UNIVERSITY OF LEEDS

Student Education Bulletin

SEC5 2016
Save the date
7 & 8 January 2016

Leeds USEFs 2014/15
Back row (L-R): Laura Stroud, Kate Watkins and Ruth Payne
Front row (L-R): Andrew Jackson, Vivien Jones, Michelle Schneider and Rebecca Dearden

Leeds USEFs announced

Pro-Vice-Chancellor (Student Education) Vivien Jones announced at the Student Education Conference that a University Student Education Fellowship for outstanding contribution to teaching and the development of student learning has been awarded to Rebecca Dearden (SDDU) and Laura Stroud (Medicine). This Full Fellowship provides access to project funding of £15,000 plus £1,000 a year for three years.

Nicholas Robinson (POLIS) and Susan Whittle (SMCB) saw their Fellowships increased from Developmental to Full. An additional £10,000 project money and an honorarium of £1,000 for a further two years was also awarded.

Five Developmental Fellowships of £4,000 project funding and a £1,000 honorarium were awarded to: Suzanne Hallam (SS&SP); Andrew Jackson (SME); Ruth Payne (SLCS); Michelle Schneider (Library); and Kate Watkins (SM&C).

The University Student Education Fellowship scheme (USEF) was established in 2001 to promote and reward excellence in the provision of learning and teaching and show the commitment of the University to celebrating good practice. A total of 122 staff have now benefited from these awards since 2001.

Further information

Find out more about the scheme, including how to apply, at:
www.sddu.leeds.ac.uk/learning-teaching/reward-and-recognition/university-student-education-fellowships/
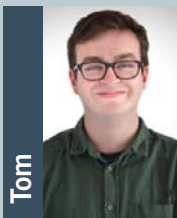
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The next issue of the Student Education Bulletin publishes in May 2015. Copy deadline for SEB14 is **Friday 17 April 2015** ● The Bulletin is also available online at **http://ses.leeds.ac.uk/bulletin** ●

Student perspectives

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

Tom

Since the last issue of the Bulletin, there's been an awful lot going on at LUU and the University. It was excellent to see student involvement at the Student Education Conference in January – particularly students delivering sessions for staff. My hope is that we can continue this next year and get even more students involved in the Conference, delivering sessions and sharing their vision for student education with an even bigger audience. Along with this, LUU hosted its first ever Course Rep conference – we're continuing to work with our student volunteers and members of the University community to collaboratively shape the rôle profile by the years' end.

It's also worth noting some recent policy that has been passed at LUU. Students voted with an overwhelming majority in favour of Free Education, an idea that went to referendum after our forum panel was split. I'm incredibly proud that this idea – one that I proposed – has passed and will become Union policy for the next three years. In a General Election year, I'm glad that students are debating the issues that are affecting them and I encourage you to continue to engage them in the General Election as it draws closer.

At the time of writing, the LUU Leadership Race was about to begin again, with a collection of incredible candidates running for the six Exec positions for the year 2015/16 – we hope that you continue to support the students who are running and promote the race to students you are involved with. The best races are the ones where candidates are challenged to be their best and we hope for an excellent turnout this year with your support.

Although nominations for the Partnership Awards closed on 27 February, I am particularly excited about two new categories: the Innovation Award, which recognises new and innovative approaches to teaching that will benefit students; and the Best Supervisor Award, which celebrates some of the great work staff do here to support our Researchers.
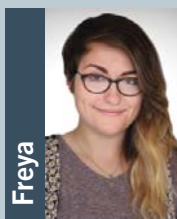
Freya

We've been busy working on our General Election strategy at LUU and are still trying to encourage our students to register to vote before the 20 April 2015 deadline. We've been having debates and days of action, and even launched a survey with other Students' Unions to find out what students really think about the forthcoming election. We also continued our work from last year on 'Women in Leadership' by encouraging women to take part in the Leadership Race, where the next cohort of the Student Exec will be elected.

Over the last couple of months, I've been continuing my work with the University on improving our mental wellbeing services and making it easier for students to access them. The Advice Centre also co-ordinated a meeting where Student Support Officers received information about different areas of the Union's work. These sessions centred around our work around research, alcohol-harm reduction, and our zero-tolerance-to-sexual-harassment training that is being delivered in the city. I've also been busy planning my campaigns around self positivity and mental health for later this semester, so keep an eye out!

Undergraduate Awards 2015

Kate Cater, Student Opportunity & Enhancement

Dominic O'Key receives his medal from the Irish Ambassador to the UN, Patricia O'Brien.

Last year the University began an affiliation with the Undergraduate Awards (UA), an academic awards programme that identifies emergent leaders in creative thinking through their undergraduate coursework. Students from all disciplines can submit essays or projects to the scheme and the winners are published in an annual academic journal. They are also invited to the UA Global Summit in Dublin – an all-expenses-paid, three-day networking and brainstorming event that brings the world's top students together for a series of inspirational lectures, workshops and discussions. Winners and Highly Commended students also join the UA Alumni Network. Students make their submissions directly to the scheme via the UA website; this year's deadline is 29 May 2015 (although students are encouraged to register early to reserve a place in their preferred category).

Last year five students from the University of Leeds were highly commended in their categories. Dominic O'Key won the Media and Arts category for his paper *Béla Tarr's The Turin Horse: The (In)Visible Animal*. Dominic was in his final year of BA in English Literature when he entered and is currently a postgraduate student in the School of English. He says:

> The submission process was very straightforward – I just uploaded a PDF of my essay to the website. I found out early in September that I'd been shortlisted, then two weeks later that I'd won. Within a day, I had been contacted by a travel co-ordinator and my flights were booked! I'd never been to Dublin before and the organisers arranged my flights so that I'd have a free day to explore the city.
>
> The Summit programme was full of events, with a dozen speakers on one day alone. We were also taken to Google HQ where the winners were invited to give two-minute presentations of their papers. The award ceremony itself was held on the last night at Christ Church Cathedral – it was very grand! We all went up one by one to receive our medals.
>
> Before I arrived at the Summit I wasn't really sure if it was going to be for me or not, but there was such a huge mix there I couldn't help but meet some fantastic people. I'm still in touch with a winner from Yale University, as well as two students from the University of Western Ontario. For me that's probably the best thing to come out of entering the Undergraduate Awards. I would encourage students to apply – there's nothing to lose and it's something to include on CVs and applications for further study.

Further information

Visit the UA website at **www.undergraduateawards.com** or contact me on **k.cater@adm.leeds.ac.uk**

(L-R) Ben Hetherington and Jo Llewellyn speaking at the Leeds Curriculum reception; Vivien Jones launches the Leeds Curriculum brochure

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

Distinctive learning at Leeds

As many readers of the Bulletin will know, the **Leeds Curriculum** was officially launched at a reception during this year's Student Education Conference.

We toasted its future success and took the opportunity to thank the many colleagues and external partners who have been involved. As delegates sipped prosecco, they listened to quick updates on research-based learning and final-year projects, core programme threads and Discovery Themes. More importantly, they heard from two students who were wonderfully enthusiastic about their Leeds Curriculum experiences. Jo Llewellyn, who is in her first year reading Social Policy, shared the excitement she felt at getting involved with a project on religious communities in Leeds as part of her *Religious Studies* discovery module; and Ben Hetherington, a third-year chemist, described his independent research project and work experience.

As great examples of the way in which our curriculum is designed to broaden students' intellectual horizons and open up new opportunities for their futures, both Jo and Ben also beautifully illustrated the Conference's focus on the distinctive journey undertaken by students at Leeds and the ways in which we support them as they make the transitions into university and then into employment. 'Distinctiveness' is a claim frequently made in higher education, but it's often difficult to demonstrate convincingly. However, we can confidently say the Leeds Curriculum really *is* distinctive: not just because, unlike any of our peer institutions, we have established a shared framework that shapes our provision for all undergraduate students, but because of the clarity and depth with which that framework has been developed and defined.

As I said at the launch, we do things properly at Leeds. What we don't yet do so well is celebrate our achievements and make them known to the world. So the Conference was also an opportunity to do just that by introducing the Leeds Curriculum brochure, which has already attracted very positive international attention. We all need to get into the habit of carrying copies with us to conferences and on international visits. The brochure can be downloaded from **http://curriculum.leeds.ac.uk/the-leeds-curriculum-brochure** – or, if you prefer to be sent hard copies, just get in touch with project manager Karen Llewellyn at **k.a.llewellyn@leeds.ac.uk**

Our digital outputs are also increasingly recognised as a mark of distinction. And that quality, as well as the significance of digital learning for the future, was recognised at the end of last term when the University Executive Group approved further funding for an expanded Digital Learning Team to support colleagues who want to develop online learning – whether for students on campus or elsewhere.

The University has ambitious plans to expand student numbers – not just research postgraduates, but also taught postgraduate students and international undergraduates. Increasingly, many of these future students will spend at least part of their programme elsewhere than Leeds – either because they are part of programmes delivered in collaboration with partner institutions across the world, or because they are on distance-learning or mixed-delivery programmes.

Through our membership of FutureLearn and the creation of a number of well-received MOOCs, as well as our growing presence on iTunesU and other online channels, Leeds has established a high-quality digital footprint. The challenge now is to build on that in support of our strategic priorities. The Digital Learning Team will be asked to prioritise support for the creation of online material that has the potential to recruit new students to Leeds: MOOCs which might lead to a related PGT programme, for example, whether at Leeds or through distance learning.

Another key priority will be support for the further development of the Leeds Curriculum, helping maintain its distinctiveness and keep it fresh. Discovery Theme leaders have each been asked to identify digital-learning material they would like to develop which might be used to make their theme exciting and available to as many students as possible. Sometimes that will mean creating re-usable MOOC-style courses which can benefit on-campus students whilst also being suitable for a wider public audience. This re-usability will be another way of prioritising new online learning resources.

An attractive digital presence, showcasing Leeds to prospective students at home and across the world, is a must in the ever-changing higher-education environment. The Leeds Curriculum, LeedsforLife and the Partnership give us a lot to shout about. Let's all make sure we make the most of what is distinctively Leeds, in the interests of our students – present and future.

SES programme update

Vikki Wright, Director of Admissions

Four years ago we set out on a fundamental transformation of educational support services, bringing colleagues from across the institution together into the integrated Leeds Student Education Service (SES). This integrated service is now well established, but developments continue and we are preparing for an exciting year ahead as we introduce technological capabilities to support colleagues in realising the vision.

The new SES websites have already gone live: one is dedicated to staff, one to students. Both draw web content currently held on a huge number of different sites and present it in a much simpler and more streamlined way, and both have a very effective search function.

Last year the Faculty Management Group approved a proposal for a new Customer Relationship Management (CRM) system to manage the services offered throughout the journey from prospective student through to joining the alumni community. This single, user-friendly, web-based system will give staff a complete view of each student and help us to offer them the right services and support at every stage of their time at Leeds.

The new CRM will enable a 360 degree view of the applicant

Over the last 18 months, a significant amount of work has been undertaken to examine how processes can be harmonised and simplified, whilst respecting legitimate pedagogical and disciplinary differences. Initially, the main focus of the design and build has been on enquiries and admissions, and we have also been planning how the CRM can be integrated with other University systems to ensure we can make the best use of the opportunities that it offers for 'on course' students.

Faculty / Service implementation teams have been up and running since November, preparing for the introduction of new processes by co-ordinating local communications and implementation plans, focusing on business continuity. Please contact your Head of Service, Faculty Education Service Manager or Pro-Dean for Student Education for more information.

Looking ahead, you may be involved in the following activities to support this first phase of CRM implementation:

- Process, design and build or implementation workshops;
- User Acceptance Testing (UAT); and
- Training

The following highlights the key milestones and when you are likely to see them:

- Taught postgraduate (PGT) admissions will go live from September 2015 including a new application process, application management (including interview) and all post-application conversion activities. (NB Pre-application marketing activity for PGT will go live in September 2016)
- From September 2015 you will start to see changes to the way we present course information, and the infrastructure which supports enquiries and applications will be updated to improve the experience of our applicants.
- September 2015 will also see the implementation of our new Agent Portal to improve the experience of international applicants who apply through agents, enabling applications to be tracked more easily and responded to more quickly.
- During 2015 we will be developing our interface with UCAS to support implementation of undergraduate admissions in September 2016. The next UG admissions cycle will run as usual with current processes, but from September 2015 we will run the new process alongside to test the outputs and ensure it is operating effectively.
- From March 2016 you will see the introduction of pre-application activity for UG, including communications – for example, dealing with prospectus requests, event management for open days, promotional campaign delivery and social media integration.
- The new enquiry-management function will be in operation from March 2016 and will include the knowledge base to provide easily accessible answers to applicant questions, and website tracking.
- UG application and admissions management will go live from September 2016.
- For PGR applications and admissions, new functionality will be available in three stages, which can be adopted either as it becomes available or incorporated altogether at the beginning of the 2016/17 academic year. Faculties are encouraged, where feasible, to adopt functionality as it becomes available so that we can improve the applicant experience as soon as it is practicable. For example, the new application form can be implemented from September 2015.

If you have any queries about any of these developments, please do not hesitate to contact me on **v.wright@leeds.ac.uk**

Visit the new sites

SES site for staff – **http://ses.leeds.ac.uk/**
SES site for students – **http://students.leeds.ac.uk/**

Understanding students' engagement with their studies

Neil Morris, Director of Digital Learning

It has been four months since the new lecture-capture system went live. This short article offers reflections on the adoption and use of the system across the University and outlines some future developments in this area.
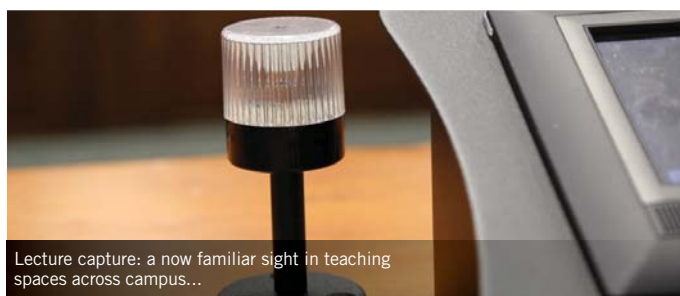
Lecture capture: a now familiar sight in teaching spaces across campus...

Firstly, a huge thank you to all colleagues who worked tirelessly in 2014 to deliver the lecture-capture system to 250 central teaching spaces, and provided the infrastructure, policies, data and systems to allow it to work from September 2014. I can testify that it was a hugely complex task to implement a fully automated lecture-capture system, and integrated desktop capture software, across the University in such a short time frame. Also, a big thank you to all staff who were teaching in the first weeks of Semester 1, who may have had a slightly bumpy ride as the system was optimised and embedded. I am pleased to report that the system is now incredibly stable and we have captured over 20,000 events, which have been viewed over 270,000 times by 17,000 unique users, resulting in a total viewing time of over 59,000 hours.

Whilst we have yet to formally evaluate the implementation of the system, we are beginning to see evidence of the value of recordings of teaching sessions on the student experience right across the campus; and there have been some fascinating insights. We are also being watched with huge envy by our competitors in the sector, who are worrying about the positive benefits this system will have both on the student experience and recruitment to Leeds.

In **Biomedical Sciences**, Charlotte Haigh and a team of colleagues have evaluated staff and student perceptions of the new system, finding that staff attitudes towards the system have shifted significantly from 'reluctant' or 'unsupportive' to largely 'supportive' between September 2014 and January 2015. They also evaluated students' views of the system, with the vast majority saying it was 'useful' or 'very useful' for their studies, in line with a number of published studies on the value of lecture recordings for students.

On **flipped learning**, we have been delighted to see the popularity of the desktop capture tool with staff creating short multimedia learning resources for publication to students within the VLE. This is an area of huge potential, given the availability of the software on all staff machines and how easy it is to create powerful learning materials for your students. We are already seeing innovative uses of the system to support assessment, feedback, induction and other important areas of the student education process, including marketing and recruitment.

Collating these desktop recordings with snippets from recorded lectures, openly available content from other universities, student-produced content and other materials produces a rich collection of material for students to review online in their own time and at their own pace. Suddenly, the lecture slot is freed up for the learner-centred activities shown to have strong learning value, including discussion, problem-solving, Q&As, role play, quizzes and group work, all of which are active, dynamic and interactive, and which support knowledge creation and increased understanding. These activities also develop students' key skills – such as critical thinking, collaboration and creativity – which are so important in the workplace.

On **lecture attendance**, we have done an initial analysis of 9,069 lectures from Semester 1 where attendance monitoring was conducted and logged in the University's system. There was no statistically significant reduction in attendance at lectures that were recorded using the lecture capture system. Also, interestingly, recorded lecture sessions follow the same pattern as non-recorded sessions in terms of reduced attendance over the course of the term. The only variable that looks like it could become significantly different with more data is the trend towards slightly reduced attendance at 9am lectures that are recorded (79% attendance, versus 86% attendance at non-recorded sessions).

With respect to **adoption of the system**, there has been good use in many faculties of the University: over 33,000 hours of scheduled teaching sessions have been, or are due to be, recorded this academic session. However, adoption rates vary widely between the faculties from 19% to 92%. There are pedagogical and legal reasons for not recording lectures, and staff do have a right of opt-out, but given the very high adoption of the system in some areas of the University it is hoped that discussion between staff and students is ongoing where adoption is lower, to manage students' expectations.

We will be launching the multimedia management system over the coming months, including a new internal and externally facing video repository system to replace LUTube. For more information, go to **www.leeds.ac.uk/forstaff/homepage/381/digital_learning_programme**

A video guide to lecture capture shows students around the system...

Finally, I would like to end with a **plea**: right from the outset of this project, we said that the biggest risk to it would be the accuracy of our timetable data, and this has indeed proved to be the case. One of the biggest benefits of the lecture-capture system is its highly automated use of the timetable data; but this benefit is only realised if data is accurate within the system. Please support colleagues in the Student Education Service over the coming months to ensure that your data is accurate and complete in the timetable for next session, to allow the system to work as it was designed, without manual intervention from Student Education Service and Timetabling colleagues.

The Student Education Conference – a review

We asked two delegates to tell us what they thought of SEC4 2015 – *The Leeds Graduate: the distin*

Lights, Drama, Enterprise: reflections on SEC4
Emilee L Simmons, LUBS

The Student Education Conference was even better than I was told it would be – primarily because of the opportunity it gave delegates to network with like-minded colleagues who were also enthusiastic about educating and supporting our students across the University.

First Things First: the V-C formally opens SEC4

As always, the Vice-Chancellor did not disappoint as he outlined our strategy moving forward. While he has a very down-to-earth quality, he can still really draw his audience in. He did the same when he opened our 2014 Leeds Enterprise Education Network (LEEN) event series, where he stated the case for furthering enterprise within the University. This was great, since there were sceptics in the room, just as I'm sure there may have been at SEC4; or at least there may have been until the V-C's address.

Dan Crow's Friday morning keynote

Firstly, I promise that, as an employee of the Enterprise Centre, we did not ask him to big both it *and* Spark! up as he did. It was a pleasant surprise, though – one which our small team of eight was very pleased about. I could go on and on about the impact of his keynote, but as I work in the area I shall leave it here and let you the reader decide for yourself when you watch the lecture capture – and trust me it's worth watching!

Panel Discussion: schools and why students come from them with unrealistic expectations

This panel really opened my eyes to the mindset of some of our more recent student cohorts. What I took away from it was that continuous and instantaneous feedback makes a good school. For example, in quite a few A-level schools and colleges, pupils now have iPads that they use to send their teacher drafts of coursework, expecting instant feedback. Amazingly, teachers are expected to do this up to five times per day *per pupil* – and this in an average class size of 50!
I'm a *big* believer in blended learning and use it in all my classes, but what schools have done here is to create unrealistic expectations that this instantaneous feedback will continue once students arrive at university. They also expect this feedback to be delivered in 140 characters or less, or it will be ignored. There is a massive difference between gaining information and gaining knowledge, and I worry not only for the sanity of A-level teachers, but also for prospective students and their ability to tell the difference between the two.

Thursday evening's Leeds Curriculum reception

The only thing missing from the reception was J J Abrams! We had it all: flashing lights, sound effects, videos, background music – it felt like the Oscars of the University! So much hard work went into creating the Leeds Curriculum that it was great to see a star-studded inauguration. Vivien Jones gave a fantastic opening speech about the work that went into this over the years, which really illustrated her continued passion for creating a high-quality student experience for those who come to Leeds.

Concluding Thoughts – but not ones to skip over

Two days instead of one
Extending SEC4 over two days meant there was time to network with colleagues, which our hectic workloads often stop us doing. I strongly encourage all attendees next year to attend both days if they can.

Flash – ah-ahhhh!
I was an exhibitor as well as a delegate, so – along with 32 of my co-exhibitors – I was invited to give a flash presentation. It was a bit nerve-racking to do this in front of so many colleagues, but it was also worthwhile as it gave LEEN some fantastic exposure. I would recommend it to anyone who wishes to showcase their work to new and larger audiences.

More student and professional staff attendance
To make this event even better, we should encourage more students to attend – particularly postgraduates who may be thinking of working in HE. Likewise, I heard so many professional staff on the day saying that they could think of colleagues who would have enjoyed particular sessions. Such a great experience – that connects staff and students from all over the University – should be open to a far wider audience.

Thursday's panel comprised of Mike Cook (Heckmondwike Grammar), Dwayne Saxton (Bradford Academies), Mike Gibbons (Grammar School at Leeds) and Elizabeth Powell (Newlaithes Primary)

Tracking the distinctive journey of our graduates
Andreea Bordianu, LUBS

SEC4 2015 was full of academic and professional staff eager to showcase innovative approaches to education, share best practice and make new connections. For me, it was a two-day journey that enhanced my knowledge of education and allowed me to critically evaluate my own teaching practice.

The event was formally opened by the Vice-Chancellor, whose address set the tone for the Conference. He asked us to celebrate our University's achievements, but cautioned against resting on our laurels. If we wish to maintain our level of excellence, he warned, we have to think not one but two steps ahead. Only then will we be able to seize opportunities and overcome possible threats. The two panel discussions and Friday morning's keynote laid out clearly what these opportunities and threats are.

From school to university

Thursday afternoon's panel discussion focused on our students' past experience, the level of knowledge and skills they have when they arrive at university and their general expectations regarding higher education. A few points stood out during this discussion:

Firstly, that GCSE reforms will affect the number of pupils who will be able to gain five A-stars, starting with the 2016 intake. Recruitment criteria need to be reassessed, whilst ensuring we can still attract the brightest students.

Secondly, increasing numbers of students are choosing other qualifications instead of a degree because of increased fees and lack of family support. Panellists suggested universities should be talking to parents about the value of a degree as soon as pupils enter primary schools as minds are often made up by middle or high school.

istinctive journey

(L) SEC4 reviewer Emilee Simmons delivers her flash presentation on Thursday
(R) Keynote Dan Crow and Lieran Docherty (Together Women Project) take part in Friday's panel discussion: also on the panel were Tom Riordan (Leeds City Council), Jen Williams (TeachFirst) and Claire Adams (Association of Graduate Recruiters)

Finally, Emilee has already raised what to me was the most shocking revelation of the day, which is just how much feedback A-level students expect. No wonder they have difficulties transitioning from directed/strategic learning to independent/deep learning. It is clear we need to work *far* more closely with schools so we can ensure the transition from school to university is as smooth as possible.

Dan Crow – one alumnus journey

Dan Crow's keynote on Friday morning and the second panel, which closed SEC4 later that afternoon, both focused on employability. Dan talked about the kind of skills and qualities our students should have in order to perform in the labour market. He believes they should possess core knowledge and technical skills, be passionate and independent individuals, and also have a growth mindset and be able to demonstrate entrepreneurial spirit.

From university to employment

This was strongly endorsed by the employers who took part in Friday's afternoon panel discussion. Delegates were told that 17% of graduate vacancies in 2014 and 23% in 2013 went unfilled as employers felt that graduates lacked the kind of basic academic, practical and interpersonal skills firms required to *such* an extent that they would simply prefer not to recruit. We were also told how graduates can face problems in adapting to their new workplaces because they are not comfortable with failure and imperfection – something panellists felt very strongly that graduates should be exposed to *before* leaving university.

We therefore have to equip our students not only with knowledge, but also with a blend of skills and qualities that makes them employable and successful.

Reflections

Hosting SEC4 over two days worked really well: besides the two panel discussions and Friday's keynote, delegates could also attend parallel sessions and workshops on a wide range of topics. Talking to colleagues made me wish I could have attended more of these! Nonetheless, the Exhibition Area provided me with a great opportunity to find out more about the sessions I didn't get to attend, and the exhibitors' flash presenations on Thursday afternoon helped me find my way around all the stands in Parkinson Court.

I found SEC4 a great experience that I would recommend to any colleague wanting to know what's new in student education at Leeds. I was pleasantly surprised by how much I learned about teaching methods, projects and resources, and I am already looking forward to SEC5 2016. B

Staff were celebrated by colleagues at SEC4 2015 for completing credit-bearing or accredited CPD available through SDDU

Celebrating colleagues at SEC4

Congratulations to colleagues from across the University who successfully completed credit-bearing and/or accredited courses through SDDU's Continuing Professional Development (CPD) framework. Staff in the photograph above have been awarded one of ULTRA, ULTA2, ULTA1, PGCert, or a UKPSF@Leeds fellowship. Staff completing these courses were celebrated at SEC4 at the same time that the 2014/2015 USEFs were announced (see this issue's cover).

The courses

ULTA1 is designed for:
- research staff, teaching assistants and PGRs wishing to pursue an academic career or enhance their employability
- staff who teach part time or as a secondary part of their role wishing to enhance their practice.

Thirty-one staff were awarded ULTA1 this year.

ULTRA has three pathways:
- student education plus research and innovation
- student education only
- research and innovation only.

ULTRA is compulsory for early-career academic staff and replaces ULTA2. It provides an induction into the processes of teaching and managing student learning, research and innovation, and leadership and management.

Eight colleagues were awarded ULTRA and 43 were awarded ULTA2 this year.

The UKPSF@Leeds Individual Application is a non-credit-bearing route to professional recognition against the UK Professional Standards Framework for teaching and supporting learning in HE (UKPSF). It leads to dual professional recognition by the University of Leeds and the HEA. Three colleagues were awarded Principal Fellow, seven Senior Fellow, 11 Fellow and two Associate Fellow this year.

Staff can build on their credits for ULTRA or ULTA2 to gain a PG Certificate. Nine colleagues were awarded a PG Certificate this year.

Further information

To find out more about CPD opportunities, contact:
- ULTA1 | Clara Davies on c.m.a.davies@adm.leeds.ac.uk or Ruth Allcroft on r.allcroft@leeds.ac.uk
- ULTRA | Clara Davies c.m.a.davies@adm.leeds.ac.uk or Claire Perry on c.perry@adm.leeds.ac.uk
- Individual application | Rebecca Dearden on r.dearden@adm.leeds.ac.uk or Amy Lambert on a.lambert@adm.leeds.ac.uk B

Designing discovery within the Leeds Curriculum

Raphael Hallett, School of History

The Discovery Themes are open, and the University has taken a massive step forward in making our repertoire of module choice coherent, exciting and attractive to new students. In a few months, our current Level 1 students, attuned to the new Broadening ethos, will be checking their discovery options for Level 2.

It is true that a range of exciting 'electives' has for a long time been available to the majority of our students. But student and staff relationships with these seemed uncertain or volatile. Modules that lay beyond the comfortable realm of the 'school' or 'subject' drew reactions of hesitation or uncertainty. Sometimes these modules, advertised only by perfunctory catalogue entries, might have sounded tempting but also seemed cloaked in local mystique or risk-laden assessment types and approaches. Now, at the very least, discovery modules are clearly introduced and clustered in themes and sub-themes that establish a sense of intellectual clarity, continuity and development.

We have ten theme leaders who have articulated an academic vision and signpost a series of potential 'module pathways', helping make that vision manifest in the minds of students.

Structurally, then, there has been a telling improvement to the way we present our extraordinarily rich array of modules. Our new cohorts expect not just choice, but also well-packaged and well-informed choice. The creation of a Discovery Theme website within Leeds*for*Life that looks good, that students use rigorously and that indisputably 'works' has been very satisfying. It has been an example of academic vision, project management and IT infrastructure working to complement each other.

This structural reformation is only the beginning, though.

The 'gathering' complete and the 'visions' disseminated, Discovery Theme leaders have, as the second stage of their collective project, been embarking on innovative module design. The strategy is to create new modules that grab students' attention and beckon them to a particular 'theme' of Discovery. Alongside this objective, there's the imperative to open up these modules to new modes of delivery, student participation and assessment that will satisfy the interdisciplinary cohorts who take them.

And this means that there are some fresh looking, and fresh sounding modules being deployed this year, and in the pipeline for next.

Digital discovery

In his Personal and Professional Development theme, Rafe Hallett has overseen the design of two modules that allow students to experiment with – and critique – forms of digital participation. *The Digital Student* ran by Michelle Schneider, Angela Newton andHelen Howard (Skills@Library), and energised by the expertise of Helen Thornham (School of Media & Communication), looks at the way students work through online resources in sinuous and unexpected ways as they tackle their studies.

The module gives plenty of space for online collaboration and discussion, but also (and this seems crucial) fosters assessment types that oblige students to comment on their own digital identity as they develop it for scholarly purposes. The module contains

sessions on the ethics of online identity, community and research, delivered by Kevin Macnish from the University's IDEA Centre. Jessica Henderson's *The Digital Professional*, ran by the Careers Centre with support from the School of Education, takes the same idea but in a fresh direction. Inviting employers and digital experts on to campus, it asks students to learn about the ways employers regularly use online platforms to define and recruit their 'ideal graduate'. It then encourages students to critique those digital scenarios, challenge online stereotypes and experiment with and enhance their own online profile. The objective is that they emerge as digitally savvy and truly distinctive graduates rather than clones of employer expectations.

Enterprise and creativity

In developing the Enterprise & Innovation theme, Alison McKay and the theme's multi-disciplinary co-ordination group identified four sub-themes. Three sub-themes were well populated, but one – Innovation – was not. In response, the module development has focused on this sub-theme and a Level 1 discovery module *Using Creativity & Innovation to Solve Problems* is currently being delivered. This complements a similar-sounding LUBS module: *Innovation & Creativity in Business*. To ensure students (and, as it turned out, staff) could compare the two modules, we worked with colleagues in the University's Digital Learning Team to create a 1½-minute video explaining key similarities and differences. This can be viewed at **www.youtube.com/watch?v=Lns6WvAdZCo**

The module itself has been built to use digital-learning assets and approaches 'contact time' in fresh ways. There's a two-hour introduction to the module in the first week and, at the end of the module, a Creativity & Innovation Challenge Day, where students apply their knowledge and skills to a current societal challenge, linking their team's work to one of the University's research priorities.

In between these sessions are two blocks of digital learning on the VLE, each including an assignment that will be assessed and reviewed in a seminar with a design tutor. In 2014/15, there are two tutors, one from Design and the other from Mechanical Engineering, to offer a cross-disciplinary approach. Digital resources on visual thinking and creativity were identified and evaluated by a student intern during summer 2014 and developed by colleagues in the Digital Learning Team for a pilot (using doctoral students) in Semester 1. As a result, these assets have become an integral part of the doctoral training programme in addition to the module: an unexpected bonus. Innovation assets are also multi-purposed from the M&S Innovation MOOC, again with Digital Learning Team support – another example of how high-quality digital learning resources can be adapted to different student audiences.

Sustaining impact

Meanwhile, William Young has developed an online discovery module called *Introduction to creating sustainable futures*, which acts as a gateway module for the Creating Sustainable Futures Discovery Theme. This is a 10-credit module that uses 50 short films as well as audio clips, interactive activities and short blocks of text to provide the main content of the module. The films present

A busy day at the first Discovery Themes Fair, which took place in the Great Hall in September 2014

a range of experts from across the University bringing topics of sustainability to life, and there are six real-life case studies drawn from the campus and the city, such as the organisation of the LUU Summer Ball and the construction of the new Laidlaw University Library. Managers and stakeholders are encouraged to divulge the sustainability impacts and solutions associated with the projects.

The module develops students' thinking through online and face-to-face interaction. Firstly, students complete around 30 online exercises that oblige them to reflect on issues. They use blogs to discuss their different perspectives and methods. These are particularly successful in unveiling the different approaches used within each student's home discipline, and create keen debate. Alongside this virtual world of discussion, students attend weekly tutorials to explore sustainability issues arising from news articles. Students thereby untangle the complexity of sustainability in a truly 'blended' setting, both in terms of disciplinary influences and learning platforms.

One of the genuinely exciting aspects of the module is the coursework assessment. Students work in groups with the University's Sustainability Service to collect data on a live sustainability work stream. This may be conducting an energy audit of campus buildings, a biodiversity survey of a green space, or checking the awareness of students in relation to Fair-Trade. The data from these student projects is fed back into our Sustainability Service.

William Young suggests that this module "gives students multiple theories and cutting-edge research evidence, using practical, real-life cases that they can see around them on campus".

These new modules, capturing the 'Broadening' ethos, aim to open up new academic territory to our students. On top of this, they can use new platforms and pedagogies to explore the inter-disciplinary opportunities that have been made more visible within the Leeds Curriculum.

B

Speaking skills

Stephen Coleman, School of Media & Communication

Universities are great at teaching students how to express themselves intelligently and intelligibly in written work, but – once they leave university – how many essays or dissertations will they be asked to write? The written word is one hugely important aspect of self-expression. Speaking is another.

Few of us can remember learning how to put words together and speak. We just learned to do it as part of the process of socialisation. Some people feel comfortable speaking to others; they like words and they're verbally confident. It is usually when speaking to friends and family – people you know and understand – that speaking is easiest. Speaking to strangers is something else. For many, it's a source of great anxiety. Students who are lively and loquacious amongst close friends can feel nervous and tongue-tied when asked to speak in a seminar or give a presentation.

Speaking to strangers is a common experience and students need to be prepared for it. From job interviews to meetings to making oneself heard as a citizen, the ability to speak in public is one of the key competences on which our graduates will be judged.

Given that speaking in public is both so important and so daunting, we should be thinking about the practical ways in which universities can help develop such competence and confidence. In the School of Media & Communications, we've been working on ways to help students become as impressive and competent at spoken expression as they are at written expression.

For a few years now, I have been running one-off 'confident speaking' workshops for students. These combine insights into the nature of verbal and non-verbal communication with practical exercises intended to allow participants to practise various forms of oral expression. Last year I began teaching a second-year undergraduate module – *Communication Skills*. The take-up for this was tremendous and the students who did the module responded very positively indeed. I brought three of the students (Nicola Healey, Sophie Melrose and Talah Kaddourah) from that module to speak at SEC3 2014. They demonstrated some of the exercises that we had been doing and invited workshop participants to be brave and join them in some. During the question period, the students were asked what they felt they had gained from studying this subject and one of them said, "It gave us an edge over people who hadn't had this opportunity to think about how we come across. In one of our other modules, we had to do verbal presentations and those of us who took *Communication Skills* noticed that we were all much more confident than the ones who hadn't." Indeed, five of the students from last year's module are now working with me running sessions in local schools, passing on the same confidence to potential future students.

A final point: the objective of this area of teaching is not to produce standardised speakers or pompous orators. A foundational assumption for me is that all voices need to be heard and it's not the job of a university to prescribe or constrain expressive styles. Teaching students to talk as well as they write sets out to confront the cultural barriers that have led so many for so long to shy away when it comes to their turn to be vocal.

Further information

To find out more, contact **s.coleman@leeds.ac.uk**

B

Engineering Centres for Doctoral Training

James McKay, School of Chemical & Process Engineering

Over 40 new PhD students joined a large group of new Centres for Doctoral Training (CDTs) in the academic year 2014/15. These CDTs were established with funding from the Engineering and Physical Sciences Research Council (EPSRC).

The CDTs – which will take around 200 PhD students over the next five years – are Bioenergy, Complex Particulate Products and Processes (CP3), Fluid Dynamics, Tissue Engineering and Regenerative Medicine, Tribology (shared with Sheffield), Next Generation Nuclear (shared with Manchester), and Soft Matter (shared with Durham).

"It's exciting to have these new CDTs on campus, as each of them will be considering the latest cutting-edge research," explains Professor Peter Jimack, Dean of the Faculty of Engineering. "These PhD students will be working with our academics and industry partners to address critical challenges in current research and recognised EPSRC priority areas, and we envisage that the training they receive will enable them to go on to become leaders in their field, whether in industry or academia."

Particular research areas within the new CDTs include investigating alternatives to fossil fuels, looking at complex formulated particulate products in healthcare, measuring and modelling fluid flows to innovate processes and products across a range of industries, and developing regenerative therapies and devices.

Several of the Centres overlap in terms of some of the research areas they will cover. In addition, there is a strong push to organise collective training to maximise added value to the programmes – especially in terms of generic professional development and also in the interests of building a tight-knit cohort of researchers working right across the University.

The EPSRC created 115 CDTs in 2014, a £500 million investment leveraging an additional £450 million from industry. The Centres will represent a large proportion of the UK's science and engineering research over the next eight years. The University of Leeds is unusual for the large number of CDTs it hosts – it is currently ranked twelfth out of 106 universities in terms of the number of grants awarded by EPSRC. In total, the new Centres at Leeds have secured £14 million of funding to train and develop early-career researchers on top of over £10 million for existing centres.

Key aspects of the CDT concept include:
- A mix of taught elements at MSc level to support the PhD research project;
- An extensive programme of professional-skills development, including leadership, team-building, project management, research skills and outreach;
- Funded placements with industry and close links with industrial partners throughout – all the Centres are obliged to find funding and significant in-kind contributions from industrial and other partners, both to support students through their studentships and to guarantee relevance and impact for students' research work;
- Interdisciplinary research addressing grand challenges – typically spanning several schools and faculties; and
- Cohorts of PhD students from diverse backgrounds arriving together, sharing courses and team projects, and supporting each other through peer-to-peer learning throughout the programme.

Other Universities have a mix of approaches for their CDT programmes. The CDT mode of training at Leeds is an Integrated PhD with MSc. This is not a 'one-plus-three', but a blended programme where the bulk of the taught training is covered in the first year with additional elements in the second year.

Recently graduated CDT student Pip Hardy explains: "The course is pretty intensive in the first year or so. But it's an excellent foundation. It certainly taught me a lot about areas outside my expertise, which was really valuable, both in terms of my research and for my future career."

Another student, Shemaiah Weekes, says the CDT model was attractive because of the training it offers, but also because there is a group of students all starting at the same time: "I felt that traditional PhDs were quite isolating – and also that they don't offer the breadth of experience I was interested in gaining. But that's exactly what the CDT was offering – the chance to be part of a team, but also undertake a PhD in an area of my choice."

Commenting on the success of the first CDTs at Leeds (formed in 2008/2009) Professor Paul Williams, a CDT director says, "Over the past five years, our CDT has galvanised research at Leeds by bringing together groups from all over campus and recruiting outstanding students who have gone on to achieve fantastic research results, including journal papers published within their first year of the programme. The CDT programmes are challenging and require intensive management, but are a shining example of effective postgraduate research training. Students from our first cohorts have secured jobs in academia, in spin-out companies, at the European Commission's Joint Research Centre, in companies like Arup, Rolls-Royce, AECOM, and in consultancies such as Delta-EE and SgurrEnergy. Nearly all are working at a high level already in areas directly related to their PhD research. This is a testament to the great training they have received at Leeds."

EPSRC Chairman Dr Paul Golby added: "CDTs have already proved to be a great success and the model is popular with students, business and industry. These new centres will give the country the highly trained scientists and engineers it needs and they will be equipped with skills to move on in their careers."

Find out more about the new CDTs – visit:

Bioenergy at **www.bioenergy.leeds.ac.uk**
CP3 at **www.engineering.leeds.ac.uk/particulates**
Fluid Dynamics at **www.fluid-dynamics.leeds.ac.uk**
Tissue Engineering and Regenerative Medicine at **www.regenerative-medicine.leeds.ac.uk**
Tribology at **www.it-cdt.co.uk**
Soft Matter at **www.maps.leeds.ac.uk/postgraduate-research/soft-matter-cdt.html**
Next Generation Nuclear at **www.nextgennuclear.manchester.ac.uk**

UTC Leeds:
Engaging with our community
Martin Levesley, Faculty of Engineering

The University of Leeds is partnering with local employers and Leeds City Council to create a new school in the city centre that will offer a unique learning environment for 14- to 18-year-olds.

The University Technical College (UTC) vision is to equip its students with the means to make a valuable and lifelong contribution as creative scientists and engineers: in other words, creating the creative! It will be the first school of its kind in the area to offer the highest quality academic education focused specifically on the skills required by high-tech STEM employers while still delivering the essentials of a rounded education. With a longer working day and a slightly longer school year, UTC Leeds will be able to support a STEM-focused curriculum of GCSEs and A-levels alongside working on employer-led projects plus more vocational qualifications.

There has already been massive support from a broad range of stakeholders, including Leeds City Council and the Department for Education on account of a potential shortfall in secondary school places in coming years. There is also a growing demand from employers for students of all ages with the right skills to drive forward their businesses. With one of the top performing Engineering faculties in the UK sitting within a region that has huge potential for growth, we hope we can help support the local economy *and* the long-term development of engineering in general. While focusing on academic excellence, we are also aware that we need to provide pathways into STEM careers for children of all abilities – or, at the very least, to have a positive appreciation of these careers and sujects – be this through employer apprenticeships, further or higher education.

As well engaging and supporting local employers and the City Council, this will also offer fantastic opportunities for our own students. We are already defining projects that will encourage pupils to consider a STEM career and I think there will be great opportunities for our own highly motivated and enthusiastic students to act as mentors and rôle models for them, helping develop employability skills, as we already do for other schools in the region. If we succeed in supporting and growing the local economy, transforming start-ups into world-leading companies, there will of course be opportunities for placements, internships and ultimately employment too.

We have just reached the end of an official six-week consultation period, which included an event hosted by the School of Mechanical Engineering – I hope those who came along found it informative. If you would like to find out more, the consultation brochure can be downloaded from **www.utcleeds.com** or you can contact me directly on **m.c.levesley@leeds.ac.uk**

UTC Leeds will open in September 2016 so it's going to be an exciting 18 months as we have a school to build, equip and staff – not to mention filling with students!

B

New Skills@Library service
Ian Young, Skills@Library

Following the reconfiguration of some Library teams last year, the Learning Services Team is now responsible for the **Skills@Library** service. The main change is a move from subject teams of Faculty Team Librarians to functional teams focused on learning or research.

Learning services
The Library Learning Services Team (including **Skills@Library**) now:
- delivers workshops and webinars on academic skills topics for all taught students
- provides online and e-learning support for academic skills development
- answers taught student enquiries and gives one-to-one academic skills support
- supports academic staff wishing to embed academic and information literacy skills teaching and blended learning into course curricula
- provides mathematics support
- visit us at **http://library.leeds.ac.uk/skills**
- email **skills@library.leeds.ac.uk**

The **Skills@Library** website also provides a suite of online resources to support taught students through their academic journey: from the revised Library Guide induction and the Academic Integrity tutorial, to the Final Chapter, which supports students writing-up final-year projects and dissertations. A new resource for postgraduate students called Skills for Success is an essential guide to the Library and provides tips and guidance on managing PG studies.

Online tutorials, which can be used independently by students or embedded in VLE module areas, are available on a wide range of specific academic skills topics. And a set of webpages for teaching staff can also be found, which includes examples of materials that can be used or adapted for your own students.

Visit us
Skills@Library offers a drop-in enquiry service for students with general academic-skills queries for two hours every weekday. Our maths drop-in service is also available every weekday except Friday. We are currently located at 15 Blenheim Terrace, but all **Skills@Library** services will transfer to the Skills Zone in the new Laidlaw Library when it opens later this Spring.

If you would like to discuss the teaching sessions or blended-learning solutions we can offer academic staff, simply contact your faculty's Learning Advisor – find yours at **http://library.leeds.ac.uk/skills-faculty-contacts**

Research services
The reconfiguration of the Library also saw the creation of the Scholarly Communications & Researcher Skills Team. This team:
- supports the publication and promotion of the University's research outputs
- supports open access publishing
- answers researcher enquiries
- delivers researcher skills development
- provides bibliometrics services
- provides publications support for the REF
- visit us at **http://library.leeds.ac.uk/researcher**
- email **research@library.leeds.ac.uk**

Contact us
Many staff have now changed roles and responsibilities. To help us answer your enquiries as effectively as we can, please use the learning or research email addresses above. For general enquiries – or if you're not sure which address to use – simply contact **library@leeds.ac.uk** and the most appropriate individual will get back to you as quickly as possible.

B

The *Safe as Houses?* project enabled students, academics and several partner agencies to examine the impact that burglary can have on the communities in which it happens

Safe as houses?

Alice O'Grady, School of Performance & Cultural Industries

School of Performance and Cultural Industries (PCI) students took to the streets of Hyde Park in an ambitious new guerilla theatre project called *Safe as Houses?* The project aims to raise awareness of the emotional impact of crime on the student body. Focusing particularly on the impact of burglary on students who may be living out in residential accommodation, it used participatory performance methodologies that I have developed over a number of years.

Safe as Houses? was funded by the Cultural and Creative Industries Exchange via the Ignite 3 scheme, which grants awards of up to £2,000 to academics in Arts and PVAC for projects that are designed to explore and develop the impact of research with external (non-HEI) partners. In this instance, the project's leading partner was West Yorkshire Police.

As the project gathered steam, a range of collaborators came on board, including LUU's Knowledge Campaign, Leeds Northern Film School and Bonnie Meekums from the School of Healthcare. Barbara Lawton from the Student Counselling Centre was also on hand to provide support on the night of the event to performers and audience members alike.

The project was initiated by the University's dedicated police officer, PC Matt Guy, who was looking for novel ways to engage our students in crime prevention in the run-up to Christmas when nights draw in and burglaries peak. The team developed the idea of creating bespoke, interactive plays inside people's homes that explore the emotional impact of crime on individuals. A cast and crew of over twenty students from PCI, with a particular interest in applied theatre practices, devised the work over a period of three months. They focused on the message of being vigilant about home security and brought this very real issue to life in people's living rooms. Each piece was devised by the cast who themselves had a number of personal experiences of burglary upon which to draw.

The plays were performed simultaneously across seven households in the Hyde Park area to audiences who had signed up for the project following a written invitation and a home visit from PC Guy and Knowledge volunteers. *Safe as Houses?* culminated in a social event at Left Bank where audience and performers were able to share their experiences of taking part in the project to researchers. This data will be used as a basis for further research into how the arts can be used to encourage audiences to engage with pressing social issues. Sections of each play have been filmed and will now be used in a social-media campaign by West Yorkshire Police to reach as wide an audience as possible. A short documentary film will also be produced that will cover the entire journey of the *Safe as Houses?* project, which is already having an impact on policing practices.

As Principal Investigator, I facilitated the project, led the creative process and ensured effective liaison between the various partners. It has been the most ambitious and most challenging project I have ever undertaken. Not only were there multiple agencies and collaborators involved, but we were also working interactively in people's living rooms with audiences who didn't know what to expect. The project addresses a very real social issue and taking it to the communities most affected was a critical part of the performance – one that we hope will have lasting impact on those involved.

A new project that capitalizes on the lessons learnt from *Safe as Houses?* is already underway. It aims to explore student night cultures and involves a team of academics drawn from the School of Sociology and Social Policy, the School of Politics and International Studies, the School of Healthcare and PCI, who will once again join forces with PC Matt Guy to combine research and innovation with student engagement and participation.

Further information

To find out more about the CCI Exchange, go to **www.cciexchange. leeds.ac.uk/**

B

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