



# Digital Education Service

**Annual Report: 2021–2022**



[www.digitaleducation.leeds.ac.uk](http://www.digitaleducation.leeds.ac.uk)



UNIVERSITY OF LEEDS

# Foreword

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I am delighted to introduce the 2022 annual report for the Digital Education Service. The breadth of activity reflected in this report is testament to the diverse specialist teams that support and partner with academic and professional services at the University of Leeds.

This is a strong foundation on which to build. The coming year will be remembered as pivotal as we strengthen our online and digital offer with accessible and inclusive courses offered through new ways of working for the benefit of our staff and the student experience. For example, the Digital Learning Accelerator will serve as a physical space to catapult exploration of virtual and emergent technologies for enhanced student experience. We'll see renewed focus on programme level design and creative media solutions as our Faculty-based learning technologist teams support Curriculum Redefined. The anticipated expansion of our online short courses, microcredentials, and degrees will solidify revised pedagogic approaches to learning design while adding new responsibilities as the university builds in-house capacity to support marketing and recruitment for a wide range of learners and students.

I invite you to awaken your curiosity and bring forward innovative and creative approaches to the student experience through symbiotic collaboration and conversation. Let's see what is possible in this space!

**Dr. Margaret Korosec**

Dean of Online and Digital Education

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### 3 Fully online courses

Learn about our approach to course design and see our growing portfolio of fully online programmes, from short courses to Masters degrees.

### 4 Collaborating with industry partners

See how the Service's expertise has been applied to a wide variety of settings for professional learners.

### 5 The future of digital education

Read about the new purpose-built facility coming to the heart of the University campus.



# 1. Welcome



**Megan Kime,**  
Interim Director, Digital  
Education Service

I am very proud to welcome you to the second annual report for the Digital Education Service. We hope this report will demonstrate some of the key achievements and successes delivered this past year, and provide insight into our strategic priorities and planned activity over the next year.

The Service has been through substantial change and growth over the past 12 months. This has been positive with the addition of new expertise and capacity, and with us welcoming Margaret Korosec, Holly Shiflett, and Arunangsu Chatterjee as new Digital Deans earlier this year, providing vital academic leadership and ambition to our areas of activity. Change can also be difficult, and growth brings with it its own set of challenges. We have been sad to say goodbye to a number of colleagues including Carol Elston and Bo Middleton, who both made a huge contribution to the University over several decades. Since taking on the role of Interim Director in November 2021 I have led a renewed focus on the wellbeing and development of our staff, aligned with the University's values of Community, Culture and Impact. In this report you can read more about our service wellbeing strategy and the work done by our people development group to map progression pathways for our staff.

Following the successful realignment of Faculty-based learning technologists during 2021, we have recently undertaken a round of focused recruitment to grow our capacity in our Faculty-based teams, doubling the size of the new Digital Education Enhancement function, and joining forces with our central Blended Learning Support team to ensure that we can provide specialist learning design and enhancement support to colleagues in line with Curriculum Redefined. Led by Phil Vincent, these teams will also work closely with our Digital Education Systems team to provide a joined-up support model.

Our award-winning project team, including colleagues from IT, have successfully delivered the move the Blackboard Ultra course view as part of the Minerva Ultra project. This is the culmination of several years of foundational work and will result in a vastly improved experience for students and staff. The Learning Analytics, ePortfolio, and Digital Assessment projects have all progressed hugely this year, and pilot projects have included Buddycheck and Class for Zoom.

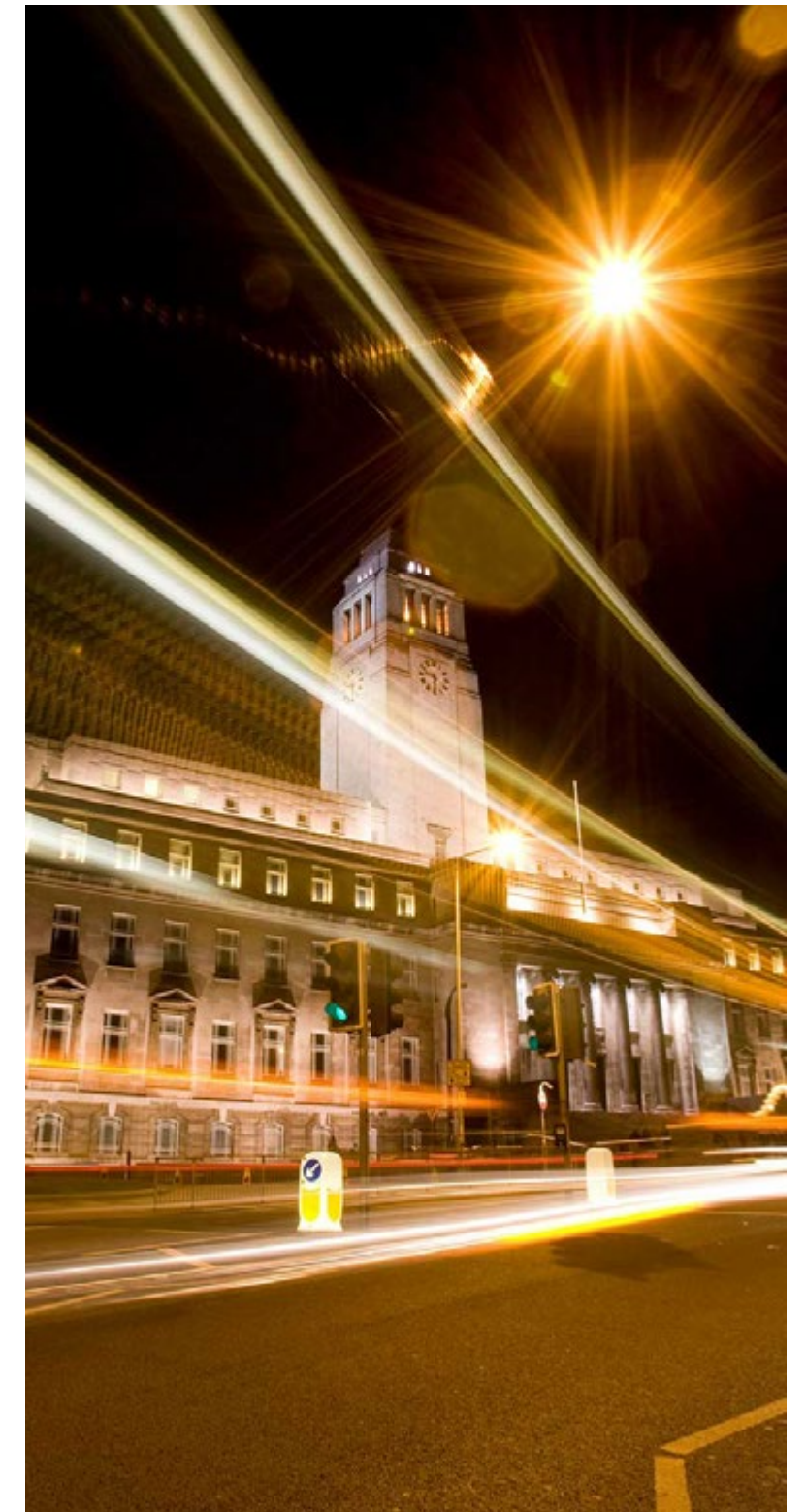
This year saw the welcome return of graduation celebrations and ceremonies to campus, and we were thrilled to be able to welcome graduates from the fully online MSc Engineering Management to Leeds to join the celebrations. In March we launched a third fully online degree programme in partnership with Leeds University Business School and the School of Earth and Environment, and have two programmes with the School of Design in development, both due to begin teaching during the upcoming academic year. Led by Matt Cornock, our Online Learning team have developed a design philosophy and pedagogic

framework to enable us to continue to develop high-quality online education but working at increased scale as we prepare to support delivery of the University's strategic ambitions in fully online education.

Specialist teams within DES continue to support our successful strategic partnership with the Goldman Sachs Foundation to deliver empowering business education to women entrepreneurs worldwide. This year saw the welcome return of an in-person Growth Fellowship event, bringing 16 women from across the world together with expert coaches and mentors from Goldman Sachs and beyond. The English, Latin American Spanish, and Brazilian Portuguese versions of the *10,000 Women* courses will shortly be joined by a Hindi translation, expanding the accessibility of the program to an even wider audience.

I am very much looking forward to the next 12 months as we work to define and embed an operating model that enables us to best support the University's strategies for digital transformation and student education. There is more change to come, so expect to hear much more from us as we reach out to understand your needs so that we can ensure we are positioned to provide an exemplary user-focused service.

**Dr Megan Kime,**  
Interim Director, Digital Education Service



# About us

## Leadership of the DES

Oversight of the delivery of our strategy is the responsibility of our **Senior Leadership Team**, made up of experienced managers across a range of functional areas, each led by a member of our **Executive Group**. Working collaboratively in smaller groups across strategic workstreams, and as a full team on service-wide activity, activity this year will focus on building strong relationships within the team including with new members, and with our key partners in the University and beyond.

## Vision

Our vision is to lead the sector in the innovative and expert provision of digital education solutions to enhance education for all.

## Mission

Our mission is to assist the University in its digital transformation of student education, working in partnership with Faculties to provide an outstanding education in on-campus and fully online modes that is underpinned and enhanced by sector-leading digital pedagogies, resources, and technologies.

## Our Strategic Priorities

- Efficiently and rapidly grow our fully online education portfolio of degrees, sub-degree qualifications and short courses for online learners and professional learners worldwide in line with the University's fully online education strategy.
- Lead the digital enhancement of student education through use of digital technologies and pedagogies to support teaching, learning and assessment. Maintain, enhance, and grow a cohesive ecosystem of digital education technologies and systems.
- Work in partnership with global universities and technology partners to co-create open, community-based, sustainable online education that supports lifelong learning aligned to the University's research strengths.



**Megan Kime,**  
Interim Director

As Interim Director, Megan works closely with the rest of the Exec Group to provide strategic leadership for the service, and liaison with key senior stakeholders across the University to ensure that service strategy is aligned with the University's priorities and plans.



**Phil Vincent,**  
Head of Blended Learning

Phil leads our Blended Learning Support team, including our faculty-based Digital Education Enhancement teams as well as our central blended learning design team focused on providing digital education solutions to Faculties and Professional Services.

Phil is also currently leading our Digital Education Systems team with responsibility for the digital education systems ecosystem including Minerva.



**Matt Cornock,**  
Head of Online Learning

Matt leads our Online Learning team, with responsibility for design and development of fully online programmes and short courses to support the University's fully online education strategy.



**Andrea Hofmair,**  
Head of Business Operations

Andrea leads our Business Support and Operations team, providing essential support across DES for HR, admin, finance, purchasing and resource and project management.



**Chris Thompson**  
Interim Head of Engagement and Innovation

In this new role, Chris will provide leadership for our specialist teams responsible for media production and creative, engagement and communications, evaluation and innovation, and external partnerships.



# People, values and wellbeing

## Progression Pathways within the Service

Opportunities for progression lead to increased job satisfaction and happiness at work as well as benefiting the Service by retaining staff to develop their careers with us. Aligned with the Service’s People, Values and Wellbeing strategy, the People Development Group is working to:

- Develop a cross-service framework with defined principles for progression
- Map progression pathways across teams and between levels of responsibility
- Identify opportunities and structures to facilitate and promote pathways

In 2022, the group organised research activity, including team-by-team consultations and staff surveys, together with seeking expert advice from Organisational Development and Professional Learning. This activity is leading to the grouping of ‘role families’ with progression embedded as standard, which map routes staff can progress, either across the Service into different teams or to take on greater management responsibilities. Case studies highlighting examples of staff who have successfully progressed within the Service and improved communications about opportunities, help staff feel like they are encouraged to develop their careers with us.

165

members of staff currently work in the Digital Education Service.

Over the last 6 months there have been 13 promotions and 5 sideways appointments within the DES.



## Our priority areas for staff wellbeing



Improving ways of working with a focus on healthy and inclusive working practices.



Supporting mental health with a focus on stress and anxiety management.



Building community with a focus on promoting a sense of belonging for all staff.

## DES Wellbeing Strategy

The Digital Education Service’s new wellbeing strategy has been developed in consultation with the University Health and Wellbeing Service, who are currently leading the development of a strategy for the wider institution.

Launched in June 2022, the strategy recognises that individual wellbeing is affected by a wide range of factors across personal and professional lives, including job satisfaction, workload, recognition, and development opportunities.

In addition to the three priority areas, the Service has also set up mechanisms to continue the conversation about wellbeing across the service, enabling the strategy to evolve in response to changing circumstances, including developments through the institutional strategy.

The effectiveness of this strategy will be measured through feedback from staff across the service, including self-reported wellbeing scores.

# 2. Digital education at Leeds

## Increased support for digital education

2021-22 has seen continued growth and development of our teams working to lead the digital enhancement of student education. Now including Faculty-based colleagues, core teams supporting Minerva and our other digital education systems, and our central teams of expert learning designers and media production and creative professionals, DES is well-placed to provide holistic support for digital education in line with Faculty and University ambitions. We work in close partnership with key stakeholders in Faculties including Digital Education Academics Leads (DEALs) and Pro-Deans for Student Education, as well as colleagues in Organisation Development and Professional Learning, IT, the University Library and the Student Education Service.

## Realignment of faculty-based learning technology team

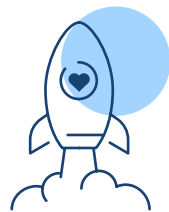
Following an extensive period of consultation, the process of realigning Faculty-based Learning Technologists to the Digital Education Service was completed in March 2022.

Completion of this process marks an exciting phase of investment and growth as fifteen new Learning Technology roles have been filled across Faculties.

The new Faculty Digital Education Enhancement teams, led by Phil Vincent, will harness expertise from across the University, working in partnership with programme teams to design and develop innovative learning experiences and digitally-enhanced content for students.

## Digital Education Enhancement: vision, mission and values

### Discovery



We will be proactive in our approach, actively seeking opportunities to work with colleagues in new creative and ambitious ways.

### Innovation



We will promote a pedagogy-centred, innovative and evidence based application of digital technology to enhance learning and teaching.

### Impact



We will evaluate and benchmark our performance, and share best practice across the institution, nationally, and internationally.

### Inclusion



Accessibility and inclusivity will be at the heart of everything we do. We will be patient and supportive, and will make colleagues feel valued and empowered.

### Collaboration



We will work collaboratively, dynamically and flexibly, across the service, institution and sector in order to deliver our vision and mission.





# Enhancing the student experience

## Digital resources for welcome and induction

### Supporting Healthy Relationships

This new course is intended to raise awareness and understanding of key issues such as sexual consent, personal boundaries, and implications for transgressing the University's policies.

Undergraduates, Postgraduates and Postgrad Researchers will be expected to undertake the course via Minerva as part of their welcome and induction phase, setting expectations for the behaviour of all members of the student community.



Launch date: September 2022

## Championing accessibility

### Blackboard Ally

The accessibility tool Ally was launched in June 2020 and provides feedback on the accessibility of teaching materials in Minerva, along with advice on how to improve these. Files are automatically converted to different formats, such as audio and electronic braille, to allow users to engage with teaching material in the most appropriate way.

### Video Captioning

The Systems Team is currently reviewing the video captioning offering across the University, allowing for informed suggestions for continuous improvement based on end user feedback. The Team is also identifying ways in which it can support students who rely on captioning and is working alongside University Disability Services to devise a more streamlined process for the mass provisioning of human captioning, where an acute need has been identified.

### Accessibility

- Nearly **30,000** hours of automated captions have been produced on Mediasite for the period of **September 2021** to the end of **June 2022**.
- A new feature within Collaborate can assist users in improving the accessibility of their content within sessions by creating captions for recorded meetings.

“Embedding accessibility in digital education benefits everyone. In the 2022 Digital Experience survey, 40% of students said they had made use of captions on videos, whilst only 14% of students were recorded as having a disability. This serves as further proof that accessibility benefits all”

**Phil Vincent**

Head of Blended Learning

## Virtual Classrooms

### Microsoft Teams

In the **2021/22** JISC Student Digital Experience Survey, over **80%** stated that they found Microsoft Teams useful as part of their studies.

The start of Semester One in **2021/22** saw a **275%** increase in requests for new Class Teams when compared with the previous year, which could suggest more awareness of the benefits of using a Class Team.

### Zoom

The number of participants based in China who took part in Zoom sessions during **October 2021** increased by **8,000** on the previous academic year.

## Collaborating with students

### Student Voices

Each year, the DES recruits a group of student ambassadors from across the University as part of our commitment to gain a deeper understanding of their experiences and opinions. In 2021/22, the Service has worked with 11 student ambassadors from 8 faculties who applied to represent the study body and develop our understanding of the ‘digital experience’ at Leeds.

Student ambassadors are invited to take part in a range of activities through which we gain valuable feedback on important themes, such as user experience, engagement, and course design. Several projects have been conducted throughout the year, including:

- Focus groups on digital communication preferences
- User testing and website reviews
- Blogging and content creation

“Taking part in piloting, testing and improving digital education tools motivated me to change the online learning experience for students. I enjoyed the insight I got into how things are shaped within the university”



**Bevin John Baby**

# Digital education systems and tools

## Developing the digital ecosystem at Leeds

The importance of digital education systems has never been felt more than during the COVID-19 pandemic. During 2020/21 and the subsequent shift towards increased provision of teaching on campus, the Systems Team has maintained an agile approach to providing tried-and-tested technology solutions to support all modes of delivery.

From piloting virtual classroom tools and supporting initiatives such as the multi-mode teaching pilot and live streaming from teaching spaces, our mission to meet the ever-changing technical requirements of staff and students across the University has remained a key priority.

Following a period of consolidation in 2021/22, the Digital Education Systems Team has incorporated the Library Learning Technologies Team, alongside investment in additional systems specialist roles to ensure tools are implemented effectively, with clear communication and guidance for end users.



## Support and guidance for the University community

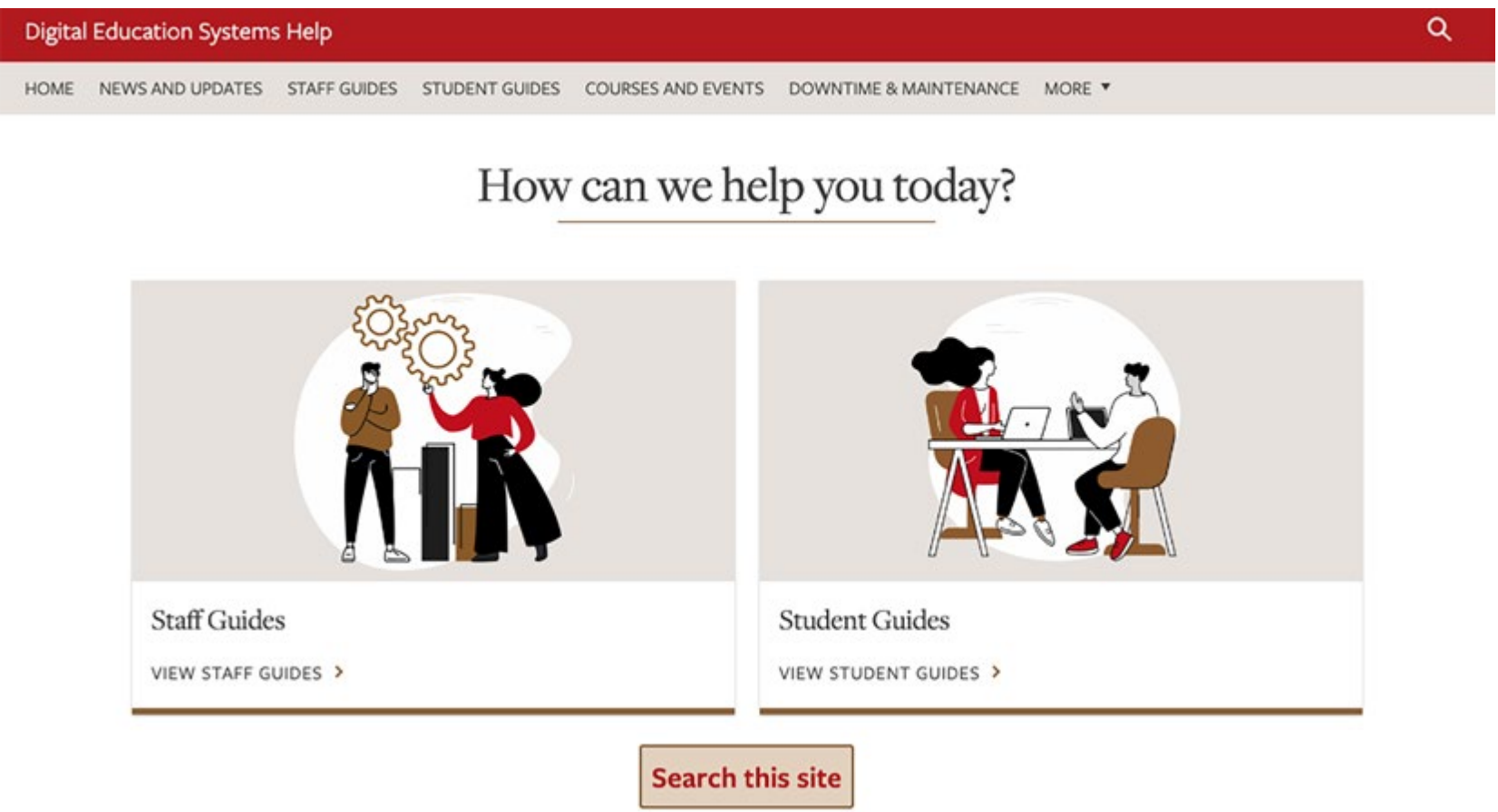
The Digital Education Systems Team provides a one-stop-shop for support and guidance for all digital education systems and tools to both staff and students within the University. This is achieved through the provision of the Digital Education Systems Help website and through support offered via Service Now, the University’s platform for the management of staff and student IT queries. This support proved invaluable throughout the Covid-19 pandemic and demonstrated the Team’s ongoing commitment to the delivery of excellent end user support.



“Digital has the power to transform the way we study and teach, and to allow many more people to take part.”

**Dr Bronwen Swinnerton**

Lecturer in Digital Education,  
School of Education



## Delivering the University’s Digital Transformation Strategy 2020-2030

The University’s Digital Transformation Strategy 2020-2030 sets out ambitious plans for digitally enhanced learning, teaching, and assessment. The Digital Education Systems Team is a hub of expertise to support staff and students with the delivery of face-to-face, hybrid and fully online education.

**The Digital Education Service supports the following systems and more:**

- Minerva
- Padlet
- Turnitin
- Top Hat
- PebblePad
- Labster
- Gradescope
- StREAM@Leeds



# Experimental and innovative approaches

## Increased integration and new technologies

A range of new technologies have been introduced during the past year, with foundational work ongoing for content creation tools and programming/coding computational resources.

New integrations with Minerva and other key systems are being investigated to upgrade and improve functionality.



## Virtual classrooms

To support the University's strategic aim to enhance students' learning, the Digital Education Systems team established the Virtual Classrooms Steering Group to oversee the use and development of virtual classroom technologies. The group includes staff from throughout the institution and is an example of the Digital Education Service bringing together key stakeholders to collaborate on and respond to important issues related to core system provision.

During the 2021/22 academic year, the Digital Education Systems team piloted new technologies, with a further pilot of the Class for Zoom virtual classroom platform being planned for September 2022. Other activity includes advising on both the development of a roadmap for the University's use of virtual classrooms and best practice in their use, with online advice and guidance being provided via the Digital Education Systems Help website to ensure staff and students can make the most of virtual classroom technologies.

**“Virtual classroom technology played a crucial part in enabling the University to continue teaching delivery during the COVID pandemic. As Leeds now moves to a digitally-enhanced delivery model, it is important that we continue to provide sector-leading virtual classroom tools, with a focus on accessibility and reliability.”**

**Paul Cave**

Chair of the Virtual Classroom Steering Group

## Buddychck Pilot



During the 2021/22 academic year the University began a pilot of Buddychck, a tool for peer evaluation of group work contribution. Evaluations are created in the Buddychck system and are undertaken by students by scoring their own and their peer's contribution after the completion of group work. Buddychck calculates an adjustment factor from students' responses, which can be used to update a mark awarded to students for any group assessment marked via Minerva.

Buddychck was used by approximately 1,500 students with 33 evaluations completed during the 2021/2022 academic year, with the highest use in the Faculty of Engineering and Physical Sciences. Usage was also recorded in the Digital Education Service and the Faculties of Environment, and Medicine and Health. The pilot of Buddychck is being extended for a further academic year and will be available in 2022/23 Minerva modules.



# Introducing new technologies

## Learning Analytics and ePortfolio

The introduction of the learning analytics system StREAM@Leeds and ePortfolio system PebblePad to LeedsforLife provided new opportunities to focus academic personal tutoring and empower our students through personalised data. The new LeedsforLife workbook for academic personal tutoring was published to all students in PebblePad, ahead of the start of the 2021/22 session.

Students can use the workbook to reflect on their personal, academic and professional development and highlight areas that they wish to discuss with their academic personal tutor.

Tutors can review the Learning Analytics Dashboards of their tutees to inform conversations during their meetings. The programme team have been working on enhancements to both systems based on the feedback of early adopters.

## PebblePad ePortfolio

An ePortfolio tool enables the collection and development of learning evidence and reflection through a variety of digital media. Evidence can be shared with peers or supervisors, submitted for assessment, or showcased more widely via the web.

## Apprenticeships:

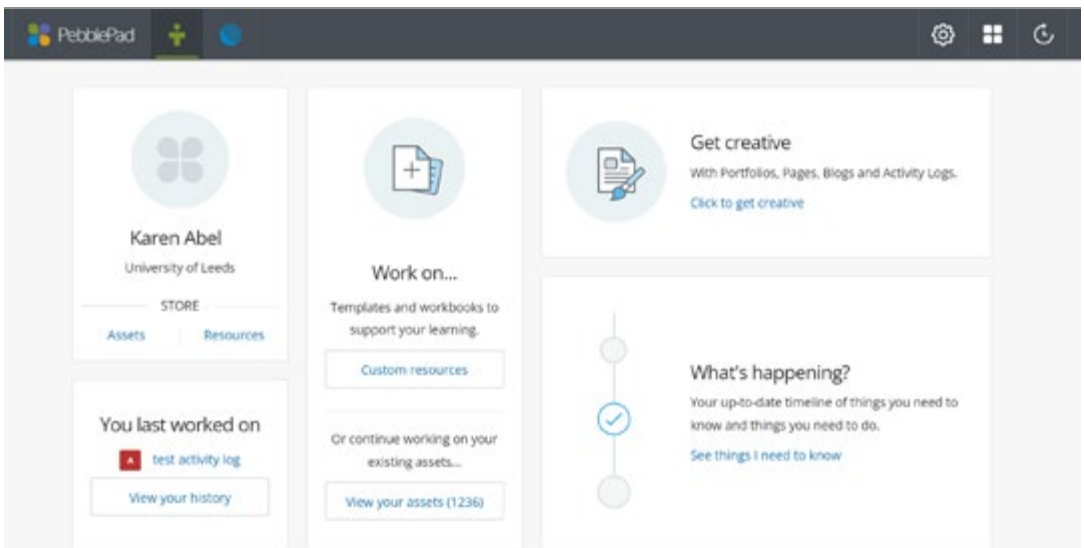
During the 2021/22 academic year, the Chartered Management Degree Apprenticeship in the Lifelong Learning Centre used PebblePad functionality to upload and cross-reference evidence needed to provide a clear audit trail to meet Ofsted requirements.

## Portfolios:

In the School of Performance and Cultural Industries, students are using creative digital portfolios to investigate the way space ‘performs’ and how design can frame encounters in urban space.

## Student placements:

PebblePad is used within the School of Medicine, including pre-existing work with the five-year MBChB programme (Bachelor of Medicine and Bachelor of Surgery) where a student workbook and access to external placements is accessed within PebblePad.



## Digital Assessment

The Digital Assessment at Leeds project continues to support the University’s Assessment Strategy to deliver ‘digital by default’. Learning from the pandemic response, the project is conducting a review of existing assessment functionality to identify institutional requirements and, if appropriate, build a business case for a new end-to-end system or tools to fill gaps in functionality. As part of this, the Digital Assessment at Leeds project oversees pilot activity of systems such as Inspira, Buddycheck and Feedback Fruits.



# Support for digital education systems

## Minerva Migration Project

Minerva is the University of Leeds’ virtual learning environment, providing the foundation for learning and assessment tools as well as access to key services and information for our staff and students. 2021 saw a major upgrade to the system, as part of the multi-year Minerva Migration Project.

This change provided many benefits to Minerva, such as accessibility improvements and increased system resilience with a significantly reduced risk of unplanned downtime, resulting in a more robust digital learning environment for staff and students.

Ahead of the 2022/23 academic year, the Digital Education Systems team has supported the migration of all teaching areas in Minerva to the new Ultra Course View design. This improved design provides additional functionality along with accessibility improvements and a more intuitive interface and simplified workflows.

These upgrades to Minerva demonstrate the University’s commitment, as part of its Digital Transformation Strategy, to the provision of an innovative and inspirational teaching and learning experience for all.

The Minerva Migration Project Team were winners of a Blackboard Anthology 2022 Catalyst Award in the Leading Change Category, in recognition of their significant contribution to the education industry.

“The successful implementation of the Minerva upgrade is a big step forward for the University in its ambition to be a leader in the field of digital education. I’m really pleased with the success of this project and how it demonstrates the University’s commitment to its Digital Transformation Strategy.”

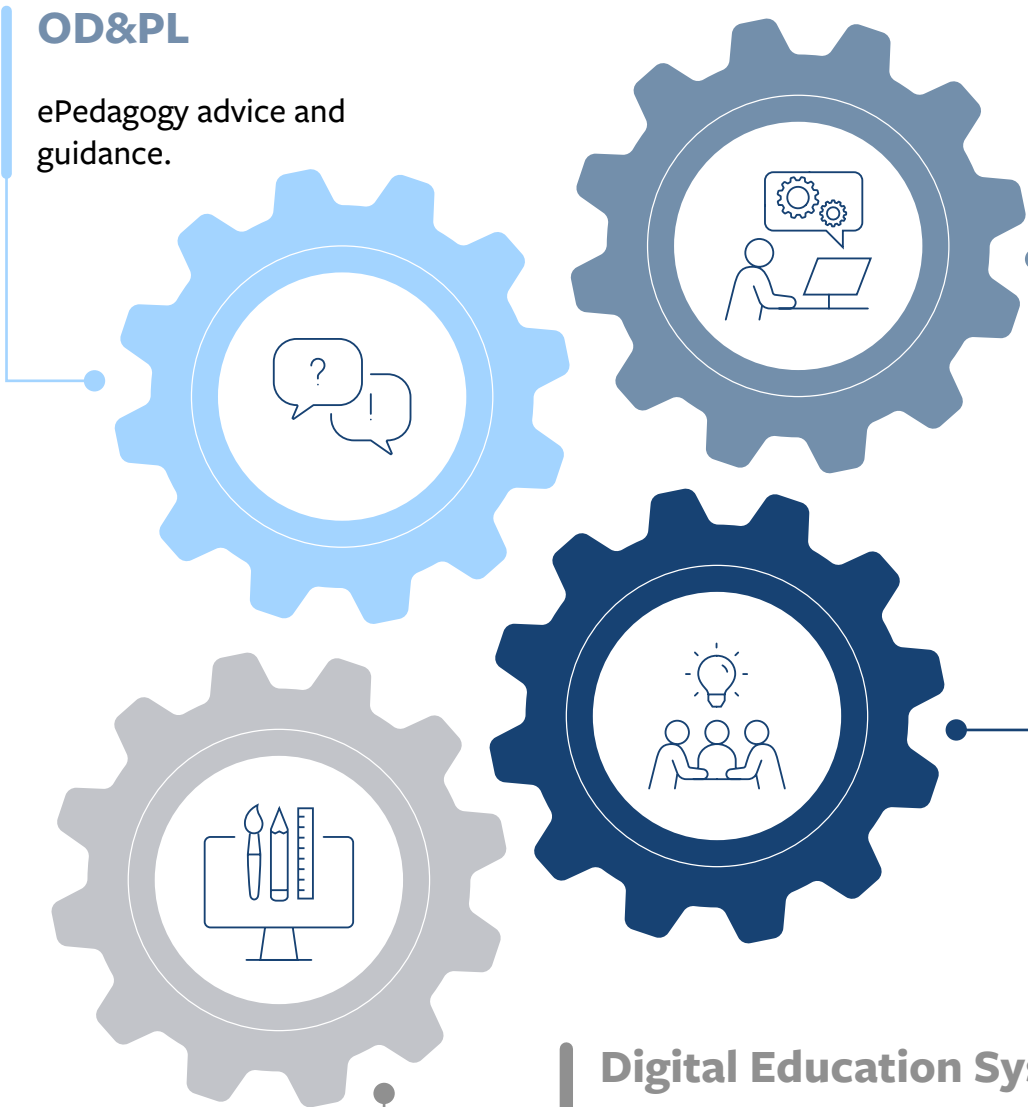
**Dr Steven Montagu-Cairns**

Academic Lead,  
Minerva Migration Project



### OD&PL

ePedagogy advice and guidance.



### IT

First-line support via ServiceNow knowledge base and incident log, in addition to systems support.

### Digital Education Enhancement

Faculty-based learning technologists to support and collaborate with staff.

### Digital Education Systems Team

Leading, developing and supporting the tools and services that form the Digital Education Ecosystem at Leeds.

# 3. Fully online courses

The Digital Education Service continues to support the University’s strategic ambitions to grow our portfolio of fully online education for a worldwide audience, including short courses open to all, as well as online degrees aimed at professional learners.

## Our online course design philosophy

This design philosophy is a shared set of values and a shared language to talk about our collective priorities for what makes a high-quality transformative online learning experience. It can be summarised as 5 Cs:



### Context

Our approach is grounded in the **context** of our students:

- Putting the learner at the centre of the design process
- Designing authentic tasks and assessments
- Creating learning experiences that are accessible to everyone.
- Considering the learners’ professional context.



### Compelling

Learning journeys are designed to be **compelling**:

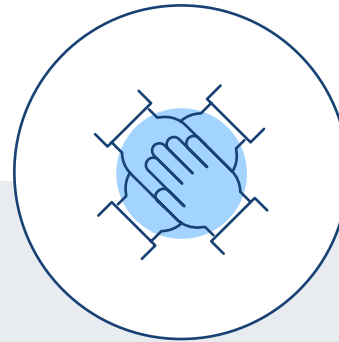
- Engaging students actively in their subject and in the process of learning
- Designing programmes holistically to create a coherent learning journey
- Appreciating students’ existing knowledge and experience.
- Building communities by encouraging interaction between students, staff, and peers
- Facilitating group learning and independent study that prepares students to succeed beyond the programme.



### Creativity

We make time for **creative** approaches to design and development:

- Using design tools and processes flexibly
- Creating opportunities for colleagues to take risks, innovate and improve
- Facilitating an iterative development of designs and assets
- Questioning our own approaches and being brave enough to change them when needed.



### Collaboration

**Collaboration** is central to our approach:

- Approaching projects as partnerships
- Listening to every point of view to build consensus
- Combining expertise within disciplines with evidence-based approaches to digital learning design
- Working with an empathetic mindset.



### Care

We take **care** to use people’s time productively:

- Taking feedback and oversight from academic input
- Creating resources that can be repurposed
- Integrating existing resources in a seamless way
- Listening to and incorporating student feedback effectively
- Maximising digital affordances to support students’ learning experience.



# Short online courses

The Digital Education Service covers a broad spectrum of activities aimed at supporting faculties and schools with their strategic priorities through the use of short online courses. The University of Leeds now offers **123** short courses on FutureLearn.



## Enhancing on-campus teaching

**Short course: Innovation Management: Winning in the age of Disruption**



**“The course has been especially important resource during the pandemic, when this module was delivered in hybrid format”**

**Prof. Krsto Pandza**

Professor of Strategy and Innovation

## Supporting student recruitment

**Short course: Planet Earth: Understanding and Protecting our Environment**

This course is designed for anyone interested in understanding the earth’s system and exploring how to improve the relationship between humans and the environment. The content offers a glimpse into life as a student completing a degree in physical geography and environmental sciences, and is often used by secondary school teachers with groups of sixth form students.



New for 2022

## Research dissemination

**Short course: Renewable Energy: Achieving Sustainability through Bioenergy**



This skills-based online course explores bioenergy, one of the most diverse and readily available sources of renewable energy. The course enables learners to put into practice the knowledge they acquire by conducting a feasibility study for introducing bioenergy technologies into a small community. It will also allow learners to use tools and gather technical information to help them develop their professional expertise and explore the topic further.

## Enhancing academic skills

**Short course: Listening Skills: Succeeding at University**

Listening is a vital literacy skill that helps us to make sense of the world. Despite this, it is rarely taught at schools and university students are often unprepared

This short online course, designed with experts from the Leeds Language Centre, is for university students preparing to begin their studies supporting their transition to engaged, critical academic listening.



Launch date: September 2022  
(via FutureLearn)



# Fully online Masters courses

## MSc Engineering Management



Countries launched	Number of enrolments	Average age	Launched in
48	348	35	2019

Our first strategically funded fully online programme, the Engineering Management MSc saw its first cohort of graduates awarded their degrees in December 2021, with students invited to join a ceremony on campus in July 2022.

What's more, two graduates of the programme were jointly awarded 'Course Rep of the Year' at the Cross-Institutional Partnership Awards, celebrating those who collaborate, support, and enhance the Leeds community.



**“The input provided by the Digital Education Service has been invaluable, from the initial quality assurance and market research phase through to designing each module. Of particular note has been the creativity and expertise of the course design managers, who have really helped the module leaders create informative, engaging and contemporary module materials.”**

**Jonathan Muir**

Associate Professor and LUBS Faculty  
Online Programme Director

## MSc Sustainable Business Leadership



Countries launched	Number of enrolments	Average age	Launched in
12	14	40	2022

Designed and delivered by expert academics from Leeds University Business School and the School of Earth and Environment, the Sustainable Business Leadership MSc is one of few online MSc courses that integrates the two areas of sustainability and business. The course content draws on expertise from both schools, exposing students to highly contemporary issues at the cutting-edge of research.



# Fully online Masters courses

## MSc Artificial Intelligence



Countries launched	Number of enrolments	Average age	Launched in
35	145	33	2021

Chosen by professionals working in a wide range of industries, this purely AI-focused programme develops the in-demand skills needed to drive efficiency and improve business processes. Modules include Data Science, Algorithms, Robotics, Deep Learning and Ethics of AI.

## COMING SOON...

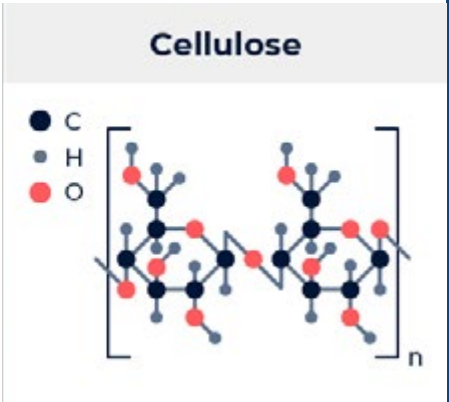
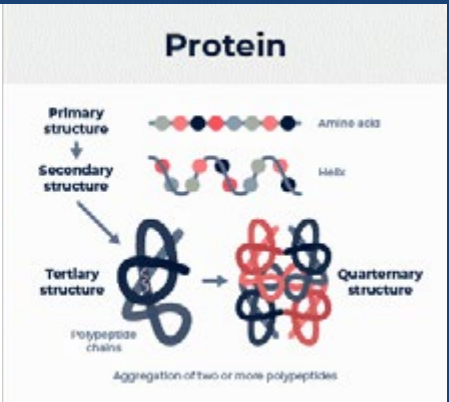
### MA International Fashion Marketing and Design Management



Starting November 2022

Drawing on expertise from leading academics at Leeds School of Design, this programme will teach cognitive, creative, and technical skills specific to fashion professionals looking to excel in global brand management and access top international jobs.

Learning with an international cohort of peers and supported by expert academics, students on the programme will collaborate to create design-based solutions to current real-world challenges, applying design-thinking methodology to industry case studies.





# Fully online students

## A growing cohort of online MA graduates

Since the launch of the University's first fully online master's programme in Engineering Management, there have been a total of 21 post-graduate and 28 MSc certificates awarded to our diverse cohort of fully online students.

Throughout the spring and summer of 2022, we marked the achievements of our fully online postgraduate and master's students, holding on-campus graduation celebrations for the very first time.

Four of the first MSc Engineering Management graduates marked the special occasion by attending a ceremony in July 2022, where students had the opportunity to receive their official awards on stage at the Great Hall.

Designed for professionals who are looking to fit part-time studies around other commitments, students can complete a full MSc via online learning over 2-4 years or gain a post-graduate certificate over 8-16 months.

With flexible entry points spread across the year, these programmes have attracted diverse cohorts from across the globe.



**"Reflecting on my learning experience with Leeds' Engineering Management (MSc) online programme, I am happy to say that it thoroughly exceeded my expectation. Many students on this programme work a full-time job so having an online programme that is flexible and allowing students to navigate through all the coursework around their work schedule was very important."**

**Ji Yoon,**  
'Course rep of the year'

## Short course learners

To date, there have been **2,620,479** enrollments on the University's short courses on FutureLearn, making up a global community of learners with wide-ranging educational goals, from pre-university preparation to lifelong CPD.

### Top performing short courses in 2022

- CPD - Communication and Interpersonal Skills at Work. Launched February **2020**.  
Total enrolments: **175,601**
- Academic skills - Critical Thinking at University: An Introduction. Launched November **2018**.  
Total enrolments: **35,907**
- Transition to Masters - Incarceration: Are Prisons a Suitable Punishment? Launched November **2019**.  
Total enrolments: **19,429**

## Highest completion rate

- Learning Online: Researching your Project

**"The whole course was great and I learned so much. The level was right, especially Communication and Collaboration as well as Critical Thinking. In terms of research online, the three aspects that needs to be taken into account (description, analysis and evaluation) were presented well."**

**Masuku**  
Course participant

## Highest "social learning" score

- Ecology and Wildlife Conservation

**"Very enjoyable course with fabulous content. Lots of engaging activities and very informative."**

**Anne**  
Course participant





## 4. Collaborating with industry partners

### Goldman Sachs 10,000 Women

The *10,000 Women* online program, hosted on Coursera, offers a completely free high-quality business education for entrepreneurs across the globe. The online program has been delivered by the Digital Education Service since 2018, with regular academic involvement from the Leeds University Business School.

### 2022 Growth Fellowship

In October 2021, applications opened for the third *10,000 Women* Growth Fellowship – a prestigious business coaching and networking program for star graduates of the program.

After receiving over 600 applications in just five weeks, the Digital Education Service supported a comprehensive shortlisting and selection process to determine the 16 winning Growth Fellows who would be flown to hub locations in New York, London and Beijing for the action-packed event, coinciding with International Women’s Day in March 2022. A virtual event was also hosted for winners based in India.

**“This experience is one like no other, from learning on the course to attending the Growth Fellowship in person is the opportunity my business has been waiting for. Thank you so much to Goldman Sachs, the University of Leeds and each partner that made this trip a success for entrepreneurs like myself across the globe”**

**Caroll Maseve,**  
South Africa

### Hindi translation

Soon to join the programmes available in English, Latin American Spanish and Brazilian Portuguese, the DES has created a fully translated Hindi-language version of *10,000 Women* online for release in 2022.

Having already reached 2,400 in-person participants and 30,000 online enrolments in India, its largest audience globally, the Hindi programme launch was announced during a graduation showcase event in Bangalore in May 2022.



**“We know that a great way to grow an economy is to invest in women.”**

**CEO David Solomon**

### Three new elective courses added to the *10,000 Women* online programme in 2022

- Innovation Strategy
- Social Impact Strategy
- Digital Marketing Strategy



### Connecting women entrepreneurs

The *10,000 Women* Community is a closed social networking platform for *10,000 Women* alumni to connect with one another, promote their businesses and hear about events and opportunities offered by Goldman Sachs.

Hosted on Graduway, the platform will provide alumni with sought-after opportunities for peer-to-peer networking and social learning, bringing visibility to the global community of learners at the heart of the program.

The launch of the platform in autumn 2022 is hoped to boost long-term engagement with the program, as well as providing an incentive for participants to complete the program and claim their place as certified alumni.

# Collaborating with industry partners

## Fundraising for Arts Organisations

This year we have continued our partnership with Cause4, a non-profit organisation that supports the philanthropic work of charities, corporations, and educational institutions. Specialising in training and programme development, Cause4 aims to help organisations to raise the vital funds necessary to grow successful programmes that have a positive social impact in communities across the UK.

### Free online courses for arts professionals

In March 2022, Cause4 and the University of Leeds launched two free online courses: Essentials in Arts Fundraising and Leadership in Arts Fundraising. Designed by industry experts for those working in the arts and cultural sector, the courses help leaders to put fundraising at the heart of their organisational structure, providing them with tools to foster sustainable business development.



**1,353**  
enrolments to date

“This course is simple and straightforward, with as much detail as you can absorb or review for your needs. The encouragement to share is a wonderful idea as it’s an online course and post-pandemic it’s really reassuring and helpful. Real situations, real problems, and up-to-date realistic solutions available. Lots to be getting on with...with hopefully some of my efforts bearing fruit.”

**Nicole,**

Leadership in Arts Fundraising  
participant, February 2022

## Supporting the UK Heritage Sector

In 2021, the Digital Education Service received Department for Digital, Culture, Media and Sport (DCMS) and National Lottery funding, distributed by The Heritage Fund as part of their Digital Skills for Heritage initiative, an ambitious digital transformation project within the heritage sector across the UK.



Aiming to create the most accessible heritage sector in the world, the NLHF project aims to improve the digital skills of industry leaders working in small to medium-sized organizations through a range of online learning resources.

An initial three-month consultation set out to uncover the key questions of sector leaders regarding digital skills, tools and technologies, working with organizations across the UK including Saltaire World Heritage Education Association and Museum of Cardiff to uncover current challenges.

Though many of the issues pre-date the pandemic, adapting to the post-COVID environment has presented significant challenges for the heritage sector. The project aims to support organisations to build resilience by building digital literacy and promoting the use of digital technologies to broaden their offering and widen their audience.

### Building a Digital Hub

The need to establish digital resources and a learning community was found to be of significant benefit to members of this sector. As a result, the Digital Education Service supported a successful launch for the [Digital Heritage Hub](#) in June 2022. This free online resource, developed by Arts Marketing Association (AMA), in partnership with The Heritage Digital Consortium and the University of Leeds, has been designed to answer the most pressing and frequently asked questions relating to digital engagement and content.

## Digital Strategy Masterclass

To celebrate the launch, a live webinar event was attended by 81 professionals from the heritage sector who received a digital masterclass from Dr Stephen Dobson, Lecturer in Creativity and Enterprise at the University of Leeds. The session, titled ‘Ensure your digital strategy doesn’t gather virtual dust’, explored how heritage organisations might design, plan, and lead an effective digital transformation strategy.

“Brilliant session. Really helpful with starting a digital strategy. I’m looking forward to using the resources”

**Selina,**

Webinar attendee





# 5. The future of digital education

## Digital learning accelerator

A new purpose-built facility in the heart of the University of Leeds campus will provide space for academic and student communities to experiment with emerging technologies and approaches, ensuring that Leeds remains at the forefront of educational experience.

The Digital Learning Accelerator aims to create a dedicated central space that can be used to design and create enhanced pedagogical practices, offering state-of-the-art media suites, podcasting facilities, flexible classrooms and entrepreneurial space, as well as immersive technologies, including virtual and augmented reality, that can be used to explore new methods for effective learning.

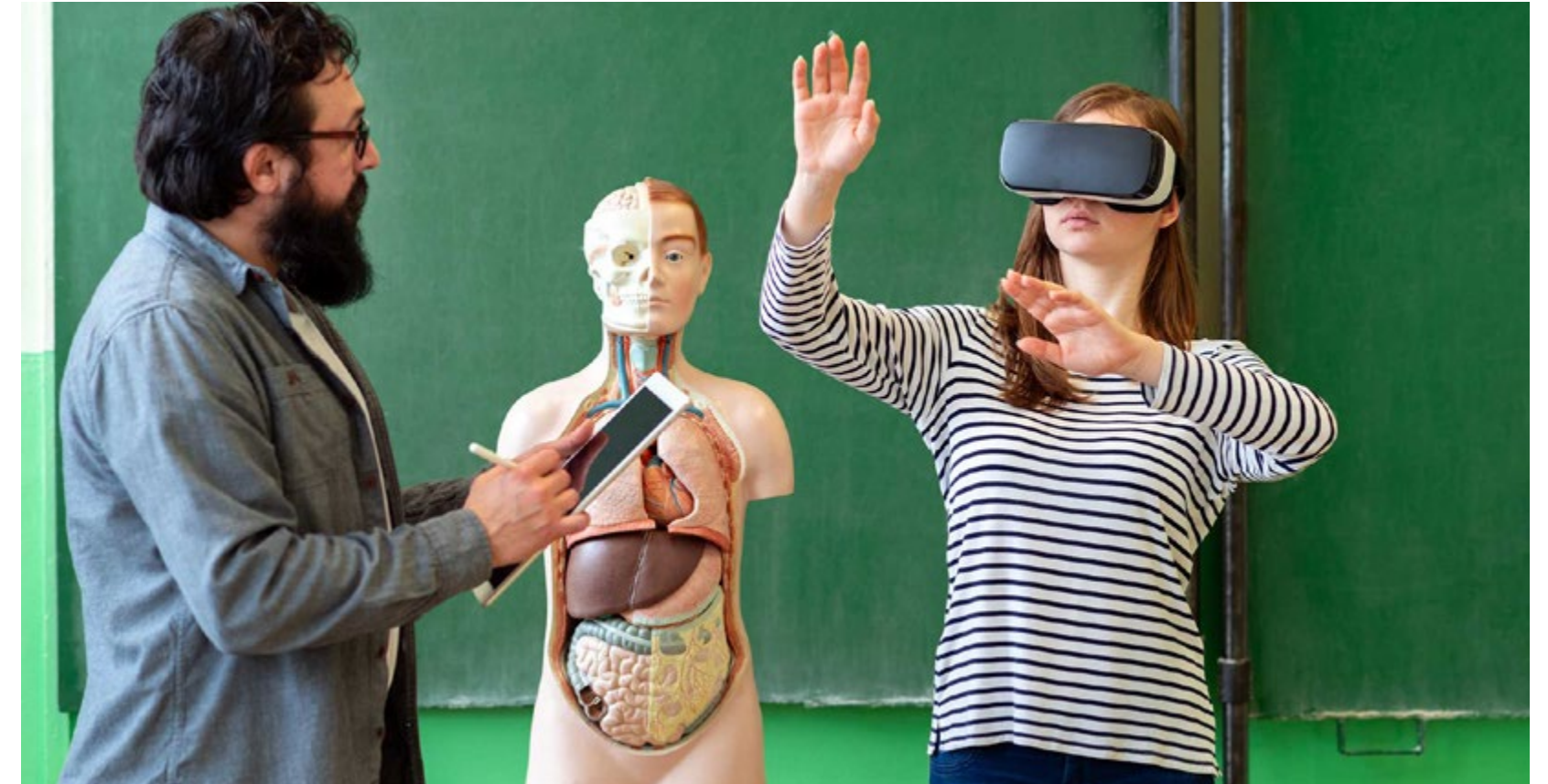
Building on the online and hybrid capabilities that have become essential in managing the impact of the coronavirus pandemic, the Digital Learning Accelerator will enhance the creative offer provided by the Digital Education Service, which currently houses video production, animation, and graphic design capabilities to facilitate the creation of engaging multimedia assets to support online and digital teaching.

The facility will also provide an opportunity to extend the benefits of our most cutting-edge technological capabilities to the wider community at Leeds, including 5 years of research carried out by the Centre for Immersive Technologies exploring the impact of Extended Reality (xR) in a variety of settings, from healthcare to fashion.

Recognising that innovation has often relied on individual activity rather than an agreed initiative underpinned by central investment, the Digital Learning Accelerator will be a collaborative hub with built-in social areas, meeting spaces, and communication infrastructure, where new approaches to educational experiences can be trialled, evaluated, and cross-pollinated.

The provision of high-quality online learning will continue to grow as will our intentional use of digital education practices within our Curriculum Redefined ambitions. In the same way as other services have evolved, there is now a requirement to proactively create a space that enables us to explore what is possible within, and beyond, the classroom. This investment in space is envisaged to mark the beginning of an expanded digital education ecosystem that will help us to achieve our aims.

The University community needs to explore new ways of serving a diverse population of students and learners, whilst providing a venue that enables and inspires academic and professional staff to work in new ways and extend the boundaries of our imagination.



**“The Digital Learning Accelerator is more than just a place to meet; it is a space to convene with diverse members of the University of Leeds community to nourish ideas, design solutions and create transformational learning experiences.”**

**Dr. Margaret Korosec**

Dean of Online and Digital Education



Online courses: @uoldigital  
Systems updates: @DESytemsUOL

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