

Video transcripts and descriptors

Enhancing graduate attributes

University of Bedfordshire

Duration: 5:35 minutes.

Visual description	Audio transcript
Title page	Enhancing graduate attributes University of Bedfordshire
PROFESSOR MARY MALCOLM, DEPUTY VICE CHANCELLOR (ACADEMIC) Exterior shots of the university. Shots of 2 students working on computers. Interview shot of Mary Malcolm.	MARY MALCOLM: Our graduates are our greatest spokespeople and assessment is one of the things they can take to an employer to articulate what skills they've developed, how they have worked and what they think are the key transferable aspects of that are. So, assessment is, in my mind, a key link between the world of learning and the world of work.
DR MARK ATLAY, DIRECTOR OF TEACHING AND LEARNING Shot of students working in a Business pod. Interview shot of Mark Atlay. Shot of students working in a Business pod. Interview shot of Mark Atlay.	MARK ATLAY: We really want to make sure that assessment focuses on, not only the outcomes, but how engaging in the assessment process actually helps us support the development of the wider student knowledge, skills and attributes. We still have examinations, they have a role, but we have a wealth of different sorts of assessment processes as well which change and develop as students move from the first year through to the final year.
Exterior shots of the university. Screen shot showing CRe8 webpage. Shots of students working in a Business pod. Shots of Elizabeth Parkin teaching in a Business pod.	VOICEOVER: The University of Bedfordshire undertook a complete curriculum review in 2008 known as Cre8. This review created a framework within which there was an awareness that assessment plays a key role in developing students' skills and attributes. The changes are now bearing fruit across the curriculum. The Business School decided to change their teaching rooms, creating pods where delivery underwent radical change.
ELIZABETH PARKIN, SENIOR LECTURER, MARKETING AND STRATEGY Shots of Elizabeth Parkin teaching in a Business pod. Interview shot of Elizabeth Parkin. Shot of students working in a Business pod.	ELIZABETH PARKIN: We had a much more conventional format three or four years ago, and generally we wanted to make it more lifelike. When you go to work, your boss doesn't think, "Oh, well, we won't assess someone for a few weeks, you know, we'll just let it ride for a few weeks and then we'll assess it." It's not like that. They're looking

<p>Screen shot of BREO, the university VLE.</p>	<p>at you every day so we assess all the time. This year we've gone to almost everything being submitted direct onto Blackboard. We mark it on Blackboard, we give feedback on Blackboard and we can do it quickly because it's immediately available for us.</p>
<p>ANDRIUS PALIONIS, YEAR 1 STUDENT</p> <p>Interview shot of Andrius Palionis.</p> <p>Screen shot of feedback.</p> <p>Interview shot of Andrius Palionis.</p>	<p>ANDRIUS PALIONIS: It's great, we submit it with Brio [local name for the VLE, Blackboard] and then some time later, which is usually quite faster [sic] than it used to be, we get highlighted problems and then comments on there, which is really great knowing why it is wrong, instead of just that it's wrong.</p>
<p>ELIZABETH PARKIN, SENIOR LECTURER, MARKETING AND STRATEGY</p> <p>Interview shot of Elizabeth Parkin.</p>	<p>ELIZABETH PARKIN: Students seem to me this year to be more focused on making sure they've got that feedback. We're seeing higher retention at level 1 and we're also seeing better grades. I just think it's providing such a good foundation for level 2 for them.</p>
<p>MERCEDES PRESCOD, YEAR 1 STUDENT</p> <p>Interview shot of Mercedes Prescod.</p>	<p>MERCEDES PRESCOD: It's like working in a real business so I think it's really good practice for getting into the real world</p>
<p>Shot of Deena Ingham and 3 students working on computers.</p> <p>Screen shots of Journalism blog.</p>	<p>VOICEOVER: In Journalism there was an acceptance that the delivery of law and public administration needed to be reviewed and this led to an entirely new approach.</p>
<p>DEENA INGHAM, SENIOR LECTURER, JOURNALISM</p> <p>Screen shots of Journalism blog.</p> <p>Interview shot of Deena Ingham.</p> <p>Shot of Deena Ingham and 3 students working on computers.</p> <p>Screen shots of Journalism blog.</p>	<p>DEENA INGHAM: Journalism, Law and Public Administration isn't perhaps the sexiest topic in the universe, so it can appear really dry. There's an awful lot of material to cover so what we needed was some way of engaging students, getting them to work with us on exploring it. What we did was an interactive blog system and students after every lecture, every seminar, are blogging the key points as they see it.</p>
<p>PHILLIP CUTTS, YEAR 3 STUDENT</p> <p>Interview shot of Phillip Cutts.</p>	<p>PHILLIP CUTTS: When I come out of lectures, sometimes you think, "Oh I don't understand this," but you wouldn't really ask a lecturer after it. The blogging allowed me to do that.</p>

<p>IMRAN CHOUDHURY, YEAR 3 STUDENT</p> <p>Interview shot of Imran Choudhury.</p>	<p>IMRAN CHOUDHURY: People are able to learn from other people's comments as well and it's like a shared knowledge, kind of thing.</p>
<p>DEENA INGHAM, SENIOR LECTURER, JOURNALISM</p> <p>Screen shots of Journalism blog.</p> <p>Interview shot of Deena Ingham.</p> <p>Shots of a students working on a computer.</p> <p>Interview shot of Deena Ingham.</p>	<p>DEENA INGHAM: It's a way of pedagogically checking all the way through how what you're delivering is being received and understood, and also students have really perceptive comments to make, which then increase the value of the lecture that follows, so it's very, very valuable. It's an opportunity not to show that you can jump through hoops and you know how to pass an exam, but that you've got real knowledge.</p>
<p>Screen shots of Dance videos and sound files on the VLE.</p>	<p>VOICEOVER: Lecturers in Dance realised that their Physical Education QTS students who are grappling with choreography need quick and personal feedback if they were going to develop their understanding.</p>
<p>MAGGIE KILLINGBECK, PRINCIPAL LECTURER, DANCE EDUCATION</p> <p>Interview shot of Maggie Killingbeck.</p> <p>Screen shot of an audio file playing back.</p> <p>Interview shot of Maggie Killingbeck.</p> <p>Screen shot of an audio file playing back.</p> <p>Interview shot of Maggie Killingbeck.</p>	<p>MAGGIE KILLINGBECK: I find that if I use an audio file, I can look, comment, upload the file, they can listen to it and use it.</p> <p><i>"Make sure they are secure with those slower movements.."</i></p> <p>This is all quick and dirty formative feedback. The coughs and splutters is not the issue. It's about us grappling with the material.</p>
<p>Exterior shots of a university sign.</p> <p>Shots of students working in a Business pod.</p>	<p>VOICEOVER: The implementation of different assessment techniques raises very different issues and the University of Bedfordshire realised that the collection and analysis of feedback from students would be critical in further developing the variety of techniques.</p>
<p>DEENA INGHAM, SENIOR LECTURER, JOURNALISM</p> <p>Shot of Deena Ingham and 3 students working on computers.</p> <p>Interview shot of Deena Ingham.</p> <p>Shots of a students working on a computer.</p> <p>Interview shot of Deena Ingham.</p>	<p>DEENA INGHAM: Student reaction is very valuable in helping us to develop it so, for example, there are thoughts now that we should really include the blog element within the assessment value and that's exactly what we want. It's about all of us learning together the best way to teach something and to explore it.</p>
<p>ELIZABETH PARKIN, SENIOR LECTURER, MARKETING AND STRATEGY</p>	<p>ELIZABETH PARKIN: We have this concept of the pods being a good learning environment but also a</p>

<p>Interview shot of Elizabeth Parkin.</p> <p>Shots of students working in a Business pod.</p> <p>Interview shot of Elizabeth Parkin.</p>	<p>laboratory for our own teaching development. And, so we've started doing some research using anonymised reflections so we have this additional way of measuring what's going on and getting some insight.</p>
<p>DR MARK ATLAY, DIRECTOR OF TEACHING AND LEARNING</p> <p>Shots of students working in a Business pod.</p> <p>Interview shot of Mark Atlay.</p>	<p>MARK ATLAY: We know that staff spend a lot of time giving detailed feedback to students, but students don't always engage with that feedback. What they focus on is the grade and then they move on so we're trying to break out of that sort of mindset where students start to see the connections between getting feedback and improving the next time they come back. So that's part of a conscious process about students becoming more self-regulatory.</p>
<p>PROFESSOR MARY MALCOLM, DEPUTY VICE CHANCELLOR (ACADEMIC)</p> <p>Tracking shot of students working in a Business pod.</p> <p>Interview shot of Mary Malcolm.</p> <p>Shots of students working in a Business pod.</p>	<p>MARY MALCOLM: Encouraging them to think about the broader skills they've developed can be quite challenging but that, I think, is essential to their getting the most out of the work they do.</p>
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