



# Student Education Bulletin

Issue 15  
October 2015

SEC/DigiFest 2016

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## Undergraduate Research & Leadership Scholarships at Leeds

The revised Undergraduate Research and Leadership Scholarship (UGRLS) Scheme has almost completed its first year, operating a common model of administration and support designed to give students a high quality (and enjoyable!) experience developing their research and leadership skills as preparation for further academic study or employment.

These Scholarships provide funding to enable undergraduate students to take part in a range of personal development activities and two periods of project work as part of ongoing research in their faculty. Each faculty organises an annual competitive process to match students to active research projects that will extend students' subject knowledge, and develop and evidence both research and leadership skills.

Research project proposals are now being invited from Academic staff with a submission deadline date of **Friday 8 January 2016**.

A *pro forma* for the UGRLS Learning Contract is available from your UGRLS faculty contact.

For further information about the scheme, or to discuss a potential scholarship research project, please contact your UGRLS faculty administrator (see table below).

### UGRLS contacts

Arts	Tess Hornsby-Smith	t.r.hornsby-smith@leeds.ac.uk	38074
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### contents

- |  |   |
|--|---|
| 1 UGRLS at Leeds   | 6 Win, win, win – in Engineering                        |
| 2 Student perspectives   | 8 New multimedia tools available for staff and students |
| 2 Student Opportunity Ambassadors' update                                  | 10 Embedding the Leeds Curriculum                       |
| 3 Leader Column: Teaching excellence and the Teaching Excellence Framework | 11 News and updates)                                    |
| 4 Leeds Forest Observatory   | 12 SEC/DigiFest 2016 – bookings now open!               |
| 5 Research into Schools  |   |



# Student perspectives

Melissa Owusu, LUU Education Officer

Freya Govus, LUU Welfare Officer



We have had a great start to the year at LUU: it's always really exciting to welcome new students to their Leeds experience. Welcome talks, inductions, taster sessions, gigs and events have all played a part in this. A highlight for me was definitely speaking to so many new students around campus.

A personal objective for me this year is to encourage greater co-construction of student curricula, with a particular focus on diversity. Work on this was launched at an event as part of Black History Month. *Why is my curriculum White?* took place on 26 October with the aim of facilitating a discussion on the Eurocentric nature of the curriculum. We also hoped to open up a wider discussion about student co-construction. I encourage all members of staff (and your students!) to come along to future events in this series and contribute to the conversation.

Our work with student reps continues, with recruitment for taught School Reps currently taking place. I am looking forward to working with them on all of the issues which impact education. This year we will have a particular focus on digital education, including the progress of the lecture capture system, consulting on new methods for attendance monitoring and looking at the development of e-submission.

Finally, we are looking forward to refreshing the Partnership this year, starting off with student consultation this term. The Partnership is something we are very proud of so it's important we keep it fresh, relevant and meaningful for students. Listen out for conversations happening in your local areas around campus.



Hi! It's been a busy few months to start off my second year as Welfare Officer, but we're making exciting progress on a couple of projects.

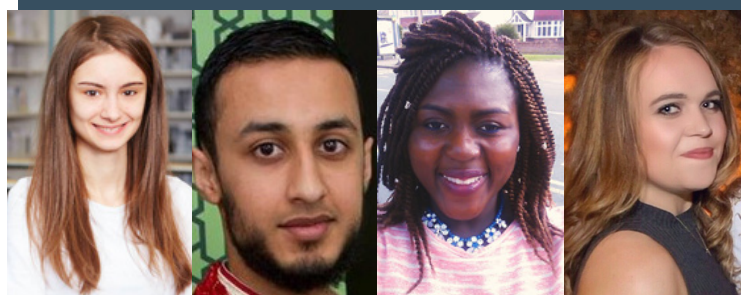
This semester, we're building on the work of the last 12 months by reducing the cost of products like tampons and sanitary towels even further. We will also be launching a campaign to highlight

the struggles faced by homeless women who menstruate. The aim of the campaign is to raise awareness of the homeless period, but we will also be encouraging students to donate tampons and sanitary towels at the drop-off points in the Union or their halls of residence. We're also taking financial donations. Menstruation is still such a taboo, that it doesn't bear to think about the choices that homeless menstruating women must face. We hope that this campaign will get people thinking, and – most importantly – really help the homeless community in Leeds.

I shall also continue working with University colleagues on improving support structures for students. We've started to practise an integrated model of mental health support at the University, which is really exciting! It has been great working with colleagues across Counselling, DSAS, and in LSMP. The future of student support is looking bright, but there is a lot left to do: over the coming year, I'll be working with University colleagues on things such as out-of-hours support, and how we can link up with NHS and third-sector services to provide better support for our students.

## This year, it's getting bigger!

The Student Opportunity Ambassadors



(L-R) Georgiana, Bilal, Rachel and Jess – this year's Student Opportunity Ambassadors

Meet Georgiana, Bilal, Rachel, and Jess – four enthusiastic students who are ready to raise awareness amongst their peers of all the opportunities available across the Student Education Service. Whether that be LeedsforLife Foundation grants, volunteering, study abroad, global community or career planning.

They themselves have experienced the wealth and diversity of the opportunities available to students here at Leeds and now they're eager to pass on their enthusiasm and engage their fellow students.

**Jess** is in her second year studying Business Management and was president of her student accommodation exec last year.

**Georgiana** is a final-year International Relations student. In 2013 she was awarded an Undergraduate Research and Leadership Scholarship (see cover) and has also been working with the Intervention and International Society research cluster. This year she founded the Responsibility to Protect Student Coalition Leeds, and she's also part of the Student Engagement Showcase organising team.

**Rachel** is in her second year, also studying International Relations. She is passionate about volunteering, which she has experience of at both local and national level. This summer she participated at a summer school in South Korea.

**Bilal** is a third-year Chemical Engineering student who is looking to carry out an industrial placement as part of his degree. He has also been a course rep and taken part in the StudentsintoSchool scheme.

Jess, Georgiana, Rachel and Bilal's remit as Student Opportunity Ambassadors is to raise awareness of all the opportunities students can take to enhance their experience while they're here and increase their employability once they leave. If there's a careers or volunteering fair, open day or workshop, the Ambassadors will be there, promoting all the fantastic co- and extra-curricular opportunities available at Leeds.

A key goal is to carry on the great legacy of last year's ambassadors – the Foundation Funding Fair! This year's fair will include case studies from study abroad, work placements, research scholarships, the Intercultural Ambassadors programme and volunteering, which reflects the ambassadors' remit having expanded to encompass Student Opportunity as a whole. However, the main focus will remain the LeedsforLife Foundation Fund.

A key aspect of the ambassadors' plan is to work in partnership with staff from around the campus to increase engagement with the student opportunities community. Education is complex and it comes in many shapes and forms – lots of which are outside the lecture theatre or seminar room.

To find out more about the ambassadors' activities, follow them @leedsforlife, on Facebook **Leeds for Life** and on Instagram at **leeds.for.life** – for presentations, events, workshops, collaborations, or for any other query, email them at [lflamb@leeds.ac.uk](mailto:lflamb@leeds.ac.uk)



# Teaching excellence and the Teaching Excellence Framework

Vivien Jones, Pro-Vice-Chancellor (Student Education)

We start the year with lots to celebrate. This year's NSS results were the best ever at institutional level. We finally reached that hitherto elusive 90% for question 22, which gave me particular pleasure, but perhaps even more pleasing – and more important – were our excellent teaching scores. Within the Russell Group, we came second (to Oxford) for teaching and we were in at least the top five for all other question categories.

Of course, we should never let league tables drive our behaviour, but comparisons with peer institutions are an invaluable way of assessing our performance. And when it's about something as fundamental as how our students feel about their educational experience, we need to be constantly vigilant in learning what it is that indicators such as the NSS are telling us so that we can work together with our students all the more effectively to make things even better.

The Destinations of Leavers of Higher Education (DLHE) is another of these key indicators, focusing on the outcomes of the education we provide. Again, we saw a significant improvement over last year. The key figure here is not graduates in work, but graduates in graduate-level employment or further study, where our score for the cohort graduating in 2014 went up from 74.8% the previous year to 78.4%. 2014 was a much better year for graduate job-seekers nationally, and though we have crept up from 21st we are still only 19th in the Russell Group, so there remains plenty of work to do. But we did see a greater improvement in our scores than in those from many of our peer institutions – a tribute to Jane Campbell and her team in the Careers Service and many colleagues across the University.

It was also a delight to see that we had the highest ever number of Access to Leeds students joining us this year in Level 1, and that our Lifelong Learning Centre once again bucked the worrying national trend in continuing to attract healthy numbers of part-time and adult learners to Leeds.

These metrics, used as a proxy for the quality of education, are taking on a new significance as we face the implementation of a Teaching Excellence Framework (TEF). Whatever form the government finally determines for the TEF, metrics will undoubtedly be a key part of the evidence required in judging institutional teaching quality.

I had hoped to be able to use this column to discuss the TEF in an informed way. We were promised that the Higher Education Green Paper would be published on 15 October. As I write, at the end of October, we are still waiting, and the latest intelligence is that it's becoming increasingly unlikely that we will see the Green Paper before the Comprehensive Spending Review, due at the end of November.

So what I have to say remains speculative. Nevertheless, there are some important points of principle to be made. As presented to UUK by the HE Minister, Jo Johnson, the stated intentions behind the idea are mostly

unobjectionable – indeed, the first, second and fourth are very much in line with our strategic commitments:

- to ensure all students receive an excellent teaching experience that encourages original thinking, drives up engagement and prepares them for the world of work;
- to build a culture where teaching has equal status with research, with great teachers enjoying the same professional recognition and opportunities for career and pay progression as great researchers;
- to stimulate a diverse HE market and provide students with the information they need to judge teaching quality – in the same way they can already compare a faculty's research rating;
- to recognise those institutions that do the most to welcome students from a range of backgrounds and support their retention and progression to further study or a graduate job.

The devil, of course, will be in the detail of their implementation: in the adequacy (or otherwise) of the way in which 'teaching excellence' comes to be defined for TEF purposes; in the intelligence and sensitivity with which metrics are used; in how and by whom any permitted qualitative evidence is assessed (bearing in mind the Minister's statement that 'any external review must be proportionate and light touch, not big, bossy and bureaucratic'); in the possible unintended consequences arising from the government's stated intention to make success in the TEF a condition of the right for institutions to raise home/EU undergraduate fees in line with inflation; and, more generally, in the possible damage to the international reputation of UK HE if institutions fail the TEF kitemark, or fall short of the highest score should the TEF eventually develop its own version of the REF star system.

Intense lobbying on these issues has been going on throughout the summer. Given the delay in the publication of the Green Paper, it remains to be seen whether a meaningful version of a TEF can now be implemented by the spring as was originally intended. But the TEF will not go away; the main hope must be that more time will result in a more carefully designed process.

Here at Leeds, we should be confident at the prospect of a TEF. Our commitment to achieving and rewarding excellence in education is clear, and the available metrics show a steady pattern of improvement over the past few years, the result of much hard work by many colleagues with and for our students. And our commitment to excellence is further reinforced by the exciting development of the Leeds Institute for Teaching Excellence and Innovation. As I write, we are advertising for the Institute's first Director and next year will see the appointment of the first Fellows.

But we can never be the slightest bit complacent. In the interests of our students, present and future, we must continue to build on our successes – TEF or no TEF.



# Leeds Forest Observatory

Catherine Scott, School of Earth & Environment

Researchers from the new cross-faculty Leeds Ecosystem Atmosphere and Forest (LEAF) Centre at the University are working with Leeds City Council to establish the Leeds Forest Observatory (LFO). The LFO will allow University of Leeds students and staff to contribute to the collection of long-term environmental measurements and study the role of forests in the provision of ecosystem services.

The Observatory will be located in Middleton Park, South Leeds – home to the largest remaining area of ancient woodland in West Yorkshire. A specific one-hectare patch of forest will be chosen, allowing students and staff to return to the same area and build up a picture of the environmental conditions, and any changes to them, year on year.

## Research and teaching opportunities

The LFO will contribute to the delivery of research-led teaching by providing outstanding opportunities for students to become more deeply involved in scientific work and facilitating high-quality training in monitoring, analysing and reporting environmental data. There will also be an opportunity for volunteer students to assist in running the LFO, providing a unique student experience and delivering a distinctive graduate skill set that is highly valued by prospective employees.

More widely, the LFO will help address key questions in environmental research, enhancing our understanding of the role of forests in mitigating climate change, improving air quality and maintaining biodiversity.

As a natural ecosystem field laboratory, the LFO will be available for both undergraduate and postgraduate teaching, as well as research projects. Research and teaching opportunities at the LFO will include, amongst other things, tree identification and above-ground biomass measurements, collection of meteorological data using automatic weather stations, air-quality monitoring using portable devices, plus biodiversity observations using camera traps and automatic sound recorders.

## Outreach activities

The LFO will also be an ideal location for outreach, providing an ideal location for off-campus visits from schools and colleges. Through collaboration with the Faculty Outreach Team, a range of activities appropriate for children of different ages will be developed. Community events will also allow members of the public to see first-hand the work the University is doing at LFO.

Establishment of the LFO has been made possible thanks to funding from the University of Leeds Footsteps Fund, the United Bank of Carbon ([www.unitedbankofcarbon.com](http://www.unitedbankofcarbon.com)) and the School of Earth and Environment Teaching Enhancement Fund.

## Next steps Further information

Visit [leaf.leeds.ac.uk/LFO](http://leaf.leeds.ac.uk/LFO) to get regular updates on the project, or contact Cat Scott on [c.e.scott@leeds.ac.uk](mailto:c.e.scott@leeds.ac.uk) to get involved.

“

The Leeds Forest Observatory will be a real asset to our teaching, allowing students access to an outdoor laboratory to collect, analyse and interpret environmental measurements. Students will lead on the compilation of long-term data sets that will aid our understanding of how woodlands contribute to the provision of ecosystem services.

**Dominic Spracklen**  
Co-director, LEAF  
Associate Professor of Biosphere, Aerosol & Climate

”

“

The Leeds Forest Observatory will be a great opportunity for us to show the public how our research helps answer questions that are relevant to their local environment.

**Cat Scott**  
LEAF Co-ordinator & Postdoctoral Research Fellow

”



# Research into Schools

Tess Hornsby Smith, Faculty of Arts



Engaging local schoolchildren with the story *behind* the story of the Cottingley fairies was just one of the workshops student researchers took into primary schools.



Research *into* Schools is a collaborative project between the Faculty of Arts, Special Collections, the Students *into* Schools (SiS) team and local schools. It aims to embed research in teaching, learning and outreach by supporting teams of Arts undergraduates to conduct archival research and then deliver a series of workshops to local pupils based on their findings.

Students applied to one of three projects (Cottingley Fairies, Leeds Pals in WW1 and the Whittaker map collection), identified by Sarah Prescott from Special Collections, and were then matched into teams of like-minded applicants. We then offered a series of workshops to train and support these students as they designed, researched, delivered and evaluated a three-to-five week workshop series for primary schools.

We've had fantastic feedback from participating students as well as from the schools and their pupils. It's a great way for our students to transform our fantastic Special Collections into workshops that can inspire a new generation of scholars. All of our students have been invited to re-work their workshops for the Festival of Arts.

“

I chose the Cottingley fairies [for my project] because I had no idea what they were and I wanted to learn about them with the children. I initially wanted to get involved in RiS because of my interest in becoming a primary school teacher. What better experience than to deliver workshops specialising in local history to local primary schools? We designed the workshops to help the children to understand the story of the Fairies before we went into detail about the ideas behind it. They had complete freedom to decide whether they wanted to buy into the story or not. I [think] this was the [aspect of the workshop] they enjoyed most. I learnt so much and have no regrets at all about getting involved. I would encourage anyone else to – there is enough variety to cater for everyone's interests!

Evie Price  
Cottingley Fairies Group

”

To find out more, visit the RiS Cottingley Fairies Blog at <https://riscottingleyfairies.wordpress.com/>

## HIST2550 Research Collaboration & Community

One of the key aims of this module is to encourage students to find their own stories of Leeds, and collaborate with local groups to showcase their findings. One of our student groups this year identified an interest in the history of asylum in Leeds. Unsure of where they wanted to take this, the group made a connection with Matthew Neil, Joint Co-ordinator Leeds City of Sanctuary, at one of the module's breakfast networking events. These networking opportunities offer students the chance to make contact with

people who can offer guidance and support for projects, such as local historians, those working in local government, charities, etc.

As a result of this meeting, the group decided to create a teaching resource on asylum in Leeds. Leeds City of Sanctuary Co-ordinator Matt was impressed with the quality of the work and hopes to host it on their site: <http://schools.cityofsanctuary.org/resources/>

The group also made a connection with Lawnswood School and were asked to lead a class for Richard Baker, the Head of History. The group even found some artefacts in Special Collections relating to Lawnswood School alumna Esther Simpson. Esther was Secretary of the Academic Assistance Council, which helped academic refugees during the Second World War who had been forced to flee Germany and other occupied countries. Esther's archive formed an integral part of the students' workshop.

“

The workshop went better than I ever could have imagined – I can't begin to explain how rewarding I found working with these students. When Richard [Baker] asked if any of us would like to come back in to do support work, I jumped at the opportunity. We made bound copies of our resources to give to Lawnswood and one other school, as well as to City of Sanctuary, who want to put our work up on their website. It is so fulfilling that we have created something that someone other than my module tutor will get to read. No other module has enthused me this much: it's given me organisational and research skills, and a sense of direction. And I'm really grateful for that.

Aisling Davis  
HIST2550 student

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“

Thank you so much for sharing what you have accomplished and worked so hard on. [T]his [workbook] is very impressive, and could be a fantastic resource. It was a pleasure to meet you all, it's always a great reaffirmation to see new people passionate about making the world a better place. Congratulations to all of you.

Matthew Neill  
Joint Co-ordinator, Leeds City of Sanctuary

”

“

I am glad we were able to help your students. Their enthusiasm was great and I know our Year 9 students really appreciated [taking part in] something a bit different.

Richard Baker  
Head of History, Lawnswood School

”

# Student experience. Research benefit. Employability. Win, win, win!

Martin Levesley, Faculty of Engineering

Over the last year, we have overhauled our approach to delivering summer internships within the School of Mechanical Engineering. Previously, staff offered paid summer work to students as and when funds became available. These arrangements were made by individual academics with the inevitable variability in student (and staff) experience.

Recently, our Faculty Employability Team, working closely with an academic lead, has pulled these ad-hoc arrangements together into a consistent and coherent summer placement scheme, with the Employability Team ensuring equitable advertising of opportunities, selection and provision of training during the placement (often offered by industry partners).

This summer, over 45 students took up the opportunity to work on a wide variety of projects, most of which were research driven, but all have the consistent aim of improving student employability through work experience within the School. Students have come from a range of years and programmes and have included students from international universities with whom we are building links.

Academic staff provided feedback on how students performed with the positive comments below being typical:

“

She showed real enthusiasm and aptitude for grasping cutting-edge technologies such as computed tomography. She was well motivated to drive the project towards the set-out objectives, and made every effort to get the best out of this experience.

He demonstrated a thoughtful process in both control-system design and mechanical designing / building / assembling / programming, and worked independently demonstrating self motivation, drive and enthusiasm.

”

This year, for the first time, all summer internships culminated in a poster presentation event, which was designed to raise awareness of the scheme amongst fellow students, and to celebrate participating students' achievements along with their supervising staff. Many staff also nominated their interns for an 'achievement award', with typical reasons for nomination including:

“

He has shown a vast knowledge and practical ability in the application of design (solidworks) , matlab, robotics and mechatronics.

She has worked exceptionally well all summer and picked up skills that I would expect a later PhD student to have – not an intern. The work she's produced is going to be submitted in an abstract to an international conference.

”

Abimbola Oladokun, former UG rep and now PhD student, who also benefitted from an internship in one of our research laboratories several years ago gave out prizes for achievement in four categories. Oluwasegun Kayode, another of the prize winners said,

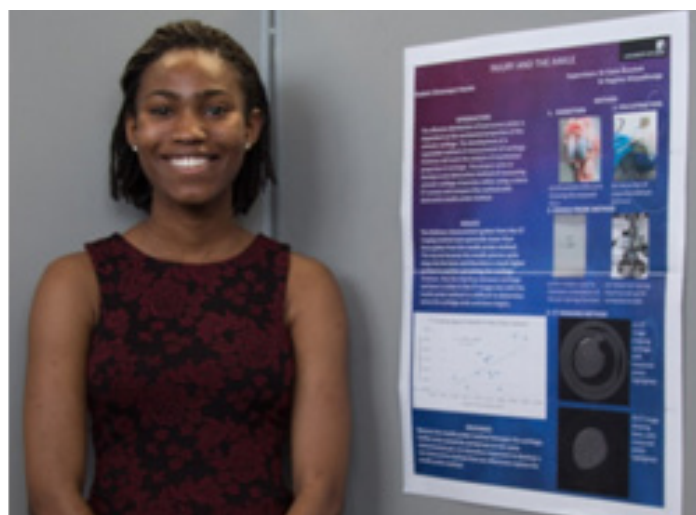


Former intern Abimbola Oladokun (right) congratulating current intern Michael Lampard Chisvo (left), as academic lead Pete Culmer looks on

“

The summer internship was a really good opportunity to get involved in medical engineering research and to gain experience using some of the cutting-edge equipment available in the University. I developed my problem-solving and project-management skills – it was a very rewarding experience.

”



Prize-winner Oluwasegun Kayode with her poster

Adam Metcalf, recipient of a Laidlaw scholarship who has just completed his first year in Mechanical Engineering, chose to work within the robotics group. He has been developing affordable technology that he hopes will make a real difference to people's lives. The work he has carried out on his project will broaden access to rehabilitation equipment for stroke patients and children with cerebral palsy – access that had previously been limited due to the cost of the equipment.



Adam explained that his experience of being an intern has helped broaden his career outlook:

“

This internship has had a profound effect on my career aspirations. I decided to study Mechanical Engineering because of my experiences as a mechanic in the Army. I had planned to go into the automotive industry after graduation, but I now want to work in the robotics industry.

”



Adam Metcalfe pictured with the prototype he made during his internship

Emily Timpson, leader of the Faculty's employability team, who co-ordinated the scheme, made the following observations:

“

We were delighted with the levels of interest these internships generated – we were oversubscribed so the application process became really quite competitive. This programme is just one of a range of opportunities we are offering to enhance our students' employability. Whilst these provide a great insight for students considering a research or academic career, they also act as a stepping stone to enable students to take on external summer internships or year-long industry placements. Students will learn a lot from internal internships, but some skills are arguably better gained in a true industry environment, which is why we support such a wide range of work experience opportunities.

”

Associate Professor, Dr Pete Culmer, the academic leading the schemes academic direction added

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Our main aim with the internship scheme is to provide opportunities for our students so they can gain experience in employment, boost their CV *and* their future prospects.

A key part of this is engaging students in research at an early stage of their career. Our hope is that this will provide them with the skills, confidence and desire to gain further experience.

The enthusiasm of our staff is crucial – their support, both in time and research money, underpins the internship scheme – and we try to ensure a good match of students to internship projects because, at the end of the day, there's still a job to be done. Getting the balance right is tricky, but it pays off – many of our internship students have now gone on to study for PhDs or to take up prestigious jobs in industry – a win for everyone!

”

As well as feedback to students, supervising staff provided feedback on the integrated scheme:

“

Excellent. The internship scheme was very smoothly run from my view as a supervisor.

From the perspective of another department, this scheme seems to work very well.

”

Staff were also able to provide suggestions for future improvement:

“

I thought the presentations by the soft robotics group were particularly good. Perhaps all students on the scheme could do something similar to this?

One thing that could be really useful might be to implement some sort of cross-school 'exchange' programme?

The students who take part in this are the ones who benefit the most, which is important – the only down side was having 15-plus applications to sift through to find the best candidate!

”

As a whole, the scheme was much appreciated by staff and students alike, and may be extended across the Faculty or into postgraduate programmes within the School.

We would be delighted to talk to others who are currently running or may be considering similar schemes so we can share best practice. We anticipate this scheme will continue our track record of simultaneously improving student experience and employability. Not to mention the added bonus of many staff reporting a positive impact on their research too!

# New multimedia tools available for staff and students

Rebecca Dearden (SDDU), Michelle Hewitt (IT), Neil Morris (Digital Learning Unit)

The following tools are now available to staff and students as part of the ongoing programme of work to enhance student education and promote the University through the increased use of audio and video.

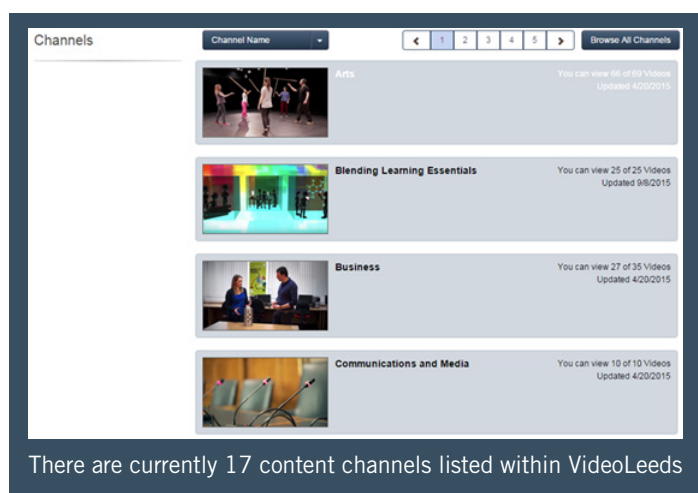
## VideoLeeds

VideoLeeds <https://video.leeds.ac.uk> is the new University publication channel for audio and video content, replacing LUTube.

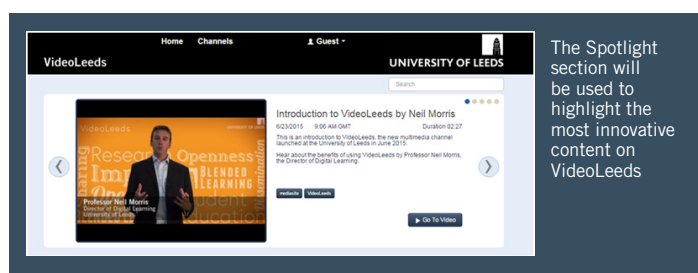
VideoLeeds is a file sharing site for sharing audio and video content both with members of the University and the public. It is a component of the Lecture Capture and Media Management Service (Mediasite) that enables staff and students to create, store, manage and publish audio and video content from a single place.

Typical content might include excerpts from scheduled lecture-capture recordings, or recordings made with the desktop capture tool; footage of public events or guest speakers; videos of practical demonstrations; educational and marketing material for internal and external publication; student produced presentations, interviews or end-of-degree shows; and research materials for internal sharing or external publication.

Access to VideoLeeds is possible using most popular browsers on your PC. VideoLeeds can also be accessed on all supported mobile devices. Content on the site is organised into 'channels' which are collections of audio / video related to a particular subject area or common theme:



A Spotlight section exists to showcase high quality, up-to-date content that demonstrates the innovative and creative calibre of learning, teaching and research at the University of Leeds. If you would like your content to be showcased in this section, email [webcomms@leeds.ac.uk](mailto:webcomms@leeds.ac.uk)

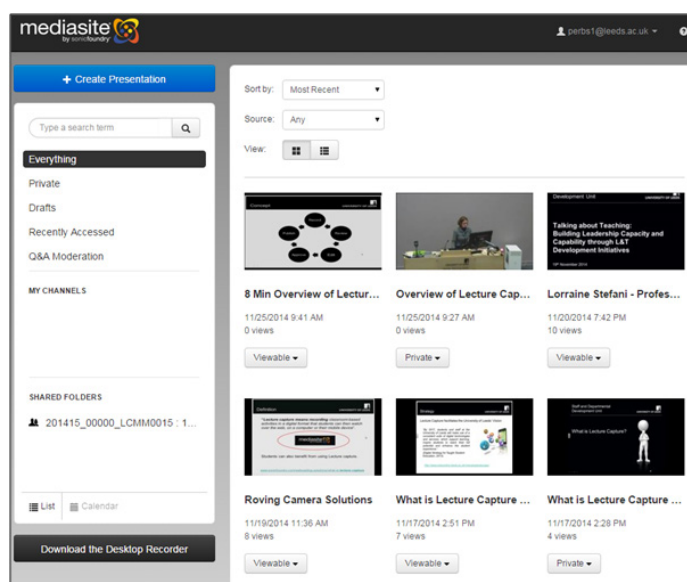


All users of VideoLeeds must read and accept the University website terms and conditions before publishing. Recordings should be copyright compliant and properly attribute the copyright holder and include licence details as part of the audio or video content.

All staff and students can publish to VideoLeeds. Recordings can also be published from the Lecture Capture and Media Management system (Mediasite) to the VLE, iTunesU, YouTube and links embedded in web pages. A process for publishing content directly to iTunesU and YouTube will be available later this semester.

LUTube will be available in parallel with VideoLeeds until March 2016 when existing content on LUTube will be migrated.

## Mediasite available to students



Mediasite, the University's lecture-capture and media-management system, is now available to students so they can create, manage and publish video and audio content across multiple internal and external channels.

As well as the ability to view recorded lectures via the VLE, students can now upload their own content to MyMediasite or create recordings using the Mediasite Desktop Recorder software and share these with peers and tutors, or more widely with University members or the general public via VideoLeeds.

Typical student content might include student-produced presentations, videos of practical demonstrations, interviews or end-of-degree shows. Students can also produce screencasts and narrated presentations using the tool. You can encourage your students to download Mediasite and use it for their University work by integrating multimedia activities into course curricula.

Postgraduate research students can also benefit from using Mediasite to disseminate research and summarise their ideas or proposals or project planning; to share videos privately to peers and supervisors to gain feedback on a particular concept they are developing; to evidence learning and progress with supervisors; to use personal capture to privately record their reflections on their



research and study (a video diary) as an *aide-mémoire*; to and build confidence and skills in presentation.

## Download Mediasite Desktop Recorder



All staff have the Mediasite Desktop Recorder installed on their PC, but if you can't see it simply contact the IT Service Desk. Students can download it using the Download link within MyMediasite. Detailed instructions are available on the IT website at [http://it.leeds.ac.uk/info/220/lecture\\_capture\\_and\\_media\\_management/758/how\\_to\\_install\\_the\\_mediasite\\_desktop\\_recorder\\_on\\_your\\_personal\\_computer](http://it.leeds.ac.uk/info/220/lecture_capture_and_media_management/758/how_to_install_the_mediasite_desktop_recorder_on_your_personal_computer)

## Supporting students' learning with Mediasite recordings

### Sharing work

Mediasite is a quick and easy way for students to make and publish videos related to their academic studies or University experience. They can easily upload and edit content and promote it to University members via VideoLeeds. They can share presentations, screencasts or videos of practical demonstrations, interviews or end-of-degree shows.

### Making connections

Uploading a video of what students are working on can help them make connections with others interested in the same area at the University or beyond. Video can be a great networking tool and a way of sharing research or ideas with others.

### Digital profile

Publishing videos can help to boost a student's online profile, creating a positive and professional presence in the digital world. This can help when they are applying for jobs or courses.

### Assessment

Some modules might require or suggest that students make a video or audio recording as part of an assessment, or as preparation for seminars. Mediasite makes this easy to do, and to share with lecturers and/or other students on their module.

### Presentation practice

If students have to give a presentation as part of their studies, creating a video and re-watching it can help to improve both content and delivery.

### Revision

Making personal video recordings while they revise can help students to retain information more effectively, and is an alternative way of keeping notes.

### Screencasts

Using the Mediasite software, students can make narrated presentations where they create a voiceover alongside slides, images or anything else they wish to show on screen.

More support for students is available at Skills@Library – [http://library.leeds.ac.uk/info/16/skillslibrary/361/video\\_using\\_mediasite\\_and\\_videoleeds/1](http://library.leeds.ac.uk/info/16/skillslibrary/361/video_using_mediasite_and_videoleeds/1)

## Blackboard Collaborate

Blackboard Collaborate is the University of Leeds' new online interactive session platform. It allows staff and students to have real-time conversations using audio, video, chat, screen-sharing, breakout rooms and recordings via the VLE and web.

Blackboard Collaborate provides opportunities to prepare, run and manage a wide range of interactive classroom sessions, research

meetings, part-time and distance learning modules, virtual open days and staff training sessions or staff meetings.

The software provides tools for synchronous discussion and interaction using web-cameras, speaking via a headset or an open microphone, with text chat, whiteboard and screen-share functionality. In addition, advanced features, such as the ability to assign participants to group breakout areas, can enable better interaction between participants.

Blackboard Collaborate has been deployed with early adopters and current Adobe Connect users in the first part of this semester and will be released to all staff during this academic session (first via the VLE and then also more generally on the web).

Interactive session platforms such as Blackboard Collaborate provide many options for enhancing teaching with synchronous communication on the Internet. In addition the live event can be recorded for replay afterwards, allowing access for anyone unable attend. As such, one-off events can also be reused in subsequent teaching activities. The same tools can be used to save travel time and hold online meetings across the world.

### How you can use Blackboard Collaborate

- Holding a tutorial with a group of students who are off campus;
- Running a webinar with a topic expert at a distance;
- Progress meetings for supporting students on remote placements;
- Students can set up web meetings to work together on group assignments;
- Student interviews and pre-enrolment support;
- Online research meetings; and
- Remote participation in meetings for colleagues who might otherwise not be able to be present.

## Support and further information

Step-by-step guides on how to use the Lecture Capture and Media Management system are provided on the IT website, and more detailed information and training is available on the SDDU website. Audio and Video support is also available in the Resources and Support channel in VideoLeeds.

For IT support and guidance and technical queries on VideoLeeds see [http://it.leeds.ac.uk/info/220/lecture\\_capture\\_and\\_media\\_management](http://it.leeds.ac.uk/info/220/lecture_capture_and_media_management)

Guidance for students on how to use MyMediasite is available on the IT website, specifically at [http://it.leeds.ac.uk/info/220/lecture\\_capture\\_and\\_media\\_management/745/using\\_my\\_mediasite](http://it.leeds.ac.uk/info/220/lecture_capture_and_media_management/745/using_my_mediasite)

Training and online support – [www.sdduonline.leeds.ac.uk/changinglandscape/training-and-support/](http://www.sdduonline.leeds.ac.uk/changinglandscape/training-and-support/)

Information and case studies of use – [www.sdduonline.leeds.ac.uk/changinglandscape](http://www.sdduonline.leeds.ac.uk/changinglandscape)

Advice on the creation of multimedia – [www.sdduonline.leeds.ac.uk/changinglandscape/creating-multimedia/](http://www.sdduonline.leeds.ac.uk/changinglandscape/creating-multimedia/)

Copyright and licencing – [https://library.leeds.ac.uk/copyright](http://library.leeds.ac.uk/copyright)

Blackboard Collaborate – [www.sdduonline.leeds.ac.uk/changinglandscape/tools/interactive-session/](http://www.sdduonline.leeds.ac.uk/changinglandscape/tools/interactive-session/) and [www.sdduonline.leeds.ac.uk/changinglandscape/activities/work-collaboratively-online/](http://www.sdduonline.leeds.ac.uk/changinglandscape/activities/work-collaboratively-online/)



# Embedding the Leeds Curriculum

Karen Llewellyn, Strategy and Planning

In 2010 the University invested in a major transformation project under the 'Inspire our Students' theme of the previous University strategy. This cross-institutional curriculum-change project was to be realised through a commitment to deliver on three key strands, all designed to excite and challenge students, and prepare them for success in a global employment market:

- Research-Based Learning (RBL) – including a compulsory final-year project (FYP);
- Core Programme Threads (CPTs) – Ethics and Responsibility, Global and Cultural Insight, and Employability; plus
- Broadening – to build on the existing system of electives to create more coherent opportunities for students to broaden their intellectual horizons beyond, or sometimes within, their main discipline area.

It was also recognised that a review of modes of assessment at programme level, to ensure alignment with learning outcomes, would be integral to achieving our curriculum enhancement goals.

This ambitious project is now almost fully realised and from September 2015, the Leeds Curriculum (LC) is moving from project mode to business as usual within the new deliberative committee structures for Student Education.

## Key achievements

- RBL is now pervasive across all programmes, as evidenced through the 2015 Annual School Reviews (ASRs) and in programme marketing materials and events; guidelines for the Final Year Project and exemplars of good practice are readily available; all academic staff are aware of the FYP assessment and supervision requirements <http://curriculum.leeds.ac.uk/rbl/final-year-project>
- CPTs are present in most programmes and this will be a focus in forthcoming ASRs starting in 2016.
- Within Broadening, ten interdisciplinary Discovery Themes have been established to enable students to widen their intellectual horizons in a structured and informed way by taking discovery modules, and supported by: the appointment of ten Discovery Theme Leaders (to provide academic leadership for each of the Discovery Themes, refine content, create intellectual coherence and progression pathways); the creation of the Discovery Themes website at <http://leedsforlife.leeds.ac.uk/Broadening>; and three Discovery Themes Fairs, which took place in September 2014, May 2015 and September 2015.
- Mapping of assessments to programme-level learning outcomes has revealed a variable picture across schools and faculties. More work is required to ensure that assessments are designed to help students realise the full benefits of the enhanced curriculum, and we need to draw here on discussions with our partners in industry, commerce and other professions.
- Internal communications have provided consistent and clear messages to staff and students in relation to all strands of the LC via established University communication channels: for example, DSE fora, articles in the Reporter and here in SEB, and current information on the Leeds Curriculum <http://curriculum.leeds.ac.uk> and Broadening websites. The LC was formally launched at the Student Education Conference in January 2015. Communications

activity is to continue to ensure the LC is foregrounded across all schools and faculties. External communications have now begun to focus on prospective students, employers, alumni and other HEIs. This external focus on the distinctiveness of the LC is something we need to do much more of.

- Measuring impact is key for any major transformation project, and an Evaluation Group has been established to assess and report on the impact of the LC.

## LC Governance structure from September

As RBL and CPTs have reached a sufficient state of maturity, these two strands are now devolved, reporting through FTSECs, ASRs and Programme Reviews.

To ensure that we maintain momentum and ongoing curriculum development, Broadening will be overseen by the Cross-Disciplinary Strategy Group, and further assessment activity by the Assessment Strategy Group. Both groups report to the Education Steering Group.

To ensure effective devolution, development and communications, activities will continue to be supported by the LC Project Manager.

## Future activities

- RBL/FYP and CPTs to be refreshed on a cyclical basis, through ASRs, with a particular focus on Employability;
- Establish a sustainable model – financial as well as academic – to ensure the ongoing development of Discovery Themes;
- Internal communications – to both staff and students, e.g. create a bespoke, web-based resource for staff to support ongoing developments within the LC framework; and
- External communications to highlight the distinctive Leeds offer to prospective students, employers, alumni and other HEIs – including an agreement to foreground the LC strands at key marketing opportunities, for instance at Open Days, both centrally and in schools, and within the undergraduate prospectus.

“

The scale of this curriculum change should not be underestimated, particularly when we compare it with the relatively modest initiatives undertaken by other HEIs. So we should celebrate the huge amount we have achieved. But as we move to business as usual, there is still work to be done. We must ensure that all elements of the Leeds Curriculum are embedded fully within schools and programmes, and that we put in place the structures and systems that will enable us to sustain a dynamic and distinctive Leeds education for our students into the future.

Vivien Jones  
Pro-Vice-Chancellor (Student Education)

”

## Next steps – further information

To find out more about the Leeds Curriculum, contact Karen Llewellyn on [k.a.llewellyn@leeds.ac.uk](mailto:k.a.llewellyn@leeds.ac.uk) or x33369



## News & updates

### New good practice guides for induction and transition

A set of good practice guides has been developed for staff who support students during transitions through different stages of University life.

A LeedsforLife Working Group on Induction and Transition has produced the guides which are now available to download.

The guides contain student perspectives and highlight good practice in support at the following transitional stages:

- to University for undergraduate and postgraduate students from the perspective of part-time, full-time, mature and international students;
- through undergraduate levels;
- into and returning from study abroad;
- into online distance learning programmes; and
- out to the world of work.

Andrea Jackson, group Chair and Pro Dean for Student Education in the Faculty of Environment, said: "I hope the guides will give new ideas to schools as part of the evaluation and refresh of their current induction programme and the way in which they support students through transitional states, and that they will inspire everyone to at least consider something different."

The guides are available at [http://ses.leeds.ac.uk/info/22204/induction\\_and\\_transition\\_for\\_taught\\_students](http://ses.leeds.ac.uk/info/22204/induction_and_transition_for_taught_students) and will be reviewed and updated annually.

For further information, or to provide a case study for one of the guides, please contact Isobel Whitehouse on [i.j.whitehouse@leeds.ac.uk](mailto:i.j.whitehouse@leeds.ac.uk)

### Join the Student Education Bulletin and Conference Committee

We are expanding the membership of the Student Education Bulletin and Conference Committee and seek to recruit new members from across the University.

The remit of the Committee is to help disseminate innovation and good practice in student education (and the technology that drives it) through the Student Education Bulletin and the Student Education Conference.

The Bulletin publishes three times each academic session and the Conference takes place in January every year. The Committee meets, on average, six times each session and members will be asked to review articles for the Bulletin and to be aware of student education / technological developments in their service area or discipline, and across the University, that could make informative content. Committee members also play an active part in setting the theme for each Student Education Conference, selecting the keynote speaker(s) and / or any panellists.

Please send 300 words to Lucy Gray on [l.v.gray@leeds.ac.uk](mailto:l.v.gray@leeds.ac.uk) outlining your interest in and commitment to student education and the ways in which you feel you can be an asset to the Committee. Applications should arrive not later than **Friday 27 November 2015**. For informal discussions, please contact Stephanie Stones on [s.e.stones@adm.leeds.ac.uk](mailto:s.e.stones@adm.leeds.ac.uk) or call x33186.

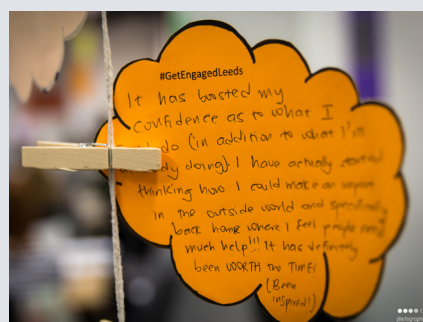
We look forward to hearing from you.

### Student Engagement Showcase 2015

Wednesday 25 November (doors 1.45pm – presentations from 2pm), Michael Sadler LG10

Undergraduate Research & Leadership Scholarships, LeedsforLife projects, internships, societies, volunteering, discovery modules, being a rep, making a difference... Let's celebrate student engagement at Leeds!

Education is complex and comes in many forms. We want to show you how students have broadened their education and how staff have helped them to expand their horizons. Whether it is through



an out-of-the-ordinary module, getting involved in a research scholarship, setting up their own enterprise, we want to create a platform for these to be expressed and inspire others.

Twelve inspiring students from across

all faculties will be sharing their stories of student engagement at Leeds. The event will also feature interactive workshops designed to encourage staff and students to develop new schemes. This will be followed by refreshments and the opportunity to meet the speakers and other participants.

Tickets are free, but you must book. Contact us on [leedsstudentengagement@gmail.com](mailto:leedsstudentengagement@gmail.com)

Last year's event can be seen at [www.leedsstudentengagement.wordpress.com](http://www.leedsstudentengagement.wordpress.com) and on our YouTube channel at **Leeds Student Engagement Showcase**. You can also check out our Facebook page [www.facebook.com/StudentEngagementLeeds](http://www.facebook.com/StudentEngagementLeeds) and follow us on [@EngagementLeeds](https://twitter.com/EngagementLeeds)

### Careers Service update

As we have now established clearer Faculty Teams who are delivering services to students in faculty, and to be able to deal effectively with the growing number of students who come to us for CV support, we have made some changes to delivery in the Centre.

We now offer:

- One-hour CV workshop / clinic every day – places can be booked online at [http://careerweb.leeds.ac.uk/info/9/talk\\_to\\_us/137/cv\\_workshops](http://careerweb.leeds.ac.uk/info/9/talk_to_us/137/cv_workshops)
- CV drop-in after each workshop
- Drop-in afternoons (Monday to Friday) from 1pm – 4pm for any quick query about careers or applications
- Short appointments every morning for careers information; help finding a graduate job, placement or internship; or final checking of CV/application form against a vacancy – appointments can be booked at [http://careerweb.leeds.ac.uk/info/9/talk\\_to\\_us/100/application\\_support\\_appointments](http://careerweb.leeds.ac.uk/info/9/talk_to_us/100/application_support_appointments)
- Mock interviews for students who have been invited to interview by an employer can be booked at [http://careerweb.leeds.ac.uk/info/9/talk\\_to\\_us/99/mock\\_interviews](http://careerweb.leeds.ac.uk/info/9/talk_to_us/99/mock_interviews)
- Faculty Guidance appointments are also available and can be booked online at [http://careerweb.leeds.ac.uk/info/9/talk\\_to\\_us/98/guidance\\_appointments](http://careerweb.leeds.ac.uk/info/9/talk_to_us/98/guidance_appointments)



# Evidencing excellence

## SEC/DigiFest 2016 – bookings now open

Thursday 7 and Friday 8 January 2016

The Student Education Conference and the Digital Festival (formerly *Hands on the Future*) have joined forces to bring you an event that celebrates and disseminates good practice and innovation in student education, and which also showcases the technology that enables us to deliver it.

The theme for SEC/DigiFest 2016 is **Evidencing excellence**. Over the course of a day and a half, we will examine and share ways in which we can support our claim to offer students excellence in student education *and* give delegates the chance to come face to face with the technology that might enable us to deliver and evidence that excellence. SEC/DigiFest will consider how we evaluate the impact of what we do and how we interpret that impact. Are we measuring the right things, using the right metrics, asking the right questions – are the data we get back useful and are we using them properly? Do we talk to the right people? Do module questionnaires, the DLHE, the NSS, etc., answer our questions about quality and impact? Should we participate in deeper dialogue with recruiters and employers, primary and secondary schools and teachers? Are we even the right people to be evaluating the impact of what we ourselves do?

### SEC/DigiFest 2016 programme

**Day one** opens in the afternoon with a **DigiFest keynote** followed by an **Online Distance Learning panel discussion**, **DigiFest workshops**, **lightning presentations** from both SEC and DigiFest exhibitors, plus an opportunity to visit exhibitors' stands and network. A **drinks reception** in the Exhibition Area closes the day.

**Day two** comprises a full day starting with the **SEC keynote** on the theme of *Evidencing excellence*. Two 30-minute sets of **parallel sessions**, one 60-minute set of **workshops**, and access during all programme breaks to the Exhibition Area follow. The day closes with a **panel discussion** on the *Evidencing excellence* theme.

For the full SEC/DigiFest programme, plus abstracts, go to <http://goo.gl/nKwXCw>

### SEC keynote

We are delighted that Mark Byford will be delivering the SEC *Evidencing excellence* keynote. Author, former Deputy Director-General of the BBC *and* an alumnus of Leeds, Mark will discuss how we can best measure the impact of our teaching. As Head of BBC Journalism from 2004 to 2011, he was responsible for all the BBC's News and Current Affairs output in the UK and around

the world and spearheaded the detailed use of qualitative and quantitative research to inform and improve performance. Mark will open the session by considering quality and distinctiveness, examining the metrics we use to measure our impact, and assess how effectively we are currently utilising the data we generate. Questions will be invited from delegates.

### Delegates can also attend:

**Digital Festival** • this programme of workshops, keynotes and panel discussions on day one will examine how technology can help us in delivering and *Evidencing excellence* – delegates will also be invited to demo some of that technology in the Exhibition Area.

**SEC parallel sessions** • delegates can attend one parallel session from each of two sets – sessions last for 30 minutes and will include some interactivity, plus an opportunity for questions.



**SEC workshops** • delegates can select one of these highly interactive 60-minute sessions, with plenty of time set aside for group work, questions and discussion.

**SEC/DigiFest Exhibition Area** • offering access to SEC and DigiFest exhibitors during all programme breaks, the Exhibition Area offers delegates a relaxed and informal space in which to network with exhibitors and each other.

### Book now

Book your place online at <http://goo.gl/nKwXCw>  
Bookings close **Monday 7 December 2015**

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