UCL CENTRE FOR ADVANCING LEARNING AND TEACHING (CALT)

CALT Report
2014-2015

Connected Curriculum
UCL Arena
UCL ChangeMakers
## Contents

1. Introduction .......................................................... 2

2. Connected Curriculum ............................................ 3

3. UCL Arena ............................................................. 6

4. UCL ChangeMakers .................................................. 9

5. Working within Schools and Faculties ......................... 10

6. Working with the Doctoral School ............................... 11

7. Life Learning: enhancing UCL’s CPD programmes .......... 12

8. Events .................................................................. 13

9. Research, scholarship and external engagement ............ 15

10. Looking forward to 2015-2016 (& CALT Faculty Representatives) .................................................. 16
1. Introduction

The UCL 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 CALT update gives an overview of our work and outlines our areas of focus for 2015-16.
Connected Curriculum (CC), an institution-wide initiative which aims to ensure that all UCL students are able to learn through participating in research and enquiry, was formally launched at the 2015 UCL Teaching and Learning Conference and constituted the theme of the day (along with UCL ChangeMakers).

We welcomed two new team members to CALT to lead on the Connected Curriculum initiative: Brent Carnell and Vincent Tong. They have been instrumental in raising awareness about CC both institutionally and in the wider community.

A brand identity and communications were developed as an important first step. An external agency led the branding exercise and marketing materials produced include:

- a website which has had 3,320 page views from 18 May to 30 October;
- a brochure explaining CC, available in print and on the website. 2900 copies have been disseminated to date, both within UCL and to the wider HE community;
- a Twitter account (@UCLConnectedC) with 273 followers as of early October and 20,000 total impressions (distinct views, through retweets, favourites, and likes).

Our visiting Professor Mick Healey facilitated a number of events and workshops to engage UCL staff with CC, including events for SLMS and SLASH and a session on engaging students as partners in developing CC.

Alongside talks and presentations at UCL, the core CC team, including CC Fellows, have engaged the wider HE community through talks at:

- Edinburgh Napier University, March 2015;
- Brunel University, April 2015;
- University of Hong Kong, May 2015;
- Heads of Educational Development Group, June 2015;
- Leeds Beckett University, June 2015;
- University of Leiden, July 2015.

Colleagues have been encouraged to follow social media and to sign up to the mailing list or a working group. The UCL staff mailing list, as of early August, has 220 subscribers, which goes some way to showing a UCL staff engagement figure.
Curriculum Development Workshops

Nataša Perović and Clive Young, UCL E-Learning Environments, designed a course design and review tool which has been piloted in the first half of 2015. The interactive workshop encourages programme teams to map out the student journey, including assessments and learning approaches. ABC – Arena, Blended Learning and Connected Curriculum – has been trialled with 16 programmes across five faculties and it has received very positive feedback from participants. Importantly, it has helped engage staff in Connected Curriculum and is being developed further through 2015/16.

Research

Research work relating to CC includes:

• Dilly Fung is leading a project on curriculum change as institutional story. The narrative-based study is looking at senior academic and management’s experiences of institutional change. The project is a comparative study between partnering institution the University of Wollongong (Australia);

• Brent Carnell is leading a small qualitative project looking at the perceptions of the way in which the physical university environment can enable or hinder a research-based education agenda;

• Vincent Tong is studying radical researcher-student partnerships in research consortia. He is also developing a model of science dissemination through student engagement with charities, alumni and industry partners.

Working Groups

The following working groups have been set up:

• The Connecting Assessment and Feedback working group (16 members), chaired by Teresa McConlogue, aims to ensure that assessment and feedback strategies promote whole-curriculum planning and that assessment outputs are outward facing, connected with the world beyond the university. The group will support Academic Services in the rewriting of UCL Assessment Regulations and support the writing of the assessment section of the Self-evaluation Document for the HE Review;

• The Liberating the Curriculum working group (46 members), chaired by Teresa McConlogue, works closely with UCLU and UCL Equalities and Diversity to find ways of putting black, queer, disabled, and feminist contributions and critiques on an equal footing in the curriculum. The group’s aim is to ensure that knowledge from these marginalised knowledge producers is fairly represented in UCL curricula;

• The Personal Tutoring working group (25 members), chaired by Paul Walker, is reviewing present arrangements for personal tutoring in taught programmes, in order to make recommendations for their development alongside progression of the CC initiative, fostering continuity where possible with research supervision and peer mentoring developments.
Connected Curriculum Fellows (CC Fellows)

From 1 October 2014 through to the end of July 2015 the following ten UCL staff members were seconded 1 day a week to Connected Curriculum:

- Alastair McClelland (lead, Faculty of Brain Sciences)
- Lawrence Bellamy (Faculty of Life Sciences)
- Jane Skirving (Office of the Vice Provost, International)
- Ariane Smart (Office of the Vice Provost, International)
- Liz Jones (Faculty of Engineering)
- Abel Nyamapfene (Faculty of Engineering)
- Professor Martin Oliver (UCL Institute of Education)
- Matina Rassias (Faculty of Mathematics & Physical Sciences)
- Matt Jenner (UCL E-Learning Environments)
- Steve Rowett (UCL E-Learning Environments)
- Kathy Barrett (UCL Careers) (from April 2015)

CC Fellows have conducted exploratory interviews with Faculty Tutors and with departmental/programme representatives to gather information about current programme structures and characteristics; conceptions of research in different subject areas; and perceived challenges and opportunities afforded by Connected Curriculum.

They have gathered case studies of good practice, relevant to CC, from across their faculties and these will soon be available online. Discussing CC and teaching and learning innovation at departmental and faculty level has also been a significant part of their role.

Some specific examples of their work includes:

- Matt Jenner facilitated a Moodle survey aimed at understanding student and staff perceptions of research enquiry and CC. As of early August, 75 students and 60 staff have completed the short survey. One early finding is that staff believe their teaching is more aligned to CC than students believe;

- Kathy Barrett has begun a research project gathering qualitative data from nine programme directors across UCL to understand existing practices of including employability in the curriculum. Preliminary findings suggest there is much good practice at UCL that speaks to the CC dimensions and employability; however, this is not always obvious to the students. A thorough review and recommendation document, which also covers practices highlighted in literature, will be tabled in due course;

- Alastair McClelland has started working with colleagues in the Faculty of Brain Sciences to design new MSc programmes in line with Connected Curriculum. Alastair also produced an early summary of CC Fellow activities in December 2014 for the Steering Group, which usefully framed some of the challenges around CC and the resistance it can have from colleagues across the institution;

- Liz Jones produced a summary document of existing practices gathered from Civil, Environmental and Geomatic Engineering and the way in which UG and PGT programmes align with several aspects of CC.
3. UCL Arena

**Evidence of the burgeoning interest in developing education at UCL**

UCL Arena, led by Rosalind Duhs, promotes UCL 2034 goals by advancing research-based education. Participants teaching and supporting learning in a range of roles across UCL engage in an eclectic menu of UCL Arena activities, ranging from hands-on work with cutting-edge design for learning, such as using artefacts from UCL museums and collections, to the latest approaches to e-learning, building on the experience of colleagues.

Since the launch of UCL Arena in April 2014, 2206 colleagues have attended Arena events, coordinated by Andrew Bishop, with an average 4.3/5 overall satisfaction level. Sessions are lively, with staff exchanging their own experiences of teaching, and are an informal and stimulating forum for educational development has been fostered. Everyone who engages with enhancing student learning through UCL Arena joins a vibrant community which now includes 2,636 people. The Twitter account has 1,023 followers.

Staff can apply for Fellowships in recognition of their educational work, and 192 individuals have gained UCL Arena Fellowships since April 2014. These awards entitle applicants to Higher Education Academy Fellowships, which in turn count as qualifications to teach in UCL’s Higher Education Statistics Agency (HESA) return.

Demand for Fellowships is high (336 colleagues attended ‘Initial Guidance’ sessions in 2014-15), and to meet demand we now have over 60 carefully trained UCL Arena Fellows in our Pool of Assessors and six Lead Fellows to support the smooth running of our developmental work. We have also established a Mentorship Scheme to support applicants.

UCL Arena is having a strong impact on teaching and learning. An increasing number of staff are becoming engaged with their educational role and those who write references for applicants, for example for early career Associate Fellows, have commented on how their fresh approaches to teaching and learning have had a positive influence on their own interest in education.

**UCL Arena: achieving more**

The gap between Fellowship rates at UCL (11%) and rates at other Russell Group Universities (19%) (2013-14 figures) is still too large and we are doing all we can to close it. We have set up three pathways for recognition through Fellowships:

- **Arena One** (for postgraduate teaching assistants, PGTAs), led by Alex Standen: 700 PGTAs participants in 2014-15. All postgraduates who teach come to our three-hour introductory ‘Gateway’ workshops to prepare them for their educational role and gave the sessions an overall satisfaction level of 85% good or excellent. PGTAs can then elect to follow the Teaching Associate Programme (TAP); in 2014-15, its first year, TAP welcomed 129 participants and received a 94.2% rating of good or excellent. Participants of TAP can apply for Associate Fellowship of the Higher Education Academy (AFHEA);

- **Arena Two** (for probationary staff), led by Nick Grindle and Jenny Marie: Participants have to gain Fellowship of the Higher Education Academy (FHEA) to pass probation and in 2014-15 118 probationers participated. Course leads are developing Arena Two further for 2015-16 in response to feedback from participants. Most participants rated the course as satisfactory or good;

- **Arena Open** (for all other staff), led by Rosalind Duhs: Participants can apply through Arena Open for AFHEA, FHEA, Senior Fellowship of the Higher Education Academy (SFHEA) and Principal Fellowship of the Higher Education Academy (PFHEA).
We were particularly pleased to gain accreditation for Principal Fellowship and we already have some high profile members of UCL Senior Management interested in gaining this prestigious award.

The importance of UCL Arena and therefore of the UKPSF at UCL cannot be overemphasised. It is a key performance indicator that we should be in the top quartile in the Russell Group for the percentage of staff with fellowships by 2017, so we publicise UCL Arena widely. We advertise the recognition of new fellows (with permission) and keep the UCL community updated about our UKPSF-informed work through the UCL Teaching and Learning Portal and the weekly UCL Newsletter. We also use Twitter. We much appreciate the benefit of strong backing from the UCL Provost and President, Michael Arthur, who has written about UCL Arena in his ‘Provost’s Long View’ and attends our celebratory award ceremonies. We look forward to more celebrations in 2015-16.

Those who go through our Arena Open recognition process, which involves joining a community of applicants through ‘developing your application’ sessions, are very positive about the experience. It enables them to gain an overview of their educational work and achievements which is self-affirming. The opportunities to learn more through engaging with the literature on teaching and learning in higher education and through our many events are also developmental. Arena participants receive considerable support with their applications. They can come to as many ‘Developing your application’ sessions as they need and there are at least five opportunities to apply for recognition every academic year, with three opportunities through Arena Two, and two through Arena One.

In 2015-16, we will be widening provision to include introductory sessions for post-doctoral staff. We will also continue to develop approaches to preparing PhD supervisors for their role.

UCL Arena has just been accredited for a new three-year period by the Higher Education Academy so participants can continue to gain nationally-recognised qualifications. We were encouraged by the many positive comments of the accreditors, for example ‘The submission as a whole represents a ‘deep design and true commitment’ to the enhancement of teaching and learning’. We were particularly pleased to gain accreditation for Principal Fellowship and we already have some high profile members of UCL Senior Management interested in gaining this prestigious award.

The importance of UCL Arena and therefore of the UKPSF at UCL cannot be overemphasised. It is a key performance indicator that we should be in the top quartile in the Russell Group for the percentage of staff with fellowships by 2017, so we publicise UCL Arena widely. We advertise the recognition of new fellows (with permission) and keep the UCL community updated about our UKPSF-informed work through the UCL Teaching and Learning Portal and the weekly UCL Newsletter. We also use Twitter. We much appreciate the benefit of strong backing from the UCL Provost and President, Michael Arthur, who has written about UCL Arena in his ‘Provost’s Long View’ and attends our celebratory award ceremonies. We look forward to more celebrations in 2015-16.
4. UCL ChangeMakers

UCL ChangeMakers encourages students to undertake their own educational development projects with the support of staff in their department. The UCL ChangeMakers team (led by Jenny Marie and Abbie King) 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. 24 students took part, who came from all across the university.

The UCL ChangeMakers scheme enhanced students' sense of community at UCL and improved their overall experience of studying here. They found 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.

Next year, we intend to grow the scheme by supporting projects initiated by both staff and students and to improve the scheme by increasing the range of training available to students and further developing the sense of community between students undertaking different projects.

The following projects exemplify the type of work conducted. A full list of projects can be found at: www.ucl.ac.uk/changemakers/past-projects/2014-15-projects.

1. **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;

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

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

4. **Students from various departments** contributed to developing an improved interface for module selection.
5. Working within Schools and Faculties

Thirty-six CALT grants of up to £750 were awarded in 2014-15, spread across UCL Faculties (SLASH: 9, SLMS: 11, BEAMS: 10, IOE: 6). The grants focused on supporting the development of Connected Curriculum and research-based education through projects such as:

- developing a 24-hour e-learning environment in Medical Physics and Bio-medical 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;

- exploring the use of agent-based modelling (a computer simulation technique used by researchers to better understand complex phenomena such as climate change and terrorism) and its effectiveness as a learning tool to engage students with key crime science concepts such as ‘crime patterns’;

- developing clinical skills through video vignettes, which demonstrate core skills of low intensity clinical therapeutic work to students, such as the interpersonal skills needed for dealing with an angry patient.

---

Work with the School of Life and Medical Sciences

The SLMS Education Awards were introduced this year to celebrate excellent practice, and were chaired and administered through CALT. 23 applications were received for three categories of award in each Faculty: individual at the beginning of their career, individual experienced and team awards. The 12 winners were responsible for an impressive range of activities from developing distance learning and designing a Global health stream in Global Citizenship, to using 3D printing in pharmacy, and improving fairness in health care and widening participation in medicine.

Other SLMS work included:

- advising on curriculum development and design to teams planning new BSc and MSc courses, in collaboration with CC colleagues (e.g. new MSc in Clinical Trials and new MSc in Dementia);

- support for the Faculty Tutor organising a well-attended FPHS assessment day, including information on TESTA and CC and follow-up advice to address problems discussed on the day;

- support for the planning and organising of the well-attended SLMS Education Showcase event, celebrating excellent educational practice in SLMS.
6. Working with the Doctoral School

**Doctoral supervision**

CALT works with the Doctoral School to run sessions and workshops for Research Supervisors. In 2014-15, 386 new supervisors attended one of three introductory briefing sessions, whilst the one-day workshops on Effective Research Supervision, facilitated by John Wakeford, continued to prove popular with 118 participants. Some of the latter were organised for specific faculties and departments, and all received positive feedback (100% satisfied or very satisfied).

**Research integrity**

This year, we also worked with the Doctoral School to advise on a resource that could be used to educate PhD students about research integrity. Links were forged with the Erasmus University (EU), Rotterdam, and the Executive Director of the Erasmus Research Institute of Management led a session at UCL on research integrity education and demonstrated the Dilemma Game. Five Faculty Graduate Tutors and other key stakeholders participated in well evaluated trials of the game at UCL. As a result of this work, the Dilemma Game has now become the recommended resource for developing staff and students’ research integrity at UCL, and will be listed in the integrity training page of the research integrity website.
7. Life Learning: enhancing UCL’s CPD programmes

Three major projects associated with the framework started during 2014/15:

- Putting procedures in place with the new Life Learning online approval process. The course initiation questionnaire (CIQ) is a tool to help course developers and Heads of Department assess and validate ideas for new short courses. It will be launched in late 2015 and will help departments make better strategic decisions about their short course portfolios and ensure some essential steps are taken to ensure the academic quality of new short courses. In addition, course developers will also address issues of audience and market needs and gain an understanding of costing and pricing.

- Developing pedagogically sound Life Learning activities: in order to ensure course effectiveness, learners’ motivation and tutor’s proficiency, a bespoke training programme has been designed to address needs in planning and developing short courses and CPD, called ABC (Arena Blended Connected) CPD. The ABC CPD is a curriculum design ninety-minute hands-on workshop for course developers of short courses and CPDs (see page 4).

- Wider engagement and impact: Life Learning activities can facilitate a pathway to impact, allowing research results to be disseminated to the public through accessible courses. An important collaboration was formed with the Research Impact Curation & Support team, which will assist in recording and advising on the impact achieved by Life Learning activities, as well as connecting to the forms of support available around the university. There are also plans to measure impact beyond the activities themselves and look into what difference Life Learning activities make to the learners in terms of knowledge acquisition, skills enhancement, career development and commercial benefit.

The newly established quality assurance framework for Life Learning activities (short courses, continuing professional development [CPD], bespoke courses for companies, executive education) for credit and non-credit bearing short courses, is in line with UCL’s aim to engage with the wider world and commit to changing it for the better. The framework is demonstrating UCL’s ambition to become a leader in the provision of high quality, high impact and high margin activities.
8. Events

2015 UCL Teaching and Learning Conference

The 2015 UCL Teaching and Learning conference was a watershed in the promotion of education at UCL, in several senses: it was a moment of integration with the UCL Institute of Education, who hosted and co-planned the event and it also marked the official launch of UCL ChangeMakers.

With over 100 presentations by staff and around 500 attendees, it was significantly larger than any preceding conference of its kind, showcasing initiatives on a whole raft of teaching and learning-related topics: e-learning, assessment and feedback, research-based and experiential learning, student experience and many others. Evaluation and feedback confirms that even with this variety and unprecedented scale, the conference succeeded in being a genuinely discursive event where colleagues were able to engage authentically with one another’s practice and leave with new ideas for their own teaching.

A combination of Provost’s Teaching Awards winners and key contributors to the conference are currently writing for a publication edited by Norbert Pachler and Jason Davies, which we intend to distribute in print or electronically to attendees of the 2016 conference.
The ninth Provost's Teaching Awards saw 31 applications and 13 individual or team awards (the Student Choice Teaching Awards similarly awarded 13, thus celebrating a total of 30 staff). Three staff were awarded 'leadership and impact' awards, in recognition of an exemplary set of activities whose sphere of influence goes well beyond the expectations of the awardees' normal roles. Winners were involved in a terrific range of initiatives, from diversifying e-learning and online activities to creating new possibilities for learning and interdisciplinary degrees, and embedding research-based and collaborative learning in the curriculum.

The awards were presented to an audience of well over 100 people in June in the traditional early-evening format, but from 2016 the ceremony will be integrated into the Teaching and Learning conference.

The 2015 event saw a new and streamlined process for the panel and the beginning of a process of harmonising the somewhat eclectic web pages of the awards’ history and integrating them into the new Teaching and Learning Portal format. This will form the basis of a more fully indexed and tagged reporting from 2016, in consultation with the incoming editor of the Portal.

CALT Writing Days

Writing Days have been scheduled for quiet periods in the year. Their aim is to support both CALT staff and colleagues from across UCL to develop their scholarly writing. This can include writing up UCL Arena Fellowship applications and other projects focused on the scholarship of teaching and learning (SoTL). In 2014-15 there were nine writing days (including a virtual one) and around 20 writers have taken part in at least one writing day; we continue to grow a supportive community to promote SoTL at UCL.
9. Research, scholarship and external engagement

HE Synergy Forum

The merger between IOE and UCL has provided a unique opportunity for groups researching and supporting education to come together, explore areas of common interest, devise ways to cooperate and draw on mutual expertise to enhance educational practice and research into education at UCL. To meet this need, CALT has initiated a new UCL Forum for colleagues who are involved in educational research and support activities.

The forum was inaugurated in February 2015, and plans to meet three times a year and explore a theme through presentations, followed by general conversation about interests, theory and practice. A new wiki lists some members and their interests.

Publications, peer reviewed papers and contributions to national and international events

Publications and peer reviewed conference papers:

Evans, J; Johnson, S; Jones, M; McConlogue, T; McClelland, A; Vitello, S; Clayton, F; (2015) Black and Minority Ethnic Student Attainment at UCL. Think Pieces: A Journal of the Joint Faculty Institute of Graduate Studies, University College London, 1, Article 8. (http://discovery.ucl.ac.uk/1460257/)


Review:

Invited Presentations:

10. Looking forward to 2015-2016

CALT will be continuing to work in these key areas, in line with UCL 2034, during 2015-2016. Each Faculty will have one key CALT representative, a Senior or Principal Teaching Fellow, who will be available to be a member of their Faculty Teaching Committee. In this role, they can help to keep the Faculty updated with developments relating to education enhancement at all levels of the curriculum.

CALT Faculty Representatives:

**BEAMS**

Engineering  
Dr Jenny Marie  
(j.marie@ucl.ac.uk)

Mathematical & Physical Sciences  
Dr Vincent Tong  
(vincent.tong@ucl.ac.uk)

The Bartlett  
Dr Brent Carnell  
(b.carnell@ucl.ac.uk)

**SLASH**

Social & Historical Sciences/Arts & Humanities  
Dr Nick Grindle  
(n.grindle@ucl.ac.uk)

Laws  
Dr Alex Standen  
(a.standen@ucl.ac.uk)

**UCL INSTITUTE OF EDUCATION**

Institute of Education  
Dr Jason Davies  
(j.p.davies@ucl.ac.uk)

**SLMS**

Brain Sciences  
Dr Teresa McConlogue  
(t.mcconlogue@ucl.ac.uk)

Population Health  
Dr Paul Walker  
(paul.walker@ucl.ac.uk)

Life Sciences  
Dr Teresa McConlogue  
(t.mcconlogue@ucl.ac.uk)

Medical Sciences  
Dr Mina Sotiriou  
(a.sotiriou@ucl.ac.uk)