An institutional approach to developing graduates for a globalised world

Dr Andrea Jackson & Miss Linda Allinson

University of Leeds, UK
Introduction

- 30000 students, 7500 staff
- Research intensive institution
- Leeds Curriculum review
  - Employability
  - Global and cultural insights
  - Ethics and social responsibility
- Wealth of supplementary curricula and co-curricular opportunities
- Helping students articulate the distinctiveness of their Leeds degree
- LeedsforLife

http://leedsforlife.leeds.ac.uk/
Development of **LeedsforLife**

- **2007** LeedsforLife concept agreed and institutional project started.
- **2008** Launched website as an online database of opportunities linked to a “Living CV”.
- **2009** Website developed to incorporate support through the Leeds Model for Personal Tutoring. Evaluation and Embedding subgroup formed.
- **2011** Leeds Partnership established shared set of expectations between staff and students. LeedsforLife integral.
- **2014** LeedsforLife Model for Personal Tutoring approved.
- **2015** Further developments for PGT students.

**LeedsforLife Student Ambassadors**

Develop communication strategy to promote the initiative across campus.
Seven months in El Salvador working for the Permaculture Institute of El Salvador
“At the same time I am giving English classes to my Spanish teacher, and to the workers of the NGO I am working for. “
10 hours of training in beehive keeping spread over 4 evenings

“We are intending to involve other students in the beehive when it is established and continue fundraising in order to subsidise more beekeeping training for new students”
“I had problems with permission for filming within the railway stations, where many of the children come from.... it was a lengthy process, which meant that the footage was shot the night before I left to return to England”
“I discovered how important it is to build up trust between you as the filmmaker and your subjects, as well as when teaching”
Internship as Volunteer Co-Ordinator for the San Francisco Theater Festival

“Since returning to Leeds, I have set up and now manage two not-for-profit arts companies - primarily run by volunteers... These companies benefit the wider community by providing new opportunities for volunteering in Yorkshire and support students and recent graduates to gain valuable work experience.”
Zanzibar, a semi-autonomous part of the United Republic of Tanzania

“The treatment we would be providing them was scaling, fillings and extractions.”
“I think for many of them that may have been the first time they had ever brushed their teeth.”

“Over the two weeks we treated 635 school children and 158 adults, after screening a total of 1144 people!”
Study the mental health impact of Hurricane Ivan, which hit the small Caribbean island of Grenada in 2005.

“I arranged to travel to the rural areas and I interviewed local people to get their experiences of the hurricane.”
Other elements of LeedsforLife

The Leeds Network an online career networking service
• Find out about careers and professions from Leeds alumni
• Contact alumni with questions about working in a particular job or organisation
• Read career profiles and personal tips on the skills and tactics needed to get into a profession
• Find out what Leeds graduates who studied their course are now doing

Intercultural Ambassadors Programme

Student Comment
"Taking part has... really made me think about how different cultures might affect how different people interact, and also how rewarding it is to mix with other cultures"
Thank you for listening
Any Questions?

http://leedsforlife.leeds.ac.uk