

## Successful start for GPA in University roll out

The University's new Global Professional Award has reached more than half of all first year students since its launch in September.

The programme, which is part of our initiative to improve teaching and learning around employability, enterprise, wellbeing and citizenship, was launched to all new students this year following a successful pilot in the School of Applied Science.

GPA manager James Forde said that by Christmas his team will have delivered 96 workshops to more than 3000 attendees, working with more than 100 staff and student volunteer facilitators.

"Workshops have focussed on a number of different topics, including recognising and coping with stress, understanding work personalities and group dynamics, and developing enterprise skills," James said.

"Feedback from our students is that they enjoy the GPA sessions, which are run entirely online at the moment. They offer something a bit different and complement their academic programmes.

"Our volunteer facilitators have been



James Forde

invaluable in helping the sessions run smoothly, and I would like to say a bit thank you to everyone who has helped out.

"The aim for the Spring term is to increase student engagement and we would appreciate support from academic colleagues in our Schools in promoting the award to students.

"Students who have missed sessions can catch up via recordings on Brightspace."

The GPA has level 5 accreditation

with the Chartered Management Institute and students are assessed via a portfolio of reflective work which they compile across three years. It is a key element in helping students from widening participation backgrounds realise their potential on graduation.

The programme is managed and run by a specialist team to staff, who are currently recruiting volunteer facilitators for the Spring term.

"This is a great opportunity for final year undergraduate students, or postgraduate students, to build their skills and contribute to an innovative programme," James said. If you have students who are interested in volunteering, please ask them to complete [this form](#). Staff volunteers should complete the [staff form](#) here. As part of the GPA, students are required to complete "elective" tasks, which can include volunteering on University projects. If you have any suggestions for electives you would like to develop with the GPA team, please email James at [gpa-team@hud.ac.uk](mailto:gpa-team@hud.ac.uk), as they are now starting to work on plans for 2021/22.

## A taste of pre-Christmas Learning Bytes

Here are three final Learning Byte sessions this term, to book please email [learning.bytes@hud.ac.uk](mailto:learning.bytes@hud.ac.uk)

**Tues 8th December 13.15-13.45**  
An Academic Integrity Module overview

A brief tour of the AI module in Brightspace, including what's new this year.

This session covers why the module was created, how it links to the Academic Misconduct process, and how to promote completion of the module with your students.

**Thurs 10th December 13.15-14.00**  
An Introduction to the New PAT Module

This is another opportunity to find out more about the PAT Module in Brightspace for those unable to get a place on the Oct/Nov sessions. It covers how this module helps you communicate with students, set up and keep track of meetings, plus guidance for PATs.

**Thurs 17th December 12.15-13.15**  
Unlock Christmas 2020: Digital Escape Room

This session will include practical experience using the Class Notebook feature in Teams, Brightspace, and digital group work.

Use your Brightspace and Christmas trivia knowledge to help your teammates save Christmas 2020...

# New live captioning software available for staff and students

To help the University comply with current digital accessibility legislation and to ensure that video and audio is accessible to all students and staff, we have invested in Caption.Ed (pronounced captioned).

It provides on-demand, real-time captions and text transcripts for pre-recorded media such as lecture recordings and learning materials. It is quick and easy to use, you simply install it as an extension onto either the Edge or Chrome web browser and when you are ready to play material you want captioning, you simply click on the Caption.Ed icon and press “start” and play your video.

Captions will appear on your screen in a format which is customisable via the Caption.Ed dialogue box, and also downloadable

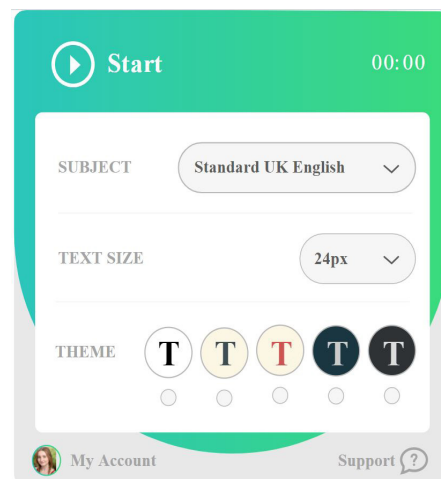
for review later.

Caption.Ed can also be used for captioning live, face to face events, lectures, seminars, and other events which rely on using a web browser. This short [introducing Caption.Ed video](#) explains more.

Further information, including how to sign up and how to download and install the Caption.Ed extension can be found on the [HudStudy Brightspace](#) pages.

As there is a cost associated with each captioning event, please encourage students to use existing captions, for example the captions available within Microsoft Teams or existing captions on recorded media, wherever possible.

If you would like more information on this software, or any advice on our accessibility software and



systems, please get in touch with the University’s Digital Skills Trainer for Accessibility, Andy Eachus on [a.eachus@hud.ac.uk](mailto:a.eachus@hud.ac.uk)



# Caption.Ed



**Our new students tell us we are a friendly bunch**

This year’s Induction Survey tells us that we are friendly and welcoming and our new students have enjoyed their first few weeks of University life.

An analysis of 1570 responses to our annual survey suggests that students found induction enjoyable, with the opportunity to meet staff and other students important to them.

During induction, 70% of our first year students had met their Personal Academic Tutor, and 72% said they felt comfortable attending online classes and lectures.

Induction coordinator Jane Wormald said: “Feedback suggests we are doing a lot of things right for the majority of our students.

“Many of them commented specifically about the fun induction tasks they had taken part in, such as games

and quizzes, which they said they had enjoyed.

“There were also positive comments about small group work they had been encouraged to engage in as it helped them get to know people.”

Jane said that the survey also indicated that a number of students found the Covid context hard, finding it difficult to get motivated when online, and commenting that they were missing the opportunity to get to know people better.

Some also struggled in navigating our digital infrastructure in the early weeks.

“We are still evaluating the survey responses and will be sharing a more detailed report with Schools after Christmas, in time to help plan for September 2021,” Jane said.