

# Avoiding Scams, Fraud and Phishing

Developing confidence and  
skills through empathetic  
learning



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# Presenters

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# Agenda



1. Scale of fraud.
2. Aim of the resource.
3. Engaging learners.
4. Interactive video.
5. Animated scenarios.
6. 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.
- What is the financial scale of fraud?
- £170,000 in a single scam last year.
- International students are particularly vulnerable due to the way their fees are paid.
- Institutions are now liable for any fraudulent transactions that they financially benefit from.



# Aims of the resource

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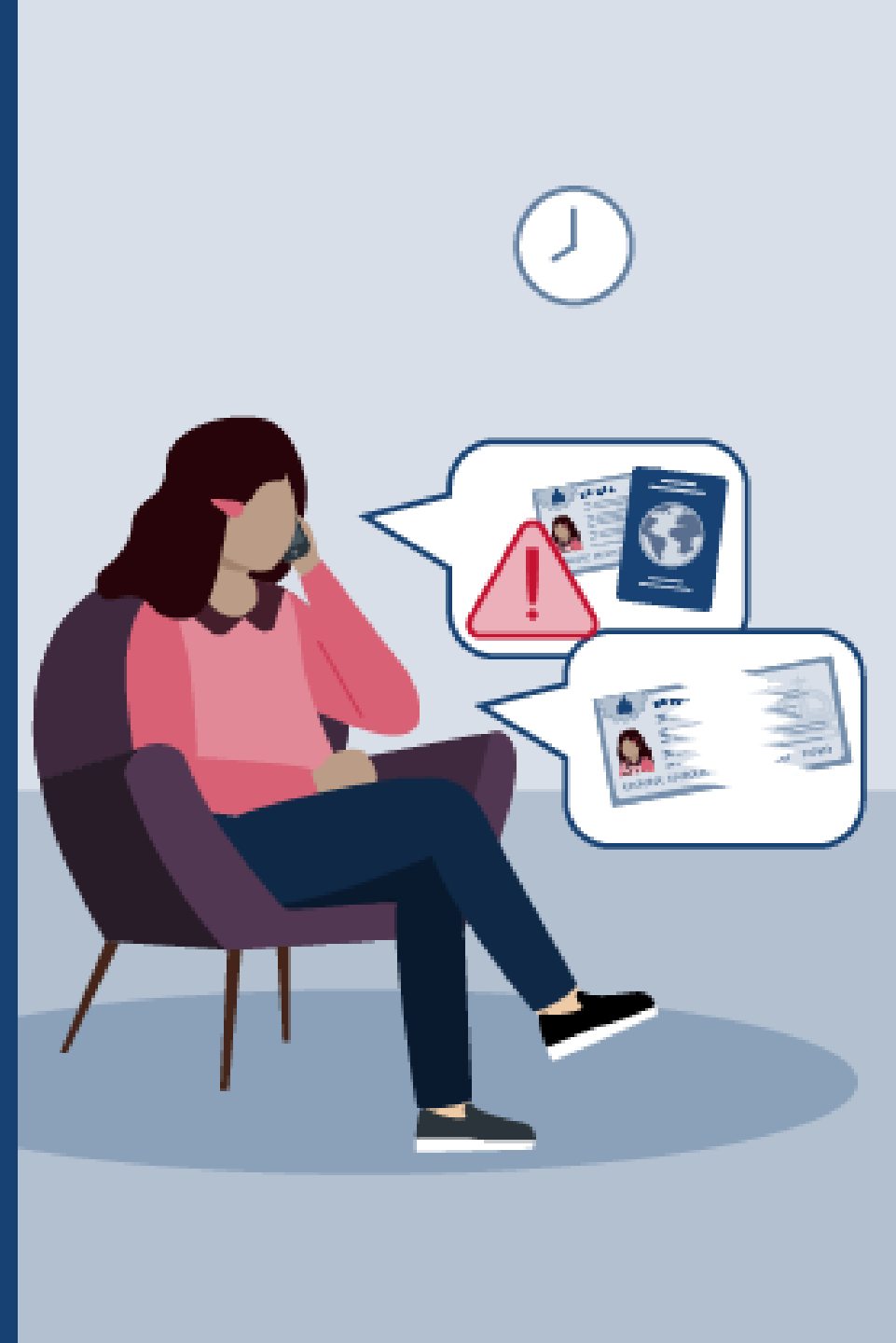
- Develop learner's critical thinking skills to be able to recognise and deal with new and ever-changing scams.
- Present the content on the University's website in a more compelling and engaging way.
- Tackle over-confidence and show that scams can happen to anyone.
- Reduce stigma of being victim to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



# Engaging learners

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- Interactive multimedia resources provide a safe environment for learners to build confidence by making choices regarding frauds, scams and phishing attempts.
- Storytelling fosters empathy for the victims of scams.
- 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.
- In-video questions to check understanding of the key signs of a scam.
- Realistic mobile banking app, text messages and delivery company forms.



# 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.”



Student Ambassadors

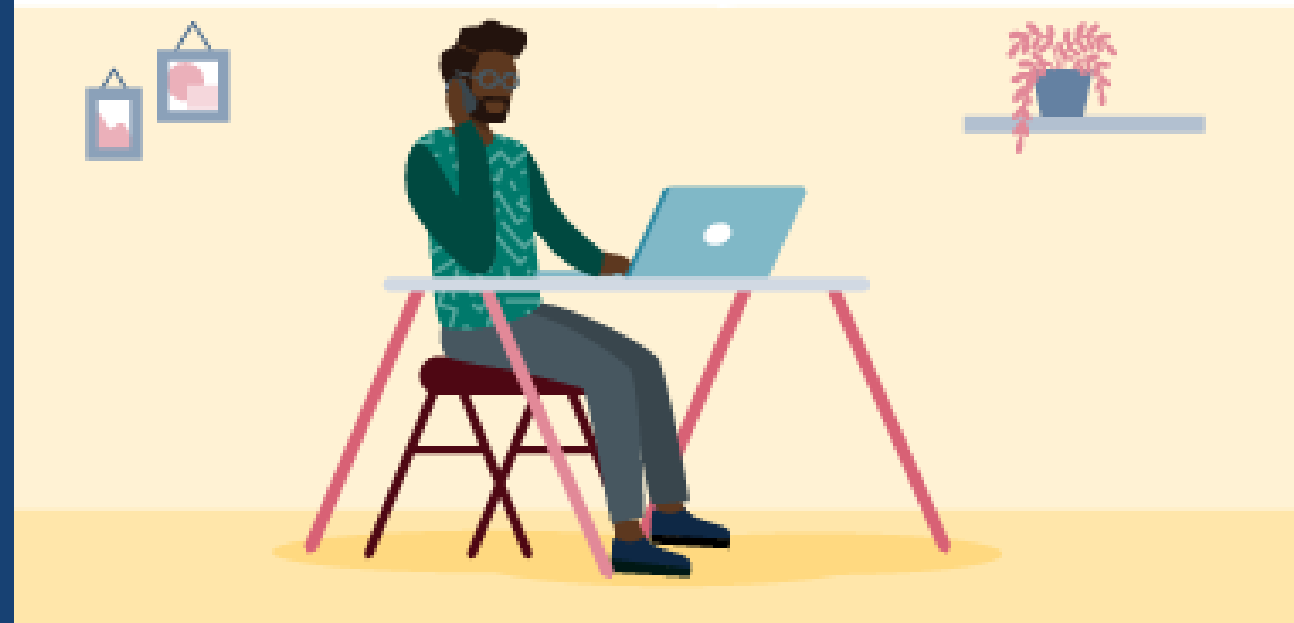
“Really impactful. I’ve been scammed before so the background, the protagonist’s inner monologue, really resonated with me.”



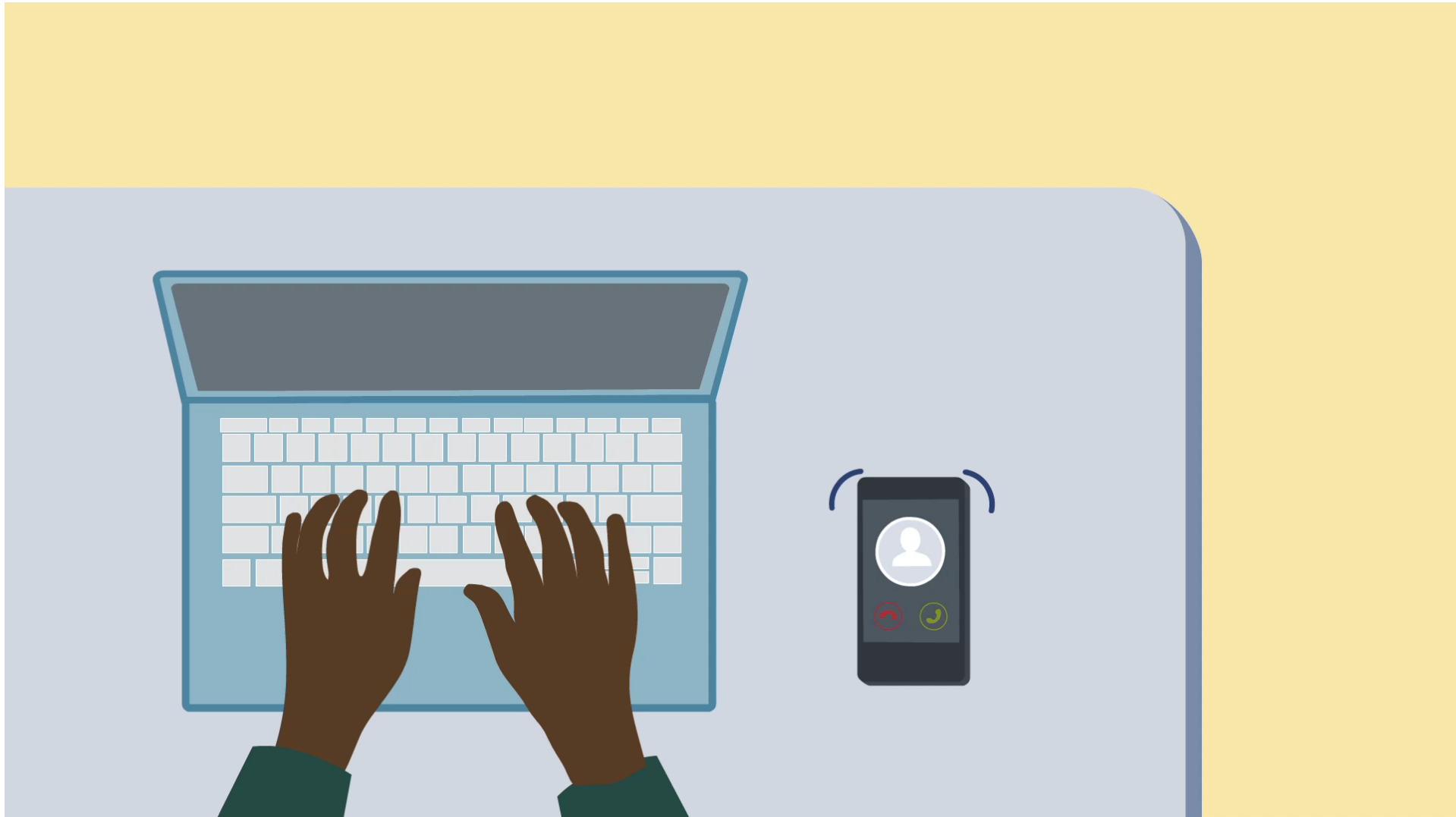
# Animated scenarios

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- Real-life stories presented as animations on:
  - Tuition fees scam,
  - Visa scam,
  - Accommodation costs scam.
- Formative practise
  - 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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What are the warning signs in this situation?

What should the student do?

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.

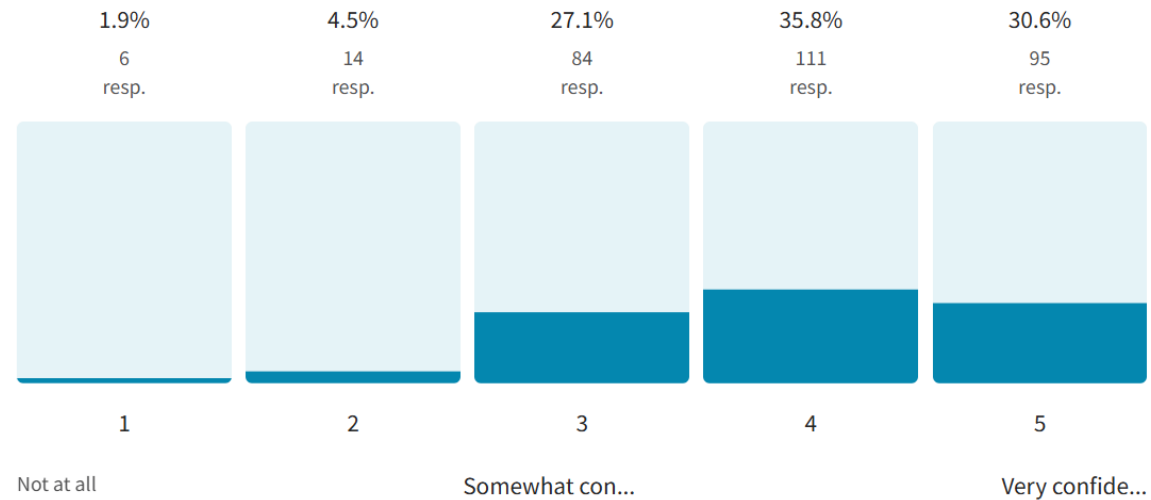
# Impact of the resource 1

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

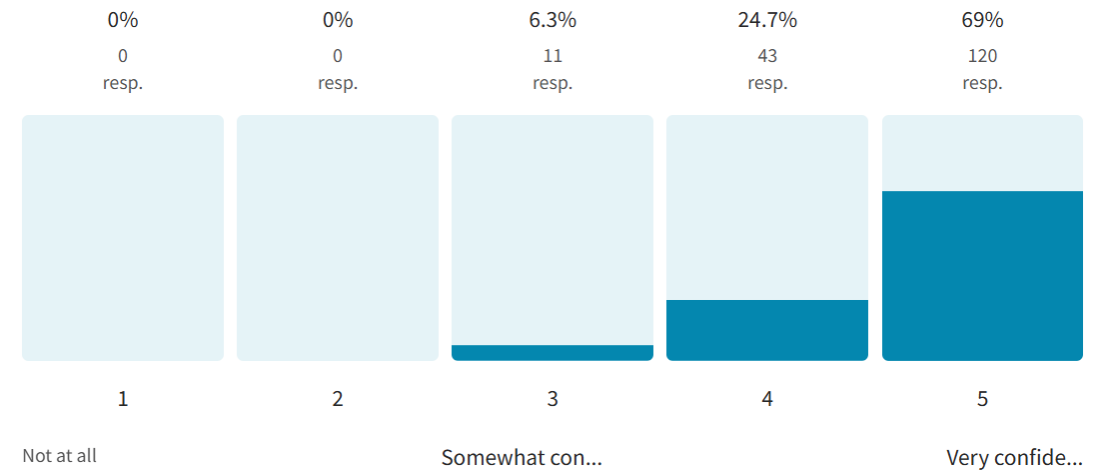
**Before** taking the resource

3.9 Average rating



**After** taking the resource

4.6 Average rating

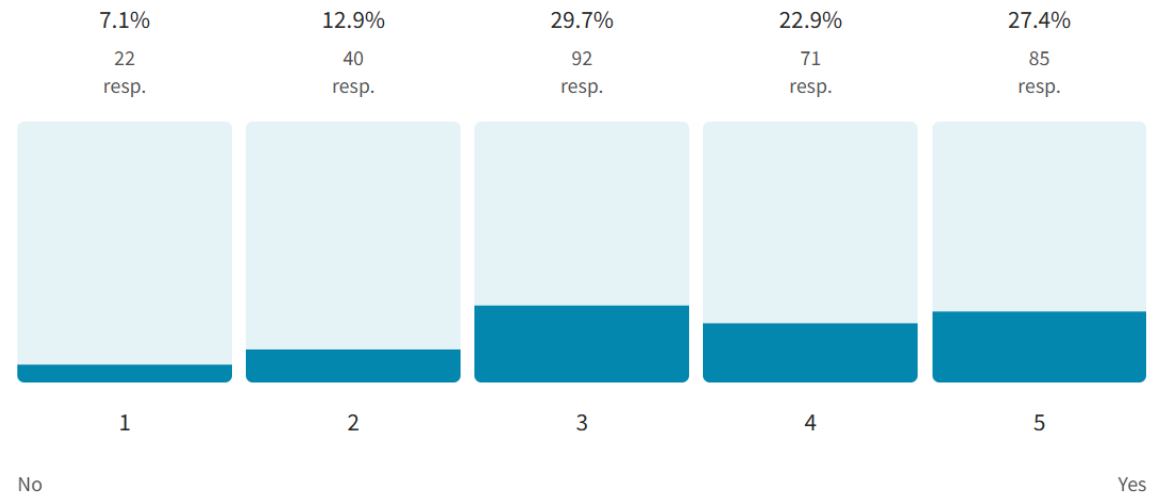


# Impact of the resource 2

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

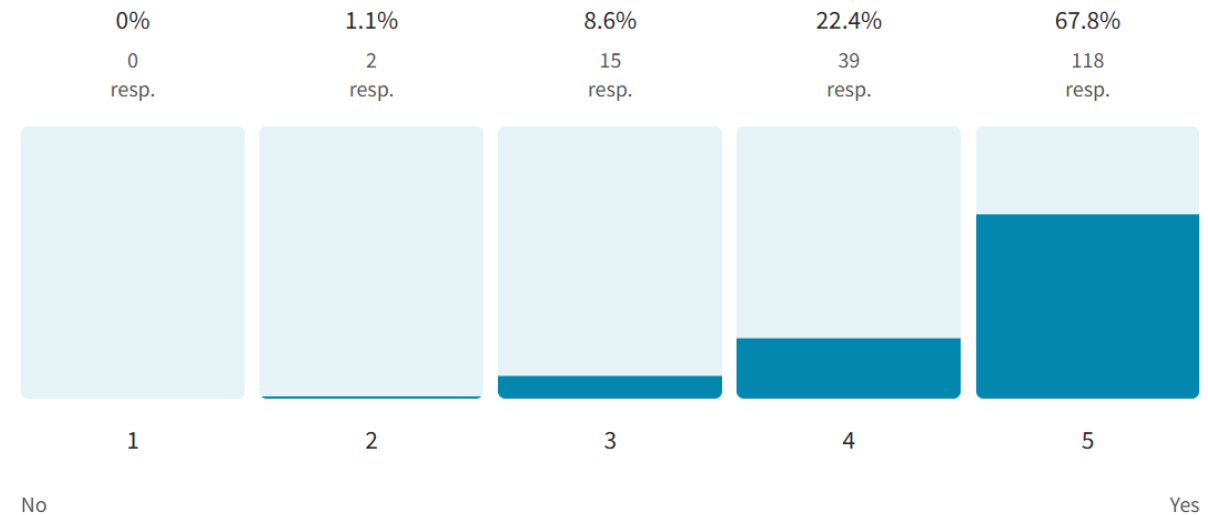
**Before** taking the resource

3.5 Average rating



**After** taking the resource

4.6 Average rating



# 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.

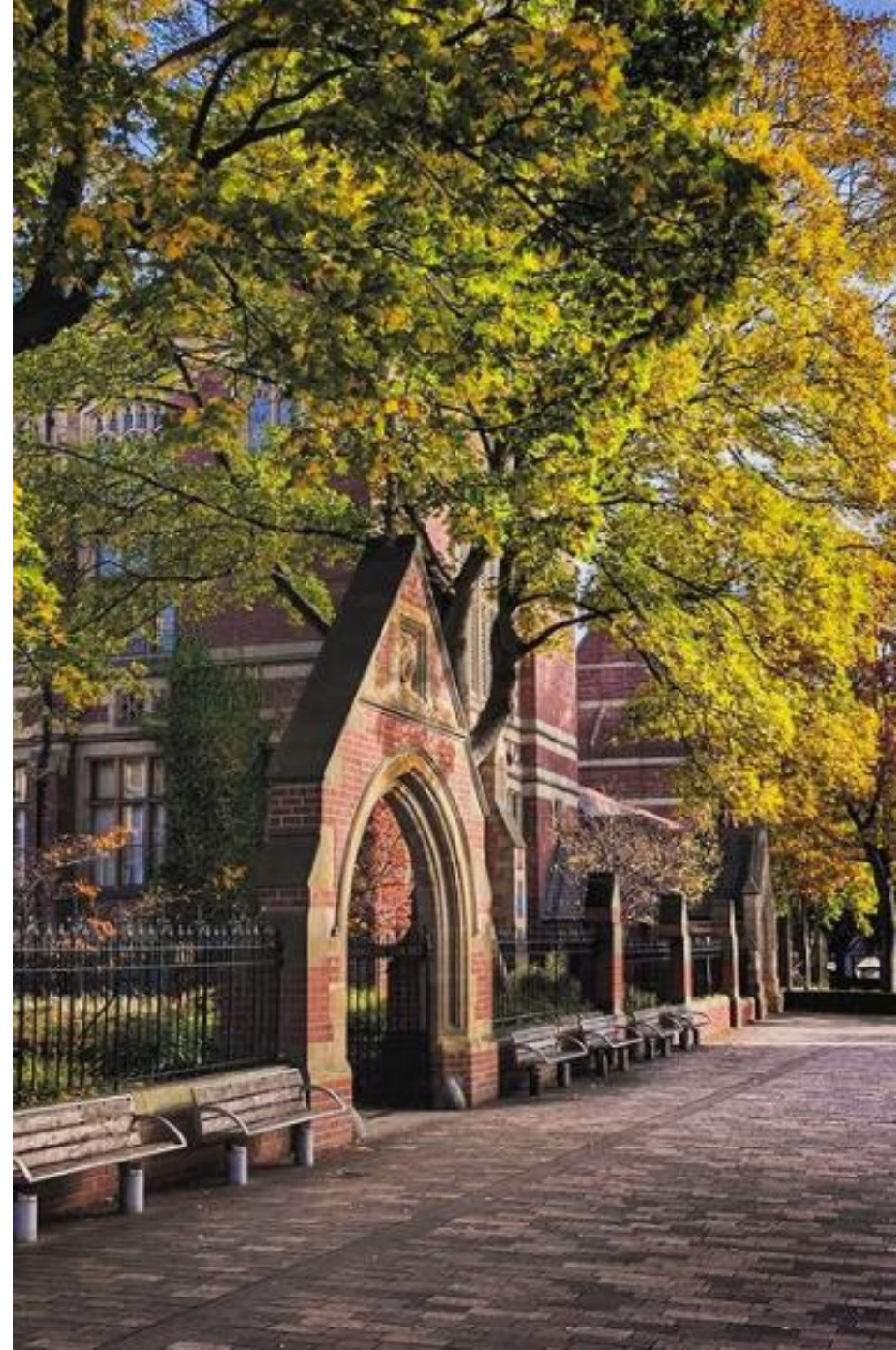
Digital Design: Sam Jones, Jo Law.

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](#)