

**Session title:** Student Voice and Partnership: building integrity and authenticity into our curriculum change ambitions

**Session type:** Workshop (45 mins)

**Main presenter:** Sophia Bourne, University of Leeds

**Co-presenters:** tbc Student interns from University of Leeds

**Session summary:**

This workshop focuses on the findings from three years of our Student Voice research exploring skills within the curriculum. We will outline our research methods, discuss evolving relationships with Schools, and the value of leadership roles for our student interns. We track the progress and outcomes of the research around student perceptions of skills teaching in their programmes and understand what it is that they need from their degrees.

**Session outline:**

The University of Leeds is undertaking a 10-year institution-wide curriculum change project which involves the review and refinement of all taught programmes. This involves a number of work-streams, including one which supports Schools in ensuring their students can recognise, apply and evidence the skills value of their degree - Surfacing Skills. Student involvement is central to the success of this curriculum refresh, not least so that we as educators can ensure that all students - regardless of social capital - can benefit from the skills development opportunities embedded in their degree programmes. As such, we have created opportunities for ten student interns, to lead a programme of consultations with fellow current students and recent graduates over the last three years. Our teams of interns have been critical to the interface with students and alumni, to ensure integrity and authenticity throughout our consultation. We will share our rationale and methodologies, an overview of the process and lessons learned, the research findings, and how these continue to inform curriculum development. As a research-intensive university, relationship-nurturing and credibility-building with our academic and professional service colleagues across the University is key to the success of such an ambitious curriculum overhaul. We will, therefore, discuss how the findings of our Student Voice research plays a powerful role in our conversations. As we develop our approach to working in partnership with students,, we will share our vision for spreading the language of skills to a wider student audience. Through this workshop, we open up the conversation and welcome input and perspectives from those who are either planning, or undertaking, student engagement for the purposes of curriculum and wider education development.

**References:**

Daubney, K. (2021) "'Teaching employability is not my job!': redefining embedded employability from within the higher education curriculum', Higher Education, Skills and Work-Based Learning