

# Student Fraud Awareness

Fostering empathy and action through impactful storytelling

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# Presenters

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# Agenda



1. Scale of fraud.
2. Aim of the resource.
3. Design rationale.
4. Interactive video.
5. Animated scenarios.
6. User testing.
7. Impact of the resource.

## Content note

This presentation discusses real-life fraud and scams that have happened to students.

Please feel free to leave and return at any time.

# Scale of fraud

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- Fraud, scams and phishing affects students on a huge scale every year.
- £170,000 in a single scam most recently.
- International students are particularly vulnerable due to the way their fees are paid.



# Aims of the resource

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- Present the content on the University's website in a more compelling and engaging way.
- Develop learner's critical thinking skills to be able to recognise and deal with new and ever-changing scams.
- Reduce stigma of being victim to a scam.
- Tackle over-confidence and show that scams can happen to anyone.
- Prepare students to face challenges pre-entry when they are most vulnerable.



# Design rationale

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- Storytelling fosters empathy for the victims of scams.
- Interactive multimedia resources provide a safe environment for learners to make choices regarding frauds, scams and phishing attempts.
- Real-life case studies.
- Actionable advice.
- The key signs of a scam are emphasised throughout the resource.
- Signposting to University and police resources.
- Open-access version for pre-arrival students.





# Interactive video

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- Point-of-view video chosen to emphasise the message that anyone can fall victim to a scam.
- Video shows both parts of the scam:
  - Missed delivery phishing scam.
  - Bank fraud.
- Internal monologue used to show the victim's thought processes and emotions.



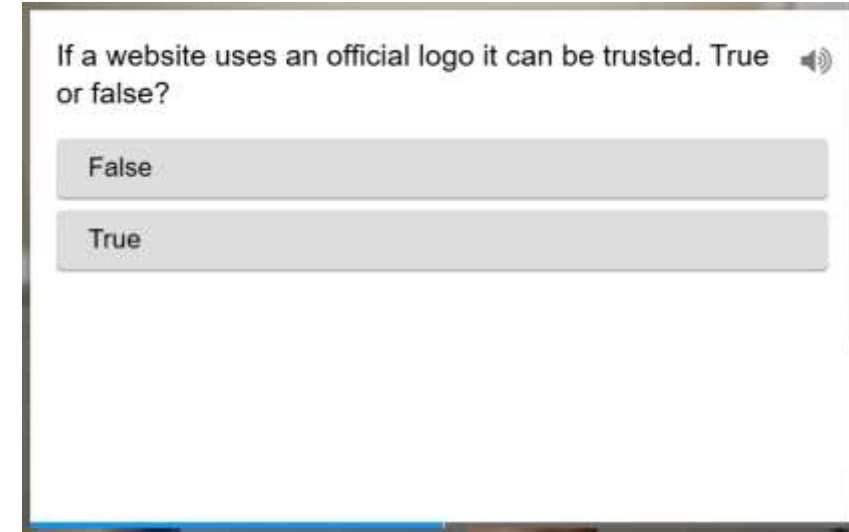
# Techniques used in video to enhance clarity, authenticity and engagement



Waveform graphics represent Annie and the 'caller from the bank'. This makes it easier for the learner to follow the complex scam.



Realistic mobile banking app, text messages and delivery company forms.



In-video questions, using the H5P e-learning authoring tool, to check understanding of the key signs of a scam.



# Student feedback on the interactive video

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“This video was impactful, as it presented a realistic scenario that many students could relate to. Watching a student experience a scam made the risks feel more immediate and highlighted the emotional effects of being targeted.”



“Really impactful. I’ve been scammed before so the background, the protagonist’s inner monologue, really resonated with me.”



Student Ambassadors

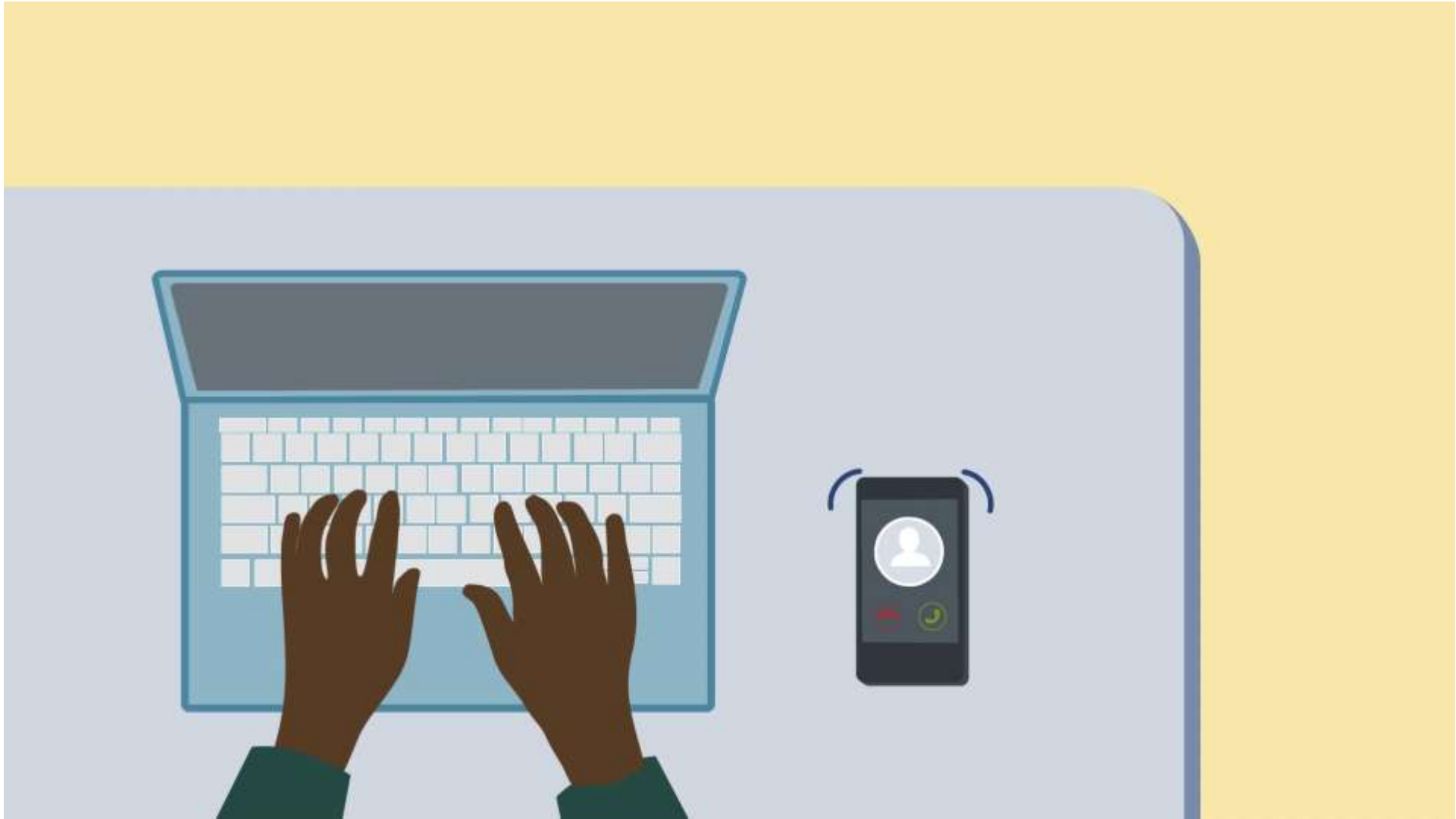
# Animated scenarios

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- Real-life stories presented as animations on:
  - Tuition fees scam,
  - Visa scam,
  - Accommodation costs scam.
- Scenario split into two parts with learners choosing what the correct course of action should be at a crucial point.
- The story resumes with what would have happened if the correct action wasn't taken.



# Tuition fees animation



# What happened next?

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See the QR code at the end of the presentation to view the next part of the animation in Topic 3: Avoiding the most common scams.

# Student feedback on the animations

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“The animations enhanced understanding of the resource as it provides memories.”



“This section was practical and engaging, with actionable tips that strengthened my skills in identifying and avoiding common scams. The content was clearly structured, making it easy to understand and remember key strategies.”

Student Ambassadors

# User testing 1: Testing in authentic conditions

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## Background

Testing with internal colleagues showed that some sections of content might be missed due to the way that content is revealed as MCQs or polls are completed.

## Aims of user testing

- Ensure students engaged with all resource materials.
- Help us identify any unexpected challenges.

## Strategy

- Students given a tight time limit to complete a version of the resource.
- Six codes hidden throughout the resource which students were asked to take note of.
- Analysis of the codes allowed us to identify which information had been missed and address this.



# User testing 2: Focus group

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## Aims

- Find out the impact of time pressures and other priorities on student engagement with the resource.

## Findings

- Most students were overconfident in their knowledge of scams so would have not engaged with a fraud resource were it not for the animation and video aspects of our resource.
- Suggestions for promotion:
  - Send direct emails with student-specific shocking statistics about scams.
  - Make the resource compulsory, to emphasise its importance.

# Impact of the resource

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**How confident are you in spotting the signs of fraud, scams or phishing attempts?**

27% very confident **before** taking the resource

69.2% very confident **after** taking the resource

**Would you know what to do if you thought you had become a victim of fraud, scams or phishing attempts?**

25% said 'Yes' **before** taking the resource

66.4% said 'Yes' **after** taking the resource

# Student feedback

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“The course content is highly relevant for students who are most vulnerable to scams and fraud, providing them with practical skills to protect themselves.”

“The realistic scenarios present how easy it is for other people to scam **you** just by messaging you and using your name and getting your attention - getting you wound up and for the scammers to take away your money.”

“I think sometimes people are like, ‘oh, how do you fall for a scam?’ But [it] was emphasising the panic that they create, [and how] sometimes **you** just really want to get things done quickly.”

# Collaborative approach

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Production: Bradley Perigo, Ben Pierce.

Animation: Ryan Lancaster, Katie Nicholls.

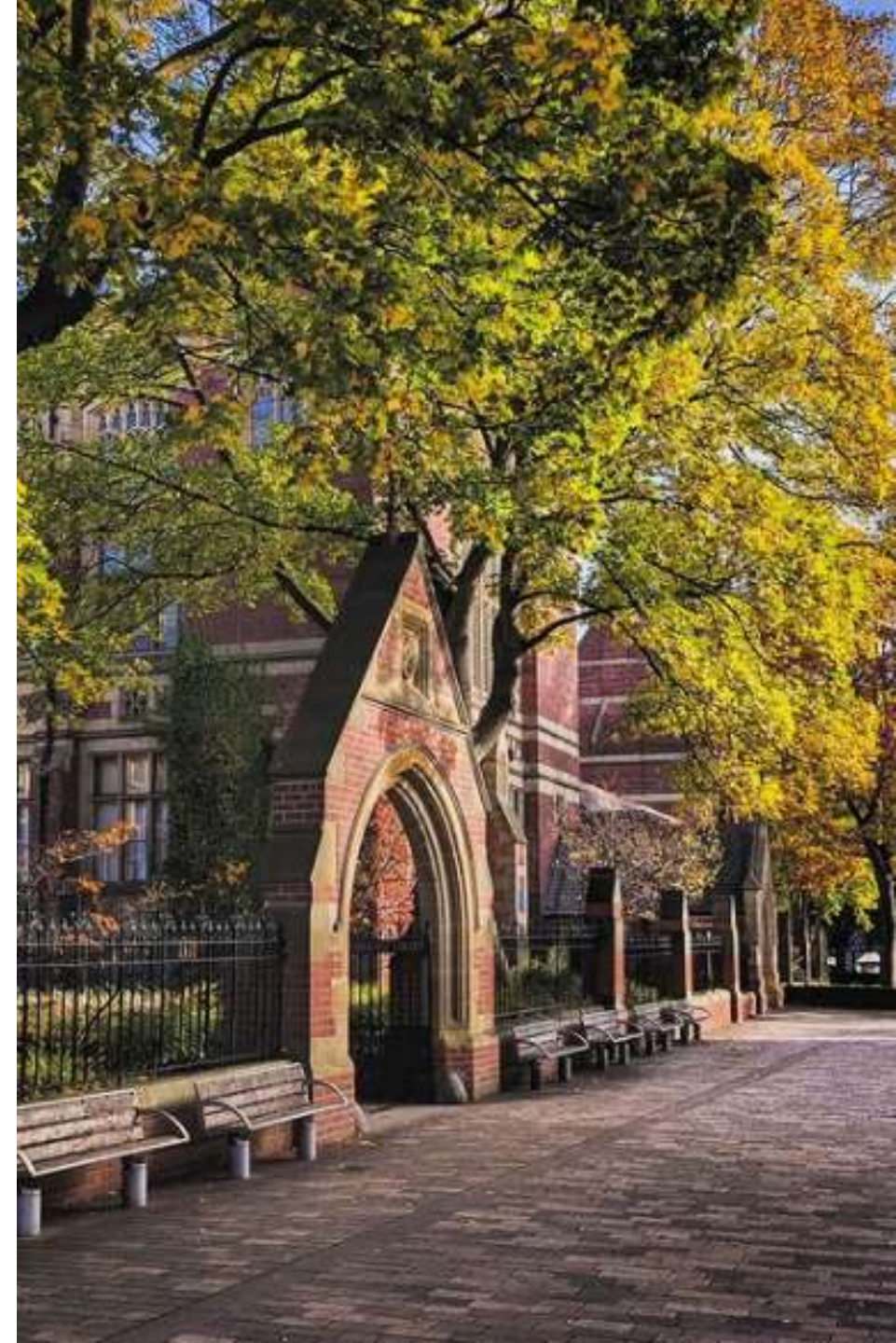
Digital Design: Sam Jones, Jo Law.

Learning Technology: Jo Law, Matt Jevons.

Digital Learning Design: Lucy Hamilton, MM Raihan.

Subject Matter Experts: Andrea Kerslake, West Yorkshire Police.

Reviewers: Student Ambassadors



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[Student Fraud Awareness resource](#)