing a Leeds Alumni Mentoring Programme to support all graduating international PGRs in their early alumni years, to assist them in challenging and developing strategies to address these. Professor Janet Cade, Food Nutrition and Science, is leading this initiative.

Co-construction and co-understanding of assessment criteria in final-year projects (COCUAC) was an HEA funded project, at Leeds, focused on developing an inclusive approach to helping students and staff outline and understand assessment criteria in a way that seeks the engagement of students from all backgrounds. Both staff and students who engaged in the pilot studies reported benefits. The findings and a series of recommendations from this work are soon due to be shared across the institution as part of our continuing efforts to strengthen our Leeds Curriculum work.

Core Programme Threads **Ethics and Responsibility** and **Global and Cultural Insight** provide great opportunities for staff to extend their commitment to diversity in the curriculum. By, for example, broadening reading lists and using safe spaces for academic debate on topical issues and/or drawing on the richness of our student diversity, we can prepare our students for their future workplaces and life beyond Leeds.

We have a number of student and staff networks at Leeds that provide a range of development activities and opportunities and encourage wider engagement with the University's strategic priorities to support developments in student education as well as, for example, career development. Examples of such networks include: Women at Leeds Network (WaLN); Leeds 11 (BME Staff Network); LGBT* student Society and LGBT staff network.

Further information

Staff networks – www.equality.leeds.ac.uk/for-staff/staff-networks/

Student networks and societies – www.luu.org.uk/#

All our equality work – www.equality.leeds.ac.uk

Bringing the brightest and best to Leeds

Louise Banahene, Educational Engagement

Supporting progression and ensuring student success for the brightest and best – regardless of background – is at the heart of the culture at Leeds. It is reflected in the Strategic Plan and in the continued increase in students from disadvantaged backgrounds studying at undergraduate and postgraduate level at Leeds.

Social disadvantage can manifest itself in a number of ways and our extensive programme – driven by the Educational Engagement strategy – addresses these barriers. Whilst we often refer to indicators of social disadvantage such as household income or residing in an area with low participation, we are now looking increasingly at multiple indicators exploring how these factors intersect with protected characteristics such as ethnicity, gender or disability.

Prospective students may have limited understanding of what study at university is like, the opportunities available or have met many students. Our outreach programme enables students from across the country to engage with our students, academics and experience university life. Many of our largest and most successful initiatives are led by our own students. Young people from primary school upwards find out more about the courses available, develop their study and research skills and receive practical information and advice about the admissions process.

Over the past year, we have worked with over 1,000 schools, 152,000 learners, and many of their key influencers.

One example of this is our forthcoming Festival of Arts and Humanities – one of two large scale festivals (the Festival of Science, which takes place each March, being the other). Thousands of learners will engage with our students and staff through on- and off-campus workshops including 'History and Legend: From Beowulf to the Great War' and 'Ethics and Moral Philosophy: Privacy and freedom of speech'.

In 2015, 70% of young people eligible for free school meals did not meet the expected standards for GCSE achievement. In addition, there is a 17% gap in the progression between young people going on to higher education who are not in receipt of free school meals compared to those who are. With this in mind, outreach can only be effective if it is sustained and if attainment is addressed. An example of our work in this area are our two **IntoUniversity** centres. Based in the communities of Harehills and Beeston, they work with learners from age eight to 19, and their families, providing support via homework clubs, holiday programmes and mentoring. In addition, our students provide comprehensive subject support and tutoring through *Students into Schools* modules and volunteering. We also run an extensive programme, including MOOCS, to develop study and research skills that in turn develop young learners' approach to learning.

I had a mentor myself when I attended the North Kensington Centre, so I understand what a great experience it is. I'm really excited to be paired up with someone and create a relationship that will benefit both of us.

Olivia d'Souza

Current University of Leeds student and former IntoUniversity student

Despite this, the academic ability of a young person from a disadvantaged background is not always reflected in their A-level grades. Personal circumstances, disrupted studies and schooling prior to A-level can all negatively influence attainment. Our contextual admissions scheme, Access to Leeds, provides an alternative route for prospective students to demonstrate their ability. Last year over 700 students entered Leeds through this route. Whilst their offer was typically two grades below the standard entry requirements, many met

the standard entry requirements. Our research into these students' progress shows that their success, including degree attainment, is equal to many of their peers.

Finance, a sense of belonging and cultural capital are often issues that students from disadvantaged backgrounds face whilst on their courses. Financial support through Leeds Financial Support or scholarship ensures that students can participate in university life alongside their peers. One in three undergraduates receives financial support. This may include living in university accommodation, having sufficient income to ensure they don't need to work excessively or being able to participate in opportunities such as a club or society or Study Abroad. Alongside financial support, the Plus Programme provides additional engagement to target students, signpost to opportunities available in faculties and beyond and identify those who may be at risk. There is often concern that students may not wish to be singled out. However, the relationship with the student commences before they transition to university and therefore is a natural continuation.

Diversity in postgraduate study is an issue the sector is discussing increasingly and one that Leeds has led the way in developing. Postgraduate study is vital for progression to some careers, for some students it is an opportunity to trade up from undergraduate studies and for many it is the gateway to postgraduate research. Our collaborative research has informed the national picture highlighting the importance of information and advice and on-course support alongside financial support. Without this we are at risk of a less diverse workforce in many professions, including academia. As an emerging area, awareness is often limited. We are about to launch webpages for practitioners to give practical guidance on supporting students from disadvantaged backgrounds so they can progress to and succeed in postgraduate study. Alongside this, we have scholarships and on-course support for PGT students from disadvantaged backgrounds.

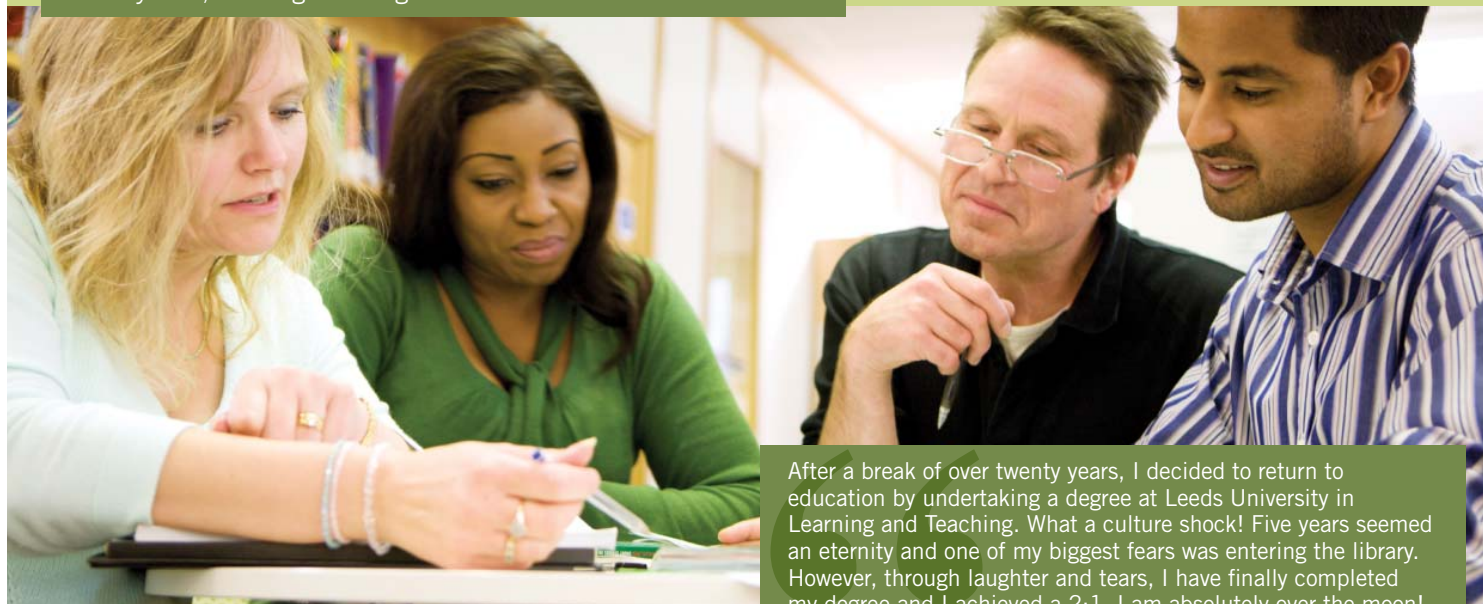
This work couldn't take place without the commitment and input from staff and students from across the University. Thank you for sharing your expert knowledge, contributing to our research and evaluation hub, collaborating to support students whilst on course and recognising the varying needs of sub-groups. It is this work that has ensured we continue to increase the level of diversity, and ensure student success, amongst our student body. However, there is always more that can be done and there are opportunities to fit everyone so please do get in touch to discuss further. I can be reached on l.banahene@adm.leeds.ac.uk – I look forward to hearing from you.



Sixth-form students at a Reach for Excellence event – another of Educational Engagement's Widening Participation programmes.

Social mobility through lifelong learning

Anthony Ellis, Lifelong Learning Centre



Leeds is distinctive amongst Russell Group universities for the strength of our commitment to inclusion and social mobility. This is not just about initiatives such as Access to Leeds and Leeds Financial Support; it also encompasses the work of the Lifelong Learning Centre (LLC) with adult students and with those from widening participation backgrounds of any age who can benefit from an intensive foundation year.

Few students come to the LLC with a record of high academic achievement, or from backgrounds where progression to university is assumed. Many have found their educational experience troubling and lack confidence; many face significant personal and other challenges; all have begun a journey to change their lives. Our work is to turn round such negative experience and enable aspirations and potential to be realised. This means students' capability and confidence so they can flourish in the rigorous environment of research-led learning. It also means careful attention to learners at all stages in their journey coupled with alertness to the realities, often external to the programme of study, that can inhibit progress.

Pre-university

A student's preparedness for higher education is a key factor in success. We provide a range of resources, workshops and courses both to support development of academic skills and to enable students to have a clear sense of what is involved in university-level study. Free, independent advice and guidance, along with carefully structured admissions processes, also enable students to make well informed choices about higher education.

Transition to university

The pace of pre-university support quickens as successful applicants approach registration. All offers for LLC programmes are conditional on students engaging with our academic skills summer school which dovetails with the University's new online module *Studying in a Digital Age*. There is also a series of welcome and induction events that help learners to become familiar with the campus, including the

The course has helped me to develop skills that will be needed for a career in science, as well as helping me to strengthen some of my weaknesses that I would otherwise have avoided ... this course has taught me to address them and look to improve them. I also feel I am better at managing my time and balancing the social and academic aspects of my time.

Daramola Idowu, former student on the Interdisciplinary Science Foundation Year

After a break of over twenty years, I decided to return to education by undertaking a degree at Leeds University in Learning and Teaching. What a culture shock! Five years seemed an eternity and one of my biggest fears was entering the library. However, through laughter and tears, I have finally completed my degree and I achieved a 2:1. I am absolutely over the moon! Throughout the five years, the tutors have been extremely supportive and I couldn't have done this without them. I start my teacher training in September ... I'm excited, but apprehensive. The best thing about this experience is that my children are proud of me and are looking forward to my graduation. My 11-year-old daughter also aspires to go to University too.

Bev Waddington, BA Learning & Teaching graduate

resources of the LLC, and to begin to engage with their programme and teaching team. Most important of all, there is opportunity for students to get to know each other and develop peer support in online and face-to-face groups

Programme design and delivery

Partnership with students as active learners is central to the LLC's pedagogy, including assessment and feedback and developments in blended learning. Our learners bring valuable experience from which we build lively engagement with research to promote the development of critical thinking and reflective practice. Partnerships also inform curriculum design where we work with employers to devise professionally related programmes and ensure their continued currency and relevance for work settings.

Throughout, we are proactive in creating an environment where students continue to build confidence and skills as they progress through their programme and are enabled to deal constructively with challenges, whether academic or personal. There is a range of expertise across academic and support staff in the LLC to help students to manage difficulties and acquire strategies for success and we also benefit from strong partnerships with LUU and University-wide services.

Progression and achievement

The picture nationally is that students from widening participation backgrounds are less likely to progress to graduate roles. All sorts of reasons are suggested for this lack of social mobility, including limited access to networks and financial resources for work placements and assumptions, on all sides, about the fit between social background and some graduate professions. In the LLC we build career development into all years of our programmes in order to enhance employability, raise ambitions and challenge preconceptions. We also organise events to enhance social capital, such as networking with alumni, and provide financial support to ensure that cost is not a barrier to broadening work experience. Progression to postgraduate study is also encouraged and supported wherever we see potential.

Student Education Conference & Digital Festival 2017

Call for papers



Spreading The Word

Student education storytelling

The next Student Education Conference and Digital Festival (Thursday 5 and Friday 6 January 2017) will focus on **Spreading The Word – student education storytelling**. We are seeking proposals from across the student education (SE) community which explain the diverse ways you communicate and disseminate your SE ideas and practice. How do you take your teaching methods and / or SE innovation beyond the lecture theatre, laboratory or your service team? What networks have you built to share those narratives? Tell colleagues *your* stories of helping to improve student education in your discipline or service and the technologies you have used to help deliver this. Over the course of this one-and-a-half-day event, we will share your stories of making a difference in SE and demonstrate the technology you use that may enable us all to do so even more effectively in the future.

SEC/DigiFest 2017 programme

Day One **Simon Nelson** (CEO, FutureLearn) starts the day with the DigiFest keynote on **Spreading the Word** by using digital platforms, tools and networks to communicate and share SE ideas. Simon then joins a panel to explore the subject further and incorporate discussion on the use of technology to openly share and develop good practice. SEC/DigiFest exhibitors also share their stories via 60-second lightning presentations.

Day Two comprises SEC keynote **Professor Pauline Kneale** (Pro-Vice-Chancellor for Teaching and Learning, Plymouth University) who will examine **Spreading the Word** in SE; two 30-minute sets of Parallel Sessions; one 60-minute set of Workshops; and a lively Exhibition Area.

Participating in SEC/DigiFest 2017

We are inviting submissions for **SEC parallel sessions**, **SEC workshops** and the **SEC and DigiFest Exhibition Area**. Some examples of the SE storytelling you might explore in any of these settings include:

- Strategies of pedagogic publication;
- Effective membership and use of national and international networks;
- Cross-institutional collaboration in HE – designing effective events and relationships;
- Creating disciplinary and cross-disciplinary interest groups;
- Building online communities of innovation and debate;

- Using social media and digital tools to share ideas and debates;
- SE and Public Engagement;
- Using Employers as catalysts for SE innovation;
- Developing distinctive narratives of teaching excellence (individually and collectively, for TEF and beyond);
- Creative forms of communication, display and showcase (the 'performance' of SE ideas);
- Working with students as agents of communication and change;
- Mastering the art of 'committees' and 'task and finish groups' in the University system;
- Reflective and personal narratives for self development – finding your SE 'voice'; and
- Disseminating outcomes of Teaching Enhancement Scheme (TES) projects or activities.

Submissions for SEC/DigiFest can either tie in with **Spreading the Word** or cover any new good practice within student education that utilises technology and / or showcases innovation.

Submitting your abstract for SEC/DigiFest

To take part in SEC, the Digital Festival or both please complete the online abstract pro forma at <http://goo.gl/nKwXCw>

Abstracts should be received by **Monday 8 August 2016** when initial selection takes place. A second deadline of **Friday 2 September 2016** for late submissions is available. All abstracts are considered by a refereeing panel and authors may also be invited to publish in the Student Education Bulletin.

Further information

The online abstract pro forma (and guidelines), plus a provisional programme for the event, are available on the SEC/DigiFest website: <http://goo.gl/nKwXCw>

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