

## **Examples of embedding the curriculum in extra-curricular activities and transferable skills development**

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### **Social media development**

Matt Cornock, Social Policy and Social Work

Students work in groups learning how to produce videos, audio, blogs or posters to share online, addressing a specific subject-related issue or informing on a specific curriculum-related topic. Students plan and implement for a specific audience, and projects are peer-assessed as to their appropriateness to the original objective and audience.

### **Widening Participation**

A small team of Language & Linguistics students worked together to develop a range of materials to take into schools in order to promote Language & Linguistics. Sessions explored, and explained, different elements of the first year programme in a fun and engaging manner.

### **Case study exercise**

Dave Rippin, Environment

The Environment Department deliver a week-long case-study exercise based on the theme of flooding in York. This exercise involves first year students taking on the role of employees of fictitious companies, all competing for the tender to defend York against future heightened flood risk in York in the year 2020.

Representatives from York City Council, The Environment Agency, York Archaeological Trust and Yorkshire Water, provide a series of talks at the beginning of the exercise, and then return at the end of the week to act as judges of the plans that the student companies have come up with.

### **Embedded assessment**

A number of modules across a range of departments are currently using audio or video projects as an element of their assessment. Students can be asked to work individually or in small groups and this is often an optional form of assessment (ie alternative to an essay) or an element of an assessment that may also include a more formal written component.

## **Student-led podcasts**

Students collaborate to develop a series of audio or video podcasts related to the curriculum. Examples include exploring the research interests of senior academics in the department to engage the wider public and immediate follow up commentary of seminar activity and discussion.

## **Subject promotion**

Students work to create short videos and / or other media to highlight the benefits of the subject or a particular aspect thereof to prospective students or those in years below. Examples include promotional material to be made available to applicants or incoming students during Transition, or student facing material to support module choices.

## **Curriculum linked volunteering**

Sarah Leith, Community and Volunteering Unit

@Work is a curriculum linked voluntary programme, run in partnership between Careers and academic departments. The programme offers undergraduate students from English, Education and History of Art the chance to develop their skills and experiences by engaging in a team based volunteering project with a local community partner.

This year there are 25 projects working with a range of local community and voluntary sector organisations, businesses and schools, each planning to deliver a resource, lessons or event. Partners include, BBC Radio York, The National Trust, York Museums Trust, Pilot Theatre, Aviva, North Yorkshire Police and many more.

## **Consultancy or pro bono work**

Richard Grimes, York Law School

The YLS Clinic provides a free legal service to the public whilst at the same time presenting a powerful learning opportunity for students helping them to put theory into practice. All work done within the Clinic is supervised by professionally qualified lawyers who ensure that the Clinic meets the standard of service expected of any solicitors' practice.

The Clinic also oversees a range of 'pro bono' activities including Streetlaw (working with groups within the community so that they are better able to understand their rights and responsibilities) and a restorative justice programme (training students to be able to facilitate meetings between victims and offenders).