



Student Education Bulletin

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SEC3

bookings
now open!

Details on
back page

Adding to the map of Leeds: religion often lies at the heart of communities, this project maps those communities and engages with them

Twenty years of student engagement with the local community

Melanie Prideaux, Philosophy, Religion & the History of Science

Students studying Theology and Religious Studies at the University of Leeds undertake their first independent research project in semester one of their first year. Each student visits a local place of worship and writes an analytical fieldwork report. Unsurprisingly, when those students reach level three, they are ready for much more. For 20 years, students undertaking *The Religious Mapping of Leeds* in their final year have built on that early start to produce work of exceptional quality in engagement with a local community. Each year, students are given an area of Leeds, a local community contact, intensive initial training, and weekly supervision. And then they are given their independence. They undertake an initial mapping exercise, identifying the 'location' of religion in their area of study, and then focus on an issue of local significance (which they identify) and undertake a more detailed research exercise involving observations, interviews and focus groups to build a body of data for analysis. Recent themes have included education, interfaith relations, religious change and the nature of 'community'. Importantly, this is a group-work module and students produce a single report for assessment. Training in group-work skills, regular supervision, and effective peer assessment is vital in ensuring a fair, accurate and transparent assessment process.

There are only twelve places available on the module. Students are expected to demonstrate in their application an understanding of community engagement and an enthusiasm for local studies.

Students often apply based on their previous experience of fieldwork in other modules, or in one of our optional activities:

'I have wanted to take part in *The Religious Mapping of Leeds* since my participation in an ... inter-faith evening in my first year. I conducted a number of oral history interviews with members of Leeds' religious community and loved the entire process. Since then I have been looking for another opportunity to engage with Leeds' religious community as well as hone my fieldwork skills.' The module began under the leadership of Professor Kim Knott

(now of Lancaster University) and is the key undergraduate research component of the Community Religions Project (CRP), which has been running for nearly forty years, and is a vital underpinning for the module.

So, what is the secret of the module's success?

- An extensive network of local connections. The CRP has an international reputation for local studies and community engagement. We know people in Leeds, and people in Leeds know us. Building these networks is painstaking, but it is also the basis for both the *Mapping* module and our more recent *External Placement: TRS beyond the University* module, which sees level-three students undertaking research projects for local organisations, including the City Council and third-sector organisations.
- A research and teaching focus on the study of religion in public life. Many of our modules encourage students to engage with the contemporary and located significance of the theoretical material. This means that students at level three assume that what they have been

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The next issue of the Student Education Bulletin publishes in February 2014. Copy deadline is **Monday 2 December 2013** • The Bulletin is also available online at www.lts.leeds.ac.uk/Student_Education_Bulletin/SEB_index.php • Visit the Learning & Teaching Bulletin archive at www.lts.leeds.ac.uk/bulletin

taught will make sense in the landscape around them. The best reports demonstrate an outstanding engagement with theory.

- Trust students. Clear expectations of conduct are articulated throughout the module and training ensures students are fully aware of their ethical and health and safety responsibilities. Weekly supervision ensures that problems are identified and addressed. As a result, we have rarely had any difficulties with students' engagement with the local community.

And what are the results? Each year, students produce a report for assessment which is circulated to the local community and added to the CRP website (<http://arts.leeds.ac.uk/crp/>). They also give a community presentation, which (in response to student feedback) is now an assessed component of the module. Sometimes these community presentations are genuinely challenging. Students may have to defend their findings. They do so by returning to their data and demonstrating a detailed and confident knowledge of the area that often astounds those present – particularly when they discover students have only worked on the module for one semester. As one observer said of the most recent presentation:

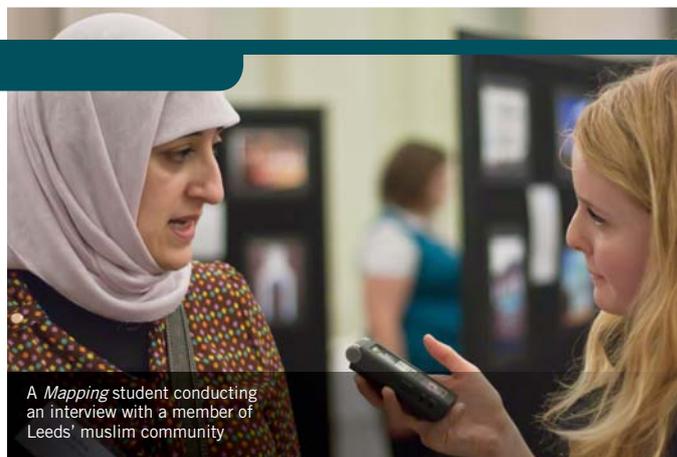
“What impressed me most of all was how students thought on their feet when facing questions.”

Sometimes findings can lead to conversations and actions that have a positive impact on local groups and communities. The report can for example suggest new areas for work for third-sector organisations. Simply reading an account of the neighbourhood can be fascinating – one community member said of the Beeston report: “... [A]n extremely important piece of work, it will be very useful for those who continue to live and minister in Beeston. It's amazing how much the religious as well as the sociological scene has changed over the past decade ... At the present rate of change I expect a revised mapping of Beeston will be needed within the next five years!”

The report is also an important piece of academic work, often being noted for particular comment by external examiners. For instance:

“I was struck not only by the sheer quantity of material that had been researched and collated, but also by the clarity of analysis and compilation. It was both an interesting and informative read.”

For students, the results can be wide ranging, but the module is often cited by our graduates as being key in successful job applications, in encouraging them to consider postgraduate study or to follow particular careers. It also gives them exceptional opportunities for skills development, and for demonstrating the



A Mapping student conducting an interview with a member of Leeds' muslim community

achievement of programme-level learning outcomes, especially the practical application of learning, and understanding of the cross cutting theoretical and methodological themes and issues in the study of religion. For some of them, the opportunity for this level of community engagement in the last semester is an important stepping stone from University into work. Comments from their module evaluations demonstrate the benefits:

“It was good to get to know a different area of Leeds, meeting with community members and producing a report which is actually going to benefit others rather than writing the usual essay or exam.”

What might others learn from our experience of *The Religious Mapping of Leeds*?

- Start with what you are good at – build on existing research strengths, existing community engagement and the existing undergraduate programme.
- Make it useful – neither students nor community partners are likely to be motivated if there are not tangible outcomes; community partners will want to know ‘what's in it for me?’ even if they don't ask directly.
- Encourage students to think at a programme level – to draw on their knowledge and skills from other modules and build on those in a specific context.
- Build in good training – particularly group work and interpersonal skills, as well as discipline-specific skills.
- Trust your students – allow them to set the direction for the project, expect them to negotiate community access and manage relations with community partners; be a good facilitator.

For recent reports and to find out about the Community Religions Project, go to <http://arts.leeds.ac.uk/crp/> • For further information on the module, e-mail Mel Prideaux at m.j.prideaux@leeds.ac.uk • A case study for this module will appear shortly on the **Casebook** at www.sddu.leeds.ac.uk/casestudies/

B

VLE updates for 2013/14

Michael Thomas, VLE Service



VLE summer update

Many of the changes introduced over the summer were part of the successful update to the VLE in early July. The update brought: a cleaner interface; a new discussion board tool; many new features within the testing tool; a new content editor; some new navigation

features; and performance improvements. For more details, visit www.leeds.ac.uk/vle/staff/changes/

Blogs/Journals/Wikis

In May we turned on new Blackboard Blog/Journal and Wiki tools, which replace the old Learning Objects (LX) Campus Pack tools. The new tools work in a similar way to Campus Pack; if you haven't used this type of tool before, the blog / journal tools allow students to post sequential entries, rather like a diary. The wiki tool allows students to work collaboratively, creating multiple pages with options to add media. The guides for these tools can be found on the support site at www.leeds.ac.uk/vle

2013 module rollover

2013/14 Modules have been released to instructors after rollover,

with all modules due to run in 2013/14 now being rolled over. There will be a small number of modules that have rolled rather earlier than usual, and the VLE Service can assist any staff with queries.

Turnitin iPad app for staff

Turnitin have recently launched a new iPad app. The app provides a convenient way to access, mark and provide feedback for student submissions on Turnitin.

One of the main benefits is the ability to work offline, avoiding slow loading / loss of work due to unreliable internet connections. The app allows you to download assignments to your iPad and then sync your work to Turnitin when you have an internet connection again. If you are interested in using the app, our guide is available at www.leeds.ac.uk/vle/staff/assess/turnitinapp/

e-Assessment

The VLE test tool is now recommended for all formative and low stakes summative assessment. Questionmark Perception (QMP) users should transfer these types of tests to the VLE.

Recent QMP authors should have received emails about this change and also the current review of QMP. A guide on the VLE test tool is available at www.leeds.ac.uk/vle/staff/assess/test/

To contact the VLE Service, simply place a call with the IT help desk – helpdesk.leeds.ac.uk/contact

B

Making Leeds a destination of choice

Martin Holmes, Marketing Director

We are currently taking stock after the second year of recruitment shaped by the Government's new funding model for undergraduate education. The sector currently operates in an unregulated open market for students above a quality threshold of ABB or equivalent. Whatever one's opinion regarding the appropriateness of this narrow definition of 'quality', it has served to significantly increase the competition for applicants. Many institutions see this as an opportunity to grow both the size and quality of their student intake.

Below this level, numbers are still regulated by the mechanism of the Student Number Control, which risks not only financial penalties for over recruitment, but also number losses if an institution's allocation is under utilised. For the broad range of academic and professional services staff who work together to support student recruitment, this means life becomes even more complicated and challenging.

From an applicant's perspective there is also a considerable amount of change. Those thinking about whether to enter higher education must assess the value of a degree in the context of a £9K annual fee and the likelihood of graduation in a challenging economic environment where graduate-level jobs are far from guaranteed. Applicants increasingly find themselves bombarded by a huge number of information sources intending to help guide their choice of university, including 'Go Compare'-style websites, formal league table rankings, 'Which?' buyers' guides and a plethora of social media communities where real-time applicants share views and opinions through forums such as The Student Room.

The University of Leeds remains one of the largest recruiters of undergraduates in the sector, second only to Manchester in terms of size of undergraduate population within the Russell Group. As such, changes of this magnitude were always likely to present a disproportionately large challenge for us as those institutions trying to recruit the largest numbers of high quality students would be most vulnerable or at risk. It is interesting to reflect that whilst we rank 21 out of 24 within the Russell Group in terms of intake quality, the year before the introduction of the new graduate funding model (2011 entry), we recruited the same number of students as UCL at AAB or above. Last year (the first year of what has been referred to as the 'marketisation' of HE), we under-recruited relative to plan by about 500 students. Largely, although not exclusively, this was as a result of losing high quality applicants to our peer institutions.

This year, following the lowering of the SNC threshold to ABB, nearly 75% of our planned intake would be exposed to an open market in which we would be competing with institutions that in many instances ranked above us in league tables both at subject and institutional level. As such, the scale of our recruitment risk and challenge increased significantly.

It is in this context that I am delighted to report that, whilst the final position will not be confirmed for a couple of months, our current expectation is that we will have exceeded our recruitment plan and improved intake quality. We certainly appear to have been far more effective in converting high quality applicants during the recruitment process, thus ensuring fewer applicants regarded us as merely their insurance option. Our systems for handling confirmation and clearing also went smoothly, with a more effective mechanism for managing 'internal clearing' enabling us to maximise the opportunities for high quality applicants in clearing. This year the numbers recruited through clearing were slightly up on last year, but applicant quality appeared to be higher.

There are a number of reasons why the University has been successful in its recruitment activities for 2013 and, whilst success

is no guarantee of success going forward, they are worth highlighting because they offer an insight into what will be even more important for us, and what we will need to bear firmly in mind, as we move into the next recruitment cycle.

The recruitment results achieved this year are the result of an enormous collective effort involving a wide range of academic and professional colleagues. Despite the limitations of our current systems, we managed to provide applicants with a quality experience: a result of putting the applicant at the centre of the process. This has been increasingly important in a climate where attempts to influence applicant behaviour are more aggressive than ever. At the heart of our strategy was the aim of helping applicants to make the very best decision possible for them – and to support them in that process. We can be confident that if an applicant has the opportunity to experience the combination of quality of academic experience, our institution's warmth and vibrancy together with the depth of co-curricular opportunity, then we are well-placed to feel confident that we will be made first choice.

Given the acutely competitive nature of the marketplace, it was essential that we ensured as many applicants as possible made us their first choice, because increasingly there is no such thing as an insurance option for applicants achieving ABB-plus. This is why we focused so much on our conversion activity and ensured that we had an appropriate relationship between applicant engagement, offer positioning and maximising the effectiveness of post-application engagement. We tried to ensure that all applicants had the opportunity to come back and take a close look at Leeds before receiving an offer: I am convinced that whilst applicants are bombarded with more and more data regarding institutional performance and quality, the importance of human interaction and being able to experience at first hand something of the Leeds experience will be ever more important.

The post-applicant experience is therefore a key focus for us as we start thinking about the challenges for 2014 entry. In addition to the actual recruitment process, significant work has been undertaken to develop our overall proposition which of course is much broader than the actual programme of study. The Partnership with LUU, LeedsforLife, the evolution of research-based learning and the Discovery Themes are all major building blocks upon which we are able to demonstrate the distinctiveness and quality of Leeds.

Whilst we must continue to focus upon the effectiveness of our recruitment activity, noting that success this year is no guarantee of success for 2014 entry, we must also embrace imaginative programme design to ensure that we understand the changing needs of the markets within which we are competing. Ultimately the strength and quality of the programmes we are developing will be the best way to ensure that demand from high quality applicants is sustained. This will challenge us to think about developing new programmes that are aligned to market needs, rather than relying on existing academic structures. The University's breadth is a key asset and one of its defining features: if we are to maximise the opportunities that this breadth potentially creates in terms of student experience and translate it into a competitive advantage, we need to ensure that our 'product offering' is able to respond to changing market needs.

Finally, and most importantly, we should recognise and continue to build upon the fantastic cross-campus collaborative efforts from academic and professional teams who work together to support our student recruitment.

Student perspectives

Alice Smart, LUU Education Officer, and Charlotte Warner, LUU Welfare Officer



Alice Smart, Leeds University Union Education Officer

While most of our students have been away, we've had a busy summer over at Leeds University Union. The exec team have been drawing up both our individual objectives and our team objectives for the coming session. As a team, the three main areas we'll be working on are improving

our student engagement, developing our reps and supporting our students' wellbeing.

Over the last two weeks we've been welcoming all our new and returning students. All six exec officers have been giving welcome talks all over campus, which has been a great opportunity to let students know all about the services we offer. During Welcome Week, the Union put on lots of events to welcome newcomers, covering everything from cushion making to cocktail making and karaoke.

I've been working in partnership with the Library team over summer to write up a partnership agreement between the Library and students. Our libraries are a key part of student life so it's vital that their facilities and services are responsive to student study needs. Having a partnership agreement between students and the Library makes it clear that the needs and expectations of students are a key priority for the Library team.

One of my personal objectives for the year was to secure 24-hour library access as a permanent feature of exam time at Leeds. I am really pleased that the Library has agreed to open the Edward Boyle Library around the clock during both the winter and summer exam periods. This is a move that the Union has supported for a number of years, and we're sure students will be pleased to hear about this.

We're incredibly grateful that we receive a sum of money from the University to support our student rep system. This year we will be particularly focused on encouraging our school reps and departmental societies to consider using the money for projects that focus on student employability.



Charlotte Warner, Leeds University Union Welfare Officer

As Alice said, our group objectives have just been set for 2013/14. Supporting students' health and wellbeing is one of those that we all felt passionate about.

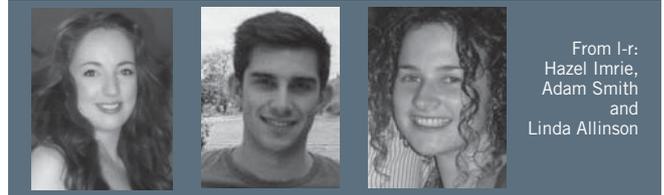
Mental and physical health can affect the performance of our students and can hinder their ability to reach their

full potential. We felt it was appropriate for targeted campaigns to be launched throughout the year to ensure that students are being supported. The welfare of our students is so important and cannot be underestimated. Last year the increased use of our membership services shows the high demand for support our students have. Financial enquiries have risen, showing that students are more concerned with their financial stability than ever. Campaigns will be targeted around this topic and give advice about where to buy cheap food when your budget is low so we can help students maintain a healthy lifestyle whilst on a budget.

LeedsforLife update

Hazel Imrie, Adam Smith and Linda Allinson
LeedsforLife Ambassadors

Meet the new Ambassadors



From l-r:
Hazel Imrie,
Adam Smith
and
Linda Allinson

We're really looking forward to the academic year ahead and have already begun spreading the word about LeedsforLife during Freshers' events and by contact with the Union and departments all over the University. Our aim is to reach as many students and staff as possible and ensure they know what LeedsforLife has to offer.

We have been using the brand new website to demonstrate the features and benefits that are now available. The LeedsforLife site has three main functions that help create a comprehensive personal development platform for students to maximise their potential:

The **Living CV** is best described as an online chronological portfolio that allows students to track their skills progression during their time at University.

The **Opportunities Database** is a great way of adding to The Living CV – it includes hundreds of work experience and volunteering opportunities and workshops both in and outside the University and is constantly being added to and updated. Not only can students apply online for these opportunities, but they can also view a list of the skills that can be gained from each.

Finally, the website also offers opportunities for those who wish to look beyond the database. The **LeedsforLife Foundation** encourages students to dream big: it's the first point of call for students with travel ambitions or individual project ideas – the premise being 'show us what skills you will gain from your project, and we can help you finance it'. The deadline for the first round of applications for this session is **Friday 1 November** – we will of course be on hand to assist with applications in run-up to this point.

Contacting us is easy: just search for 'Leeds for Life' on Facebook and Twitter. If you'd like to speak to us directly to arrange a meeting or event, e-mail lflamb@leeds.ac.uk

We are now over a month into our roles as Ambassadors and we can safely say we have settled in and are ready to make the presence of LeedsforLife on campus even bigger than ever!

Christopher Warrington, Student Opportunity & Enhancement

We were really pleased to launch the newly designed LeedsforLife website in September: it has a fresh new look and feel as well, as enhanced functionality for staff and students. Compatibility with mobile and tablet devices now gives everyone more flexibility in how and where they access LeedsforLife. The booking system for Personal Tutorials has been significantly improved and supports arrangements for Personal Tutoring meetings through alerts and notifications.

An updated and refreshed policy on Personal Tutoring will be circulated widely during the autumn for views and discussion. This provides the University with an opportunity to refocus on Personal Tutoring through an emphasis on partnership and the associated mutual expectations.

Welcome to the new academic year

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

It's always exciting when campus comes to life again as students arrive for the new academic year. Numbers are still being finalised, but it's already clear that this intake of both undergraduates and taught postgraduates is significantly higher, and of higher quality, than last year – a great tribute to the hard work of the many, many staff (and students) involved in Open Days, post-application days, and other conversion activities. We can allow ourselves a micro-second of self-congratulation, but work to attract students for 2014 is already well underway, and we will have to make just as much effort this year to ensure that we continue to steal a march on our competitors.



Scenes from recent open days: made possible by staff and students alike, these days are a vital conversion tool for the University

Convincing applicants to make Leeds their first choice shouldn't be too difficult when we already have so much to offer as well as so many new developments coming to fruition in the near future. No-one can miss the building site on Woodhouse Lane, out of which the new state-of-the-art undergraduate library will appear. The attractive hoardings give just a glimpse of the difference it will make to our students.

Our integrated Student Education Service is also well on its way to full implementation. We shall be appointing the Directors at the end of October to be in post by the New Year; the Heads of the various teams are now in place; and we are in the last stages of choosing the provider of our long-anticipated CRM system.

One very special group of returning students are those who spent last year on study abroad or work placement; last week I had the pleasure of attending the reception where they were welcomed back to Leeds and invited to share their experiences. The prospects of securing graduate-level employment are 17% higher for students who have done a placement of some kind, so encouraging as many students as possible to seek this kind of opportunity has to be one of our priorities. Here again we're working from a strong position: in addition to school-specific modules, our 'CSER 8000' module, enables students on any programme to take a placement year, putting us well ahead of most of our competitor institutions.

Our competitors are not just in this country: I was in Singapore recently following up on the Memorandum of Understanding that Leeds signed in the summer with Nanyang Technological University, a key element of which is student exchanges. NTU is a high quality institution, very like Leeds in size and in its wide range of disciplines. The difference lies in the level of investment they can rely on from the Singaporean government – a salutary reminder of just how crucial it is that we maximise the impact of the investments we're making – in the new library; in lecture capture; in SES systems – and that we ensure they work as effectively and efficiently as possible for our students, adding to the great resources they already have here, not least of which is the chance to spend time at partner institutions like NTU right across the world.

B

FutureLearn, MOOCs and UoL

Carol Elston, Digital Learning Team

Less than nine months ago, the University became part of a new venture in massive open online courses (MOOCs). By joining FutureLearn (www.futurelearn.com) in this journey, we committed to develop and deliver a MOOC before the end of 2013. The last nine months have had many highs (and a few frustrations), but FutureLearn launched to schedule on 18 September 2013.

The platform currently hosts 20 pilot courses developed by partner universities. Our MOOC – *Fairness and nature: when worlds collide* – starts on 21st October and runs for two weeks. It is an interdisciplinary course developed by Jon Lovett in the School of Geography, which considers the difficulties faced when making decisions about natural resources. It introduces a number of principles and demonstrates them through case studies and topical debates. Jon's interests include the distribution of natural resources within Nepal, so he invited several Nepalese colleagues to join one of the debates, providing an interesting glimpse into the challenges faced by developing countries. The fact that the course is relevant and accessible to learners wherever they are has been an important factor in the development process. Low resolution video files, along with audio and text versions are available, ensuring that learners can access all materials. A major driver for providing MOOCs is to make the University's learning and research available to those who would otherwise not benefit from it, so it is vital that everyone can access the materials in at least one of those formats.

The newly formed Digital Learning Team, under the direction of Neil Morris, has developed a series of multimedia learning resources to guide learners through the online course. The core activities use videos of the tutor, alongside animation plus still and moving images. There are also forums where learners can post reflections or discuss concepts with fellow learners or their tutor. All activities have defined learning outcomes, alongside clear guidance for learners who may be new to the online environment.

The aim of the MOOC is to provide learners with choice: they choose their own route through the materials, which is often dependent on time available and personal objectives. The success of a MOOC is not measured by learner completion or through formal assessment, but by meeting the objectives of thousands of learners with a variety of motivations for joining the course. The FutureLearn vision is to inspire learning for life through telling stories, provoking conversations and celebrating progress. This is achieved through activities within the platform as well as using social media to encourage additional learning.

We aim to learn from the experience of building *When worlds collide* and to ensure that we have defined procedures and practices in place so future MOOCs are developed to the same standard. The team is committed to developing around six MOOCs per year, taking place alongside re-runs of existing courses.

Find out more about MOOCs on ForStaff: go to www.leeds.ac.uk/forstaff/homepage/368/moocs_and_futurelearn

Join the University MOOC forum: go to www.sddu.leeds.ac.uk/sddu-lt-nw.html for more information.

B

Future Learn

Partners with FutureLearn: MOOC designer Jon Lovett; and the trailer for *When worlds collide*



Using our archives as teaching and research resources

Archivists and lecturers and students from a number of disciplines are leading innovative projects that promote the use of archives in undergraduate and postgraduate education at Leeds; projects that develop new strategies for research-led learning, strengthen the links between the University, businesses and charities, and use technology to make archival collections more accessible to all. In this article, we meet staff and students involved in some of these initiatives and report on their efforts, experiences and achievements.

Using Archives to Teach Gender: an example of research-led education at Leeds

Maria do Mar Pereira (m.d.m.pereira@warwick.ac.uk)

The University of Leeds hosts several archives, rich in both expertise and resources. However staff and students are not always aware of the nature, range and value of the collections held here. While working as a lecturer in the Centre for Interdisciplinary Gender Studies, I applied for a University Student Education Fellowship to develop a project promoting the use of archives in undergraduate and postgraduate education at Leeds. It focused on the teaching of gender and the collections of the Marks & Spencer Company Archive and Feminist Archive North (FAN), and I was fortunate to be able to work with three extraordinary undergraduate research assistants – Eleanor Broadbent, Anna Colgan and Freya Potter.

We launched an extensive consultation with staff across several faculties and conducted research in the two archives, collecting, cataloguing and analysing over 140 artefacts. We then created an internet platform – www.gender-archives.leeds.ac.uk – where staff and students can access the material we found, find suggestions for innovative classroom and assessment activities, and links to other valuable resources for teaching gender. The site includes materials on topics as diverse as witches, work and World War II, and we are confident you will find something relevant to your teaching!

The project was driven by the belief that archives ‘are lively, fast changing ... space(s) with which students can engage both critically and creatively’, as Koevoets and de Jong argue in their forthcoming book ‘Teaching Gender with Libraries and Archives’. Our own experience confirmed that archive-based research can be an extremely enjoyable and productive learning experience for students, as Freya Potter (researcher on the project, and third-year undergraduate in the School of History) compellingly explains:

Learning Through Archives: a student's perspective

Freya Potter (hy11fsp@leeds.ac.uk)

Forging links between the archives on our campus and the teaching at our University was one of the main aims of Using Archives to Teach Gender. Although the archives we worked in were extremely welcoming, like many students I simply didn't realise that undergraduates were allowed to use them and I was intimidated by my lack of knowledge about how to access them. Working as part of a research team in two very different archives was therefore incredibly rewarding and useful in many ways.

The project was a fantastic opportunity to learn how academic research is conducted and how archives are actually run. Working with an academic as a colleague on a research project was also incredibly rewarding. I loved the module *The Sociology of Gender* that Maria took last semester, but working on the project inspired me to explore aspects of the subject I hadn't previously found as interesting. By creating knowledge, not just processing it second-hand, I gained a new perspective on how lecturers produce their material and felt valued as a knowledge-producer myself. We are always told to be original in our essay writing, but this can often seem daunting for undergraduates; discovering something in the archives

feels raw and exciting and helped me draw on theories and concepts in an original way. Meeting and talking to archivists was often just as rewarding as analysing the artefacts. Not only did it allow me to better appreciate the thankless work they do (often voluntarily), but listening to the stories of the women who run FAN, for example, also brought the topics I'd studied vividly to life.

My experience was extremely rewarding, and has given me the confidence to use archives and primary sources in my final year. I have also gained a deeper understanding of gender and an increased passion for the subject. I believe that improving the University's links to archives and using them more centrally in undergraduate teaching is beneficial for students, teachers, and of course the archives.



Maria do Mar Pereira launches www.gender-archives.leeds.ac.uk with research assistants Eleanor Broadbent, Anna Colgan and Freya Potter.

Special Collections at the Library

Katy Thornton (k.f.thornton@leeds.ac.uk)

The Library houses some of the UK's most distinguished rare book and archive collections. These materials support research and teaching in a wide range of disciplines and we have embarked on a major programme of cataloguing and digitisation to improve awareness and accessibility across the University.

The Library's Special Collections host and collaborate with the collections and volunteers of the Feminist Archive North. These archives, books and periodicals are a major resource for the study of second-wave feminism and female activism.

We look forward to the evaluation of this project as we plan future projects to improve accessibility and stimulate research. Nearly 20 years' experience of archival digitisation has still not enabled archivists fully to understand which approach is better: to collate a selection of documents or to mass-digitise a wide range. The first is easier, but can lead researchers to conclude that the collection is the limit of the information available. There are also ethical and political questions about a process that reduces further an already partial resource (no archive is 100% complete and, indeed, it is a key part of an archivist's training to select from a mass of materials those elements that are suitable for permanent preservation). The second can be daunting to the researcher, but provides a better impression of what archival research is really like. It is also more expensive and time consuming to produce. It is certainly beneficial to provide online access to archival sources, but we do not yet have the ideal model for selection and delivery.

This initiative to widen access to archival materials for teaching and research is an excellent step and we look forward to further phases.

<http://library.leeds.ac.uk/special-collections>

A GIRL'S FUTURE



Research subjects as diverse as gender, feminism and consumerism in the Marks & Spencer Company Archive here on campus

Feminist Archive North

Jalna Hanmer (fa_north@yahoo.com)

The Feminist Archive North (FAN) holds collections arising from the British Women's Liberation Movement (WLM) from 1969 and European and world collections. It is a charitable organisation, managed by its trustees and located in Special Collections.

What began as an archive of the history of Northern activism and national information on the WLM, quickly expanded to include European and international campaigns and research. The archive's contents are sufficiently extensive to support teaching, provide thesis topics for postgraduate dissertations and can be used by researchers and undergraduates alike, either from Leeds or from other UK and overseas institutions.

Activism, including research, took a number of forms of specific concern to women. These were described as aspects of social and individual oppression. Specific issues coalesced around areas such as the family, childcare, physical and mental health, employment, development, the arts, media, militarism and peace, sexuality, lesbians, education, religion, criminal justice, law and policing, various forms of violence and misogyny, and the politics of the WLM.

Information on issues, campaigns and future activism were pursued through newsletters, journals and other publications, along with conferences and meetings. FAN has over 1700 different periodicals. There are also campaign items, such as posters, badges, banners, t-shirts, bags, postcards, even a cutting from the Greenham Common fence. FAN holds research studies, academic articles, dissertations, and information on the connections between academic and social movement concerns. Collections include photographs, visual and moving images, press cuttings and oral history interviews.

FAN has material that is relevant to almost every discipline. E-mail us and we will be happy to discuss how you or your students can benefit from the archive in your courses and research.

Visit FAN at www.feministarchivenorth.org.uk

The Marks & Spencer Company Archive

Sarah Tester (companyarchive@marks-and-spencer.com)

We really enjoyed working with the University and students on the gender studies project. It was a great opportunity to see the M&S collection – one of the finest business archives in the UK – in use.

The M&S Company Archive opened in March 2012 as part of a unique partnership between Marks & Spencer and the University of Leeds. We're located in the Michael Marks Building on Western Campus, which offers an ideal setting for students, academics and the public to explore the archive collection.

The collection contains 70,000 items that document M&S's history as part of the social and commercial fabric of British society. Containing some fascinating insights into the history of the company, it includes business records and material relating to M&S as an employer, including a complete run of employee magazines. There are also fantastic examples of advertising as well as clothing, food packaging and merchandise from the days of the first Penny Bazaar in Leeds in 1884.

The scope of the collection means that there are many different research subjects to discover. Strong themes in the collection include consumerism, store design, gender, corporate social responsibility, marketing and product design. The collection can also offer some more surprising insights. For example, the School of Music is looking at our sheet music, popular with Penny Bazaar customers in the early 1900s, to study popular culture.

To promote the huge research potential of the collection, the archive team works across the University to offer academics and students a chance to engage with the collection. We host and support sessions on subjects ranging from gender studies to geography, and store design to sustainability. We also provide induction sessions and lectures as part of teaching programmes across the campus.

One of the key projects we're working on at the start of this academic year is with the Business School. Students are visiting the archive as part of a group project to research the history of corporate social responsibility, using M&S as a case study. The students, working as part of a team, will then deliver a presentation to the rest of the group – giving them scope to develop their research skills, work as a team and hone their presentation skills all in one project.

Students and academics can also connect with other researchers and share ways to interact with the collection and the discoveries they've made via the new Arts Engaged Blog. Go to <http://arts.leeds.ac.uk/artsengagedblog/>

You can search the archive at <https://archive-catalogue.marksandspencer.ssl.co.uk/home> – it contains themes and picklists

to help you locate relevant sources and has been designed with researchers in mind, with images to help you visualise archives, plus a 'pinboard' feature that enables you to contact us about specific items from the collection.

We can also support your individual research or assist in course content and assignments. For more information, e-mail us at companyarchive@marks-and-spencer.com



Taking a tour around the website at its launch in September

Students as professional colleagues

Raphael Hallet (History); David Lewis (Biomedical Sciences); and Jane O'Neill (Staff & Departmental Development Unit)

One of the defining points of The Partnership here at Leeds is the encouraging of 'constructive engagement' between staff and students. This type of mutually beneficial engagement is usually understood in terms of an effective teaching and learning relationship between tutor and students; a pedagogic dialogue that takes place within and outside the classroom as research-led teaching inspires both parties.

However, the University of Leeds is providing a fresh spin on this notion of engagement by developing opportunities for professional engagement and collaboration between staff and students. Over the last year, the University of Leeds Internship Programme has got into full swing, offering eight- to twelve-week summer employment within University services such as marketing and project management, whilst the Careers Service's CSER8000 *Work Placement* module organises year-long opportunities to work within our central services, allowing students to take on sophisticated, professional roles at the University. These kinds of opportunities blur the hierarchical staff-student relationship in interesting ways and allow talented students to develop professionally as well as academically within the institution.

Such innovations have also been apparent at a local level across campus for a number of years, as departments and services have fully integrated the ethos of employability, providing paid employment opportunities to students.

Internships and professional collaboration in the School of History

Rafe Hallett has supervised an internship programme in the School of History that, over the last seven years, has seen over 50 students fulfil year-long professional roles within the School. 'Many people comment on the obvious benefits for the student in terms of career development and gaining skills within a complex institution', explains Rafe, 'but perhaps the most interesting outcome is the dynamic that emerges as the School's staff collaborate with and gain inspiration from the student interns themselves'.

In essence, what emerges is more than a student opportunity, and instead a collegiate, professional relationship.

Emily Timms worked alongside School staff as the Induction & Peer Mentoring intern in History for two years, moving from tasks such as editing and proof-reading the online induction resources in the first year, to overhauling the Peer Mentoring agenda in the second. 'She redesigned the whole structure of peer mentoring', Rafe says, 'mixing academic workshops with pastoral advice on School opportunities and events, freshening-up the whole scheme and improving attendance'. The real difference in these cases seems to be the close proximity and empathy of the student intern in relation to the student cohort, and the way in which interns can tune more quickly into student expectations and psychology.

Showing other skills, student professionals can establish fantastic relationships with external partners and alumni too. Molly Courtice, working as the School of History's Alumni Intern, organised an 'Alumni Speed-Dating' event last February, and successfully attracted 15 History alumni to the University, staging a vibrant evening where over 70 history students gained tips and strategies as they considered the route into diverse careers. It was a perfect

example of an intern exploiting their ability to mediate between a student and professional role, understanding the psychology of alumni as they returned to their old School, whilst tuning into current students' career interests. That dual perspective is something that student interns can bring, and it can offer a set of professional skills distinct from the more senior staff member, whose ideas, whilst potentially more sophisticated, might not have the immediate relevance, insight and empathy of the intern's.

Rafe Hallett and Kevin Linch from the School of History also employ UG and PG students as assistant researchers on their USEF projects on student experience and employability. Student researchers' roles embrace tasks such as researching competitor institutions, making surveys of student opinion and building up research case studies on module design and assessment. In these cases, the student professional works directly within learning and teaching projects funded by the University, feeding their voice and skills into projects such as Leeds*for*Life and the Curriculum Enhancement Project, effectively shaping the environment for fellow students.

'This closes the circle neatly', argues Rafe, 'when student interns are working in a paid role to improve both the curriculum and the University experience for future generations of Leeds students'. Returning to the ethos of the Leeds Partnership, this is 'constructive engagement' between staff and students operating at new levels.

Educational research internships in the Faculty of Biological Sciences

Dave Lewis (School of Biomedical Sciences) co-ordinates a programme of educational research internships that allows students to work in partnership with staff on programmes of educational research, curriculum development and public engagement. Examples include an analysis of public engagement activities with STEM undergraduate curricula (Dave Lewis); enhancing student understanding of exams through an online resource of exemplars (Simon Harrison); developing testing protocols for a commercial company (Matt Lancaster), and helping to design and deliver the Science Behind Sporting Success exhibition held at Leeds City Museum (Charlotte Haigh and Dave Lewis).

Interns undertake 75 hours of paid work outside the taught curriculum, which they fit around their academic studies. Interns and their supervisor initially agree a contract that defines project timelines and outcomes. Depending on the project and the student's academic commitments, internships may be for a short or long duration, solely in the vacation or intermittent, being put on hold if the student has



First-year Neuroscience student Danielle Ormshaw presenting details of her involvement with the internship scheme at an HEA workshop

academic deadlines looming. Interns are paid a third of their fee up front, with the remainder on successful delivery of the agreed outcomes. Funding for this scheme was initially obtained from the LeedsforLife Foundation, but more latterly has come from colleagues' USEFs, educational and scientific research funding bodies and Industry.

The aim of these internships is not only to provide an opportunity for students to gain valuable work experience, but also for them to develop and utilise key employability skills. However, developing these skills is of no use if students are not able to identify and articulate where they have gained them. Each intern is therefore required to contribute to a project blog in which they reflect on the project and the skills they have gained by taking part in it; they are also required to write a short reflective case study on completion.

This internship scheme is extremely popular; the last tranche of internships had ten times more applicants than internships available. Students recognise their value in developing key employability skills and creating pathways to future careers:

"Invaluable ... to gain an insight into other areas of science and develop a wide range of skills often not utilised when going to lectures and sitting exams."

"It gives a sense of responsibility [and is] good for developing all sorts of transferrable skills I can add to my CV."

The internships benefit all involved. Not only do students gain valuable work experience and develop employability skills, but they also have a defined project product or outcome that they can demonstrate to prospective employers. Internships are also listed on students' HEAR transcripts. Some are also named as co-authors on resultant publications or conference presentations. For staff, not only do they have a very capable and committed extra pair of hands to contribute to their on-going educational research, curriculum development or public engagement activities, but students can also often provide additional skills and expertise that staff may not have. For the Faculty, interns have enhanced the student learning experience and facilitated curriculum development, educational research and the external promotion of Faculty activities.



Second-year Medical Sciences student Tom Richards and Stella Glasmacher (vacation student) getting involved in public engagement activities at Holbeck Gala

Multimedia internships in SDDU

For the past two years the Staff & Departmental Development Unit (SDDU) have employed interns as part-time Multimedia Project Officers. They work over several months to video staff and students talking about a range of aspects of University life. Interns operate alongside colleagues across SDDU on mini-projects to make short (two to five minute) case studies. The work involves conducting interviews, videoing, editing and uploading the videos in

consultation with project owners. The final videos are then used as part of various SDDU activities, which to date have been used:

- in face-to-face sessions to promote discussion
- as part of the Spotlight series on ForStaff showcasing specific areas of academic work – www.leeds.ac.uk/forstaff/homepage/367/spotlight-series
- in a social media online resource – www.sddu.leeds.ac.uk/sddu-social-media.html
- as part of SDDU's new welcome package www.sddu.leeds.ac.uk/sddu-new-staff.html

Paul Heaton is working with Samwise Wilson, our current intern, to create a video resource of academic staff talking about how they achieved a work-life balance in the early stages of their career and managed the competing demands on their time as new members of staff. 'Samwise has asked pertinent questions which have proved useful in shaping our work,' says Paul. 'I have been impressed by his technical expertise, enthusiasm and professional attitude and am really pleased with the outcomes of his work.'

SDDU staff have been delighted with the high quality of the work, skills and professionalism of our two interns. In addition to achieving their employment objectives, our interns have also provided valuable insights into student perspectives about University life and a wealth of knowledge applicable to other activities in SDDU. Samwise has worked across the University on various video projects and also works with Leeds Student TV. His experience with online video has fed into a project extending the use of the University YouTube channel and he has worked closely with a member of the Communications Team to make recommendations to the working group in this area.



Samwise Wilson at work as a Multimedia Project Officer as part of his internship with SDDU

As a member of staff, Samwise has also had the opportunity to participate in meetings of the University's Learning Technologists' Group where he is both able to contribute to discussions about effective use of technology for student education and gain insights in to one of the roles that underpin academic work. Samwise is keen to pursue a career within the University environment. He says, 'This experience has

proved invaluable to me, giving me a broad reach into every area of the University. Having interviewed so many people I have gained insights in to the kinds of roles available and how you progress in to these roles.'

As these case-studies show, the University is developing a distinctive culture in which students and staff work reciprocally on projects and within departments, engaging with each other's worlds and bridging the gap between student and professional identities. This can only be good news for our students as they seek employability opportunities in areas relevant to their department and discipline.

Teaching Enhancement Scheme

Michael McPherson (FBS), Chair of TES Working Group

We have a commitment to provide an excellent student experience in partnership with our students. To deliver inspirational teaching and learning, we rely on the dedication, commitment and skill of our teaching staff, who must engage in developmental activities in order to continually improve our teaching.

The University has used peer review as the formal mechanism for monitoring teaching quality and all staff are expected to be involved. While peer review has value, it is restricted to one aspect of the teaching and learning process, that of traditional teaching via face-to-face contact. With the wide availability of online resources and more demands to ensure students are properly skilled and employable, we must consider all aspects of the teaching and learning process within any review system.

A group of Directors of Student Education and SDDU colleagues have been considering the evidence for adopting a broader and more developmental process: a draft policy was the subject of consultation with Pro-Deans, DSEs and other colleagues. This led to the replacement of the Peer Review of Teaching process with a simple, more flexible, locally responsive, developmental and supportive scheme, the Teaching Enhancement Scheme (TES).

During 2012/13, the Schools of Mathematics and Healthcare piloted the TES. In both cases there were positive outcomes and valuable feedback that improved the policy which has now been approved by the University Taught Student Education Board for University-wide implementation from 2013/14.

It is recognised that there are excellent examples of good practice across the institution and these will be incorporated into the TES, thus building upon existing success and current projects. In other cases there may be new initiatives and projects that should develop from a strategic imperative or based on staff interest.

The flexibility of the scheme allows schools to determine their own strategy for implementation. Management committees may identify pressing strategic issues that should be addressed, for example relating to NSS action plans, the Curriculum Enhancement Project, etc. They may then encourage staff to consider such issues, allow groups to develop their own ideas for teaching enhancement projects, or a combination of these approaches.

A TES cycle is likely to last an academic year, although some projects may require longer. All staff will be expected to participate and each school will have a co-ordinator to monitor activities. The approach to monitoring will be light: essentially an initial form identifying who is involved in which project and a final report of non-confidential outcomes.

It is important to stress the developmental nature of the TES. It is not to be used as a management tool for tackling any performance issues. Thus, where agreed by the staff involved, the discussions of a group can be confidential. There may be other groups who do not wish to keep their discussions confidential and there will be cases where groups wish to include students in their activities. The developmental nature of the TES will allow individuals to use non-confidential outcomes from their projects to support their CV and to provide evidence for promotions applications.

Ideally, both successful *and* unsuccessful outcomes from TES projects will be reported to TSECs and be disseminated through staff meetings and away days, and to a wider University audience through the Student Education Conference or The Casebook.

More information about the TES including FAQ's and some example case studies are available at www.leeds.ac.uk/qat/tes/

B

Inducting students into a culture of scholarship

Myles Gould, School of Geography; Jane O'Neill, SDDU

Improvements and developments with the University's Academic Integrity Tutorial

Innovative thinking and challenging existing wisdom is central to academic scholarship. However, many students find the journey from school to university difficult and, moreover, arrive with considerable variation in experience and expectations. There is also very little prior knowledge of referencing and academic integrity (AI) issues, and plagiarism in particular.

The University felt it was important to give students a baseline understanding of the central concepts of AI and University regulations using an online 'driving lesson and test'. As such, we can now expect to see fewer students claiming ignorance of AI issues in future investigatory meetings. In 2011 TSEB agreed the Plagiarism Working Group should deliver a University-wide online tutorial. This was piloted last year with all Leeds first-year students using 'VLE Organisation' tools to deliver a tutorial written by Skills@Library (<http://library.leeds.ac.uk/tutorials/integrity/harvard/>), together with a quiz all students were required to pass. Students were e-mailed at launch date (first week of teaching) and periodically over the next four weeks to remind them to complete the tutorial, and School AI Officers (AIOs) were advised of student attempts / completions and marks obtained.

The tutorial was well received by students and AIOs. The latter recognised the huge benefits in raising student awareness, lessening administrative burden within schools, improving student experience and maintaining the quality of degrees. Indira Banner (School of Education AIO) observed: 'The tutorial and quiz have given new students the chance to engage with issues of good academic practice and plagiarism. This year we have seen a drop in the number of plagiarism cases, showing that more students are aware of the issues and adhering to academic conventions, as well as reducing the workload for staff.'

Most students engaged early and knew they had a campus-wide induction activity to complete. There were relatively minor teething problems (such as reporting issues associated with students changing programme or leaving), many of which have now have been addressed for the this 2013/14 session. Developmental work has included:

- Rolling out the tutorial to all PGT students and students who start their programmes in January;
- Refining AI quiz content in consultation with AIOs, Skills@Library and the TSEB Plagiarism Group;
- Including a set of FAQs for students accessing AI materials in the VLE;
- Reviewing and improving communication amongst AIOs and student support services in schools and faculties;
- Testing the delivery of materials via a single VLE Organisation to streamline delivery, administration and reporting; and
- Enhancing the visual presence of the tutorial in the VLE.

The operations group and AIOs have even more ideas for future developments subject to a business case being made for resources. Meanwhile, we ask all staff to encourage students to complete the tutorial, flag it in Level-1 and PGT skills-based modules that consider academic scholarship, and direct students to all the fantastic resources available through Skills@Library.

To find out more about the tutorial, contact the AIO in your School who will provide you with even more information. And finally, a very big thank you to everyone who has worked behind the scenes to deliver the plagiarism tutorial to all our new students.

B

Encouraging Leeds students to drink with safety in mind

Newly appointed Alcohol Harm Reduction Project Co-ordinator, **Chloe Edwards** announces the launch of the Alcohol Harm Reduction Project and provides an overview of its scope:



The project has realistic aims and hopes to encourage students to drink responsibly rather than stop completely

“The post of Alcohol Harm Reduction Project Co-ordinator was established following the identification that 40% of students are considered as high-risk drinkers who have a tendency to put themselves in dangerous situations. Accident and Emergency data revealed that high numbers of students were admitted in the early hours after midnight. In addition, other problems associated with alcohol are adding to the costs of policing in Leeds.

The project is being funded by the local Clinical Commissioning Group and will focus on the excessive alcohol consumption of students based at all three HE institutions in Leeds (the University of Leeds, Leeds Metropolitan University and Leeds Trinity University), with the main target group being between 18 and 25.

The overall aim of the project is to reduce the harm from alcohol consumption within this population by developing and implementing a campaign to reduce binge drinking. It is a challenging project and one that will require a lot of research in order to prove successful.

Due to the nature of the typical lifestyle adopted by many students, it is important to produce a realistic campaign that will alter the behaviour and thinking patterns of a proportion of them.

The strategies used will be based on research conducted into behaviours that lead to binge drinking and the student social culture surrounding it. The developed campaign will benefit from the direction of a steering group comprised of staff from various specialties to ensure all areas of concern are addressed. This group will approve the campaign prior to its initiation.

I shall be working alongside both students and professionals from various sectors, including medical practitioners and the Police, to gain a clearer view of the ways in which binge drinking in the student population can be targeted successfully. I am extremely excited about being involved in this project and look forward to the challenges ahead.”

Chloe Edwards, Alcohol Harm Reduction Project Co-ordinator, Leeds University Union

For more information, e-mail Chloe on c.n.edwards@leeds.ac.uk

Discovery Themes update

Martin Purvis, Faculty of Earth & Environment

Recent months have seen significant progress towards next year's launch of the broadening element of the Curriculum Enhancement Project. The ten strands we will be using to make students aware of the full range of opportunities available to them have been renamed Discovery Themes, and individual modules within these themes will no longer be known as electives but as Discovery Modules.

The Discovery Themes and Theme Leaders

Creating Sustainable Futures William Young ● **Media, Culture & Creativity** Fiona Douglas ● **Enterprise & Innovation** Alison McKay ● **Mind & Body** Bonnie Meekums ● **Ethics, Religion & Law** Jamie Dow ● **Personal & Professional Development** Rafe Hallett ● **Exploring the Sciences** Doug Stewart ● **Power & Conflict** Nick Robinson ● **Language & Intercultural Understanding** Caroline Campbell ● **Technology & its Impacts** Graeme Gooday

The substance of the individual Themes is taking shape, thanks to the efforts of the ten Discovery Theme Leaders in consultation with colleagues across the University. Theme Leaders have been wrestling with the challenge of organising the existing provision of hundreds of Discovery Modules into coherent sub-themes. These will allow students to identify the modules that best match their interests; to understand the opportunities for academic progression that follow from their initial Discovery Module choice; and to appreciate the existence of alternative modules, aiding a final selection that best fits their timetable. But the Discovery Themes are already providing the intended stimulus to the development of innovative teaching. Some new modules will create opportunities for students to integrate volunteering with academic study, some will challenge them to explore their own capacity for innovation, and others will strengthen academic links between different disciplines.

Equally important are moves to harness a varied range of teaching methods to increase the flexibility of module delivery in key areas, so reducing timetabling tensions for some students. Theme Leaders would be delighted to hear from anybody interested in joining discussions about these developments, and there will be a chance for further collective reflection at a workshop during the Student Education Conference on 10 January 2014 (further information on booking your place at SEC3 is available overleaf).

Work is also underway to develop the online systems that will be crucial to the success of the Discovery Themes. These systems will provide students with improved information about the broader benefits of the Themes, the content of the individual Themes, and provide a gateway to module registration.

This will sit alongside improvements in the provision of personal guidance to students, particularly through a successor event to the start-of-year electives fair.

A third important area of work, involving all schools, is the confirmation of exactly how students on specific programmes will access broadening opportunities. The great majority of students will have the option of taking ten or twenty credits of Discovery Modules at two or more levels of their degree. But we know that a minority of programmes, some of which have not previously incorporated electives, will find it difficult to adapt to this standard model. Consultations with the individual schools concerned are now beginning, to help to define alternative ways in which all can meet the University's commitment to the reinforcement of disciplinary excellence with opportunities for students to broaden their intellectual and personal horizons.

News and updates

The best of Leeds on iTunes U

The University launched its iTunes U site on Monday 7 October and already it features a wide variety of educational materials from across our campus.

Extensive resources from some of the world's best universities are available on the site, attracting learners, prospective students, researchers and professionals from around the globe. If you have digital learning resources suitable for this global audience that you feel will enhance the reputation of the University, contact us on itunesu@leeds.ac.uk and we will feature them on the site for you. We would also like to hear from academics who wish to deliver structured courses on iTunes U.

To stream or download your podcast(s), navigate to the University's iTunes U site via the iTunes store and search for your material by category or title.

Students as partners in the STEM disciplines A one-day seminar on 28 November 2013 in the School of Mathematics, University of Leeds

In traditional STEM subjects, the opportunities for engaging students as partners in curriculum design can be limited. This seminar will showcase a range of successful projects and approaches that have been used to generate meaningful partnership between staff and students. The aims of the workshop are:

- To showcase a range of projects with partnership at their heart
- Demonstrate where partnership has led to successful outcomes
- Provide advice for colleagues wishing to further enhance the 'students as partners' ethos
- Provide practical examples that colleagues can adopt or adapt for their own area.

For more information and to book your place, contact Samantha Pugh on s.i.pugh@leeds.ac.uk

Helping students find their voice

Speaking confidently and articulately is an important competence for all Leeds students, whether they are addressing a seminar, participating in the University's many societies, applying for summer jobs or simply trying to make themselves understood to friends and colleagues.

Stephen Coleman from the Institute of Communications Studies is leading a project exploring the ways in which people learn to express themselves – and the challenges they face when trying to make themselves heard by others.

The project includes workshops for pupils who plan to attend university and current Leeds students. These workshops equip students with technical speaking skills and encourage them to use their own voices so they are heard by their target audience. Contact s.coleman@leeds.ac.uk to run a workshop in your faculty.

The project has also involved working with students from Performance & Cultural Industries to devise a thirty-minute performance entitled **A Life in Voice**. Using recordings of interviews relating to the experience of public speaking, the performance, directed by Alice O'Grady, is currently touring the University. Contact a.ogrady@leeds.ac.uk for more information.



Engaging Leeds

SEC3: The Third Annual Student Education Conference

Friday 10 January 2014

Bookings are now open for the Third Annual University of Leeds Student Education Conference

Our theme for the day is **Engaging Leeds**. We will examine what engagement means to us as a University that is part of a local community, a national community and a global community. We will look at the various relationships we have with those communities, how they are changing, and how we are improving them. We will also explore how we are opening our resources to even more audiences, and building new resources that are open to everyone.

SEC3 programme

The day opens and concludes with our keynote sessions (see below). The programme also includes the following:

- Nineteen 30-minute *Parallel Sessions*;
- Five 90-minute *Symposia*;
- Thirteen 60-minute *Workshops*; and
- The *Exhibition Area*.

The full programme and abstracts for all sessions are available at www.its.leeds.ac.uk/Student_Education_Conference/SEC_index.php

Keynote speakers

Professor Martin Bean, Vice-Chancellor of the Open University and founder of FutureLearn opens SEC3 with our morning keynote.

Sophie Duncan, Assistant Director of the National Co-ordinating Centre for Public Engagement closes SEC3 for us with our second keynote of the day.

Booking your place on SEC3

Book your place online at: www.its.leeds.ac.uk/Student_Education_Conference/SEC_index.php

SEC3: more than just a day

The Conference aims to foster a sense of community for everyone interested in or working in any aspect of student education or support. Join us on Twitter and Facebook and discuss the issues that matter to you with other delegates and SEC speakers.

[#SEC3](http://www.twitter.com/SECLeeds)

www.facebook.com/UOLStudentEducationConference

Further information

For the latest information on the Conference, go to: www.its.leeds.ac.uk/Student_Education_Conference/SEC_index.php



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