UCL’s Centre for Advancing Learning and Teaching (CALT), based in Torrington Place, comprises Principal and Senior Teaching Fellows from a range of disciplinary backgrounds and a small team of professional staff. Working in close partnership with academic and professional staff from across UCL, we are all committed to:

- forging creative connections between UCL’s world-leading research and its student education at all levels of the curriculum, in line with UCL’s Connected Curriculum framework;
- providing rich opportunities for all staff who teach, support students’ learning and who are leaders of education to develop their academic, professional and leadership practices, and to gain appropriate qualifications and recognition for these, through UCL Arena;
- promoting a range of opportunities for students to work in partnership with UCL staff to enhance and enrich their learning experiences, in particular through UCL ChangeMakers;
- influencing and contributing to the higher education sector nationally and internationally in relation to the development of research-based higher education, academic practice and academic leadership.

Through the Teaching and Learning Portal, we showcase engaging, research-based approaches to education, in line with the high aspirations of the UCL 2034 strategy, and are developing a range of good practice guidance illustrated by real-life examples from a wide range of subjects.

This newsletter gives you the opportunity to find out more and get involved.
Connected Curriculum (CC) is an institution-wide initiative which aims to ensure that all UCL students are able to learn through participating in research and enquiry at all levels of their programme of study. It was formally launched at the 2015 UCL Teaching and Learning Conference and throughout 2014-15 activities have focused on engaging colleagues both internally and in the wider HE community with the initiative:

- Ten CC Fellows have been appointed from across UCL, seconded for one day a week to CALT. Their role is focused on gathering information about current programme structures and characteristics, identifying perceived challenges and opportunities afforded by CC, and compiling case studies of good practice which exemplifies the principles of research-based education;
- We have been running workshops on developing CC for departments and faculties, and have led a workshop on engaging students as partners in the development of CC;
- The CC team have given talks both nationally and internationally about the initiative;
- Three working groups have been established on ‘Liberating the Curriculum’, ‘Connecting Assessment and Feedback’ and ‘Personal Tutoring’, engaging colleagues from across UCL to discuss and develop these themed areas and to make the institution-wide strategy a shared endeavour;
- The three core academics involved in CC are each engaged in research projects relating to CC, including a comparative study of experiences of institutional change, a qualitative project on the interplay between the physical university environment and a research-based agenda, and researcher-student partnerships in research consortia.

To get involved or for more information, contact ConnectedCurriculum@ucl.ac.uk
2. **UCL Arena**  
[www.ucl.ac.uk/arena](www.ucl.ac.uk/arena)

Launched in April 2014, UCL Arena promotes UCL 2034 goals by advancing research-based education. Accredited by the Higher Education Academy (HEA), it provides a space for colleagues to gain professional recognition awards for their teaching expertise. In 2015, UCL Arena was accredited for a new three-year period and is now able to offer a pathway to Principal Fellowship.

The Arena recognition process is modelled on three separate pathways: Arena One for postgraduate teaching assistants (PGTAs), Arena Two for probationary staff and Arena Open for all other staff who teach, supervise, assess or support students’ learning at UCL.

- **Arena One** saw 700 participants in 2014-15 at its developmental events for PGTAs who teach. Completion of the optional Teaching Associate Programme gives PGTAs the opportunity to apply for Associate Fellowship of the HEA;

- **Arena Two** is offered to Lecturers and Teaching Fellows on probation and provides a series of activities based on dialogue with peers, and teaching observations, leading to application for Fellowship of the HEA;

- **Arena Open** offers UCL staff the opportunity to apply for Associate Fellowship, Fellowship, Senior Fellowship or Principal Fellowship of the HEA. Participants join a community of applicants and are supported through the application process by their peers and CALT Teaching Fellows;

- To date, over 230 people have gained an Arena/Higher Education Academy Fellowship.

Since its launch, over 1,500 people have attended one-off Arena events. These include Exchange Seminars led by UCL staff aimed at sharing good practice and Essentials sessions run by CALT Teaching Fellows on elements of teaching and learning. The wider Arena community has to date engaged over 2,600 colleagues, demonstrating the high level of engagement amongst UCL staff with their educational roles.

To get involved or for more information, contact arena@ucl.ac.uk

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3. **UCL ChangeMakers**  
[www.ucl.ac.uk/changemakers](www.ucl.ac.uk/changemakers)

UCL ChangeMakers encourages students to undertake their own educational development projects with the support of staff in their department. The UCL ChangeMakers team provides funding and central support to both the projects and students working on them. 2014-2015 was our first year and we piloted the scheme by supporting 10 developmental projects, which were all initiated by students.

The 24 students, from across UCL, worked on a range of projects. For example:

- Laws students devised a feedback rubric, based on student views of what feedback is beneficial. They also identified areas for group work to be used in their UG Laws degree programme;

- Speech and Language Science students produced a ‘best practice’ document for staff to use when redesigning their Moodle sites over the summer;

- Archaeology students identified the requirements for PhD student forums at the Institute of Archaeology – both online and for working groups;

- Students from various departments contributed to developing an improved interface for module selection.

The UCL ChangeMakers scheme enhances students’ sense of community at UCL and improves their overall experience of studying here. Students taking part in 2014-15 agreed that undertaking a project empowered them and gave them the skills needed to make change in both their education and other areas of their life.

To get involved or for more information, contact ChangeMakers@ucl.ac.uk
4. Working with Schools and Faculties

CALT’s Senior and Principal Teaching Fellows work closely with UCL’s Schools and Faculties to advise on good practice and keep staff updated with developments relating to education enhancement at all levels of the curriculum.

An important part of this is the awarding of small grants (£750 or less) to projects across UCL which are focused on the development of research-based education. Thirty-six grants were awarded in 2014-15; examples of successful applications include:

- developing a 24-hour e-learning environment in Medical Physics and Biomedical Engineering, where students can test their understanding and obtain real-time feedback;
- connecting curricula, collections and current research through 5-day work placements for students with staff at the Petrie museum, linking taught courses with current research.

News about this year’s grants? Ask Jenny

CALT’s Teaching Fellows each take a partnership liaison role with a UCL Faculty. Participating in Faculty Teaching Committees, they are able to:

- update the Faculty on UCL initiatives and strategies designed to enhance student education;
- contribute to education-related Faculty initiatives and/or events;
- liaise with others in CALT and beyond to maximise appropriate guidance and support for the Faculty on specific themes;
- promote and share good practice, case studies and resources developed by the Faculty, for example through the Teaching and Learning Portal.

www.ucl.ac.uk/calt

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