Student Education Conference: Thursday 8 and Friday 9 January 2015

Parallel sessions (set one) – 10.40am to 11.10am, Friday 9 January

Please choose **ONE** parallel session from the following options to attend during set one.

Parallel session 1: Supporting international doctoral students to become writers
Katherine Taylor, SMLC, Arts

Increasing numbers of international doctoral students, particularly from the STEM disciplines, are accessing in-sessional support provided by the Language Centre to improve their academic literacy skills, particularly their writing. A significant barrier to their progress often seems to be that they view themselves only as subject specialists (chemists, engineers, mathematicians) and do not identify with being a writer, often seeing writing as somewhat peripheral to their main activity of 'doing research'.

In this session, I report on a small action research project comprising interviews with students and the trying out of strategies in both in-sessional classes and individual tutorials to assist the transition of students in becoming writers.

Transferability: Awareness of issues relating to international students' doctoral writing is important for staff across the University with the increasing internationalisation of the campus and strategies discussed in this session provide practical examples of how these students can be supported not only in the Language Centre but within their own departments.

Parallel session 2: Enhancing Graduate Employability – non-traditional or 'alternative' final-year research projects
Dave Lewis, School of Biomedical Sciences, FBS

With increases in student numbers and reduction in resources, many bioscience departments are finding it difficult to provide traditional, laboratory-based final-year research projects for all their students. Further, in the current economic climate, it is essential that graduates possess employability skills and have relevant ways to develop non-laboratory-based 'alternative' research projects that develop key employability skills and provide work experiences more closely matched to the majority of our graduates' final career destinations.

In addition to traditional laboratory or literature projects, Biomedical Sciences students have the option to conduct meta-analyses of published clinical trials, undertake community surveys, develop educational resources or deliver science workshops in schools. Examples of different project types and student perspectives on undertaking these alternative projects will be presented. This work demonstrates the need, irrespective of discipline, for colleagues to challenge traditional thinking when considering final-year project options for students.

Transferability: Analyses of large, publically available data sets, curriculum development activities and public engagement are transferable across disciplines.

Parallel session 3: "We want to hear it from the horse's mouth!"
Ingrid Bale (Careers Centre), Damian McDonald (PVAC)

This session will consider how schools in PVAC, in line with the University's Employability Strategy, have started to look at effective ways of working with those students who want to work in the creative industries upon graduation. One initiative was to develop Personal and Professional Development Days (PPDD). The model was piloted with one school, which is now in its second year and part of the curriculum. The next PPDD was run for the first time in another school in 2013/14 and another school is planned for 2014/15.

The PPDD is a one-day festival of career workshops, panels and networking activities tailored to the host school's students. It follows a similar format, but the panels are bespoke for that particular school. Students were asked who they wanted to 'meet and talk to' and what workshops they felt they needed, and a programme was devised from this feedback. The most valuable part of the day was the panel where students were able to hear alumni talk about their 'journeys' after graduation and give their top tips. This was then followed with networking opportunities.

'… the day provided precious advice on internships and work experience… ' – second-year undergraduate
' … the first career event that was organised specifically for our school… ' – third-year undergraduate

Transferability: This initiative/model can be applied to many degree disciplines provided there is buy-in from the school and the quality of relationship they have with past students.

Parallel session 4: Rounding it out: rethinking end-of-course evaluation (a case study from the Language Centre)
Deak Kirkham, Gary Hernandez, SMLC, Arts

The University makes extensive use of quantitative feedback in end-of-course surveys for QA (and other) purposes. Despite the usefulness of such data, it can be limited in its depth / clarity and in the extent to which it can offer opportunities for students to make positive suggestions for (merely a satisfactory or an excellent) course and to re-engage with students after they have left their courses.

To address this gap, the six-month AEBM pre-sessional language course in the Language Centre implemented an innovative qualitative feedback-gathering practice in June 2014. The feedback was positive, and confirming of the equally positive quantitative feedback already garnered. However, it offered tutors the following additional benefits over traditional statistical data: (1) a personalised interview with six students on the (22 student) course which allowed a rounder, fuller picture to emerge, including student-generated suggestions for future course direction; and (2) the creation of a context for future interviews once these Language Centre students begin their departmental courses.

Transferability: This innovative practice of end-of-course interviews can easily be extended throughout the University adding further valuable information to QA, student feedback, relationship-building and course design / delivery feedforward as well as contributing to building a listening culture across the University.

Parallel session 5: End of Year Two – embedding research into curricula – spiralling forwards with the ANZIIL Framework and Healey Matrix
Janet Hirst, Lesley Daniels, School of Healthcare, FMH

Overall, undergraduate pre-registration midwifery students' evaluations have provided useful insight into how they compartmentalise learning within modules and the uneasy transfer of learning (without prompting) during taught theory sessions, i.e. skills in literature searching, retrieving, storing and critical appraisal. In other words, compartmentalised learning of research knowledge, skills and understanding is apparent whether we teach research as an isolated module or as a thread across modules unless lecturers increasingly draw attention to the evidence base; including sources of knowledge and evaluation of such knowledge, within and between modules.

The ways in which we have needed to (a) respond to students' sequential learning needs and (b) re-design the curriculum for forthcoming cohorts will be explained and underpinned by a distinctive journey of these students at the University of Leeds. We have developed questionnaires which were completed at the end of academic years (1 and 2) based on the ANZIIL Framework. We will report students perspectives of their journey and those of the programme lecturing team. This innovation in teaching is to enable students to become consumers of research in clinical practice and develop research skills for academic work. In the context of the School this is a new adventure into discovery for both learners and lecturers.

Parallel session 6: Students as Producers – embedding 'real life' skills into the curriculum
Kevin Linch (History), Tess Hornsby Smith (Arts)

This session will guide you through the first ever Arts cross-faculty module. Building on existing innovative practice such as Research, Collaboration & Community module and the Undergraduate Research and Leadership Scholarship scheme, this module reflects the research expertise of the Faculty. With a strong grounding in public engagement and developing students' employability skills, FOAR2000 *Research Placement* provides students with the opportunity to get involved in the latest research in the Faculty of Arts.

Participating students develop real-life skills by project managing their own discrete research project. In teams, but also working closely with an academic lead, they learn what it means to be an academic researcher. Throughout the module our students are supported by a range of training workshops to develop their research, analytical, and presentation skills, alongside reflective writing, all resulting in some really innovative, creative and academically rigorous research. Last year's outputs included the creation of a medical heritage trail of Leeds and a loans box of WW1 surgical equipment for local schools.

This workshop will include 'lightning' presentations from the module leaders, giving detail on how the module actually works as well as a lightning presentation from the perspective of the students who undertook the course.

Parallel session 7: Services, Spaces and Skills – a library guide for new students
Elizabeth Caperon, Angela Newton, Mark Clowes (Skills@Library)

New students need clear pathways to enable them to successfully navigate their first few weeks at University. Utilising student ambassadors and a new online tutorial – *The Library Guide* – the Library has revamped its provision for this period making it more engaging for students.

The inspiration for *The Library Guide* arose from our work towards the Customer Service Excellence standard [1] and a student internship exploring the experiences of new starters. Her findings told us that our traditional library induction lectures were "*useful but… the information we received could have been put online".*

In response to this feedback and in accordance with the University's Blended Learning Strategy [2] we developed an online induction for new students, providing 'increased flexibility for students to learn in their own time and place'; avoiding unnecessary jargon; and incorporating a formative quiz and certificate of completion. As well as the usual channels, the *Guide* has been promoted peer-to-peer by our student ambassadors in the libraries; at faculty events; and across the campus. This session will discuss the impact of this new approach and provide an opportunity for participants to offer their own ideas on the future role of Skills@Library in supporting the distinctive student journey.

1. Cabinet Office. 2008. *Customer Service Excellence.* [online]. [Accessed 1 July 2014]. Available from: http://www.customerserviceexcellence.uk.com
2. University of Leeds. 2010. *Blended Learning Strategy.* [online]. [Accessed 24 June 2014]. Available from: http://www.sddu.leeds.ac.uk/uploaded/Blended%20Learning%20Strategy.pdf

Parallel session 8: The use of patient and carer stories and narratives in student education
Elaine McNichol, Gary Morris, plus student (School of Healthcare, FMH)

Patient and carer participation in health professional education and regulation is now viewed as an integral requirement of an excellent graduate experience (CHRE 2010). The School of Healthcare has an active philosophy of bringing in the patient and carer voice alongside the more technical side of student education to provide a more holistic education. We have worked together to establish a core community who support us in all areas of the curriculum, but particularly in lectures with students.

This presentation will describe how this is done and the value of patient and carer narratives as an educational methodology (Hardy 2013). This will illustrate the benefit to student learning of integrating the patient voice into the curriculum so that it runs throughout students' educational and practice-based experiences. The use of digital patient narratives has a number of benefits – it: (a) enables the value of the learning to be shared with subsequent cohorts; (b) allows certain issues to be re-visited by a student group and explored; and (c) enables the patient or carer to move beyond the initial experience to subsequent narratives. The presentation will be co-delivered with a member of the patient/carer community, a lecturer and a student.

Transferability: The principle of using narrative to help facilitate learning is valuable in all areas of student education. Wherever there is a specific context and an 'end user' then the personal experience of the end user can help to highlight areas of strength and areas for development and innovation.

Parallel session 9: Using the Personal Development Timeline to facilitate transition from University and beyond
Sue Holdsworth, Gill Barber, student presenters (Careers Centre)

Evidence provided from the Sutton Trust on Access to the Professions shows the role of work experience and volunteering as a means of gaining entry to graduate opportunities. The report focuses on the use of the Personal Development Timeline as an effective adjunct to underpin the benefits to the proactive student who gains a variety of employability experiences.

This session will examine how students can get involved with the range of opportunities open to them whilst at university. It will consider the findings of two SDF Projects looking at student engagement in extra-curricular activities and the commensurate benefits in effecting a smooth transition into and beyond Leeds. It will include inputs from students who have used their time at Leeds in a variety of imaginative ways that have enhanced their academic studies through work experience and volunteering. The session will combine presentations from students with a summative discourse from the presenters highlighting project findings and future actions pertaining.

Transferability: The session will be useful for encouraging academic staff (Personal Tutors) to engage with Leeds*for*Life, how to increase student use and understanding of Personal Development Timeline. The student presenters will show how they built up their portfolio of co-curricular activities to produce the rounded candidate graduate recruiters want.

Parallel session 10: A Taste for Engineering and Computing – cross-faculty engineering outreach week
Kerry Baker (Educational Engagement), with Andy Bulpitt, Mark Walkley, Martin Levesley, Richard Chittenden, Louise Fletcher, Duncan Borman, Andrew Sleigh, Chris Trayner, Tim Hunter

A four-day cross-faculty engineering event has been held for A-level students providing a broad team-based insight into all the Schools in the Faculty of Engineering and the wider UoL experience. A-level students were put into teams and involved in an intensive series of activities to design, build and drive gesture-controlled buggies – competing in a grand finale at the end of their week in Leeds. The students work with Mechanical Engineering to design and build the buggy chassis from scratch; they design the controller electronics in Electrical Engineering; and work with Computing to code up an Xbox Kinect controller to control their buggies remotely using body gestures. In parallel, within Civil Engineering, the teams design and build resilient structural crossings to allow their buggies to navigate a challenging final obstacle course while spending time in Chemical Engineering understanding the implications of selecting different energy sources.

The various tasks are all designed and supported by staff and students in the faculty, with support and coordination from the Faculty Outreach Officer and student selection co-ordinated by the Engineering Development Trust (EDT).

Transferability: The approach could be tailored to other Faculties. A significant advantage is that students have the time to become immersed in a Faculty and an opportunity to see a wide range of the activities in which engineers can become involved. An important factor in making the event a success has been finding a coherent set of activities from each school that can be brought together into a team event alongside getting buy-in from teams from each School to support it. For most of the academics involved the biggest fear when Head Start was first mentioned was not the technical issues, but the thought that they would have to chaperone students, look after them in the evenings and arrange things like CRB checks, etc. Knowing there is a mechanism for students to come into university, stay in halls and be supported is potentially valuable information for anyone considering something similar.

Parallel session 11: Getting Off To A Flying Start – the importance of basic academic skills
Richard Peake, School of Law, ESSL

This ongoing project aims to ensure that new students have the basic academic skills required to become independent learners and fully engage with modules, particularly assignments. It instils confidence and allows speedy assimilation into the School. Innovatively front-loaded into the first five weeks, it also allows the group of 45-55 students to socialise. It is taught by a range of tutors and is delivered as a mix of lectures, interactive workshops and hands-on seminars.
The module deliberately starts at a basic level, looking at time management, library searching and basic writing skills, before moving on to critical thinking, essay preparation, essay writing skills and sessions on Harvard referencing, avoiding plagiarism

and presentation skills. Examination techniques and strategies for learning conclude the module content. Assessment is in three parts: a reflective account in which the student is asked to demonstrate the module aims and how it has prepared them for studies. An online quiz tests the student's knowledge of the course content and gives instant feedback. Finally, a group presentation is given.

Positively, the attrition rate for first years has fallen and the module receives excellent feedback from students and praise from our External Examiner.

Transferability: Any programme that does not include a study skills module should consider introducing such skills training. It does work and can smooth the transition from school/college for students who enter studies from a variety of routes and have differing academic skill levels.

Parallel session 12: 250,000 Graduate Journeys – a wide-angle view
Phil Steel, Alumni Team

This year, more than 7,000 Leeds students will begin their individual graduate journeys. Nearly a quarter of a million Leeds graduates are at different stages on their own journey. The Alumni Team works with faculties and departments to collect data on our graduating students and examine the graduate journey, from graduation to career – not just from an individual point of view, but a collective 'top-down' view. We can look at who our alumni are, where they live, their career, their socio-economic status, and – increasingly – how likely they are to engage with the University. A programme of engagement – including events, surveys and focus groups is helping us to look at the motivations and attitudes of graduates, their own assessment of their journey, and how they as volunteers might help a new generation of students.

In parallel, student feedback is helping us assess awareness of life beyond Graduation so we can develop a smooth transition from one to the other. It also helps us answer the question "how is the Leeds journey distinctive?"

After a decade of engagement with alumni, we have the clearest picture so far about who our alumni are, where their individual journeys have taken them, and how we can engage with them to make the most of their experience and learning. This enables is both to evaluate how we prepare students for life after graduation, and to identify how we might better do it. Analysis and use of alumni data is the foundation for the Leeds Network and Leeds*for*Life Networking events, two distinctive areas in which Leeds helps its students prepare for life after Leeds, specific faculty programmes (such as alumni mentoring in LUBS) and has potential to inform a range of future initiatives.

Transferability: A 'full' picture includes graduates of all faculties and schools, and a huge range of career sectors, and so provides information that can inform thinking and planning in all disciplines, particularly around how we might better engage our alumni as volunteers to prepare students for life after Leeds.

Parallel session 13: Personal Tutorial System – leads for life?
Stephanie McBurney, Ruth Binns – FBS

Personal tutorials are fundamental to the student journey and to the distinctiveness of the student experience at Leeds. The professional relationship many students develop with their Personal Tutor is highly influential and affects many aspects of their university life, including pursuit of co-curricular opportunities, academic progression and, sometimes, even their future career. Consequently, the continued development of the personal tutorial system is necessary to ensure a consistent and effective mechanism to support tutees and guide them towards achieving their full potential.

During this session, I will present empirical data that explore the perceptions and views of students and tutors on the relative value of the personal tutorial system, including Leeds*for*Life. In particular, I will focus on the following:

- Positioning of tutorials in relation to the student journey;
- The nature of student and tutor engagement with the tutorial process;
- The student and tutor perspective on Leeds*for*LIfe and how it is used; and
- Development and distribution of guidance materials to improve the quality of tutorial provision.

Understanding these factors will help to inform tutors, students and administrators about how best to develop the tutorial system to ensure it contributes effectively to the exceptional experience we want all of our students to enjoy.

Transferability: As personal tutorials are widely employed across HEIs, the findings of this study will be applicable and of interest to tutors, students and administrative staff across the sector. The resources developed to support Personal Tutors and students should be easy to adapt for most programme areas.

Parallel session 14: Giving context to health informatics
Ruth Evans and Mary Law, School of Medicine (FMH)

The Department of Health and the General Medical Council agree that information systems and the application of health informatics are crucial to improving quality of patient care. Clinical Information Systems (CIS) are now firmly embedded in clinical practice and are essential for facilitating communication between multidisciplinary teams and enabling coherent long-term care for patients. In order to ensure medical students' skills were fit for purpose when qualifying, changes needed to be reflected in the curriculum.
The 'Clinical Information Systems for Patient Care' (CIS4PC) project was developed at Leeds using TPP SystmOne (used widely in West Yorkshire GP practices). Leeds was the first university to incorporate a 'live' CIS into the classroom as part of the students' preparation for clinical placements. Teaching is delivered through a combined clinical and informatics approach,

using experiential learning for students to explore and understand how CISs support clinical care, quality monitoring, patient safety and communication within the safety of a classroom environment. Through interactive role-play using the CIS, students cover topics including information governance, record keeping, consultations, decision support and disease management. Key learning outcomes are augmented with opportunities for students to experience how technology can benefit them as future practitioners and their patients.

The session takes place in a PC cluster and will cover how we worked together to integrate health informatics and the technology into clinical teaching. Delegates will also be able to experience some of the hands-on session content for themselves.

Transferability: There is scope for using the same system in related subjects, at undergraduate and postgraduate level. The teaching materials used take the form of reusable learning objects, so can be transferred widely; they have been shared and used with Nursing, Midwifery and Allied Health students at the University of Bradford.

Parallel session 15: Learning about judgement and decision making in nurse education
Una Adderley, Philip Esterhuizen, Russell Gurbutt and Julia Maz – School of Healthcare

Healthcare practice can mean dealing with uncertainty, which practitioners are required to manage effectively so as to achieve optimal outcomes. The Nursing and Midwifery Council *Standards of Competence* make frequent mention to 'judgement' and 'decision making' and there is a large body of theory and evidence to support research-informed teaching of this subject. However, judgement and decision making was typically only being taught as part of an individual module rather than on a programme-wide basis.

This project has integrated the evidence-based teaching of judgement and decision making so that it now runs as a thread throughout the undergraduate adult nursing programme using a variety of delivery approaches in line with the blended learning strategy. The aim has been to present a more structured and evidence-based focus on how judgements and decisions are made, how they could be made and how they *should* be made so as to optimise clinical effectiveness and the patient experience.

Transferability: Teaching evidence-based judgement and decision making as a focused thread is innovative in undergraduate nurse education but has application to other professional education programmes and can provide the professionals of the future – whatever their discipline – with greater insight into the cognitive approaches used both by themselves and their colleagues in order to optimise professional practice. Judgement and decision making is important in many areas so this approach is likely to have applications beyond nurse education.

This list of abstracts is correct at the time of publishing, but parallel session content and provision may be subject to change for reasons beyond the control of the Conference organisers. Every effort to inform delegates will be made should any such changes occur.