Parallel sessions | Set one
Friday 5 January, 10:40 to 11:10

1 Name: Alison Ledger

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Faculty / Service: Faculty of Medicine and Health

Co-authors(s): Lydia Edwards (Medical student, FMH); Drew Harding (Junior doctor, Northwick Park Hospital, Harrow); Ken Hargreaves (IDEALS tutor, FMH); and Sonal Mistry (Medical student, FMH)

Title: Learning IDEALS – using staff-student partnerships to teach students professionalism

Description: This paper showcases the co-creation of first-year medical teaching by staff and undergraduate students who were once first-year medical students and are now intercalating in medical education. For their year-long teaching-placement module, BSc in Applied Health (Medical Education) students work alongside staff tutors to plan and deliver weekly small-group teaching. Though intended learning outcomes are pre-determined, students and staff work together to develop learning experiences which will engage first-year students and support on their journey to becoming professional doctors.

Although near-peer teaching is common in Medicine, our teaching initiative is novel in several ways. Undergraduate medical students deliver compulsory teaching for junior peers, rather than optional sessions designed to reinforce learning. They are responsible for teaching IDEALS, the strand of the medical curriculum which addresses important themes such as patient safety and professionalism, introduced to meet General Medical Council standards. Our initiative is also longitudinal in its orientation. Medical education students are continually developing as educators, with staff supervision and in the context of extended medical education study.

Our paper will critically review the staff-student teaching partnership from multiple perspectives: former first year students, medical education graduates, a staff tutor and the medical education programme lead.

Feedback / evaluation: Reflections collected from students and staff have revealed new insights about the strengths and challenges of the IDEALS teaching partnership. Particularly interesting are perceptions about the locations of expertise. While staff tutors are recognised for their teaching expertise, medical education students are valued for their knowledge about the Leeds medical course, early clinical experience, and life as an undergraduate medical student. The first years draw on the medical education students’ expertise in transitioning to medical school and the medical education students use their expertise to co-create learning experiences and resources which are engaging for students and useful for staff.

Transferability: This paper will be useful for those interested in developing near-peer or staff-student co-teaching initiatives, but especially for those already engaged in such work. We are interested in advancing research in this area by exploring contradictions in the ways that teachers and learners are understood in partnership working. We suspect that reactions to our own initiative are influenced by Medicine’s traditional valuing of expertise, and so we
are interested in hearing from others who are working in different teaching contexts, and collaborating to identify commonalities and differences.

2 Name: Kath Owen
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Faculty / Service: Leeds University Union

**Title: BME Student Engagement Project in LUU – findings and recommendations**

**Description:** Our project to ‘Increase engagement amongst BME students at LUU’ allows us to understand how and to what extent UK fee-rate BME students benefit from getting involved in and utilising the services and activities at LUU. We have examined all potential touch points of a student’s journey at LUU – including, but not limited to; school representatives; society and committee membership; communications used; democratic processes; physicality of the building; and the uptake of advice and support.

This session provides an opportunity to share the findings of the project so far. This will include recommendations from our first year of activity and includes issues such as: diversity in student club/society activities, targeted support for BME candidates in LUU elections and adjustments within Help & Support to serve better our BME students.

The project, funded by Educational Engagement, used baseline information about UK BME students to examine student involvement and engagement within co-curricular activities at LUU. The goals included the effective monitoring and evaluation of future BME engagement and to understand better how different ethnicities within the BME population respond to certain services and activities.

**Feedback / evaluation:** The project has been well received, in particular by the students taking part in our BME Student Engagement Advisory Board. This group was set up to be an ongoing BME / representative steering group to advise LUU on policies, procedures and activities. Feedback and evaluation of the project so far will be delivered by members of the Advisory Board, drawing on their feedback from the end of the first year of the project (at the time of writing).

**Transferability:** The project was designed to be applicable across campus with the intention of developing closer links between UoL and LUU regarding BME attainment through, for example, reporting into the Inclusivity Strategy Group and input from the Plus A1:N92. The outputs from the project aim to strengthen links and enhance co-ordination between LUU and UoL activities designed to promote student belonging. Come to this session to find out how our work relates to what you are doing with and for students!

3 Name: Natalie Bedford
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Faculty / Service: Library
Co-authors(s): Jiani Liu

**Title: Second Year Success – a student co-created online resource for the step up to second year**

**Description:** A survey of second-year undergraduate students at Leeds revealed that the majority had concerns about returning for their second year. These results correlate with research findings from the US and a recent project at Liverpool John Moores University that
many students feel unprepared and unsupported for the step up to level 2, and can become disengaged or dissatisfied with their university.

In response, Skills@Library worked with their student ambassadors to co-create and launch an online resource to build students’ academic skills called Second Year Success. Students are encouraged to reflect on their first year, their learning and feedback, and then consider the skills they will need to develop further. The resource includes sections on strategic reading, in particular focusing on using journal articles, and on academic writing.

The 2016/17 Skills@Library student ambassadors created four videos, featuring advice on the step up to second year. These complement guidance from SkillS@Library and provide a student voice throughout the resource. They also made recommendations for evaluations and updates to the resource, which form the basis of a project for the 2017/18 Skills@Library student ambassadors. The ongoing collaboration will see ambassadors continue to create as well as evaluate the resource.

References

Feedback / evaluation: The 2017/18 Skills@Library student ambassadors will report on their semester 1 research to evaluate Second Year Success. They will cover their evaluation of its content and structure, and its role in supporting the concerns highlighted by students in the previous survey. They will also be analysing the user feedback from the embedded evaluation form within the resource. Student ambassadors will also discuss their experiences of co-creating resources with the Skills@Library team.

Transferability: Second Year Success is a resource designed for all second-year students at Leeds regardless of discipline. Its content is highly adaptable and transferable, and it can be embedded in Minerva by schools and departments for their second years. With its online and flexible nature, students can select the section(s) they feel are most useful and relevant to them, and can access it at any point throughout the year.

4

Name: Eric Atwell

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Faculty / Service: Faculty of Engineering (incl. Computing)

Co-authors(s): James Dickins (School of Languages, Cultures and Societies); Johanna Stiebert (School of Theology & Religious Studies); Mohammad Ammar Alsalka (School of Computing); and Aisha Walker (School of Education)

Title: Artificial Intelligence for learning and understanding the Quran and the Bible

Description: We present a project supported by the EPSRC (Engineering and Physical Science Research Council) Cross-Disciplinarity and Co-Creation in ICT programme, linking research and teaching in Artificial Intelligence, Religious Studies, and Education.

We aim:

A-I. To build and explore Artificial Intelligence and Natural Language Processing methods and representations to capture the semantics of the Quran and Bible, the core sacred texts of "the people of the book", Muslims, Christians and Jews; and to use these AI knowledge representations to identify similarities across the Quran and Bible, and to answer questions on the Quran and Bible.
A-II. To explore and catalogue religious scholars' knowledge capturing and expressing meanings, similarities, and answers to questions about verses and chapters of the Quran and Bible; and to use this religious knowledge base to assess and evaluate our AI and NLP results.

A-III. To harness both Artificial Intelligence and religious scholars' representations of knowledge of the Quran and Bible in education in universities and schools: in Quran and Bible Studies and Religious Education; to support the PREVENT counter-terrorism strategy in education; and as a novel case study for Computer Science learning and teaching.

Our presentation to SEC will focus on A-III, the co-creation of education.

Feedback / evaluation: Our existing websites have attracted millions of visitors, including university academics, teachers, and general public, who have given positive feedback: http://corpus.quran.com and http://qurananalysis.com and http://textminingthequran.com ... we will extend and better integrate these online resources, attracting many more users worldwide.

5 Name: Sofia Martinho
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Faculty / Service: Faculty of Arts, Humanities and Cultures / LITE
Title: Getting Students to Co-create our Response to Their Own Call for Change – the case of the Speaking Skills Digital Toolkit
Description: Student engagement is paramount, allowing and empowering students to engage deeply in their learning. For scholars, working in partnership with students supports their own reflection and action on learning and teaching practices.

The Speaking Skills Teaching Enhancement Project was born from a student call for change and has students at its heart. This session will report on how students were involved in shaping the project and will benefit directly from it. Students were intimately involved in: (a) co-designing research questions, co-organising and leading focus groups to discuss the modern foreign languages oral skills provision in the School of Languages, Cultures and Societies; (b) proposing ways of tackling the issues identified; and (c) co-authoring a digital toolkit to enhance the development of oral skills.

This project was a unique opportunity to UG students to become closely involved in the research culture of the University by working closely with an academic member of staff and a group of fellow students. While undertaking research tasks, students were given the opportunity to learn how research works, take part in the process of implementing changes in the learning and teaching process and co-create online learning resources.

Feedback / evaluation: This session will draw on students’ insights of their journey towards becoming researchers and co-creators of a learning platform to provide evidence of the impact of the project. We will also present our own reflections on creating such an initiative.

Transferability: This model brings together both academics and students, to share knowledge and expertise to ensure that students’ needs are met. The lessons learnt from the development of the Speaking Skills Digital Toolkit may be of interest to colleagues planning enhancements to blended learning provision in partnership with students within their own contexts. This presentation will also provide the opportunity to discuss how a partnership culture can benefit both students and staff.

6 Name: Tao Jiang
| **Title:** Religion, Culture and Employability – recipes for success  
| **Description:** Linking to the ‘Student support and opportunity’ sub-theme of SEC/DigiFest, this parallel session aims to uncover if, and if so how, student education practitioners should take into account of students’ religious and cultural backgrounds while supporting their professional / employability and skills development. It draws on the development of a student-tutor partnership where a first-year student and a personal tutor have worked together to explore opportunities to facilitate the employability skills of the student as well as overcoming the challenges that are unique to Muslim female students. This session will illustrate the application of innovative tools for personal and professional development such as UJRA (University Journey Road Map) and PDP (Personal Development Portfolio), and how they have been used to monitor and support student progression. It will provide useful guidance to personal tutors, career advisors, employability officers and student support officers on how to help students from minority background students to have a bright start during their university years.  
| **Feedback / evaluation:** One of the presenters is a BA Management with Marketing student, and she will give feedback from her perspective, as well as feedback from student reviews and research findings.  
| **Transferability:** This session is highly relevant to University of Leeds programmes where a high percentage of students may be from minority groups. The innovative tools of personal and professional development can be transferred to all faculties across the University and beyond.  

| **Name:** Karen Llewellyn  
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| **Faculty / Service:** Business Change, Strategy and Planning / LITE  
| **Co-authors(s):** Caroline Campbell (AHC / LITE), Chandni Panya (student in ESSL/AHC), Akeisha Brown (student in FMH), Robert Irnazarow (student in ESSL)  
| **Title:** Co-Discovery – A student/staff collaborative evaluation of Broadening within the undergraduate student journey – the case for language learning  
| **Description:** This presentation focuses on the outcomes of a LITE Teaching Enhancement Project. In the context of Broadening within the Leeds Curriculum, this evaluative research explores the ways in which students value discovery modules as a means to broadening their knowledge, skills and graduate attributes; specifically within language learning.  
In addition, the project aims to map the learning experiences of students to the perceptions of employers to reveal the resonance and dissonance in their understandings of the value of Broadening.  
Adopting a Developmental Evaluation Approach (Patton 1996, 2008, Saunders 2000, 2012) and using inductive content analysis (e.g. Corbin & Strauss 2015, Patton 2015, Silverman 2014), the project is a collaborative enterprise between the two project leaders and three undergraduates who together have co-constructed and co-delivered the planning, execution and dissemination of the project’s objectives and outputs.  
| **The intended benefits are:** |
To be confident in evidencing the value of Broadening to academic staff, current and prospective students, employers and peers nationally
Provide evidence for the TEF narrative
Contribute to the sustainable impact of Broadening as a distinctive feature of a Leeds education

Feedback / evaluation: The project has been well-received by key stakeholders within the University and also employers. Our three undergraduate co-researchers, who are listed in this abstract as co-presenters, report positive feedback on their learning experiences within the project to date.

Transferability:
- Co-authored knowledge resources to enhance the design and delivery of current/new discovery modules
- Creation of an evaluation template for other Discovery Themes to evidence the value of Broadening

8 Name: Patrizia Lavizani
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Faculty / Service: Faculty of Arts, Humanities and Cultures
Title: Fostering Global Competences – bringing together home and study-abroad students
Description: Exposure to native speakers plays an important role in motivating language learning. There are many study-abroad students in the University of Leeds who are of a similar age and experience to our home students. Facilitating their interaction provides the opportunity to build on learning how to acquire ‘global competences’ and benefits inter-lingual and intercultural understanding.

In this paper I will present what was achieved in bringing students together over the past ten years at Leeds, and reflect on and share with you what I have learned in the process. During this time, I worked closely with Italian-speaking students who had come to Leeds to spend their year or semester abroad. I was keen to offer them the opportunity to participate and collaborate with me both inside and outside class to help and support our Italian language students. Providing student with this opportunity sits firmly within our University values.

Through peer teaching and learning activities, Italian students can have a great impact by lessening the inhibition of our students when learning and using the target language. Indeed, these experiences benefit both parties as indicated in the feedback received.

Feedback / evaluation:
- Italian students gain the opportunity to develop confidence, useful teaching experience, enhance their employability prospects and develop transferable skills while gaining and promoting intercultural awareness. Here is a link to what an Erasmus student said about her experience: http://www.leeds.ac.uk/arts/news/article/4983/hear_from_a_language_assistant-italian_modules
- Our students’ learning is enhanced by the real life practice of interacting with native speakers while learning and sharing information about eachother’s countries and traditions. Talking to one another helps them deconstruct stereotypes about their cultures and become more flexible and open-minded and better prepared for their future social and working life.

Transferability: The mutual benefits also enriched my professional development by shaping my teaching practice and helping me develop more learning resources for current and future students: https://arts.leeds.ac.uk/lfaita/resources/ and https://uolandiamoitalia.wordpress.com/

I believe sharing my experience with other colleagues will be helpful, as the idea and activities proposed can be used in different contexts and subject areas across the University.

9 Name: Lydia Bleasdale
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Faculty / Service: Faculty of Education, Social Sciences and Law / LITE
Co-authors(s): Sarah Humphreys, ESSL / LITE

**Title:** Collaborating with Leeds City Council: The School of Law Welfare Rights Project

**Description:** The Welfare Rights Project is a partnership between the University of Leeds School of Law and Leeds City Council’s Welfare Rights Unit. Undergraduate volunteers have, since October 2016, provided one-to-one support to individuals applying for Personal Independent Payments (PIPs), a benefit which helps with the costs of long-term health conditions / disabilities for working-age people. This paper identifies successes and challenges of the pilot year of operation, suggests areas for development to enhance authentic learning, and examines the current impact of the project on student volunteers and the local community.

**Feedback / evaluation:** The project’s impact on the local community has been overwhelmingly positive, with student volunteers helping to secure over £170,000 worth of benefits for PIP clients, at a success rate commensurate with that of paid advice workers. Furthermore, volunteering students have developed personally, educationally and professionally. They have gained soft skills such client care, as well as practical skills in handling complex information and effective written communication. Their volunteering role has required the practical application of statutory and case law and they have been able to contextualise ‘formal’ learning through seeing the impact of changes to benefits legislation on individual claimants.

**Transferability:** Alongside considering how the project will expand to offer further support to the Council and their clients, this paper will consider how the lessons learned through the pilot year of operation might be transferred to other collaborative educational projects between the University and the local community. Such lessons include having an awareness of the political context community partners will frequently work within, and considering how best to prepare students for challenging working environments.

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Name: Samantha Pugh
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Faculty / Service: Faculty of Maths and Physical Sciences / LITE
Co-authors(s): Andrew Hirst, Department of Physics, University of York; Maria Turkenburg-van Diepen, University of York Science Education Group

**Title:** Evaluating Professional Skills Development of Physics Graduates Across the WRIPA Consortium: a cross-institutional, longitudinal evaluation.

**Description:** The government has recently published its Green Paper “Building our Industrial Strategy”. They have identified ten pillars that will increase productivity and drive economic growth. One of these pillars is skills. The government wants universities to address the ‘skills gap’ through curriculum development (i.e., training degree-level people who can solve technical business problems). To address the skills gap within a physics context, the White Rose Industrial Physics Academy (WRIPA) – a consortium of five university physics departments – aims to enhance the industry-relevant skills of physics graduates via curriculum development.

This paper reports findings from a collaborative longitudinal study between the University of York Science Education Group (UYSEG) and WRIPA. The study seeks to test the hypothesis that work experience in industry improves physics students’ prospects, and benefits the industry. The study measured quantitatively (online questionnaires) and
qualitatively (interview) the impact of WRIPA on: (a) students acquiring placements; (b) students’ attitudes towards work-based learning; and (c) graduate employment destinations.

This paper speaks to the sub-themes of ‘Collaboration for the co-curricular’, ‘Work placement’, ‘Cross-institutional and trans-national curriculum design’ and ‘Collaborative partnerships with external partners’, such as Industrial Advisory Boards

Feedback / evaluation: The co-created feedback combines the voices of UG physics students, departmental tutors and employers that recruit physics students. The assessment and feedback will help evaluate curriculum change across the consortium as well as identify opportunities to co-design and deliver innovative curricula. This presentation will also explore the practical challenges of a diverse network of people working together.

Transferability: The lessons learnt from this cross-institutional and interdisciplinary approach are transferable to all departments / faculties. This initiative is also of interest to all involved in the co-design of curricula with employers, or with a responsibility for work placements and student support or a general interest in the needs / priorities of students at different stages and / or levels of study related to skills development.

Name: Katie Livesey

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Faculty / Service: Faculty of Environment

Co-authors(s): Andrea Denny (Leeds Q-Step Centre); and Annabelle Frecklington (Q Step Summer Placement Student)

Title: Q-Step Placement Student Researchers – advancing quants research through collaborative projects in the Social Sciences

Description: The Q-Step Summer Placement model encapsulates the spirit of co-creation enabling students to make a significant research contribution to a wide range of research projects across the social sciences, both within the university and with external partners.

In summer 2017, 32 UG student researchers from the faculties LUBS, ESSL, FAHC, and Environment carried out four-week research project placements with the overarching aim of building their quants research skills. Other positive outcomes include building links within organisations across the region, highlighting the transferable employability skills of social science graduates and, for academics, it provides a useful contribution to their own research areas. Placement students are paid for their four-week research project placements and Q-Step funding for the scheme is secured until summer 2019.

This session will enable colleagues to find out more about what makes a successful project bid and get further insight into the scheme through hearing from a student researcher. The case study will look at the outcomes of a project ‘Exploring Student Engagement Behaviour in the School of Geography’. The conclusions emphasise the importance of the ‘student voice’ and the value of academic and student interactions.

Feedback / evaluation: We formally collect feedback from placement hosts and students to continue to develop the Q-Step Summer placement scheme. This year’s academic project leaders and external hosts have again been very positive about the valuable contribution that placement students have made to their research projects. Similarly, placement students have been extremely positive in their feedback – reporting wide ranging skills development which will benefit both their final year of studies (notably their dissertations) and future employability. One of our Summer 2017 placement students will present her research as part of the session and give feedback on her experiences.
Transferability: Within the Q-Step summer placement model, placement students attend a week-long intensive quantitative research methods training course in early July, followed by a paid four-week research project placement during the summer, either within the University or at an external organisation. The placement scheme is included in the LeedsforLife HEAR, so the project work undertaken by students requires them to develop graduate level skills.

There is significant flexibility for us to support a wide range of research projects across the social sciences, arts and humanities, although we must prioritise quants-based research within our Q-Step funding remit.

| Name: Sue Whittle |
| Email: s.r.whittle@leeds.ac.uk |
| Faculty / Service: Faculty of Biological Sciences |
| Title: Spreading the Impact – using REF impact case studies to introduce first-year undergraduates to their faculty’s research |
| Description: Integrating research into teaching has long been seen as an important approach in research-intensive universities, but this can be problematic with first-year students (1). This session describes the adaptation of four impact case studies submitted to REF2014 by the Faculty of Biological Sciences to create online teaching materials used for an innovative discovery module. The module, which uses a flipped-teaching approach, is open to students without a science background and explores projects from across the spectrum of biological sciences, from ecology to cells. The aim of the material is to introduce students to research carried out by staff in their own faculty, and the breadth of possible impacts of research, including changes to government policy, significant improvements in medical treatment, and the management of children with co-ordination disorders. The module delivery focuses on development of important generic skills, including teamwork, writing for different audiences, oral presentation, and reflection on learning, and is assessed largely through group work and entirely by in-course assessment. A significant amount of student work was undertaken online using VLE group areas. The challenges involved in the design, delivery and assessment of this module will be discussed, and linked to the interdisciplinary curriculum design subtheme. |


Feedback / evaluation: Students evaluated the module positively. The majority (>80%) enjoyed the flipped-learning and team-based approach, and felt that they had further developed the skills listed as module outcomes, recognizing these skills as important, not only for future study, but also in relation to employability. The area highlighted as needing most improvement was support from staff to ensure students’ understanding of the study materials: this will be addressed for next year. Students’ understanding of the research process, and their interest in the subject area, were also increased – assessed through selected items from the validated SPRIQ questionnaire (2). |


Transferability: The principles underpinning the design and delivery of this module could be used in any school or faculty that submitted impact case studies. The general design of the module could be used as a template for new modules that focus on a flipped approach to teaching and with aims to incorporate a focus on skills development. The use of REF impact case studies as the basis for showcasing the impact of research carried out by staff in their own school / faculty to students is also readily transferable, and should increase awareness amongst undergraduates of the value of local research.
Title: Student Placements in Schools – what counts as success?

Description: The Students into Schools (SiS) programme offers students the opportunity to combine a period of classroom engagement with the academic exploration of their subject within the school curriculum. The scheme is enhanced by a package of skills development workshops delivered by teaching professionals that cover areas such as behaviour management, special educational needs and restorative practice. Student engagement is promoted throughout the scheme by the use of discussion groups, individual learning logs that encourage critical reflection of skills and personal development, and networking opportunities with educational professionals.

Using this programme as a starting point, this paper investigates the effectiveness of using local school placement modules as a method by which we can enhance student engagement. The session will explore the impact of such modules on academic achievement, student skills development and career attitudes; it will also consider the effectiveness of the scheme in supporting teaching, learning and aspiration-raising in schools. Delegates will be invited to discuss the opportunities and limitations in evaluating an initiative of this nature, and the broader value of modules that embed a placement element within the academic framework, through considering the question “What counts as success?”

Feedback / evaluation: Feedback from students and schools has been consistently positive to date. Students appreciate the opportunity to undertake a structured placement within a module, with 88% of participants stating the placement met or exceeded their expectations. SiS students outperform their year average for the module – this session will discuss the possible reasons.

Partner schools identify SiS as contributing an important role in teacher recruitment strategy; accordingly, the evolution of the scheme as a method through which students can gain meaningful pre-teacher training practice has contributed to the creation of the workshop programme that enhances students’ effectiveness as classroom practitioners.

Transferability: The SiS module programme has already been adopted widely across the University, with the model forming the basis of an increasing number of active and forthcoming modules. Delegates will be asked to consider whether there may be scope within their subject areas for their students to participate in the initiative, whether through the construction of a University-wide discovery module or by subject-specific options; alternatively, whether the model could be adopted to offer students similar opportunities to gain structured experience in other industry sectors where appropriate.

Title: A community approach to personal tutoring

Description: It is widely recognised that effective personal tutoring and academic support is paramount to an outstanding experience and student success. In the Accounting and
Finance Division (A&F) at Leeds University Business School (LUBS) we have developed our support system in a unique way across our whole division and engage our students in not only their own programme, but the whole A&F community.

At UG level, A&F were the first division at Leeds to appoint dedicated Heads of Year (HoY), to provide an unparalleled level of support for our students. Our PG student cohort is diverse and expectations can vary greatly, but through dedicated personal tutoring we help students to settle in quickly and thrive. The Centre for Advanced Studies in Finance (CASIF) is home to our doctoral students. This community was developed about 10 years ago following recognition that PhD students often feel isolated. Uniquely, these students now share a working space within our department and have a dedicated pastoral support tutor.

We have now managed to grow A&F into a very cohesive community and achieved not only national (UG and PG: First in rankings. Doctoral School: Unit of Best Practice), but also international recognition for our success.

Feedback / evaluation: Whilst recognising the diverse range of students, A&F have provided a unique way of supporting all of our students, through a community approach and a common goal for success. 55% of the research intensive staff having completed their PhD in the division, providing further evidence that our support leads to attainment and success. This element of our session will be led by one of our current PhD students, who completed both her UG and PG studies in our community, who said, “When I left my home in Cyprus, I never expected to find a new home here at Leeds.”

Transferability: Personal tutoring is an important part of pastoral care in all universities, so our unique approach can be applied, as appropriate, to any HE Institution. Our care for our doctoral students is much more bespoke and takes time to get the right person in place to provide the pastoral care as well as the space to accommodate these students, creating the right working and supportive environment within the community. This session should provide other divisions and schools with ideas that they can start to work towards in the following few years.

15 Name: Tess Hornsby Smith

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Faculty / Service: Faculty of Arts, Humanities and Cultures

Title: The Out There Challenge – creatively bursting the University bubble

Description: Our Faculty Industrial Advisory Board raised the issue that our students are great, BUT they aren’t really good at working fast. They are also frightened of looking silly in a group, of being out of their comfort zone and don’t really engage with the city in which they are studying.

The Out There Challenge is a simple idea, which I believe addresses all of these problems. Working with cultural partners, I set up a one-day creative brief. What is different is that we do not tell the students what they are signing up for. They only find out the venue of the challenge the day before, and get told the brief on the day itself. I think this element of risk is important to the challenge, and the experiences of taking part in such an event can be used as examples in an interview setting. Since taking the challenge, students have identified that they had developed skills such as: resilience; working under pressure; showing initiative; being creative; public engagement; and teamwork.

By running the challenges, we have also strengthened our connections with local cultural organisations. They are also offered as part of the suite of activities supported by the newly established Cultural Institute.
Feedback / evaluation: We have had positive feedback from both student and cultural participants. Student participants have said that the Out There Challenge is:

- An opportunity to be creative and put yourself out there with a group of people you’ve never met. It's a great chance to share your strengths and work in a team.
- A chance to work with new people to create something unexpected under pressure.
- A chance to reconnect with Leeds city centre - a place where I haven't felt welcome for years!
- A unique experience that develops creative and problem-solving skills, as well as boosting the confidence of those involved.

Student and civic partners will co-present this session, giving their reflections on taking part in the challenge.

Transferability: The Out There Challenge is a simple premise which can easily be adopted across all disciplines and for all levels of students. We have already had participants outside FAHC, with a medic giving a spoken-word performance and a physicist creating an artwork responding to Leeds City Council's Cultural Strategy. We also hope to run a challenge outside the University for the White Rose College of the Arts & Humanities (WRoCAH) for PhD students in York, Sheffield and Leeds.

Name: Laura Stroud
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Faculty / Service: Faculty of Medicine and Health

Co-authors(s): Darren Shickle

Title: Evaluating push and pull factors for undergraduate degree apprenticeships

Description: A new BSc in Public Health was first suggested in 2015. The initial business case looked weak because existing courses recruited low numbers of students, with relatively low UCAS points. To inform the business case, we conducted research to assess 'push' and 'pull' factors. 'Push' factors include young people's awareness of public health and courses / careers options. 'Pull' factors include employer demand for graduates.

Interviews conducted in 2016 with senior public-health professionals in Yorkshire and the Humber indicated a demand for graduates, but ideally as part of an apprenticeship in public health. Hence, we are working with Public Health England on a proposal to government for a national public-health apprenticeship scheme, which could be supported by a BSc in Public Health from the University of Leeds. During 2017 we have conducted further research with public-health practitioners to develop the curriculum for both the apprenticeship and the BSc.

As a result of employer feedback during the research, we are exploring a distance learning / summer school structure for the BSc. This would also enable us to transfer the model to international markets. We are currently developing a funding proposal for a national schools photographic competition to address the ‘pull’ factors.


The research with Public Health practitioners has been submitted for publication in September 2017. The proposal for funding the photographic competition and exhibition should be submitted in Autumn 2017.

Transferability: This initiative demonstrates how research can be used to inform the business case for new courses and develop curricula in response to employer / market needs with potential for internationalisation. The thread of research and publications could be used as an example of scholarship for inclusion in the Teaching Excellence Framework in
due course. There are also lessons for other disciplines who wish to develop degree apprenticeship courses in the future. While the process has been slow, it has been made possible by strong professional relationship between University of Leeds academics and public-health colleagues within Public Health England and local authorities.

| 17 | **Name:** Margaret Jane Wardman  
|    | **Email:** m.j.wardman@leeds.ac.uk  
|    | **Faculty / Service:** Faculty of Medicine and Health  
|    | **Title:** Bridging the academic-practitioner divide  
|    | **Description:** Professional education should prepare students for the needs of contemporary practice. Who gets to shape design and control the development of professional education to ensure that it meets these needs? Is there a ‘great divide’ (Rynes at al., 2001) between academic theorists and practitioners? If there is, how can a “scholarship of integration and collaboration” bridge that divide to enhance the quality and impact of our educational endeavours?  
Dentistry is an example of a clinical professional programme that aims to prepare students for independent practice. The inclusion of leadership and management learning outcomes within the programme is now a General Dental Council requirement however this is an area which has, until now, been under developed. There is a danger that we push out generalised, decontextualised and theoretically focussed leadership education that doesn’t adequately prepare students for the real-life needs of practice. It is here that there is an opportunity to gain from the experiences of dentists and members of the wider dental team and to involve them in the development of leadership education, tailored to dentistry.  
This session will present an example of clinical academic educator / dental practitioner collaboration in the development of leadership education within the undergraduate dentistry curriculum.  
**Feedback / evaluation:** The session will draw on the experiences of members of collaborative working groups including both practising dental professionals and academic educators. It will explore how work to develop leadership education has been informed by ethnographic type observation of leadership practices within dental practice settings. Case studies, based on observations, were used to enable working group discussions where practitioner and academic educators worked together to identify key areas of leadership education need and to integrate experiential learning throughout the undergraduate curriculum. The value and impact of this joint work and how the process was received by participants will be described.  
**Transferability:** This session will be of interest to those involved in the development of professional or vocational-type education and to those wishing to explore the potential for collaborative work in their educational developments. The session will describe the benefits, challenges and a practical guide to how the process can work effectively e.g., recruitment of practice participants, the design of working group sessions and ways to enable discussion to drive the process. It is hoped that this session will help to prove that, if it exists, the ‘great divide’ can be bridged to prepare our graduates well for their practising careers.

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<th>Title: ‘Watch this space!’ – flipped classrooms, collaborative lecture spaces and the analysis of student learning habits</th>
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<td><strong>Description:</strong> My own blended-learning practice includes the use of video podcasts in order to enable flipped classrooms, and (more recently) collaborative lecture spaces in order to foster active (and often peer-led) learning. These spaces, both virtual and physical, function as permeable, interconnected sites of learning, and provide opportunities to reconsider the forms of student engagement that might take place within them. In this wider context, the private study time listed in module documentation becomes increasingly important. But how do we know on a day-to-day basis when students are engaging and when they are not? How do we know their level of engagement outside the classroom? How might we develop active learning habits when contact hours are restricted? Such issues traditionally tend to be highlighted either in class discussions (which are limited in how much they can unearth, especially with large class sizes) or through assessment. In this paper, I shall suggest ways in which data analytics can combine with qualitative data to provide a deeper insight into learning habits, and not just learning outcomes, both in and outside of the classroom.</td>
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<td><strong>Feedback / evaluation:</strong> Data drawn from two cohorts (2015/16 and 2016/17) of level 2 music students enrolled on a module devoted to music analysis suggest certain commonalities in terms of student learning habits, but also common patterns of disengagement with the module. Using the data to help determine when (and perhaps why) student engagement begins to drift allows for interventions to be staged. Changes made to the module in 2016/17 (including the use of collaborative lecture spaces) correlate with a more positive level of engagement from the student body; I will report on changes to 2017/18 once that data has become available.</td>
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<td><strong>Transferability:</strong> The efficacy of pedagogical methods that require student input prior to taught sessions relies to a large extent on the student cohort preparing adequately. Where such preparation gives rise to detailed data analytics, it becomes possible both during and after the teaching period to make informed judgements about the ways in which students make use of material prior to sessions as well as identifying critical moments within the teaching delivery where interventions might be beneficial.</td>
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