



Student Education Bulletin

Issue 18
October 2016



Excellence and enhancement

LITE shines on teaching scholarship

The Leeds Institute for Teaching Excellence (LITE) has unveiled two calls directed at University colleagues seeking to shape the future of student education.

Adding to the current group of research fellows, the offer of five Excellence and Innovation Fellowships, beginning in 2017/18, establishes LITE as a secure platform for pedagogy and teaching scholarship, furnishing each successful applicant with a year-long secondment and £15k funding.

In addition, the Institute is funding 10 Teaching Enhancement Projects (TEPs), each with £3k in project funding and partial secondments (0.2 FTE) to work within the LITE community. TEPs will be designed to get underway in January 2017.

The call for both initiatives is now live on the LITE website and can be viewed at www.teachingexcellence.leeds.ac.uk

“I’m very excited about the opportunities these initiatives offer,” comments Dr Raphael Hallett, Director of LITE. “Leeds already has fantastic student education leaders across many disciplines and a host of National Teaching Fellows. These two schemes will not only enrich this community but will secure powerful outputs in terms of curriculum design and teaching scholarship.”

In response to feedback from the student education community, both

schemes are open to joint as well as individual applications, and the job descriptions for each point towards both strategic and ‘open’ themes that will allow flexibility of approach as well as impact. Dr Hallett emphasised that “successful fellows and project leaders will find themselves at the heart of a vibrant and supportive community of innovation, with structures of mentoring in place alongside opportunities for international networking and dissemination.”

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SEB19 publishes in February 2017 (copy deadline 12 December 2016)
SEB18 also available online at www.teachingexcellence.leeds.ac.uk

Student perspectives

Melissa Owusu, LUU Education Officer
 Jess Reed, LUU Welfare Officer



Melissa

I'm extremely excited to have another year here in Leeds University Union continuing the work I started as Education Officer last year. For this coming year my plans and objectives are quite similar to what I began last year as the issues for students are still largely unchanged.

I will be continuing with the Why Is My Curriculum White? campaign. A paper listing a number of recommendations was passed

through the Taught Student Education Board at the end of the 2015/16 session, so this year my energy will be focused largely on ensuring that these recommendations are carried through in the way students would like to see them. I will be doing this alongside continuing to progress the campaign outside of the Institution.

I will also be focusing on the governmental changes to Higher Education outlined in the recent White Paper and HE Bill – largely trying to communicate the progress to students and challenging the growing marketization of the HE system.

I will also carry on trying to eradicate all hidden course costs, including resit fees and extra course materials. I shall be looking at different ways to fund these things to ensure students will only have to pay their tuition fees and nothing extra upon arrival.

Finally, I will be beginning a project that aims to bring education out of the classroom. This essentially means running a range of events and debates that are subversive and thought provoking, but not necessarily a part of curricula in the western world today.



Jess

I'm really excited to have started working as the Welfare Officer and am really looking forward to the year ahead!

Over Summer I have started working on setting up a wellbeing advisory board which aims to bring together the University, LUU and students, and will be continuing work on this in the coming months.

As a student I was heavily involved in running support services, and part of what I want to do this year is make sure that students running mental-health support groups and other similar services feel that the Union is supporting them and that the services are able to grow and develop: I have, for example, been working on securing access to free night buses for Nightline volunteers so that, after an instant-messaging shift, they are able to get home safely at no cost to them. Looking forwards to the next few weeks, I'm starting a piece of research on pastoral care across University departments, and planning a campaign on suicide prevention and awareness that will be happening in November. B

Auto-Publishing is here



From week commencing 26 September 2016, scheduled lecture-capture recordings will be auto-published to the VLE 72 hours after the recording is available for review and edit, unless the presenter removes the auto-publishing action.

It is still possible to publish recordings earlier than 72 hours as many colleagues already do to support students, and it is anticipated that this will continue in the usual way. It is also still possible to easily edit and remove recordings once published to the VLE.

For more details on auto-publishing, including frequently asked questions, visit the Lecture Capture and Media Management pages on the IT website – http://it.leeds.ac.uk/info/220/lecture_capture_and_media_management

For support with use of Lecture Capture in teaching, and detailed guidance and training, see the SDDU changing landscapes website – <http://www.sdduonline.leeds.ac.uk/changinglandscape>

Auto-publishing is part of the University policy on audio and video recording. The policy is available at https://www.leeds.ac.uk/secretariat/policies_procedures_codesofpractice.html B

Student Engagement Showcase

Wednesday 25 November 2016
 LG10, Michael Sadler

Undergraduate Research and Leadership Scholarships, LeedsforLife Foundation projects, internships, societies, volunteering, discovery modules, being a rep, making a difference... Student engagement is complex and comes in many forms – this event will showcase just some of the ways in which students have broadened their experience at Leeds and how staff have helped them to do so. Whether it be through an out-of-the-ordinary module, getting involved in a research scholarship or setting up an enterprise, the Student Engagement Showcase will present twelve inspiring undergraduate students sharing their stories of engagement across all faculties at Leeds.

Interactive workshops will demonstrate how staff and students can get involved and develop their own engagement opportunities, followed by refreshments and the opportunity to network with speakers and other participants. Students, academics and staff from across the University and Union are all welcome.

Doors at 13:45 with presentations from 14:00.

Booking details

This ticketed event is free to attend. Book your place at <http://studentengagementshowcase.eventbrite.co.uk>

Further information

Visit www.leedsstudentengagement.wordpress.com or the the Leeds Student Engagement Showcase channel on YouTube to view last year's event

Visit www.facebook.com/StudentEngagementLeeds

Follow @EngagementLeeds

Email leedsstudentengagement@gmail.com B



Emerging themes in Student Education

Tom Ward, Deputy Vice-Chancellor (Student Education)

As this is my first opportunity to address the readers of the Bulletin I will try to articulate some of the themes I want to discuss rather than any detailed ideas. Firstly, I want to thank the many staff and students here who have made my wife and me feel so welcome. Secondly, I want to congratulate all involved, Vivien Jones above all, for the richness and subtlety of ideas at play in student education at Leeds. One of the strongest impressions I had in the interesting liminal period between the announcement of the move to Leeds and the actual move was this. Many colleagues had opinions about Leeds based on their own interests, disciplines, and experiences – largely about the research power, diversity, and size of the institution. However all – and I do mean all – of the (higher) educational experts I talked to were full of excitement: “ahead of the pack”; “innovative”; “sector leading in digital”; “open to new ideas”; “serious about multiple promotion tracks”; “they have this interesting institute starting”. If nothing else, I want to make sure that more people outside are aware of what at times felt like a *recherché* secret about the exceptional quality of education here.

We all struggle with the difficult reality of capped resources, the time constraints of the undergraduate degree, the sometimes narrow and instrumental A-level curriculum on one hand, and our boundless ambition for depth and breadth, personal development, enhancing life opportunities on the other. In part this is about trying to squeeze a four- or five-year aspiration into a three- or four-year structure.

The combined things that I am learning to refer to as the 'Leeds platform' are in my view an exceptionally well thought through and creative response to these multiple challenges. I am sure many of you will have been involved in parts of these developments. Roughly speaking, I have no intention of spending time and effort tinkering with the rich mix of ideas behind the Leeds Curriculum, Leeds for Life, the Discovery Themes, and the approach to Research-Based Learning. Rather the reverse: I do see a need for more work to embed those ideas, to spread them into all the corners of the campus – and to spend a bit more time and effort on the back-office developments needed to support their delivery. This is my first theme: to ensure that we are matching the creativity and effort in academic ideas with the appropriate policies, structures, and processes behind the scenes to deliver them.

The second theme I will be discussing is a related one, which arises in things like programme approval. I have great confidence in the intellectual rigour and the quality assurance that goes into ideas that come forward for new modules or programmes. I am less confident that we are good at joining up that academic energy with realistic business modelling – asking what demands will be placed on the library, on software costs, on laboratory space; asking what is the strength of our place in the relevant market, and so on. A university is not a business – but we do need to be business-like in planning.

My third observation – and I have fallen into this trap myself above – is that we at times have a default focus on the home undergraduate experience. This is reflected in part in the fact that we are, for a Russell Group university, low in the proportion of postgraduate students and low in the proportion of international students. There is nothing wrong with that, but in the long run acquiring the institutional capacity to shape the balance of the student population to meet changing external pressures is of great strategic importance.



Tom Ward: "I want to make sure that people beyond the University are aware of the exceptional quality of education here."

Theme four is leverage. How do we leverage effectiveness and efficiency in education: From our investment in Information Technology? From trusting each other and having clarity on roles and responsibilities? From better market insight? From stronger management information? From doing fewer things, better? Raising the question of whether we should do fewer things better (assessments, examinations, modules, programmes) is not to unleash a menacing spirit of Frederick Winslow Taylor, but can help us balance hidden organisational costs with academic creativity better.

Finally, I cannot not mention the Teaching Excellence Framework. This will rapidly grow in significance, and we will have many opportunities to discuss this as it and the Office for Students evolve. All I will say now about TEF is that we will be engaging with it, and that we will be a strong voice helping to shape its development, in particular ensuring that it does not do damage to the diverse and complex education we provide.

There are some practical steps we should be making now, particularly if they happen to meet both a TEF and a real demand. For example, our level of reported HEA (or other accredited) fellowship status is too low – at some point, and this may happen quickly, this could become a toxic metric and story. Addressing this risk is one way to demonstrate that we are just as serious and professional in education as we are in research.

All that said, if we continue to extend the quality of education we offer through the Leeds Platform, maintain the creative approach to the wider student experience, make good use of our exceptional capability in digital, use the Leeds Institute for Teaching Excellence well, then we will have little to fear and much to gain in the TEF.

Redefining lecture spaces

Beth Snowden, Organisational Development & Professional Learning



Context

As part of the £520M investment being made in a transformative campus development programme three lecture theatres have been redesigned – Roger Stevens Lecture Theatre 8, Mechanical Engineering Lecture Theatre B, and Worsley Dental Lecture Theatre. The redesign incorporates technology and furniture that allows for group work as well as traditional teaching methods.

It has been a long-held view in the educational literature that the traditional didactic 'lecture' may not be the most effective way for students to learn (Bligh, 1972; Andresen, 1988). These new learning spaces enable lecturers to use a more discursive, interactive and collaborative approach to learning in large groups.

Digital tools and technology

In addition to the standard Central Teaching Space technology supplied in lecture theatres, these new lecture theatres feature additional equipment to promote collaborative learning:

Student tools

Traditional tiered benches have been replaced by clusters of three to five seats around a desk ('pods'). Each desk has a networked Lenovo ThinkPad installed with its own stylus pen so that students can access digital resources and actively create content in groups during lectures. The ThinkPads have a keyboard and also a touch screen, which can be rotated and used like a tablet to enable students to 'write' on it wherever they are within each pod. Students can also bring their own devices and connect them to the University audio-visual system at the desk. Lecturers can control spotlight lighting above each desk, enable a microphone at each desk, and project the image on the Lenovo ThinkPad screen to the front of the lecture theatre for everyone to see.

Lecturer tools

At the lectern there is a digital whiteboard (NEC MultiSync Interactive Display) (just visible in main image) – this provides a large interactive writing surface on which lecturers can create content that can be

simultaneously projected. The whiteboard can be tilted and adjusted to suit lecturers' own preferences and they can carry on facing students whilst writing. Notebook Software is installed on the digital whiteboard, which allows for content to be uploaded to the VLE after the lecture. The Notebook Software is also available on request on staff desktop PCs so colleagues can plan to use and prepare whiteboard resources in advance of lectures. DisplayNote software is also installed, which enables staff and students to simultaneously work on the same content online – this can then be projected on to the main display, meaning ideas can be shared across the room instantly.

Support for use of lecture theatres

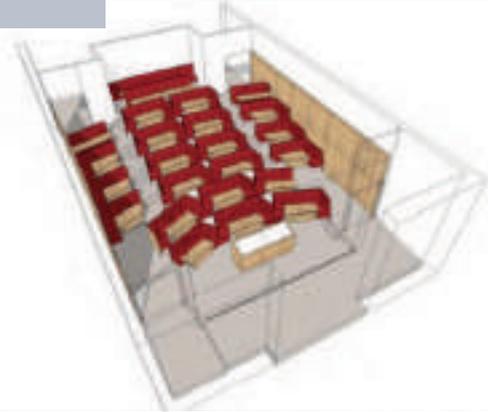
There are plenty of routes open to staff wishing to get the most out of the technology in the new lecture theatres. Colleagues in Facilities Support Services (FSS) are on hand to provide support for colleagues, plus guides are available in each of the lecture theatres and online. Organisational Development and Professional Learning (OD&PL) are running face-to-face workshops in each of the new lecture theatres throughout 2016/17. Sessions can be booked from the OD&PL website. Online resources to support collaborative learning in lectures are also available on the Changing Landscapes website at www.sdduonline.leeds.ac.uk/changinglandscape/training-and-support/. Colleagues from OD&PL, FSS, Engineering and Dentistry will also have a stall and be running a hands-on session at the Student Education Conference (see page 12) in January to demonstrate best practice and showcase how the upgraded lecture theatres have been used in Semester one.

Student-learning expectations

We anticipate that these new lecture theatres will foster increased interaction and collaboration within lectures, and also encourage students to continue group-working outside formal contact time. Colleagues can also explore use of the group tool and collaborative tools in the VLE to use with students during lectures. Students can

CELT launches at WiP launch

Alex Ding, Director, CELT



(Main image) A student's-eye view in Roger Stevens Lecture Theatre 8, showcasing some of the newly installed collaborative technology and a layout that facilitates group-work. Students can now be co-creators of lecture content.

(Inset) From the lecturer's perspective.

(Left) The planning stages.

(Below) The way we were – Lecture Theatre 8 before its upgrade.



then use the VLE to share content created in the sessions, and then save that content for further work beyond the classroom.

An evaluation project supported by the Leeds Institute for Teaching Excellence and Innovation (LITE) has commenced and will report on the impact of the new lecture theatres on student learning over the next two years.

"It is crucial to partner this kind of pedagogic innovation with evaluation of the same high quality. The Leeds Institute for Teaching Excellence is proud to host a two-year project measuring the impact of these teaching spaces on students, staff and curriculum design."

Raphael Hallett, Director, LITE

If you are teaching in one of the new lecture theatres and wish to share case studies, research and best practice with colleagues, contact Beth Snowden (OD&PL) at b.snowden@leeds.ac.uk

Future possibilities

"The potential to share student-designed posters and bullet-pointed lists in a more streamlined way will be really beneficial! I've delivered various poster-based classes previously, but students have had to stand awkwardly, holding up posters that not everyone can see – projecting their work to the front of the lecture theatre will be *much* better. Equally, I look forward to building on existing approaches by using polling software on a larger scale and in a more fluid manner."

David Ireland, Music Psychology

"Digital learning is truly enabled within the new space provided. Group working and interactive delivery could be practised in a state-of-the-art manner. Most importantly the necessary equipment for really exploring innovation (eg. Augmented Reality) is in place, and it's now our (ie. academics') turn to prove this experiment to be worthwhile."

Nikolaos Nikitas, Structural Engineering

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Thursday 6 October saw Alex Ding, director of the newly launched Centre for Excellence in Language Teaching (CELT), deliver the inaugural Work in Progress (WiP) seminar, a series of fortnightly lunch-time talks hosted by the Leeds Institute for Teaching Excellence (LITE). These seminars are open to all and aim to provide a snapshot of just some of the innovative pedagogic activity currently being undertaken on campus and a forum for discussion and networking.

The focus of this first seminar – CELT – is a new centre based in the School of Languages, Culture and Society, which has been set up to promote scholarship and support language-teaching innovations and investigations. Language education and language teaching is at the heart of all activities within the School, ranging from translation studies, linguistics, intercultural studies, classics through modern foreign languages to English as a foreign language and English for academic purposes.

The School has a vibrant community of students and staff and the purpose of the Centre is to encourage and promote collaborative and collegial pedagogical projects across the School and beyond and to foster a community that shares and disseminates scholarship within the University, within disciplinary and professional communities, and the wider community.

One of the projects launching now include a new online working-papers journal: The Language Scholar. The journal will enable colleagues and students within the School, as well as contributors from other institutions, to publish their work and thoughts in a wide variety of multimodal genres – from critical reviews and thought pieces to case studies.

One important focus of CELT is to engage students directly in language-education projects as co-investigators of all aspects of language education and pedagogy. Scholarship groups are being set up within the School to investigate, for example, transitions, to explore assessment, and to provide mentorship for applying for HEA (senior) fellowships. Other activities include regular informal lunches to discuss funding opportunities and how to convert conference papers into articles.

This gives just a flavour of what CELT is trying to achieve – the Centre has many ambitions, principal among them is to support and develop a vibrant culture of pedagogical investigations and in collaboration with students and the wider communities to which we belong.

Further information

To find out more about CELT, or get involved in any of its activities or events, contact Alex Ding on a.ding@leeds.ac.uk

Going Global: creating international educational opportunities, the next WiP seminar, will be delivered by David Lewis (FBS) from 12:00 to 13:30 on Thursday 3 November, 2016. A full abstract is available from LITE at www.teachingexcellence.leeds.ac.uk along with abstracts and dates for the rest of the WiP 2016/17 programme.

To book on to Going Global, or any future WiP seminars, simply email Rekha Parmar [LITE] on r.e.parmar@leeds.ac.uk

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An update on University Student Education Fellowship projects

Kate Exley, Organisational Development and Professional Learning

In part two of our University Student Education Fellowship (USEF) showcase (see pp.6-7, SEB17, June 2016 for part one), we focus on the significant contribution that Fellows make to teaching excellence and innovation at Leeds in the fields of **Assessment and Feedback, Creative Teaching and Learning and Co-Curricular Activity, and Internationalisation.**

Our previous showcase focused on **Research and Teaching Connections, Technology, and Employability and Skills Development** and is available at <http://goo.gl/H5uw5G>

Although these summaries are brief, each USEF project leader has included their email address and invites you to contact them should you wish to discuss their work in greater depth.

Assessment and Feedback

Developing more effective ways to assess and give feedback to students remains an important part of the Leeds Curriculum's development work and several USEF projects have addressed this.

Jonathan Darling (2009/10 Developmental USEF)

Email j.c.darling@leeds.ac.uk

The project is made up of three sub-projects all linked around assessment, and all undertaken in collaboration with other colleagues within the School of Medicine. The first sub-project focuses on standard setting in written examinations within clinical specialties through development of more sophisticated systems of standard setting. The second was to help to implement and evaluate a new system of Assessment for Learning on mobile devices within Year 4 of the MBChB course. Finally, the third focuses on the development of a tool for adolescent patients to feedback formatively to medical students. This is designed to help our students take account of the particular needs of this patient group.

Andrew Jackson (2014/15 Developmental USEF)

Email a.e.jackson@leeds.ac.uk

The project has focused on the development of an automated feedback tool for a first-year computing module that automatically assesses students' MATLAB code and provides tailored feedback and an accuracy score. Two second year interns were employed over the summer to develop the system. ScriptCheck was rolled out to the first-year cohort just before Easter and they used it for two exercises. Students were permitted to resubmit their code to help their score. Feedback was generally positive, although there are plenty of pointers for improvement. I have secured extra funding to continue the project this summer.

Creative Teaching and Learning and Co-Curricular Activity

There is rich evidence in the projects for the creativity and enthusiasm in engaging learners and bringing them a wealth of new learning experiences.

Tess Hornsby Smith (2015/16 Developmental to Full USEF)

Email t.r.hornsby-smith@leeds.ac.uk

The Out There Challenge teaches students in the Faculty of Arts (as was) to function well under the kind of pressure they might encounter

in a fast-paced, deadline-driven creative environment. The project was devised after feedback at our Industrial Advisory Group indicated that, while host organisations thought our students were great, they noticed that they struggled to work fast and didn't cope well when they think they're going wrong.



Students conduct a vox pop as part of the Out There Challenge



After unpicking this further, I thought it would be great to develop a project that would help our students step outside their comfort zones. So we came up with the Out There Challenge. Students are recruited to take part in a creative challenge, but they don't know what they are going to do until the morning of the Challenge.

By the end of the day, students have worked collaboratively to create an exciting new piece of work, be it a debate, a spoken-word performance or a short theatre piece. Feedback has been overwhelmingly positive, with students commenting that they wouldn't have signed up for the Challenge if they had known what they were getting into, but that it was definitely worth it for the sense of pride and achievement at the end of the day.

Find out more at www.facebook.com/OutThereChallenge

Alison Malecki-Ketchell (2012/13 Developmental USEF)

Email a.c.ketchell@leeds.ac.uk



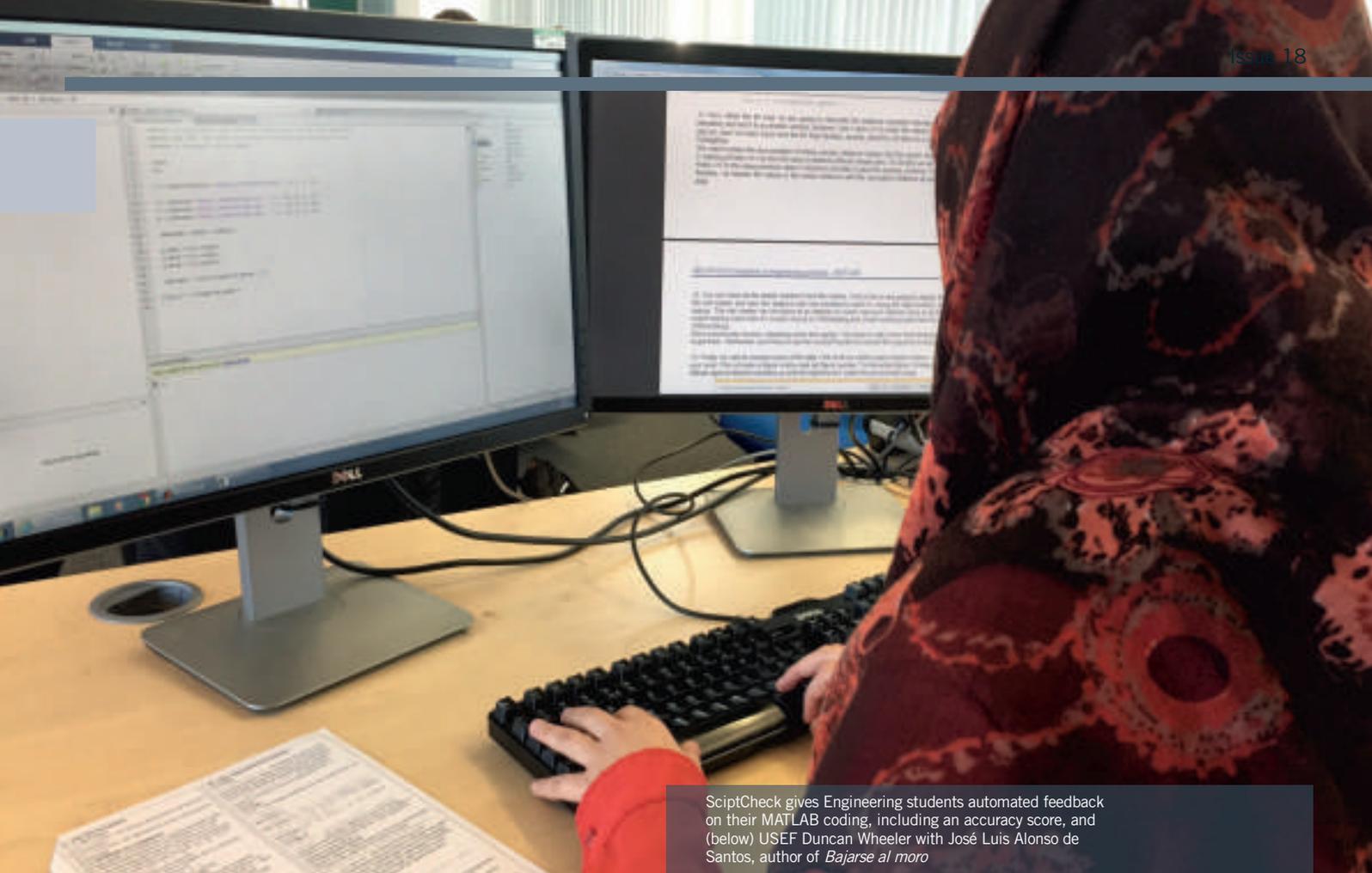
Our USEF award enabled our enthusiastic team of experts from the three fields of nursing to: collaborate on a literature review to support the initiative; visit other institutions to share best practice; develop a School of Healthcare 'Strategy for Simulated Practice'; and create a progressive, streamlined programme of simulated practice which clearly links and integrates key themes at each level to complement taught theory and

practical experience throughout the three-year BSc (Hons) Nursing programme. All student nurses now participate in a programme of increasingly complex case scenario-based sessions supported with a range of dedicated learning resources, including specific learning outcomes, session facilitation materials, online support, student-guided study packages, self and peer reflection and assessment criteria, etc. Positive student feedback invariably requests "more of the same please!" and ongoing work includes more use of video, plus development of an evaluation and audit monitoring tool.

Duncan Wheeler (2015/16 Developmental USEF award)

Email d.wheeler@leeds.ac.uk

This project aims to provide a concrete and replicable demonstration of how theatre and translation can be used as a pedagogical means



ScriptCheck gives Engineering students automated feedback on their MATLAB coding, including an accuracy score, and (below) USEF Duncan Wheeler with José Luis Alonso de Santos, author of *Bajarse al moro*



and end: in other words, how two key aspects of an undergraduate degree programme are not merely objects of knowledge in themselves, but also provide skills and practices that can be used to enhance learning more generally. The inspiration for this project came from my dual-language edition of *Bajarse al moro/Going down to Morocco* (Oxford: Oxbow, 2013), the most commercially successful play of Spain's democratic period, and also encompasses Spanish classical drama. My Level 2 *Literature and Theatre* Students have already received a masterclass on this subject from the director of the Almeria Classical Theatre Festival, Dr Noelia Iglesias Iglesias.

As a result of his research into, and teaching and translation of, Spanish theatre Duncan was inducted into the Spanish Academy of Stage Arts in September 2016 – to find out more, visit <http://academiadelasartesescenicas.es/academia.php>

John Heritage (2007/8 Developmental USEF)

Email j.heritage@leeds.ac.uk

I developed a suite of resources using the VLE to deliver online training for people working with recombinant DNA technology to generate genetically-modified organisms (GMOs). The resource was later adapted to include people working with pathogens. This uses Articulate presentations and the VLE testing and adaptive release tools. There is a legal requirement for the University to provide such Health and Safety training in these areas and my approach has successfully replaced an unpopular two-day lecture course. The resource is divided into clear sections (e.g. legislation, biological containment, waste disposal, emergency procedures). Each section

has a formative assessment quiz and when the final summative assessment is passed the participant can download a course manual and a certificate of completion. To date, 846 people have completed the training and feedback from participants has been almost universally positive. In 2012, I was awarded the Vice Chancellor's 'Unsung Hero' award for Health and Safety so, all-in-all, I believe this to have been pretty successful.

Internationalisation

Louisa Hill (2015/16 Developmental USEF)

Email l.hill@leeds.ac.uk

Enhancing Intercultural Competencies through Internationalisation at Home

The project is in its early stages, a literature review has been undertaken to determine the need for intercultural competence development for the 95.5% of higher education students who do not study abroad. The review reveals that the development of students' intercultural competencies is seen by awarding bodies and government agencies as a key priority for universities. It is becoming increasingly required by employers as illustrated by British Council (2013) research that shows the main benefits to employers are the ability to cultivate trust with clients, work with diverse colleagues and increase team efficiency.

Further information

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

Support for reward and recognition

Rebecca O'Loughlin, Organisational Development & Professional Learning



Rebecca O'Loughlin at a recent progression, reward and recognition event hosted by OD&PL

A range of routes to professional recognition are currently supported by Organisational Development & Professional Learning (OD&PL). OD&PL is the new name for SDDU reflecting its move towards broader organisational support for the University.

Internal reward recognition routes

UKPSF@Leeds individual application route

This is a route to professional recognition for your role in teaching and supporting student learning against the UK Professional Standards Framework (UKPSF). It leads to dual recognition as a Fellow of the Higher Education Academy (HEA) and of the University of Leeds. The University is accredited to support applications for recognition as an Associate Fellow (AFHEA), Fellow (FHEA), Senior Fellow (SFHEA) and Principal Fellow (PFHEA).

This route is available to staff and postgraduate research students who have been involved in teaching and supporting learning at Leeds for at least one academic year prior to submitting their application.

What to expect if you apply:

- A robust process, supported by institutional quality assurance mechanisms;
- A developmental experience that results in an understanding of the UKPSF and an awareness of oneself as a reflective practitioner;
- An opportunity to celebrate your successes as a teacher or as a supporter of learning.

Benefits of applying:

- National recognition of your commitment to professionalism in teaching and learning in HE which has currency throughout the sector;
- Fellowship (any level) of the HEA is a portable asset that has UK-wide relevance and which is increasingly recognised by HE and FE institutions, and is therefore an excellent addition to an academic CV;
- The imminence of the Teaching Excellence Framework makes this a pivotal moment to apply for Fellowship.

Recent applicants said:

"The process enabled me to demonstrate my commitment to and professionalism in supporting learning, and allowed me to take stock of what I'd achieved and what direction I need to focus on in the future."
Clare Dowzer, AFHEA, Medicine and Health

"Applying for UKPSF senior fellowship allowed me to reflect on my achievements and also plan for further development. It is a challenging process but the support from SDDU was excellent and receiving professional recognition is very rewarding."
Elizabeth Gaston, SFHEA, PVAC

More information about this route is available at www.sddu.leeds.ac.uk/learning-teaching/individual-application-for-professional-

[recognition/ukpsfleeds-individual-application/](http://www.sddu.leeds.ac.uk/learning-teaching/individual-application/) or contact Rebecca O'Loughlin in OD&PL on r.m.o'loughlin@leeds.ac.uk

External reward recognition routes

University Student Education Fellowship Scheme

Since the establishment of the University Student Education Fellowship Scheme (USEF) in 2001 to recognise and reward excellence in teaching and supporting student learning, awards have been made to 151 staff. USEFs are open to all staff who teach and support learning. The scheme is currently being refreshed to include a team award. For more information about this year's University Student Education Fellowship Scheme, contact Ann Meredith in OD&PL on a.meredith@leeds.ac.uk

National Teaching Fellowships

The National Teaching Fellowship Scheme Individual Awards is run by the HEA and aims to:

- Raise the profile of learning and teaching;
- Recognise and celebrate individuals who make an outstanding impact on the student learning experience;
- Provide a national focus for institutional teaching and learning excellence schemes.

The highest number of National Teaching Fellows in the sector have been awarded to University of Leeds staff.

Each year the University nominates up to three colleagues to be put forward for National Teaching Fellowships. OD&PL supports any colleague put forward by their Faculty Pro-Dean for Student Education or Head of Service as someone who may in the future be likely to be a University nominee and works with those nominated on their application. For further information on the National Teaching Fellowship Scheme contact Kate Exley in OD&PL on k.exley@adm.leeds.ac.uk

Collaborative Awards for Teaching Excellence

In 2016, the HEA announced a new CATE scheme as a pilot. CATES celebrate collaborative work in learning and teaching that is creative, innovative and impacts positively on the student experience. They provide recognition for teams who have enabled a change in practice for colleagues and / or students at an institutional or discipline level.

From 2016/17 the USEF scheme will incorporate a team award and OD&PL will support any team nominated by the University to be put forward for the HEA scheme if it runs again. For further information on Collaborative Awards For Teaching Excellence contact Kate Exley in OD&PL on k.exley@adm.leeds.ac.uk

Academic leadership career pathways in Student Education

Sarah Gray, Organisational Development & Professional Learning

Over the course of the past year, three projects have been underway which, together, will clarify and enhance career pathways for academic colleagues undertaking student education leadership roles. The following article gives an overview of our progress to date and a taste of what to expect over the course of the coming academic year.

The three projects in question are:

- A review of the role descriptions across the suite of student education leadership roles from Pro Dean for Student Education through to Module Leader.
- The launch of our revised academic promotions criteria which provide a more clearly defined route to promotion in terms of teaching and learning activity.
- A project to identify and describe the leadership behaviours which are important to our University and put in place a range of leadership development routes that meet the needs of colleagues in leadership roles.

Student education leadership roles

A cross-institutional working group has been undertaking a review of the current academic role descriptors for leadership roles in student education with the intention of providing greater clarity and increasing the focus on the vital leadership contribution that these roles make in setting the student education agenda at programme, school and faculty level. It is anticipated that these role descriptors will better enable academic colleagues to make informed decisions about the career progression options available to them and to understand the types of responsibilities that these leadership roles entail. In addition, more clearly defined role descriptors will also be accompanied by guidance on the types of development activity which will be valuable for colleagues who are preparing for student education leadership roles or those who are currently engaged in these activities and seeking support with their development.

The working group are planning to publish these role descriptors and the accompanying development guidance over the next few months and will be engaging with faculty-level student education leadership teams to encourage their implementation.

Academic promotions

The new academic promotions criteria were published in February this year and provide a more clearly defined career progression route for those who have more evidence in terms of excellence in student education compared with research and innovation. The criteria have been streamlined in response to feedback from across the University and are presented in a more accessible way which should make the process of preparing an application for promotion less complicated.

In addition, the language in the revised Student Education leadership role descriptors is aligned with our academic promotions criteria so colleagues should be able to see how their programme, school or faculty level contribution maps across to the promotions criteria.

You can find out more about our new academic promotions criteria on the HR webpages at <http://hr.leeds.ac.uk>

Leadership excellence

In conjunction with both of these initiatives, which have a more specific focus on academic career pathways, a wider project is

underway to identify and define the key behaviours that best describe successful leadership at our University. The project has involved input from a wide range of colleagues regarding how our University's values and strategic priorities shape what we all do on a day to day basis and the behaviours that effective leaders display at Leeds. The outcome of that process is the development of our nine new Leadership Excellence Behaviours:



Definitions for each of these behaviours can be found at www.sddu.leeds.ac.uk/leadership-professional-skills/leadership-development/ and the full Leadership Excellence Behaviours Framework will be published in the next few months. It will be integrated into all of our core people processes, from recruitment through to SRDS conversations, and will replace the previous Leadership

and Management Standard with which many colleagues are familiar.

The aim of the Leadership Excellence Behaviours is to provide an accessible, clearly articulated set of definitions around aspects of leadership that underpin the way that we work at Leeds from working collaboratively and communicating clearly through to making good quality decisions and developing ourselves and others. These are core behaviours that inform the student education leadership role descriptors, for example, and are intended to help colleagues reflect on their personal strengths and areas for development.

The Leadership Excellence Behaviours will be supported by a range of leadership development provision which is currently being designed by Organisational Development & Professional Learning (previously SDDU). The University's intention is to offer options which will range from tailored activity to support individuals, such as coaching or mentoring, through to more structured leadership development programmes.

A clearer career pathway

The combined outcomes of these projects should provide you with a set of resources which can enable you to gain enhanced insight and support in achieving career progression through a better defined academic student education career pathway. The role descriptors will help you understand the scope of the various student education leadership roles that you may undertake at different points in your career along with the development support that is available to you. Experience in these roles can support career progression through the more clearly defined academic promotions process and the Leadership Excellence Behaviours will provide a consistent thread across the range of roles and responsibilities that you undertake.

Further information

Further information will be available from the beginning of the next academic year. In the meantime, contact Sarah Gray in OD&PL on s.gray1@leeds.ac.uk

If your question is specific to the academic promotions process contact Jo Squires in HR on j.m.squires@adm.leeds.ac.uk

Discovery embeds at Leeds

Discovery Theme leaders with Martin Levelsey, Engineering

One of the central features of the Leeds Curriculum is the provision of Broadening, which for most students is now delivered successfully through our discovery modules. Grouping modules into ten distinct Discovery Themes helps students navigate their way through the wide range on offer, with Discovery Theme Leaders on hand to offer advice to students interested in particular topics and to offer staff advice when developing new modules.

This year, six of the original pioneering leaders have completed their term of office and, after a very competitive appointment process, have handed over to new Theme Leaders who are keen to share their background and thoughts for their themes' future as Discovery becomes core business.

Technology & its Impacts

Ian Robertson



Within this Theme I'd like to expose students to a range of hot topics in technology – including robotics, IoT, big data, Industry 4.0, 5G, Cloud Computing, Graphene and nanotechnology, hybrid manufacture / 3D printing, augmented / virtual reality, sustainable energy systems, autonomous vehicles, space systems, medical engineering and surgical robotics, and e-commerce. We'd like to challenge students to discuss the societal impacts of these technologies and how to manage them, give them

the opportunity to study the history of the development of technology and encourage them to think about how to apply new technologies in their own field, helping to foster a spirit of entrepreneurship. I'm also looking to expand the number of modules on offer in which students can develop their practical skills with digital technology to enhance their employability.

Power & Conflict

Polly Wilding



Becoming the Discovery Theme Leader for Power and Conflict is allowing me to draw upon my academic and practical experience of working across disciplinary divides to create new and exciting opportunities and synergies to enhance student learning and skills. I'm aiming to increase the number of staff in each faculty who are interested in championing the Discovery Themes. If we are to shape the academic experience constructively, helping students to make informed and exciting choices, then structures, communication and processes have

to be developed and consistently updated to reflect student needs, to keep the offer fresh and exciting

Personal & Professional Development

Kevin Linch



As a Discovery Theme Leader, I am interested in understanding student pathways through the Theme and ways that different aspects of it could be further opened up. I think we can better signpost complimentary courses and highlight ways that a student can progress and specialise. I'd also like to explore opportunities to develop modules within the Theme, both to develop skills that students can use in their studies as well as further their career plans, for example: modules on quantitative and digital analysis techniques (such

as statistics, infographics, GIS) aimed at students on humanities degrees matched with courses on creative and performative practice aimed at science-based disciplines; and I'm particularly keen to look at modules that provide gateways to graduate careers.

Language & Intercultural Understanding

Mustapha Lahlali



Building on my predecessor's work, I'm putting the Theme front and centre, showing its importance in broadening students' horizons and strengthening their programme. I'll be working closely with DSEs and Module Leaders to raise more awareness of the importance of discovery modules in general and my Theme in particular, and explore the possibility of developing interdisciplinary discovery modules within the Theme. In the spirit of partnership, students' perspectives and their experience as learners

and partners will of course be taken on board while reviewing and developing new discovery modules. I'm also looking to work with Champions for Blended and Digital Learning to make Blended Learning an integral part of the daily delivery in many of the modules under this theme.

Meanwhile...

Having acted as a deputy Discovery Theme Leader for a number of years, Jen Dyer now joins William Young as co-leader of the Creating Sustainable Futures Discovery Theme. Both DTLs are looking to build on the fantastic work they've carried out so far, especially in relation to their engagement with the digital delivery agenda and innovative ways of embedding sustainability within the curriculum.

Digital learning update

Helen Billington, Online Distance Learning Centre

Mind & Body

Michael Routledge



I recognised the potential of the Discovery Themes when they started and due to the difficulties in accepting non-medical students on the MBChB, I created a Year 1 discovery module, Understanding Human Disease that now provides non-medical students with the opportunity to study a module about human disease within the School of Medicine. In my research I have worked with several interdisciplinary teams to carry out research that required collaboration between health researchers and environmental

or materials science colleagues and I now warmly welcome the opportunity to contribute my own experience and commitment to the Discovery Themes through taking on the role of Theme Leader for Mind and Body.

Enterprise & Innovation

Richard Tunstall



I specialise in teaching enterprise, entrepreneurship and innovation courses, having completed my PhD investigating entrepreneurship in businesses. I've helped the Centre for Enterprise and Entrepreneurship Studies develop courses designed as discovery modules and am actively engaged in developing new pedagogic techniques to aid active and reflective learning through research-led teaching. I was awarded a full USEF this year to explore experiential and social learning in

entrepreneurship education. I work with students to make an impact on business and society through their subject-specific knowledge and lead the development of 'with Enterprise' programmes, which are parented as single honours within a range of faculties and schools. I'm very much looking forward to working with colleagues interested in the development of this exciting interdisciplinary Theme.

Elsewhere, Terry Kee and Janet Holt – who took on Theme Leader duty last year for Exploring the Sciences and Ethics, Religion and Law respectively – are now both well in their stride. And after successfully leading the Media Culture and Creativity theme while simultaneously taking advantage of study leave Bryan White is now one of our longest standing and most experienced Discovery Theme Leaders. We wish them all well for 2016/17 and beyond!

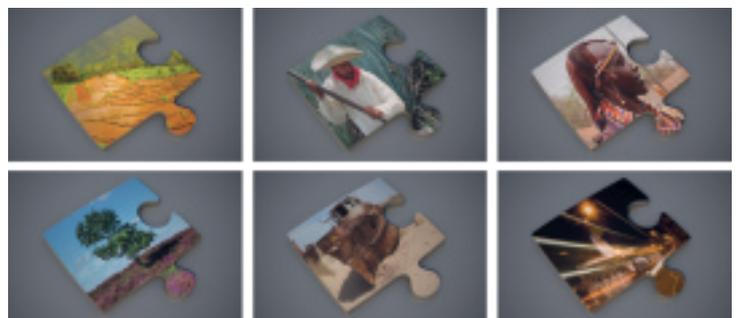
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There has been a lot of activity in the digital learning area over the last few months and this short article will update colleagues on some of the key developments. Firstly, the University is currently running an online standalone credit-bearing module on the FutureLearn platform. Secondly, the University has recently provided ongoing investment for the Digital Learning Team to become a service to provide support for online learning developments. And finally, we have recently launched 'check-in' through the **UniLeeds** app for attendance monitoring.

The University has been a key partner of FutureLearn since its launch in 2013. The platform now has over 4 million users from all around the world, with around 30 courses delivered to half a million participants. These courses have supported the University's ambitions for openness, globalisation and increased international student recruitment. However, there have been continued calls for a sustainable business model for online courses. Therefore, one of our new initiatives delivers fee-paying online standalone credit-bearing modules on the FutureLearn platform. The aim of these courses is to widen access to Higher Education, support flexible and inclusive learning, raise the profile of the University globally and explore opportunities for issuing micro-credentials. These courses will also be available for Leeds students through the Discovery Themes pathway, further increasing flexibility and reducing timetable constraints. The first course – Environmental Challenges – is delivered by Jon Lovett and colleagues from the School of Geography and is available at www.futurelearn.com/programs/environmental-challenges

As part of our digital strategy for student education, we have committed to use technology to support student services; the project to use the **UniLeeds** app for attendance monitoring is an excellent example of this. This project successfully launched in September, and will be followed soon by live polling and survey functionality within the app. To find out more, visit www.leeds.ac.uk/apps

Finally, we continually strive to offer exceptional online learning opportunities for learners outside the University, and to enhance the quality of our blended curriculum for campus-based students. As such, the Digital Learning Team is currently expanding to provide support to schools and faculties wishing to develop free, open online courses, standalone credit-bearing courses and online CPD courses in popular and sustainable subject areas, and to re-use assets created from these activities to support blended learning for campus-based students.



Images from the Environmental Challenges course: delivered by the School of Geography, the course is available both via the FutureLearn digital platform and as a discovery module for on-campus students

Further information

To find out more about opportunities to develop online courses, or to discuss ideas for online CPD, contact Neil Morris on n.p.morris@leeds.ac.uk

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Student Education Conference & Digital Festival

Thursday 5 & Friday 6 January, 2017 – bookings now open



Spreading The Word

Student education storytelling

SEC/DigiFest 2017 will consider the diverse ways we communicate and disseminate innovation and practice throughout the student education (SE) community. Participants will demonstrate how they take their teaching methods and student-education innovation beyond their lecture theatre, laboratory or service team. They will showcase the networks they have built to share those narratives, share their stories of helping to improve student education and the technologies they have used to do so.

Keynotes

Simon Nelson (CEO, FutureLearn) delivers the DigiFest keynote on spreading the word by using digital platforms, tools and networks to communicate and share SE ideas.

Pauline Kneale (Pro-Vice-Chancellor for Teaching and Learning, Plymouth University) delivers the SEC keynote on spreading the word through the use of cross-institutional networks of pedagogic research.

Book your place

To view the full programme (including keynotes, workshops, parallel sessions, panel discussions and exhibits), or to book your place, go to our new home at www.teachingexcellence.leeds.ac.uk

Booking queries

Contact Rekha Parmar [LITE] on r.e.parmar@leeds.ac.uk or x34114

Follow us

We have also moved on Twitter – re-follow us [@leedsteaching](https://twitter.com/leedsteaching)

Bookings for SEC/DigiFest 2017 close on Monday 5 December 2016 · Sessions and workshops can fill up quickly, so book promptly to ensure you can attend your first choice

International Conference of Undergraduate Research

Paul Taylor, School of Chemistry

Thanks to the Leeds Curriculum, all students now undertake a final-year project, regardless of mode of study or discipline. But our undergraduate researchers also need opportunities to disseminate their output. To this end, the University supports undergraduate researchers wishing to attend the British Conference of Undergraduate Research (BCUR) (see p.2, SEB17, June 2016).

But what if our students have international ambitions? Is it feasible or even desirable to fly them around the world to participate in conferences? To respond to this need, the International Conference of Undergraduate Research was launched at Warwick (as part of the Monash Warwick Alliance). Using video-conferencing technologies, undergraduate researchers from around the world were able to participate in a highly interactive, multidisciplinary, multinational conference, rolling around the time zones with different institutions joining and leaving according to their location.

In 2016, with support from the Student Placement team and MaPS, Leeds became a partner in ICUR. Eleven of our students

gave presentations while others presented virtual posters. We joined students in Monash Australia, Kyushu Japan, NTU Singapore, Baruch College New York and North Carolina and Warwick. Our own Pro-Vice-Chancellor (International) Hai-Sui Yu was also able to join us.

Watching the presentation and Q&A sessions, linked in real time around the globe, compels delegates to think about different cultural, geographical, political and educational perspectives on each research topic in a manner that isn't perhaps evident at a typical international congress. At ICUR students may have their feet on the ground in their own places, but their minds are meeting beyond borders.

Despite some limitations on our current technology provision, Rebecca Shaw (Student Placement) and Victor Vasylenko (Facilities Support Services) made Leeds look like naturals on this virtual international stage. We are left with huge enthusiasm to do it bigger and better in future. And finally, a huge thank you to our student presenters who looked as good as the best at this global event.

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