



Student Education Bulletin

Issue 10
February 2014



Front row (L-R): Samantha Pugh, Vivien Jones and Chris Hassall
Middle row (L-R): Helen Convey and Lee Edwards
Back row (L-R): Megan Kime, Melanie Prideaux, Carol Elston, Karen Burland and Gina Koutsopoulou
(Not pictured: Ann Tallontire, Rob Sturman, Charles Dannreuther and Helen Howard)

Leeds USEFs announced

Professor Vivien Jones announced the 2013/14 University Student Education Fellowship (USEF) awards at the Third Annual Student Education Conference on Friday 10 January 2014 (see p.6–7 for a full review of SEC3).

The USEF scheme is open to all staff who teach or support learning, and who are able to demonstrate the desired qualities. Full fellowships were awarded to: Megan Kime (IDEA) and Anne Tallontire (Earth & Environment). Carol Elston (Digital Learning Team), Samantha Pugh (MaPS) and Rob Sturman (Maths) had their fellowships increased from Developmental to Full.

Developmental fellowships were awarded to: Karen Burland (Music); Helen Convey (Healthcare); Charles Dannreuther (POLIS); Lee Edwards (ICS); Chris Hassall (Biology); Helen Howard (Skills@Library); Gina Koutsopoulou (Psychology); and Melanie Prideaux (PRHS).

A total of 115 staff have now benefitted from these awards since the Fellowship Scheme was first launched in 2001.

Further information

To find out more about the USEF Scheme, including how to apply, visit www.sddu.leeds.ac.uk/sddu-lt-teaching-fellowships.html

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The next issue of the Student Education Bulletin publishes in May 2014 – copy deadline is **Wednesday 2 April 2014** | The Student Education Bulletin has a new home and is now available online at www.leeds.ac.uk/soe/bulletin/index.html

Positive first impressions

Sir Alan Langlands,
Vice-Chancellor

Student education is one of the real strengths – arguably the greatest strength – of the University. During my school visits, I have met many hundreds of undergraduate and postgraduate students at close quarters and they are invariably positive about their time here.

The foundation stones are strong – the commitment to academic excellence and the integration of research, scholarship and education; the open attitude to educational development; the fusion of curricular and co-curricular activity; the principles and practices of LeedsforLife, including the explicit commitment to personal tutoring and support for students; the Leeds Partnership as a vehicle for authentic student engagement; and the educational engagement strategy with its central commitment to student opportunity, its focus on progression and the success of Access to Leeds and initiatives like Reach for Excellence and Realising Opportunities all provide a base from which we can continue to grow and develop. I am also pleased that the Council and senior staff of the University are committed to investment in new facilities for students that will add to a positive campus experience. The new library and the phased upgrading of the Edward Boyle library will complement the wonders of the Brotherton, and exciting plans are emerging to expand and re-fashion the Students' Union. The upgrade of teaching accommodation planned for this summer and substantial improvements in social sciences, geography, design, medicine, computing, engineering, physics, biological sciences, transport studies and the business school are already underway or have earmarked funding to ensure progress over the next year or two. Just as important, perhaps more so, is the ongoing commitment to the student education service, including investments in organisational and personal development and the CRM.

Combine all of these strengths and resources with staff who are committed to excellence in student education and we can offer

students a life changing experience on a great campus in a vibrant city. Education at Leeds ensures that students have:

- a flying start, with excellent living accommodation and a good system of induction, mentors and buddies;
- a strong academic experience based on deep subject knowledge that puts a premium on independent learning and critical thinking, a wide range of elective modules and good back up from libraries, laboratories and online resources; and
- opportunities for personal growth with a focus on careers and employability and the excitement of discovery themes, study abroad, undergraduate research, enterprise opportunities and the plethora of clubs and societies at LUU.

The challenge now is to maintain this momentum and continue to build for the future – honing our offers of joint honours and integrated masters degrees; promoting new innovations with more flexible curricula, online engagement and collaboration, and the co-creation of programmes with students and employers; new alumni and employer partnerships; and a step change in internationalisation.

My focus here has been mainly on undergraduate education but with more than seven and a half thousand postgraduate students, there is also much to do in this area and you will find some early thoughts at www.leeds.ac.uk/forstaff/news/article/4203/My_week_-_3_February_2014_-_postgraduate_education.

Finally my thanks goes to everyone at the University who contributes to excellence in student education – your work is much admired and greatly appreciated.

Image: Sir Alan opens the Third Annual University of Leeds Student Education Conference on 10 January 2014.

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Editorial

Stephanie Stones, Editor, Student Education Bulletin

The Bulletin has a new home online – www.leeds.ac.uk/soe/bulletin/index.html – for this issue, SEB archive and LTB archive
SEC3 – attendance better than ever, fb on the day overwhelmingly positive, evaluating online survey results and will publish report on new conference website – www.leeds.ac.uk/soe/conference/index.html
See centre spread for review of the day

Date for SEC4

Year planner for SE dates and related events for 2014

Themes for SEC4 – any ideas to s.e.stones@adm.leeds.ac.uk

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Broadening horizons (and enhancing employability)

Rebecca Evans (Careers Centre), Lisa Marshall (School of Food Science & Nutrition) and James Thompson (POLIS)

Employers tell us that in order to be competitive in the graduate job market, students must undertake work experience during their time at university.

The 2014 High Fliers research (www.highfliers.co.uk/download/GMReport14.pdf) supports this, with recruiters confirming that 'a record 37% of this year's entry-level positions are expected to be filled by graduates who have already worked for their organisations through paid internships, industrial placements or vacation work'. They also highlighted that 'graduates with no previous work experience are unlikely to be successful at selection'.

The University Employability Committee recently endorsed the principle that placement or study-abroad years should be available on University of Leeds programmes leading to the award of BA or BSc. Departments without their own placement-year module can offer students the Careers Centre CSER 8000 module, already being successfully used by History, Sociology and Psychology.

The 'Placement Support/Study Abroad – Student Support' paper (www.leeds.ac.uk/qat/documents/policy/placements-and-study-abroad-support.pdf) outlines what students and staff can expect from each other before, during and after placement. Work also continues with LUU to raise awareness of the support LUU offers students while they are away from the University.

The Careers Centre carries out an annual survey of returning placement students to gather feedback on their placement experience, from how they found it, to the support they received on placement and whether they received a graduate job offer.

This year 206 students responded. They indicated that they developed a wide range of skills during their placement, which are highly valued by employers. The feedback does highlight a number of areas for improvement, though, particularly around increasing the numbers attending a pre-placement briefing, ensuring that all students receive a visit (in the UK this will be face to face, for students overseas, by telephone or Skype). Students are also supported during their reintegration into University life.

Of the respondents, 98.1% stated that their placement helped them with their career plans. Feedback was very positive in terms of job offers too: 11.7% stated that they had accepted a graduate role with their placement provider and a further 15% had been offered a role they were planning to accept. Interestingly, 11.2% were offered a graduate role, but declined it.

Lisa Marshall outlines the Industrial Placement and Study Abroad year schemes in the School of Food Science & Nutrition:

More than 50% of each cohort in SFS&N obtain an Industrial Placement, either in the UK or Europe, with several students opting to study abroad, either on the International Study Abroad programme or in a European university carrying out research. We work closely with the Careers Centre to make sure our students are supported as they apply for both Study Abroad and the many placement roles that are offered and have our own Employability Enhancement Officer, who provides guidance on how students can best evidence their skills, competencies and experience when applying for opportunities. We also offer hands-on support for applications for both Study Abroad and placement opportunities.

The Industrial Placement programme is by far the most popular: we have excellent relationships with the UK's major food retailers, manufacturers and public- and third-sector organisations. These

companies like our students so much, they often come to us first. After a pre-departure briefing our students leave us for 12 months. During this time, we visit them out on placement and keep in touch regularly. Students are given important roles in the companies they work for, with many developing new products that are now on our supermarket shelves: the work they carry out is clearly of significance to the industry as well as being of benefit to them. We ask all our employers for feedback, which indicates overwhelmingly that these placements are a positive experience for the company too, with one recently saying of a student, '(S)he was a core project-team member. She has been a real asset and will be missed.'

On their return, our students are reintegrated into School and University life and they share their experiences with other cohorts at a 'Year Out Fair' in October.

Our students greatly appreciate the knowledge and skills they gain from their year and feel that a year out really enhances their employability. A recent graduate explained: 'An industrial placement is a real job. You have your own role with real responsibilities. When applying for jobs, a year in industry is about the most valuable thing you can have on your CV!' A placement is also an opportunity for a year-long interview with the employer and many students are offered a graduate role when they finish their studies.

James Thompson describes the semester-abroad scheme adopted by the School of Politics & International Studies:

In addition to the year-abroad option, the School of Politics and International Studies (POLIS) has been successfully running an opportunity to study abroad for one semester. Students on the BA *International Development* are given the opportunity to study at an English-speaking, overseas university in the second semester of year two. Current options are the Middle East Technical University (Ankara, Turkey), the University of Ghana (Legon near Accra), or Hong Kong Baptist University. Modules taken overseas count towards students' final degree.

One big advantage of this model is that it allows students to experience learning whilst immersed in another cultural setting, but without the need to prolong their studies by a year. There is also a significant opportunity to gain experience through internships; and volunteering with local charities and NGOs. As one student said: 'To summarise six months in a sentence is impossible – I would just recommend anyone to do it!'

POLIS also offers the BA *Politics & Parliamentary* programme. This is a similar programme to the BA *Politics* programme, but with the added benefit of spending a year's placement in Westminster, Ottawa or Washington, often working in the Parliamentary offices of MPs.

Students gain enormously in terms of confidence, life skills and employability, often counting their time abroad or at Westminster as amongst the best in their lives.

'My time in Ottawa was unquestionably the best experience of my life. It was amazing to be able to live and work in such a wonderful place with such wonderful people.'

Visit http://careerweb.leeds.ac.uk/info/6/work_experience to hear students describe the benefits of a placement year.

Student perspectives

Alice Smart, LUU Education Officer, and Charlotte Warner, LUU Welfare Officer



Alice Smart, Leeds University Union Education Officer

We're really excited to announce that nominations for the Partnership Awards are now open! If you know a student or staff member who's gone above and beyond and deserves special recognition, you can nominate them at www.leedsuniversityunion.org/celebrate/partnership/

Next month will see the Leadership

Race kick off. This is where we elect our six executive officers for the next academic session. We're hoping to beat last year's record of 11,000 votes. This year, we're doing a lot of work to make sure we have a diverse range of candidates standing and are working hard to remove any barriers certain student groups may face. For instance we will be holding some women-only campaign training sessions and some special workshops for international students.

We were pleased to see the Edward Boyle Library offer 24-hour opening during the recent exam period. Around-the-clock access to libraries is something students have wanted for years, so it's great to see real progress on this. The Union were keen to adapt their services to changing student demands during exams too: our Nightbus ran late into the night taking students from the Union steps to their front door for just £1. We also held our Space to Relax in the Riley Smith Hall where we offered students free tea and coffee and somewhere to take a quiet break from revision.



Charlotte Warner, Leeds University Union Welfare Officer

The Union is a hive of activity this term – whatever your interests, there's bound to be something going on for you. February is LGBT history month and there are some great events taking place as part of it. Find out more at www.leedsuniversityunion.org/campaigns/lgbthistorymonth/

The World Unite Festival takes place from 10-16 February. The Festival has over 100 events, including performances, international film and a series of talks and discussions on global and cultural issues. It's a really great way to experience cultures from around the world and see the brilliant work that students do. Go to www.leedsuniversityunion.org/campaigns/wufest/ to find out more.

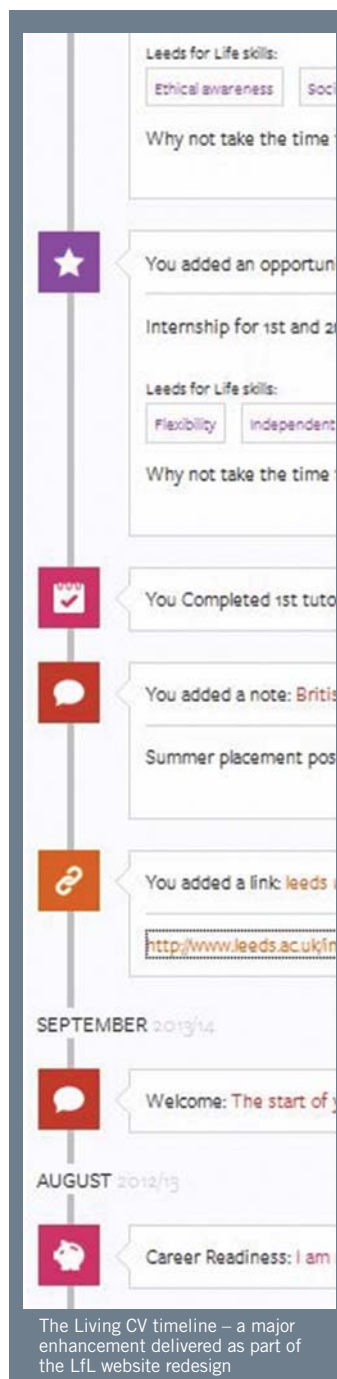
After the excitement of the Leadership race, term ends with International Women's Week and Healthy Week (24 March 2014). It's really inspiring to be involved in the planning meetings for International Women's Week with so many passionate students from various societies contributing a wealth of knowledge and experiences to the campaign. Those societies are also holding events of their own, so there's always something exciting happening here.

LeedsforLife update

David Gardner, Student Opportunity & Enhancement

The use of LeedsforLife to support personal tutorials continues to increase, with Dentistry being the first school to achieve 100% use by its students across levels 1 and 2 (with level 3 being very close behind at 96%). We are continuing to develop the website in response to feedback from staff and students, please send any feedback to leedsforlife@leeds.ac.uk

The LeedsforLife Working Group has completed its review of the personal tutoring model and following fine-tuning in response to feedback and consideration by FTSECs and TSEB, the new model will be widely publicised via the usual channels. It will be made available on the personal tutoring webpages at www.lts.leeds.ac.uk/personaltutoring



The LeedsforLife HEAR (Higher Education Achievement Record) received by graduates this year acknowledges a wider range of 'significant achievements': over 50 new activities are currently being considered for addition to the 62 already recorded on the 2013 LfL HEAR. Our aim is to add to this number year on year to highlight the diversity of opportunities our students can access to develop and demonstrate graduate-level skills through co-curricular activities.

Work is continuing as part of the LeedsforLife website to develop a tool to help students explore the discovery modules (currently electives) within the ten Discovery Themes, so that they can make well-informed choices to broaden their academic experience.

This functionality will be ready to demonstrate to staff this Summer, with the aim of having the site live for students starting in 2014, who will be able to discuss their discovery module possibilities with personal tutors and use their personalised 'wish list' during online enrolment.

If you are planning induction events, our LeedsforLife Student Ambassadors can contribute to any student-facing events and can be booked via leedsforlife@leeds.ac.uk – you can also request LeedsforLife flyers to hand out to students.

Implementing the Teaching Enhancement Scheme

Clara Davies, SDDU

As Michael McPherson reported in the last Student Education Bulletin (Issue 9, October 2013), a new scheme for the development of teaching has been approved by the Taught Student Education Board (TSEB) for University-wide implementation during 2013/14. Details of the scheme are available at www.leeds.ac.uk/qat/tes/

The scheme replaces the policy on peer review of teaching with a more flexible approach to teaching enhancement that can encompass a wider range of activities such as assessment, blended learning and curriculum developments. The scheme can be used to respond to local development needs and is designed so that it can reflect rather than add to individuals' and schools' own priorities. The scheme provides a framework under which enhancement activities can be structured and enables the activities being undertaken, and the outcomes derived from them, to be made tangible.

One of the TSEB strategic priorities for 2013/14 is 'to encourage full engagement with the Teaching Enhancement Scheme.'

Pilots of the scheme were conducted in the Schools of Healthcare and Mathematics during 2012/13. This article outlines how the scheme was implemented in ways that reflect the local culture, context and enhancement priorities of the two locales.

Both took very different approaches as outlined below by the school co-ordinators of the scheme: one took a more top-down approach, whereby the school TSEC decided on the enhancement themes; the other took a more bottom-up approach, with individuals and groups of staff identifying their own enhancement activities.

School of Healthcare

Janet Holt, Director of Student Education

Planning for the new TES came at just the right time for the School of Healthcare. For a number of years we had used a Peer Observation of Teaching scheme and, while most members of staff participated in this, with the focus solely on classroom performance, it had limited value in addressing the broader aspects of student education.

Because of the diversity of the School (which offers undergraduate and postgraduate degrees relating to eight professions in health and social care), the Taught Student Education Committee agreed to adopt a broad approach to implementing the scheme and staff were encouraged 'to explore their own priorities based on particular strengths or weaknesses that they perceive, or based on the wish to implement or investigate new approaches to teaching and/or assessment.'

Staff were asked to decide which aspect of student education they would like to focus on and were encouraged to work as groups or in module teams. Being mindful of not introducing what could be seen as an additional demands on staff time, we suggested using activities already in train to enhance the student learning experience rather than creating new ones and that the focus of activity became an SRDS objective. As well as working to improve the teaching experience for students and staff, participation in the scheme was a good opportunity to formally record activities in this area to inform the School's annual review cycle. In the first year, 98 out of a possible 101 members of staff participated in the scheme.

Some examples of projects:

- A group of five: restructured module handbooks and five taught-student days to develop more diverse teaching strategies and improve students'

understanding of research methodologies and appraisal of research literature;

- A group of three: developed induction workshops for new first-year radiography students – How to survive as a first-year radiography student'; and
- A group of two: enhancement of blended learning within a module developing skills in clinical examination.

We are now in the second year of TES – some projects are complete whilst others are continuing. Members of staff have disseminated findings from the projects at a Sharing Good Practice Day and Learning@Lunch meetings in the School. Presentations have also been made at national and international healthcare conferences and through symposia, workshops and parallel sessions at SEC3 2014.

School of Mathematics

John Wood, Quality Enhancement Officer & Margit Messmer, DSE

At the start of the academic year, the School's Quality Enhancement Officer and DSE drew up a list of TES themes, based on current strategic priorities, issues identified in student surveys, the Leeds Curriculum, development needs within the School, and suggestions from staff.

The list of themes was approved by STSEC. In 2012/13, these were:

- Alternative methods of examining;
- Providing effective feedback;
- Improving hand-in rates of coursework at level 3 and 5M;
- Improving student confidence and communication skills;
- Revision to final-year projects;
- Project marking and feedback;
- e-Learning tools for maths;
- Academic integrity of students in assessed coursework; and
- Teaching observation.

Teaching staff were asked to indicate their preferences. All of the teaching staff (65) were involved. Some postdocs, RPGs and temporary teaching staff participated on a voluntary basis.

Participants were organised into groups, with some staff directed to a particular group based on need or expertise. Most staff were given their first choice of group, so groups varied in size. Groups were expected to meet at least once each semester; discussions were confidential to the group.

Each group reported its recommendations to the STSEC. Outcomes were disseminated through School web pages and included 'Ideas for improving your teaching', and Teaching Development Days.

Advantages of the scheme are that it provides a structure for driving student education issues, it allows sharing of workload and responsibilities, and it affords leadership opportunities for junior staff. Some lessons learnt are that the choice of themes is crucial to engage all staff, and that persuading staff to join specific groups can be counterproductive.

For more information visit www1.maths.leeds.ac.uk/school/staff/teaching/Teaching_Enhancement_Scheme.html



The Third Annual University of Leeds Student Education

Jane Bull (Healthcare) and Andy Turner (Geography)

We asked two ULTRA participants to give us their views on the day as a whole, plus the parallel sessions and symposia they had selected at the Third Annual University of Leeds Student Education Conference – Engaging Leeds.

Introduction

SEC3 took place on 10 January 2014 and was the best attended University of Leeds Student Education Conference to date. Nearly 500 participants registered in Parkinson's Court amidst 34 exhibition stands, lining the hall.

Having agreed to write this piece, we met up, studied our delegate packs, took in our surroundings, modified and shared our plans for the day and found some time to talk with exhibitors and colleagues. There was a growing buzz as delegates registered and a general appreciation of the theme of the conference – Engaging Leeds. We were also pleased to see representation from external participants on the delegate list.

Morning plenary

We made an early move to Rupert Beckett Lecture Theatre for the first plenary session. With standing room only, Conference Chair Kelvin Tapley got everyone settled and introduced our nearly-new Vice-Chancellor. For many delegates, this was their first opportunity to hear Sir Alan speak. The VC encouraged us to take pride in the University of Leeds and its student education. SEC3 was heralded as something special and unique to Leeds, and we were reminded of the central tenet of any university – the pursuit of knowledge and its application for positive social, cultural and economic impact. It was noted that Leeds has a dynamic approach to curriculum review that helps us evolve and develop better courses and programmes of study, and we build on a positive attitude to the adoption of new technologies for teaching. Sir Alan's speech seemed to resonate with all of us.

To read a transcript of the VC's welcome, go to www.leeds.ac.uk/forstaff/news/article/4180/My_week_-_13_January_2014_-_the_Student_Education_Conference_and_recruitment; to see a video of the complete morning plenary, go to www.leeds.ac.uk/soe/conference/index.html

Following Alan's speech, Martin Bean, VC of the Open University (OU) was introduced. We learned a bit about Martin's wide portfolio of interests, that he has worked at the intersection of technology and education for many years, and that he has worked closely with Sir Alan in the past. There was a great deal of mutual respect evident between the two VCs which was a great confidence booster especially given what followed. Martin immediately engaged the audience with his relaxed, enthusiastic and witty style.

Although born in Australia, Martin managed to only mention the cricket once! He also has a BA in adult education, has travelled

and worked internationally and is now happily based in Milton Keynes. He talked about the ubiquity of interactive digital media for many of the students coming to university now and outlined some of the student-focussed education changes that have taken place at the OU in recent years. We learned that value for money and student feedback are drivers for change and that the need for co-production, co-creation, co-design and co-development is now being realised – not just at the OU, but elsewhere. We learned about student-centred learning best practice at Lincoln with Student as Producer (<http://studentasproducer.lincoln.ac.uk/>), and at Birmingham City University and at Bath. Martin explained that student engagement is not just about feedback, it is also about delivery and utilising Information and Communications Technology (ICT). Being at university should not be like being in an aeroplane where you have to trust the person at the front and turn off all electronic devices: it was no longer reasonable to get students to turn off the gadgets they use to communicate with. Surveys are carried out as part of a continuous assessment to measure retention from the lecture room to the laboratories of practice and this process can dramatically enhance student education by focusing on learning outcomes.

We also learned about the high regard for the Fairness and Nature: When Worlds Collide MOOC run by Leeds on the FutureLearn platform in 2013. Martin reminded us that it is not the mode of delivery, but the learning that counts and made a call for us all to work together to make the UK's education the best in the world. We were reminded that education has the power to build a better society and that we need to harness its power to make a better future. At the end of the keynote, we considered archaic assessment practices, the future of self-organised learning and the importance of focussing our efforts on the already engaged and those that can be convinced of the need to evolve higher education. He warned us not to waste time with curmudgeons.

Martin is recognised internationally as a major innovator in the field of student education. His enthusiasm for higher education was infectious and his keynote ended a brilliant plenary session.

Parallel sessions

After the plenary, delegates headed off to one of 19 parallel sessions to engage with the rest of the SEC3 programme.

Jane attended Engaging staff at Leeds in teaching developments – www.leeds.ac.uk/soe/conference/ps/ps15_davies.html The session looked at a new scheme the University is developing to enhance teaching and student education by engaging all teaching staff in

(Far left top) Sophie Duncan delivers her afternoon keynote on engagement; (far left bottom) *Bringing the Legacies of War* project to life through song; (main image left) the Leeds for Life ambassadors in the Exhibition Area; (main image this page) Martin Bean engaging delegates during his opening keynote; (top right) Vivien Jones and Sir Alan Langlands take in Martin's talk; (bottom right) Vivien Jones presenting Megan Kime with her USEF certificate.

on Conference



a much broader range of development activities. The Teaching Enhancement Scheme (TES) was piloted in two schools last year and both Directors of Student Education (Janet Holt, Healthcare; and Margit Messmer, Maths) presented their experiences. It was noted that, despite both pilots taking place in two very different disciplines, implementation and outcomes were very similar.

Andy attended Data Delivers! Developing employability through evidence-based approaches – www.leeds.ac.uk/soe/conference/ps/ps3_goodall.html. This session considered employability statistics and what was being done with the Careers Centre from a Faculty of Biological Sciences perspective to improve these. It was an interactive and positive session where we considered how we can raise students' awareness of employability and improve data on alumni destinations, so deriving more useful and informative statistics.

Symposia

Delegates then returned to the Exhibition Area in Parkinson Court for refreshments and another opportunity to look at the exhibits before heading off to the symposia. There were five to choose from (blended learning, employability, public engagement, student-focused engagement and support, and transitions – www.leeds.ac.uk/soe/conference/symposia.html). Each comprised five or six mini-presentations from across a range of disciplines and services. Jane attended the Employability Symposium (www.leeds.ac.uk/soe/conference/sym/sym_emp.html) where presentations were given by colleagues from the School of Medicine, the School of Earth & Environment, the School of Theology & Religious Studies, the Careers Centre and Leeds University Business School. A common message emerged about employability and our role in helping our students prepare for and actively seek the employment they want.

Andy remained in the Exhibition Area to take in more of the exhibits and had a working session on the VLE stand with Stuart Robinson. Stuart helped Andy find, import and adapt a rubric for discussion board assessment for an online distance-learning course Andy is delivering. Staying in the Exhibition Area also meant that Andy got to see the spread of food in all its glory as it was unwrapped for lunch – it looked impressive and tasted just as good!

Workshops

A choice of 13 one-hour workshops followed lunch. Jane attended Collaboration, Partnership & Co-Production: engaging a broad cross-section of people with the First World War (www.leeds.ac.uk/soe/conference/ws/w8_wiseman.html). Delegates were introduced to the Legacies of War Centenary Project, along with the Liddle

Collection at the University of Leeds – <http://arts.leeds.ac.uk/legaciesofwar/>

The session included a number of experts assisting participants in the group work. Students who had been involved in the project were also on hand to showcase items from the Liddle Collection, including letters, photographs, propaganda leaflets and telegrams from the period. Participants left this engaging and informative workshop wishing that it had been half a day instead of 60 minutes long! Andy attended Treasures of Botherton: inspiring audiences and engaging communities (www.leeds.ac.uk/soe/conference/ws/w2_thornton.html), which was interesting, engaging, informative and thought provoking.

Afternoon plenary and close

Viv Jones welcomed us back for the afternoon plenary, reflecting on the morning plenary and the theme of the conference. She also announced our new Student Education Fellows (see cover story), then welcomed Sophie Duncan who was delivering the second keynote. Sophie, an engagement evangelist based in the National Coordinating Centre for Public Engagement was dynamic and questioning and tried to get us all thinking about engagement, its importance and how to encourage it. Like Martin's, it was a fitting keynote that recognised how universities are already engaging the positive impact of this with the wider world. We learned about focal points for embedding engagement, engagement communities and engaged attributes. It was, of course, engaging – and there were again some excellent questions in the Q&A session afterwards. After the plenary, delegates were asked to give their feedback on the conference by using electronic voting devices – aggregate results were displayed on the projection screen. This must have been quite a nerve time for the Conference organisers, but they had no need to worry: the vast majority of delegates had had a good day and feedback was positive. A more detailed survey is also available online (delegates can contact r.s.shaw@adm.leeds.ac.uk for the link). Whatever that final feedback is, the Conference was a success for us. Indeed, writing up our experiences afterwards has allowed us to engage with the content of the day a second time and understand quite how much was delivered for a very nominal sum. This would not have been possible without the uncosted contributions of many staff and so we give thanks to them – they know who they are! Let's end with a final cheer by saying it was great to finish the day with a refreshment or two in Parkinson Court. Thanks for an exciting, inspiring and engaging event – we are already looking forward to next year.

Learning goes digital

It has been a very exciting 12 months in the world of digital learning at the University of Leeds. We have moved forward enormously with our strategies and projects at University level, and we are constantly seeing evidence of really exciting activity to deliver blended learning within Schools and Services. Neil Morris, the University's Director of Digital Learning, sets out below the vision and strategy for digital learning and provides an update on our ongoing projects.

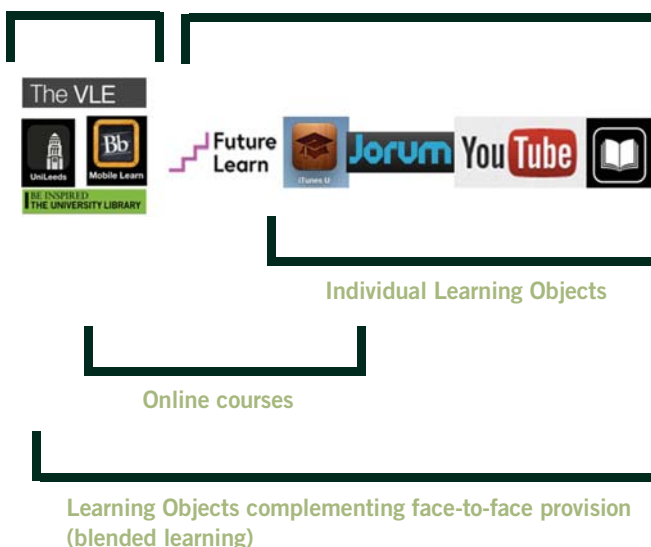
In 2013, we agreed a new Digital Strategy for Student Education and refreshed the Blended Learning Strategy. These documents provide an important focus for our activity to enrich the student experience using technology, by defining priorities, objectives and mechanisms to deliver positive change. We also appointed Academic Champions for Blended and Digital Learning in every Faculty, to provide a local focus for activity, and to support ongoing university projects. These academic champions are working hard to develop local strategies and projects that will enrich the student experience using technology, in a discipline-specific context. Finally, we established a new central team in 2013: the Digital Learning Team, managed by Carol Elston is tasked with developing and delivering Massive Open Online Courses (MOOCs) with academic colleagues from across the University, and managing our educational presence on iTunes U, YouTube, Box of Broadcasts, the Apple eBookstore and Jorum.

Our launches on iTunesU and the MOOC platform FutureLearn were particular highlights towards the end of 2013. Our first MOOC, *When Worlds Collide: fairness and nature* attracted over 5000 participants from 120 countries and achieved an overall satisfaction rating of 90%. The inclusion of study skills advice, the rich multi-format and accessible content, and the interaction with the educator, Jon Lovett from the School of Geography, were highly praised by participants. We also achieved a very high completion rate for the course, with 48% of participants who started the course taking the end of course test, which is significantly higher than most other UK and US MOOCs. Our second MOOC, *Exploring Anatomy: the human abdomen* is currently running, closely followed by *An introduction to physical actor training*, which commences in March.

Digital learning channel portfolio

Only available to
registered students

Available to all learners



Colleagues are encouraged to sign up for these courses to see how we have developed engaging video-based learning resources (including animation), and how we manage interaction with large numbers of participants. We believe that many lessons from MOOCs can be transferred to the development and evolution of our on-campus, blended courses for the benefit of our students.

Our iTunesU presence is growing daily. We launched with over 400 individual learning assets from across the University, and we currently receive around 1000 hits per week from individuals all around the world. We are constantly receiving new content to publish on the channel, which is a fantastic way to showcase teaching and research, to support learners with free and open content, and to attract potential students to the University.

We have also been working hard on the infrastructure aspects of our digital strategy. Most importantly, we recognised the need to provide staff with an easy to use toolkit to produce high quality audio-visual and multimedia content for use in teaching and for external publication. To support this, we are investing in a lecture-capture and multimedia management system provided by US-based company Sonic Foundry, a leading video management supplier. Over the coming months, we will be installing recorders and AV equipment in all central teaching space rooms to allow the recording of scheduled teaching sessions. We will also be providing staff with desk-based software to create, edit and publish recordings. This functionality will all be provided through a single interface, and we will be working hard to provide integration with the timetabling system, the VLE and our external digital learning

Nature and Fairness: when worlds collide

Key facts



channels – iTunes U and YouTube. Staff will have complete control over the publication of their content and will be able to seamlessly review, edit and approve material for publication to their desired location. SDDU will be providing a comprehensive programme of faculty-based and central training to support colleagues in the use of this system, and the opportunities it provides to enhance student education, teaching practice and research dissemination.

We recognise that implementation of this system will represent a significant change for many colleagues, and will raise a number of concerns in some areas. We have developed a policy on Audio and Video recording for Educational Purposes to provide clarity about where decisions lie as to when to record. The policy provides a framework for local decision-making, based on context and pedagogy, but also offers staff an opt-out of recording. It is hoped that most colleagues will welcome the opportunity to capture lectures, either using audio and screen capture, or with a video feed as well, and will also appreciate how easy the system is to use and also the benefits it will bring to student learning and the overall student experience.

Vivien Jones, Pro-Vice-Chancellor for Student Education, welcomed these developments and stated:



“Our digital strategy will help give Leeds a distinctive advantage and a competitive edge when it comes to enhancing the student experience. As well as meeting the needs and expectations of our students, it also offers our staff the chance to develop new teaching methods, from supplementing their activities with richer online course content through to using valuable contact time for more interaction and problem-based learning.”

Further information

The Digital Strategy for Student Education is available at: www.leeds.ac.uk/qat/policyprocedures/digital-strategy.html

The Blended Learning Strategy is available at: www.leeds.ac.uk/qat/documents/policy/Blended-Learning-Strategy.pdf

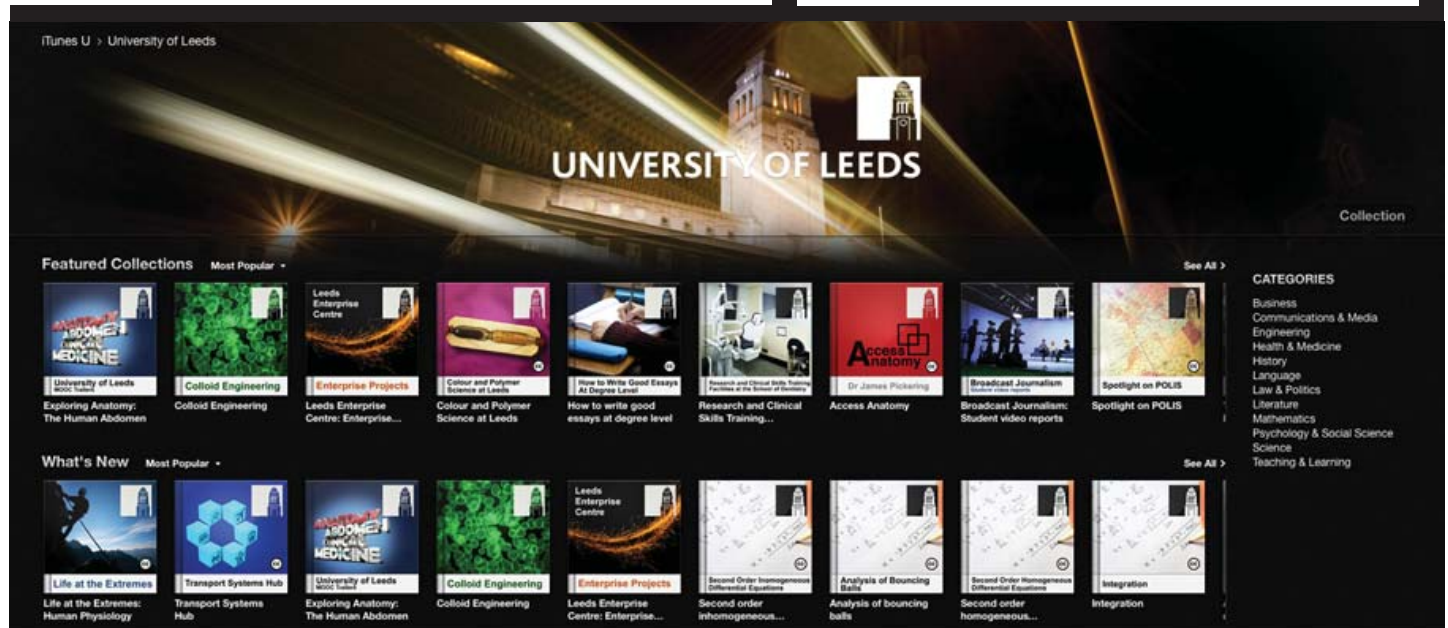
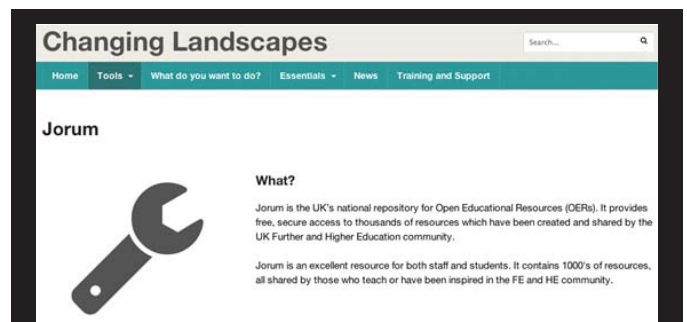
Information about the Digital Learning Team, MOOCs, iTunes, Jorum and Box of Broadcasts is available at: <http://digitallearning.leeds.ac.uk/>

Information about the digital learning programme is available at: www.leeds.ac.uk/forstaff/homepage/381/digital_learning_programme

The Policy on Audio or Video Recording for Educational Purposes is available at: www.leeds.ac.uk/secretariat/documents/OAudio_Visual_Policy_2014.pdf

Guidance about the policy on Audio or Video Recording for Educational Purposes is available at: www.leeds.ac.uk/secretariat/documents/OAudio_Visual_Policy_2014_guidance.pdf

Staff & Departmental Development Unit training materials and a list of faculty-based academic champions are available at: www.sdduonline.leeds.ac.uk/changinglandscape/training-and-support/



(Main image, above) The University of Leeds on iTunesU – this resource allows completely open access to our content to learners all over the world and receives over 1000 hits a week. (Above right) Jorum is a repository for individual learning objects that can be used by staff and students to support learning and teaching.

What our students say about their health

Diane Pedder, Leeds University Union

LUU in partnership with the NHS and Leeds City Council, conducted some research on student health and wellbeing. The survey was put together by Leeds City Council and NHS Airedale, Bradford and Leeds and was adapted by LUU to have more relevant to students. The survey was created to find out about local people's health, the health services they use and how they feel about their local community. The responses enable us to review the impact of local services and help us to understand lifestyles in general across Leeds. The results are helping to plan and change services and actions to improve health and wellbeing.

The online survey went live on Monday 26 November 2012 and it was promoted via e-mail, the Portal, the LUU homepage, the student radio and social media. The survey took approximately 15 minutes to complete and was live for four weeks.

In order to create the capacity to run the research LUU employed a graduate intern, Chloe Rankin, who worked on the project full-time for three months. Chloe did a fantastic job for us – she was employed by LUU, but worked very closely with the public health team who were, at the time, transitioning from the NHS to the Local Authority. Chloe also liaised with colleagues in the University and presented updates on her work to the Health and Wellbeing Group. As well as the useful data we obtained from this project, Chloe was able to develop her knowledge and gain experience in a field in which she hopes to have a career.

The full research report was signed off in the autumn of 2013 by the local public health management team. We know already that the findings have been used by public-health professionals in the city, such as the sexual-health team.

The respondents are broadly representative of the student body, although a larger proportion of females responded than males. The findings cover the following areas: health and wellbeing, healthy eating, physical activity, tobacco use, alcohol consumption, sexual health, services, and the place you live and your community. What follows are summaries about the major areas affecting students.

Health and wellbeing

Around 88% of respondents were fairly or very satisfied with their life nowadays, with 81% saying that the things they do in their lives are very or fairly worthwhile. This response indicates that a significant minority are struggling with feelings of wellbeing. For example 33% answered that they were anxious or fairly anxious the previous day. There has been some criticism by University colleagues of the question design in this section of the survey, but there is little doubt that there are students on campus who need to know what pathways are available to them to access support

for mental wellbeing and in some cases mental ill-health. We also should do more to help students manage stress at critical times of the year such as the transition from home to university and the exam periods.

Healthy eating

Although 88% of respondents said that healthy eating was very or quite important to them, only 14.5% were meeting the government guidelines for eating five or more portions of fruit and vegetables a day. The most common factors in enabling students to eat more fruit and vegetables were, unsurprisingly, reduced cost and more time. Students need help in understanding where they can buy fruit and vegetables at lower prices and the University and LUU both need to do more to make healthy choices an easier and more cost-effective option for students. Whilst some work has already been done in this area, more is needed.

Physical activity

81% of respondents reported that being physically active is very or quite important to them, but only 13% feel that they do enough physical activity. The main barriers to taking part in physical activity are time (67%) and/or money (43%). This suggests that much more could be done to promote what being physically active actually means and how it can be achieved as part of a daily routine, such as walking and cycling routes in the city. We also need to do more to promote the range of facilities available to access sport for a range of abilities.

Smoking

66% of respondents reported that they never used tobacco products. However, of those who do smoke, 73% reported an inclination to give up. We should therefore work with local health promotion experts to target the information about the vast range of advice and support available to help with giving up smoking.

Alcohol consumption

Results relating to alcohol support the view that the main problem to address is binge drinking. While 11% of respondents reported that they never drink alcohol, 37% reported drinking two to four times per month and 36% two to three times per week. In other words, most students are not drinking every day. However, 82% of those who *do* drink indicated that they are binge drinking on the days when they do drink. This is one aspect of the research findings that speaks to a priority health area for the city and has resulted in an NHS-funded project to try and reduce the harms related to alcohol within the student population in Leeds. [See *Encouraging Leeds students to drink with safety in mind* in SEB9 October 2013]

LeedsforLife Citizenship Awards 2014

Greg Miller, Student Opportunity & Enhancement



Liam Revell accepting the Outstanding Contribution award for his *Love Languages* project in 2013

at www.lts.leeds.ac.uk/Student_Education_Bulletin/documents/SEB9_saved_for_web.pdf

Sexual health

44% of students who answered questions about their sexual health reported that they had had a Sexually Transmitted Infection (STI) check-up. Confidentiality was the most important factor in deciding where to have a check-up or treatment. Within the questionnaire, this was a relatively large section and there is a great deal of data relating to this area that has been used already in planning sexual-health services in the city. From the point of view of the University and LUU, more can be done to promote the range of services available to students and to promote messages around positive sexual health.

Services

The two most used services were the GP (54%) and physical activity services, eg. the gym (49%), although 23% of respondents had not used any of the services listed. Of those who had, the majority were satisfied with the services that they used. However, 47% of those who used mental-health agencies other than University-based services were dissatisfied with the service, with 23% not knowing what services they were eligible to access. There is clearly an issue to address regarding mental-health services.

Conclusion

To conclude, we need both to take some action ourselves e.g. in supporting healthy food choices, and to ensure that local health providers are taking account of the needs of students. Apart from the area of mental health, students often have needs that can be addressed with relatively little resource, but which will have longer term benefits for the NHS eg. positive approaches to sexual health and easy access to services lead to reduced unwanted pregnancies and reduced incidents of STIs. The development of the Student Education Service provides an excellent opportunity to address the lack of an overarching strategy as does the development of the next four year strategic plan in LUU.

Our own student research which is informing our strategic planning supports the findings of this research and it gives us a greater understanding of the attitudes and behaviours of our students which should help us to develop, with others, more effective and targeted health and wellbeing campaigns eg. for the promotion of healthy eating choices and introducing more physical activity into day to day life.

Any colleagues or students who would like a copy of the research should contact r.ahmet@leeds.ac.uk

B

The LeedsforLife Citizenship Awards take place on Thursday 1 May as part of Celebrate Week. The awards celebrate the extraordinary contributions our students make to wider society through activities, such as volunteering. Those contributions come in many different forms: both the University and LUU offer placements with local schools, academic modules are available that include a school placement, and links with charities and community groups also provide students with opportunities. Volunteering is also often student-led, through societies such as Leeds University Union's Action, fundraising through RAG, as well as student-to-student volunteering. Grants are also available through the LeedsforLife Foundation to enable students to set up their own projects.

The event evidences the strength of the partnership with LUU which enables us, together, to create a broad range of opportunities for students – opportunities that can also provide them with the skills and confidence to lead their own projects.

The awards encapsulate the distinctive entitlement offered through LeedsforLife in its integration of academic and co-curricular provision. The evening showcases the passion and commitment of our students who apply their knowledge and skills to improve the lives of other people locally, nationally and internationally.

The 2014 awards will be hosted by Professor Vivien Jones and Sir Alan Langlands, with achievements celebrated across seven categories: Education; Community; Sport & Wellbeing; Environment; LeedsforLife Foundation; Project of the Year; and Outstanding Contribution.

Past winners include a student who mentored young people in public care; a theatre group supporting disadvantaged young people; horse riding classes for children with disabilities; a self-started international volunteering business called Inspire Africa; and Leeds Marrow, which encourages people to sign the bone-marrow register.

The outstanding contribution award in 2013 was awarded to Liam Revell, who set up 'Love Languages' through which he trained students to deliver presentations in schools about studying languages at university. He was also a student host delivering outreach events and supported the TWIST programme, which encourages gifted and talented young people from London to aspire to higher education.

Speaking at the awards last year, Vivien Jones said, 'I personally feel incredibly proud, humbled and amazed by our students who combine their academic and social commitments with a passion for and dedication to helping others.'

Nominations can be submitted by University staff, students or the organisations that benefit from the support they receive. If you would like to nominate a student or group you feel are deserving of an award you can access the form at: www.leeds.ac.uk/soe/docs/citizenship_awards_2014

B

The Leeds Network

Beth Drury, Alumni & Development Team



What can I do with my History degree? What's the culture of Barclays? What sort of experience will help me get a position in advertising? These are the sorts of questions the Leeds Network is designed to answer.

Launched in 2013 as a joint initiative between the Alumni and Development Team and the Careers Centre, the Leeds Network is a simple but effective concept: it's an online networking tool that enables Leeds students not only to read the career profiles of Leeds alumni, but also to e-mail them with career-related questions. Students are able to contact someone with a shared Leeds experience and alumni have the reward of helping current students prepare for and break into the world of work.

Since going live in February 2013, usage has grown steadily. In the first six months, over 3500 students viewed and searched the Network – including 22% from Arts, 13% from ESSL and 10% from Biological Sciences.

We've had feedback on some great experiences. One second-year French student who contacted a Director at Rothschild with some thoughtful questions on the firm's culture and distinctiveness and what makes a good cv got extensive help. The student's e-mail led to telephone discussions, and ultimately an offer of further help with internship applications and cv advice.

A programme to raise student awareness of the Leeds Network is planned on the Portal, in LUUU bars and cafés, through social media and at careers fairs. Of course, departmental endorsement and recommendation by personal tutors is also particularly effective, so why not visit the Leeds Network yourself to find out more about what it can provide?

Staff can access the database with ISS logins – you will be able to view all profiles, but not contact alumni.

Students and graduates of the last five years (in line with with post-graduation access to LeedsforLife) can access the Network through LeedsforLife and contact alumni directly.

We're keen to increase the number of alumni volunteers on the Network and hope to triple the current total of 432 to over 1200 by the end of 2014/15.

Further information

To find out more about the Leeds Network, or how you can help recruit volunteers from your faculty's alumni, contact Beth Drury on b.j.drury@leeds.ac.uk or x38283.

Visit the Network at www.leedsnetwork.leeds.ac.uk

**Leeds
Network**

Enabling our students to access the **career experiences** and **expertise** of the Leeds alumni community

News and updates

SEC4 2015 – save the date

The Fourth Annual Student Education Conference takes place on **Friday 9 January 2015**. Get involved – the Call for Papers will be published in the May issue of the Bulletin.

Follow us or visit the new SEC website for the most up-to-date Conference news:

- www.leeds.ac.uk/soe/conference/index.html
- [#SEC4](https://twitter.com/SECLeeds)
- www.facebook.com/UOLStudentEducationConference

What's new in the Portal?

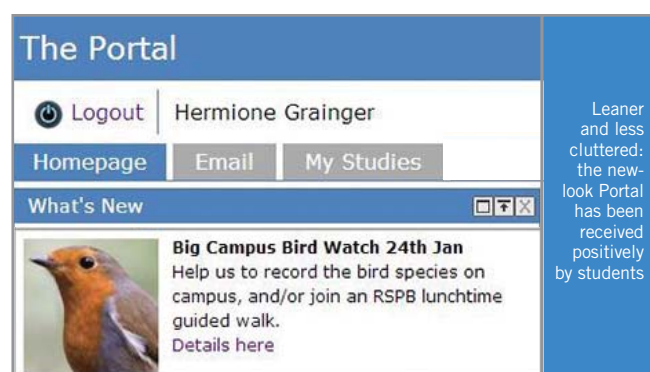
Every year, we ask students for their feedback on the Portal. In 2013, we asked about priorities for a Next Generation Portal, and the aspects that mattered most to students were:

- A one-stop shop for all University information, systems and resources;
- Automatic sign-in so applications like e-mail or VLE can be accessed without logging in again; and
- Dashboards from other systems to see, eg. my Library books, my modules, my marks, my timetable.

Targeting, so students see different content according to who they are (their year, school, UG/PG, etc), got a mixed reception. Many didn't realise it was already happening and wanted better filtering to make content more relevant to them, plus the ability to specify what communications they saw.

The other main finding was that students were dissatisfied with the design of the Portal. Rather than waiting to replace the Portal with one that integrates with the University's new CRM (which is planned after the applicant phase is in place), we have made some interim design improvements to give a cleaner look and feel; this has been well received by students.

Visit the Portal at <http://portal.leeds.ac.uk>



Hands on the Future

Monday 18 March 2013

Keynote address: Francois Desjardins, University of Ontario – *Heads in the Cloud, Learners at the Helm*

For bookings and further information, visit www.sddu.leeds.ac.uk/sddu-hands-on-the-future-2013.html

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