| 1 | **Name:** Jennifer Hallam  
Email: j.l.hallam@leeds.ac.uk  
Faculty / Service: Faculty of Medicine and Health  
Co-authors(s): Richard Fuller, Jason Ward, Nancy Davies, Bethan Spurrier and Rebecca Harrold  
**Title:** Rethinking Assessment – an innovative approach to support at-risk learners  
**Description:** In the climate of ever-changing student-support requirements, we have adopted an innovative approach to support our students and rethink our approach to assessment practice. This approach allows us to measure engagement and assessment success longitudinally to provide an insight into the development and growth of student learning. As a result, we have gained a more holistic view of learner success and engagement and in doing so, it has allowed for the early identification of learners needing extra support who are ‘at risk’ of failing to progress. This has resulted in the development of a toolkit to support ‘at risk’ learners, which is underpinned by behaviour-change concepts. This toolkit has been co-designed by staff and students with elements including prompting ‘nudges’ to improve engagement within workplace-based assessments. We have engaged multiple stakeholders in the co-design of a ‘success criteria’, which has then influenced assessment re-design and has been applied to feedback for assessment for learning and assessment for progression. The aim of this toolkit is to encourage students to action plan, engage and develop long lasting habitual behaviours to support their learning.  
**Feedback / evaluation:** The early detection of ‘at risk’ students has allowed us to deploy timely interventions to support learners. We have adopted a mixed methods approach to evaluation including semi-structured interviews and measurement of assessment success. Feedback from students has shown that these interventions have improved their self-regulation, engagement and their approach to assessment and feedback. Staff commented that the ‘nudges’ in particular opened up a dialogue between staff and students which prompted action planning. Early evaluations have shown that markers for future failure (such as delayed engagement) are attenuated as a consequence of the behavioral interventions and examination performance improves.  
**Transferability:** This work has been conducted in the field of Medical education, yet the underlying methodologies and principles have the potential to be transferable to any educational context. The longitudinal measurement and profiling of learner behaviour and success is applicable across all taught educational platforms in order to highlight the need for support and intervention. The toolkit of interventions encompass core principles that are grounded in educational and psychological theory, these elements can be adopted and educators can design meaningful evaluations and interventions to support learners in their fields of education. |

| 2 | **Name:** Tim Goodall |
Title: A data-driven, multi-faculty approach to understanding non-engagement with employability initiatives

Description: This parallel session summarises our preliminary findings from a cross-institutional collaborative project aiming to fully explore the barriers related to non-participation in a range of defined employability initiatives; including an industrial year, study year abroad, integrated Masters programmes, professional development modules and mentoring schemes. This is a relatively underexplored area whilst the benefits of engagement have been well-documented. Our approach is data-driven, analysing institution-wide data from a period of five years to investigate student characteristics (e.g., a student’s age, gender, entry grades and socio-economic group), and map progress against these through their university life (i.e., participation in defined employability initiatives), and final outcomes (degree classification and employment). We will describe the pilot data on which this large-scale study is based, the process by which a community of researchers drawn from across the University has been built, our working practice and initial findings from analysis of the larger data set. We will describe how we will use the latter findings to define further stages of our project to provide a rich and detailed understanding of student non-engagement with these employability initiatives and how this can inform policy and practice.

Feedback / evaluation: That a group of academics and professional staff have come together from across the University is evidence of the value associated with this work. We have discussed the project with LITE management and current LITE scholars. The feedback has been positive, particularly in relation to the approach taken: that is, analysing large datasets to assess differential outcomes relating to attainment and employment between student groups and to use this information as a basis for informing subsequent interventions to improve student outcomes.

Transferability: Both our methods and findings will be of interest to disciplines across the university as well as professional services interested in enhancing engagement with employability initiatives and attainment (learning and employment). This work will also be of value nationally and internationally given the interest in employability enhancement, how it links to frameworks such as TEF and the need to evidence the impact of work undertaken. The testing of new objective methods of impact evaluation will also feed into wide institutional agendas/projects in this area.

Name: Alice Shepherd
Email: a.k.shepherd@leeds.ac.uk
Faculty / Service: Leeds University Business School / LITE
Co-authors(s): Mark Sumner, School of Design / LITE
Title: Year in Industry: motivations, barriers and challenges

Description: There is evidence that doing a Year in Industry positively impacts students’ subsequent academic performance (Crawford and Wang, 2016; Jones et al., 2015) and career development (Hergert, 2009). However, unpaid internships and lack of social mobility in accessing graduate roles have received widespread attention (APPG on Social Mobility, 2017; The Guardian, 2017). Barriers and challenges to undertaking a Year in Industry placement are under-researched areas (Anderson and Novakovic, 2017). The impacts of
increasing competition for graduate jobs and £9k tuition fees on students’ decision-making are unclear.

This session will explore the findings of a LITE Teaching Enhancement Project being conducted in LUBS and the School of Design. Both schools have a high number of undergraduate Year in Industry students, but the placement contexts differ significantly. The project has involved an extensive literature review, data analysis, student surveys and student interviews, uncovering students’ decision-making processes and reasons why they have chosen or not chosen to complete a Year in Industry. Their suggestions for changes to the support and information they receive pre-placement have also been gathered. The project has engaged two undergraduate interns and a Laidlaw scholar as researchers, working alongside the LITE project leaders. The session therefore links to the student opportunity and co-collaboration sub-themes for SEC 2018.

The session will consist of a mix of presentation of findings, with contributions from our student researchers, and time for the audience to discuss the issues raised, facilitated by the project team.

**Feedback / evaluation:** The early work on this project has been of interest to other schools and faculties, the Careers Service, Educational Engagement, and the Student Opportunity teams and other academic colleagues in our two schools. The student participants so far have confirmed that these issues are relevant, pressing, subtle and complex, and in particular that Year in Industry decisions may be made very early in an undergraduate career, or even before applying. Therefore, suggestions for support made by students have broad relevance for colleagues in various roles at Leeds.

**Transferability:** As above, the project has a wide range of stakeholders. Colleagues who lead Year in Industry modules, members of Student Opportunity teams in different schools and faculties, as well as staff in the Careers Service and Educational Engagement may find our findings and the provisional suggestions for changes to support relevant to their roles and remits.

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<th>Name: Dan Trowsdale</th>
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<td>Email: <a href="mailto:d.b.trowsdale@leeds.ac.uk">d.b.trowsdale@leeds.ac.uk</a></td>
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<td>Faculty / Service: Faculty of Engineering (incl. Computing)</td>
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<td>Co-authors(s): Alison McKay</td>
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<td>Title: Co-design and design thinking as methods of co-creating learning materials.</td>
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**Description:** As a natural part of the design process designers actively engage with users to develop solutions to problems. During the last three years we have been using co-design methods to co-create learning materials. One example of this has involved engagement with students during student summer placements. Outcome examples consist of online week by week blended learning workbooks with example video materials and methods of teaching software by replacing clunky step by step tutorials with more engaging student created challenges.

**Feedback / evaluation:** Results of student evaluation has been very strong for the modules where this method has been used. One new module entirely built this way has been running with great student feedback for three years and modules where elements have been redesigned have been running for two years with a 100% student satisfaction rating. Health and safety interactive learning materials built this way were nominated for a Vice Chancellor’s Health and safety Award 2014. There is further co-design work in progress for other modules.
<table>
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<tr>
<th>Transferability: The use of design thinking and co-design methods are transferrable across any discipline. There is no requirement for participants or co-designers to be designers.</th>
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| **5** Name: Claire Watson  
Email: c.h.watson@leeds.ac.uk  
Faculty / Service: Faculty of Arts, Humanities and Cultures  
Co-authors(s): Eleanor Snare, Faculty of Arts, Humanities and Cultures  
Title: Encouraging visible and invisible collaboration between students and tutors  
Description: Our presentation links to theme of collaborative provision and curriculum design. In Fashion Marketing Year 3, we have identified three key reasons why student-tutor collaboration for developing the curriculum or learning culture can fail: their expectations of the learning process, a lack of trust between students, and an assumption that lecturers should have perfect knowledge. This means ‘visible’ collaboration between all parties can be difficult to achieve.  
We would like to share our range of tools, methods and behaviours which encourage collaboration while bypassing these issues. The first set encourages students to collaborate with each and improve trust between them. The second set allows tutors to collaborate with students on improving and developing the curriculum without the collaboration necessarily being ‘visible’. These include analysing the messages of our Facebook bot, results from using Google Forms as a reflective tool, anonymous peer-to-peer feedback, peer feedback during formal assessment, observation and facilitation, and our ‘little blue books’.  
Feedback / evaluation: We have seen the trust between students increase, with their relationships improving the quality of their critical thinking, and some practices have been fully adopted. As tutors we have been able to improve modules in other years based on our experience with final year students. During the session we will be sharing first-hand accounts from graduating students to show the effect of these collaborative tools, methods and behaviours. We see this as particularly important as during the collaborative process, students don’t always recognise the benefits of what’s happening; afterwards, they’re able to understand the effectiveness of what we’ve encouraged them to do.  
Transferability: We see these tools, methods and behaviours as a ‘shopping list’ for colleagues, who could adopt those which are most suitable for their students. In particular, we would like colleagues to adopt the set of behaviours we use to encourage a collaborative culture, which is what will have the most long-term benefit on any department. Importantly, we also want to encourage colleagues to consider why student-tutor collaboration in their discipline may not work, and to use our ‘shopping list’ as a starting point for solving some of those problems. |
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| **6** Name: Nancy Davies  
Email: n.e.davies@leeds.ac.uk  
Faculty / Service: Faculty of Medicine and Health  
Co-authors(s): Cait Dennis (FMH)  
Title: Creating TiME to Teach  
Description: Currently our students spend the vast majority of the five years of their programme out on placement in a variety of healthcare workplaces. They are taught by a wide range of NHS health professionals, many of whom have no formal educational training |
The School of Medicine at the University of Leeds is at the forefront of technology-enhanced learning and, in particular, we have developed an innovative mobile learning programme which poses challenges to clinical staff who never experienced these methods of learning themselves.

Whilst we have a significant communications plan in place to ensure that new educational developments are disseminated to all clinical staff because of the size and structure of the NHS it is difficult to ensure a consistent message. We have embarked on an educational outreach programme called TiME to Teach whereby we visit individual practice areas to deliver bespoke training based on the area of medicine and the years of MBChB taught. Alongside this we also developed other educational training opportunities for work-based staff including a series of online bite-sized training courses created by the Leeds Institute of Medical Education called lite bites [http://medhealth.leeds.ac.uk/info/291/cpd/658/lite_bites-free_e-learning_courses](http://medhealth.leeds.ac.uk/info/291/cpd/658/lite_bites-free_e-learning_courses).

**Feedback / evaluation:** Whilst the resources are predominantly for staff they have been developed through collaborative work with students. We run ‘Cake and Chat’ sessions on campus and out in placement meeting with students to discuss issues around accessing learning and staff knowledge of the curriculum. We also have substantial evaluation processes in place to monitor placement learning and will use this to evidence improvements in the student experience. We continue to involve students in both formal and informal ways to influence and inform the work we do and hope to share this practice with other work based programmes.

**Transferability:** Many university programmes have elements of work-based learning and we face similar challenges in the dissemination of and engagement with curriculum developments. Work based teachers and assessors are often a disparate group with differing teaching skills levels. We will showcase the lessons we have learned with TiME to Teach and also engage with other colleagues to share good practice and develop further lite bite training courses which can be accessed by all work based educators who teach Leeds students. We are also looking to create a University wide network to share good practice.

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**Name:** Bronwen Swinnerton  
**Email:** b.j.swinnerton@leeds.ac.uk  
**Faculty / Service:** Faculty of Education, Social Sciences and Law  
**Title:** Collaborative Lecture Theatres – use and perceptions of staff and students  
**Description:** The University has refurbished three lecture theatres as ‘Collaborative Lecture Theatres’ (CLTs), which staff have used extensively in the 2016/17 academic year. These tiered lecture theatres have been reconfigured from rows of seats to spaces with pods where students can sit in groups of five and ‘collaborate’. Each desk has a range of technology to encourage collaboration and interaction between students. The rooms also have a range of technology to encourage interaction between lecturer and students.

Towards the end of the 2016/17 academic year the author, with Neil Morris and Lewis Clarke carried out an evaluation of the use and perceptions of these newly refurbished CLTs. The evaluation, funded by LITE, focused on both the staff and students who have used these lecture theatres via the administration of surveys to both staff and students, and interviews with staff. This presentation, which links to the sub theme of ‘Collaborative learning spaces and technology’ will report the findings of the evaluation, by focusing on the following research questions:

- To what extent and in what ways have staff used the CLTs?  
- What are staff perceptions of the CLTs and their impact on teaching and learning?  
- What are student perceptions of the CLTs and their impact on teaching and learning?
Feedback / evaluation: The presentation will consist of findings from the evaluation and will include both the student and staff voice from the surveys and staff interviews.

Transferability: The findings of the evaluation and the experience of staff who have used the CLTs in this first year is intended to inform the wider University community about the use of the CLTs in the first year of widespread use, and to illuminate innovative uses of the lecture theatres. It is also intended to show where additional help in the form of training or resources might be required, to support future use by all staff whether they have previously used them or not.

Name: Catherine Bates
Email: c.v.bates@leeds.ac.uk
Faculty / Service: Lifelong Learning
Co-authors(s): Professional Studies students
Title: Using assessment to facilitate the co-creation of the syllabus and learning experience on Professional Studies

Description: This presentation will focus on the collaborative, student-centred teaching practice at the heart of the Lifelong Learning Centre’s interdisciplinary degree for mature students – Professional Studies. It will look particularly at the formative and summative assessment strategy of one level 2 core module, Exploring Contemporary Issues which is partnership-focused in its delivery. The first assignment for this module involves a group seminar-leading task.

The module involves three main themes: for the first two weeks of each theme, the tutor sets the material, which the students discuss in the workshop, seminar and on the VLE discussion board – sharing their ideas as well as research and resources they have also found themselves to help think through the issues; for the third week, one particular group of students leads the seminar, setting the material a week in advance, starting off the discussion on the VLE discussion board, and running the seminar.

This enables the assessment to involve invaluable student-led learning in which they co-create online resources and continue the face-to-face discussions on the VLE, in a way which enables them to benefit from and become influenced by the different learning and research interests they all bring to the module (for example, from the different discovery modules and specialist pathways they are taking). Ultimately, the VLE space for the module develops into a collaborative learning space in which tutor and students are all reciprocal participants, inspiring and learning from each other.

Sub-themes:
- Partnership-focused assessment: design, criteria and delivery
- Co-creation of online resources and research
- Collaborative learning spaces and technologies

Feedback / evaluation: Some of my students will co-deliver the presentation with me so that our audience can hear about their experience of the module, assessment and collaborative learning space first hand. This module has already run for three years, and so far it has been received well by the majority of students, despite the stress many experience faced with the idea that they will be leading a session. Module evaluation comments have mentioned how beneficial it is to learn from fellow students’ perspectives and how useful they have found keeping track of key critical conversations on the VLE. There has also been a lot of anxiety with the groupwork element about whether people will get individual or whole group marks – I have adapted the module so that the group themselves vote on how the marking should work, get involved in creating the marking criteria, and give peer review assessment of the seminars.
### Transferability:
This teaching and assessment strategy, combining the interactive facility of the VLE with a group-work element which involves the students learning from each other and co-building the syllabus, is something which could be adopted on other modules across the university and beyond—especially those within the Humanities and Social Sciences in which the students particularly benefit from discursive, dialogic pedagogy. Attendees will benefit from being given the opportunity to think through the transferability of the assessment strategy by talking directly to my students about their experience. This co-delivery of an education presentation by the students who have been involved in the process is also something different educators might want to think about adopting more widely.

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### Name: Nimesh Mistry

Email: n.mistry@leeds.ac.uk

Faculty / Service: Faculty of Maths and Physical Sciences / LITE

**Title:** How students have helped to improve the teaching practice of threshold concepts.

**Description:** Many of us have experienced courses we teach which have aspects that students seem to find difficult to find grasp. In partnership with the School of Chemistry and LITE, we have been exploring how we can use active learning to help students overcome the barriers they face when they encounter these threshold concepts.

Students are in an excellent position to support their peers learn these challenging concepts, having recently gained an understanding themselves.

They can also provide the student perspective as to why their peers find these concepts difficult to grasp and draw upon their own strategies to aid our teaching.

For this project we enrolled a summer student intern and final year project student to assist us with this project. We will highlight the main ways in which students have driven the project forward which include:

- Developing our understanding as to why some concepts are difficult for students to understand.
- Designing teaching materials to improve how we teach threshold concepts and overcome misconceptions.
- Supporting academic staff effectively teach these concepts.
- Influencing how we teach across the sector.

**Feedback / evaluation:** In keeping with the theme of this session, we will use the student voice to present our work. We will also include the opinions of the staff who have been influenced in their teaching from the work of this project, including how they have worked with the students to create new teaching material.

**Transferability:** The use of students to help us improve our teaching practice is highly transferable across disciplines. Here we showcase many different ways in which the student voice can achieve this.

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### Name: Iain Moody

Email: i.j.moody@leeds.ac.uk

Faculty / Service: Faculty of Medicine and Health

Co-authors(s): Adam Boyes

**Title:** Teaching Partnerships – education or employment?
Description: The purpose of teaching partnerships within social work is to facilitate greater involvement between Local Authorities and Universities. To support curriculum design, forge closer links to practice and facilitate workforce planning. The Teaching Partnership is an agreement between Leeds Local Authority, Wakefield Local Authority, University of Leeds and Leeds Beckett University. These developments reflect the University Student Education Strategy Delivery Plan with regard to flexible programmes that reflect the needs of employers. The school has worked closely with the partnership in the establishment steering groups to facilitate developments in the following areas; practice education, curriculum design, admissions, communication and marketing and continuing professional development.

The parallel session considers the challenges of working in partnership. A short presentation will explore some of the key issues and challenges and how these were overcome to facilitate the development of the partnership in the region with a brief contrast to the national picture. The presentation will also consider the different demands of educators and employers.

Feedback / evaluation: Partnership feedback is an interesting area in that there is a range of feedback from service users, from students and from employers. This range and the use of feedback mechanisms can change according to who is collating the feedback and for what purpose. Participants involved in the feedback process may have different priorities. Positive changes can lead to negative feedback because perception of difficulties is context dependant.

Transferability: The partnership journey has been an interesting one and the social-work teams’ experiences are applicable to a variety of different settings and are particularly important when educators and employers are working together. The partnership model asks some interesting questions about the purpose of education, the role of the employer and how to find a middle ground from which to establish the foundation for development. At the same time acknowledging that we might never have more than a partial shared understanding of the journey and the process.

Name: Helen Iball
Email: h.iball@leeds.ac.uk
Faculty / Service: Faculty of Arts, Humanities and Cultures
Co-authors(s): Lee Dalley (Faculty of Arts, Humanities and Cultures)
Title: Productive Uncertainty in Research-based Learning – cultivating growth mindsets and collaborative study

Description: Research-based learning is at the core of the Leeds Curriculum and the final year project is an important opportunity for all students to experience research first hand. Ideally, they will relish the challenges of the project and the stamina it requires. However, at times, feeling daunted by the project’s scope and facing anxieties about its assessment may impinge upon expansive thinking. Both in terms of learning and of wellbeing, bespoke support can help students undertaking final year projects to extend their reach:

- offering, responding to, and acting upon constructive criticism
- learning from mistakes
- recognising opportunities in apparent constraints
- producing risk-taking work.

This presentation evaluates tools, schedules, and strategies that we have introduced to encourage and sustain what psychologist Carol Dweck calls growth mindsets. With many of these methods, our intention is a temporary suspension of the ubiquitous fixation on assessment criteria and credit. To this end, we cultivate ‘study’ as defined by Stefano Harney and Fred Moten in terms of opportunities for students to spend time with others “determining what needs to be learned together” without a focus on an endpoint or specific outcome.
**Feedback / evaluation:** This element of our presentation will be filtered through the SEC/DigiFest theme, particularly by considering mid-semester review and the module plenary as opportunities for communal reflection on the co-creation of education. Directing focus towards the content outlined above, we will invite student and staff feedback upon earlier iterations of ENGL3042* Practical Essay* (final-year project). This feedback will be discussed in relation to the experiences of current students, illustrated with extracts from learning journals, workshop practice, and tutorial discussions. Thus, we will contextualise modifications to the schedule and learning resources across three academic years of delivery, and identify future developments.

**Transferability:** We will propose – and look forward to discussing with delegates – the transferability of these strategies and skills, both to other disciplines and services within the University and to the wider world of work/life. Key areas for consideration include:

- Interfaces between independent and collaborative study
- Strategies for peer support and feedback at different stages in the final year project
- Peer feedback in the context of University regulations on Unfair Means
- Resilience and risk-tolerance – strategies for self, peer, and tutor support

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<th>Name: Steph Binks</th>
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<td>Email: <a href="mailto:s.binks@leeds.ac.uk">s.binks@leeds.ac.uk</a></td>
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<td>Faculty / Service: Study Abroad Office</td>
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<td><strong>Title:</strong> Incoming Study Abroad – who, what, how, why?</td>
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<td><strong>Description:</strong> The Study Abroad Office sits within the Student Opportunity area. The University provides the opportunity for Leeds students to study at a partner university abroad through our exchange programme. This workshop will look at the other side of the exchange coin and hopes to answer some of the mysteries around incoming study abroad, Erasmus+ and exchange students. What countries do they come from? How does Leeds stand out as a study abroad destination? What do they study when they are here? What teams in the University interact with them? What are the benefits/downsides of having incoming students? How are they different to degree seeking students? Through discussion groups, delegates will have the opportunity to discover the answers to these questions and more! Delegates will leave the workshop knowing more about the incoming study abroad student processes, have a greater understanding of how their specific department/team interacts with incoming students and if there is anything that they can do to work with (more) incoming study abroad students or improve their service/s.</td>
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<td><strong>Feedback / evaluation:</strong> Our Leaver’s Survey shows that students generally enjoy a positive experience at the University of Leeds. An incoming study-abroad student will speak about their time in Leeds and how it has impacted them. We will also take a look at what previous incoming study-abroad students are doing now and how their study-abroad experience influenced their future studies and careers. We use continuous improvement in the Study Abroad Office in the form of an annual action plan for the Incoming Team to ensure that we are meeting the changing needs of students, the University and our partners.</td>
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<td><strong>Transferability:</strong> The University of Leeds has one of the largest study-abroad programmes in the UK. Through conference attendance and staff exchange, good case practices are shared with other UK and international universities, which helps improve processes and the student experience. Incoming study abroad students interact with a wide range of services and departments throughout the University, sometimes the students are treated exactly the same as home or degree-seeking students whilst in other instances a different process or response might be required.</td>
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| **Interactivity:** The workshop will start with an interactive ice breaker to introduce delegates to the basic study-abroad facts and figures. Delegates will then form into groups discussing the...
following questions: Who is involved throughout the incoming student journey? Why would an incoming study-abroad student choose to come to the University of Leeds? What are the benefits / downsides of incoming students to the University of Leeds and the wider community? We will then share from the discussion groups. A couple of alumni case studies will be presented before closing with a speech from a current incoming student and Q&As.

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<th>Name: Katherine Taylor</th>
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<td>Email: <a href="mailto:k.j.taylor@leeds.ac.uk">k.j.taylor@leeds.ac.uk</a></td>
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<td>Faculty / Service: Language Centre</td>
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<td><strong>Title:</strong> Introducing a PGR peer-mentoring scheme and enhancing the supervisory relationship</td>
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<td><strong>Description:</strong> In this session, I will present insights from a Language Centre project – supported by a USEF award – to co-create a student-led peer mentoring scheme for international PGRs. Currently being piloted in a number of schools, the aim of the project is to facilitate the transition, both culturally and academically, to doctoral study. I report briefly on the process of collaboratively developing the scheme with PGRs, including mentor training, but am primarily concerned with sharing – and discussing – both the findings from in-depth interviews with PGRs, and resources developed in response to issues which emerged, particularly in enhancing the effectiveness of early supervisory meetings and establishing good supervisory relations.</td>
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<td><strong>Feedback / evaluation:</strong> The project is still being piloted and evaluated, however it has been developed in direct response to PGR needs identified in in-depth interviews. Schools participating in the project have been positive about the project and its enhancement of the PGR experience.</td>
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<td><strong>Transferability:</strong> The mentoring scheme and resources have been designed to be adoptable across campus/disciplines, easily adaptable to local conditions so that they can be of immediate use to colleagues engaged in enhancing the PGR experience.</td>
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<th>Name: Karen Burland</th>
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<td>Faculty / Service: Faculty of Arts, Humanities and Cultures</td>
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<td>Co-authors(s): Susan Whittle (FBS); Richard Tunstall (LUBS)</td>
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<td><strong>Title:</strong> Becoming an Entrepreneur – understanding student motivations and experiences on ‘... with Enterprise’ programmes</td>
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| **Description:** This project aims to understand the motivations and characteristics of students studying ‘with Enterprise’ programmes (collaborations between the Schools of Biological Sciences and Music and the Enterprise Centre) at the University of Leeds and explores the benefits of a collaborative and interdisciplinary programme focused on increasing student opportunity. ‘With Enterprise’ programmes recruited their first cohorts of students three years ago and during that time we have been collecting data in order to understand: (1) the characteristics of students who are motivated to study these programmes (as compared to their single subject counterparts); (2) the experiences of students whilst studying on the programmes; (3) students’ perceptions of how their entrepreneurial and other skills are developing; and (4) the impact of the programme on students’ post-graduation plans. The data, drawn from a survey with students studying ‘with Enterprise’ and their single-subject programme counterparts, as well as regular focus group interviews, will be reported in this paper and suggest ‘with Enterprise’ programmes may attract students with different
characteristics, learning preferences and ambitions for the shape of their working lives beyond university. The implications of the data for marketing, course design and content (for programmes with and without Enterprise) will be considered.

Feedback / evaluation: Students are at the heart of the data we are reporting in this paper as we will be reflecting on their responses to the survey (which is about their perceptions of their own skills/qualities) and the focus group interviews which considered specifically their experiences of the innovative ‘with Enterprise’ programmes. Now that the first cohort have graduated from the programme it is an ideal time to reflect on the successes, challenges and value of cross-faculty programmes. We hope to identify good practice and areas for improvement in direct response to student experience.

Transferability: Amongst the first programmes of their kind within the sector, the ‘with Enterprise’ programmes at Leeds have forged the way, and now other institutions are starting to follow our lead. The innovative nature of the programmes, with employability skills embedded throughout, mean that there are few existing examples of good practice from which to learn; we therefore hope that this paper will provide an opportunity for us to share the successes and challenges of these programmes – from the perspectives of academics and students alike – so that others can benefit from our experiences and lessons learned.

Feedback / evaluation: Students’ outputs had a positive impact. They offered unbiased, constructive challenges and fresh perspectives. The final presentations to senior leaders ensured that new processes, created by the interns, met Stakeholder needs. Feedback was overwhelmingly positive. Government Digital Services (GDS) had tested the theory that they could create a scheme that would showcase GDS as an attractive employment option, meet a skills gap and explore the viability of a national internship scheme. Everyone involved felt the scheme had been a resounding success. Feedback was gathered and revisions made resulting in interns spending the middle 4 weeks on one project in summer 2017.

Transferability: The aim at the end of the 2016 programme was to roll out this initiative nationally, across Government and across universities. In summer 2017 the programme was also offered in GDS offices in Stockport with applications open to students at the University.
of Manchester and Manchester Metropolitan University and a review of the 2017 scheme has begun which includes discussions around expanding the programme to include placement years and further government departments. The programme has given us a great template which we can utilise to develop similar schemes with other organisations.

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Name: Mohamed Kamal

Email: cn15m2k@leeds.ac.uk

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

Co-authors(s): Nikolaos Nikitas, Faculty of Engineering (incl. Computing)

Title: Student-led change

Description: This parallel session will report on a student developed and led project that has stemmed from fully embracing the UoL partnership. The project highlights a novel approach where undergraduate students, mainly student representatives, are given tools and resources to provide a lead on key areas of student education to help shape and improve the student experience. Two aspects of the project that will be covered are: (i) Understanding and appreciating the dynamic student experience (how this evolves with time and context); and (ii) Using networks of students and alumni to gain students perspective around internationalization. The primary weapons for the project team are a broad range of survey results, focus groups and UoL action plan and other review data. The project involves 15+ school reps and a further group of 25+ students (from both UoL and other universities). It also involves seven members of staff – including DSEs’ and programme leaders. The project is consulting and collecting data from a wide range of schools across the University (15+) to collate and better understand issues that are common (particularly around assessment and feedback), and to highlight good / successful practice that could be shared amongst other schools within the University using students Reps to help facilitate this process. A further aspect of the project has also been to consider the following two questions: Is the partnership achieving what we initially set it out to? What exactly is student-led change?

Feedback or evaluation: I presented my work on official and unofficial feedback in the 2017 BESA conference in Liverpool and this is where my idea for the project was initiated. Academics seemed interested and impressed by the level of effort and research put into the project by an undergraduate student. It motivated me to take things further and gave me credibility when approaching staff and academics across the University. The project evolved based on conversations with lecturers and students and is now focused on the two strands around improving understanding / use of feedback from students and students’ perceptions around internationalisation. The majority of students approached were eager to be part of the team, as they saw a unique opportunity to make a difference. It has been valuable to work in what has grown into a much larger project than first envisaged and we will report on some of the challenges around how we have successfully managed to bring groups together and co-ordinate things (as well as the challenges that still need to be overcome). Evaluation is happening in a number of ways with different aspects of the project being evaluated using surveys of students from across the University. These will be presented at the conference. A number of students involved in the project will co-present.

Transferability of content or technology: The aim of this project is to showcase how a student-led project can give a different but valuable perspective for informing how the University can develop and continually improve the experiences for its students. The initiative is led by a student, and at the heart of it is the student and his/her academic experience. The well-established and connected body of student reps (and the student-staff forum) at UoL has provided a strong platform to bring like-minded and passionate students together to support the project. As the project is studying issues that are of broad interest across the university sector (i.e., assessment and feedback, internationalization), it will have potential transferability to other schools – and potentially other institutions. A number of surveys are
being conducted at the moment, all led by students, to further understand our peers in HE and provide information to support the evaluation. The hope is that the project will help UoL better understand of its student cohort.

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**Title: Pathways to Success – online induction for Masters’ students**

**Description:** This presentation showcases the new online induction course Pathways to Success. The course prepares new students for study on an online distance learning (ODL) Masters’ degree at Leeds. It is designed to appeal to a broad spectrum of PG-level students, including international students.

The course enables students to begin to develop a sense of community in their cohort and feel part of the University as a whole – even though they may never visit in person. It covers typical features of on-campus induction, such as programme administration and how to use the online library, and also includes dedicated activities to develop skills to become a successful online Masters’ student, including critical thinking, academic integrity and intercultural learning. It also promotes principles of active and experiential learning. The content is led by student stories and interactive exercises with immediate feedback. It is delivered via the Minerva VLE (Blackboard) and showcases the full potential of the platform.

Pathways to Success has been developed in collaboration with colleagues across the University: including Online Distance Learning Centre (ODLC), the Digital Education Service (DES), Skills@Library, the International Student Office and Leeds University Union (LUU).

**Feedback / evaluation:** Pathways to Success has received peer-review feedback approved by the University’s Digital Programme Approval Group committee, scoring 5/5 in all criteria. It has also been reviewed by key stakeholders, including academic programme teams and colleagues in the Language Centre and the Library. It has also received final user testing by a student intern. The course will run for the first time during 2018. Participants will be encouraged to complete an end-of-course survey online and will also be invited to join an online focus group ran as part of Megan Kime’s USEF project.

**Transferability:** Pathways to Success offers versatile content, designed from the outset to be transferable and appropriate for a wide range of applications. It is hoped that this presentation will raise awareness of the course and act as a starting point for disseminating content across the University. Content on referencing and plagiarism has already been adapted for students on MOOC programmes on FutureLearn. Further potential re-use opportunities have been identified within the Mary Morris project for international students, and as a pre-arrival resource for pre-sessional students in Language Centre. This parallel session will provide opportunity to explore other potential re-use opportunities.