



UCL

UCL Connected Curriculum

Enhancing programmes of study



Foreword

“ This is an exciting time for education at UCL. The next five years will see us strengthen our ‘research-based education’ philosophy, as we generate momentum towards the aspirations to become ‘a global leader in the integration of research and education, underpinning an inspirational student experience’ (UCL 2034).

As the UCL Education Strategy (2016—2021) makes clear, the UCL Connected Curriculum is our key conceptual framework. Unique to UCL, the framework highlights six important dimensions of good practice, and encourages us all to make closer connections between our two main endeavours, research and student education. It also emphasises the importance of developing connections between disciplines and of engagement with the wider community.

This publication presents for the first time a guide for reviewing and benchmarking our programmes of study to see how ‘connected’ they are. I encourage all UCL staff to work in partnership with students to use it to highlight the strengths of their own subject provision but also to set goals for future development.”



Professor Anthony Smith,
Vice-Provost Education and
Student Affairs

ConnectedCurriculum@ucl.ac.uk
[@UCLConnectedC](https://www.ucl.ac.uk/@UCLConnectedC)
www.ucl.ac.uk/connectedcurriculum

“ The UCL Connected Curriculum framework symbolises a shift in how we think about student education and its relationship to research. It aims to provide new opportunities for teams of colleagues who teach to take a fresh look at the ways in which whole programmes of study, both undergraduate and postgraduate, are designed.

The framework is values-based; it promotes education which is intellectually demanding, and which enables all students to become part of an inclusive learning and research community. It focuses not just on individual modules of study but on the coherence of the whole student journey through their programme, from their first experience at UCL to the opportunities provided for alumni. Is that journey characterised by critical dialogue and enquiry, collaboration, and the production of work relevant to complex cultural and global challenges?

The UCL Connected Curriculum promotes flexibility and creative innovation in educational practice. What is appropriate for one discipline may not work for another, and subject experts are best placed to decide on the right combination of modules, learning activities, assessments and co-curricular opportunities. However, the framework is already forming a useful shared reference point for departments, and colleagues are developing a range of new approaches, including innovative interdisciplinary opportunities. Examples are on the UCL Teaching and Learning Portal, and we welcome new case studies of good practice from your department.

Colleagues from across UCL have now developed a UCL Connected Curriculum Guide (pages 6—7), to help departments and teaching teams look holistically at their programmes of study and consider developing them in new ways over the coming years. In line with the UCL Education Strategy (2016—2021), it is expected that all programme teams will identify where their programmes are, in relation to the six dimensions of the UCL Connected Curriculum framework, and begin making plans to embed the UCL Connected Curriculum dimensions even more fully. At regular intervals we will be able to revisit and re-evaluate progress through peer review. We hope you find the UCL Connected Curriculum inspiring and the resources helpful, and invite you to share your perspectives at events or by emailing connectedcurriculum@ucl.ac.uk.”



Professor Dilly Fung,
Academic Director, UCL Centre for
Advancing Learning and Teaching
(CALT)

Introducing the UCL Connected Curriculum Framework and Guide

This publication introduces you to the UCL Connected Curriculum Framework and provides a flexible Guide for developing programmes of study, both undergraduate and postgraduate. It also outlines examples of some ways in which the UCL Connected Curriculum dimensions are already being put into practice at UCL.

The UCL Connected Curriculum is UCL’s distinctive approach to research-based education. This institution-wide initiative aims to ensure that all students are able to learn through participating in research and enquiry at all levels of their programme of study. It’s also about:

- Educating through dialogue and active, critical enquiry
- Creating an inclusive research and learning community
- Making connections across modules, programmes and beyond the classroom
- Creating assessments that mirror ‘public engagement’ in research
- Equipping students to address interdisciplinary challenges
- Exploring critically the values and practices of global citizenship

- Engaging students as partners in their education, and as co-producers of knowledge.

The UCL Connected Curriculum is a way of framing and developing the future of education in line with the UCL 2034 strategy – the institution’s 20-year plan. There is a tradition in some disciplines of students participating in research and making strong connections between disciplines and with each other. The UCL Connected Curriculum is an opportunity to ensure all students have these opportunities. It’s also a chance to inspire education enhancement in all programmes.

Improving experiences for both students & staff

Through engaging in research and enquiry, through taking students to the edge of knowledge, and through changing the nature of the dialogue between staff and students, UCL will offer an even richer and more rewarding education experience. Students will be better equipped with a range of essential skills needed for an unknown future; they will be more engaged with their learning, and will be more autonomous thinkers.

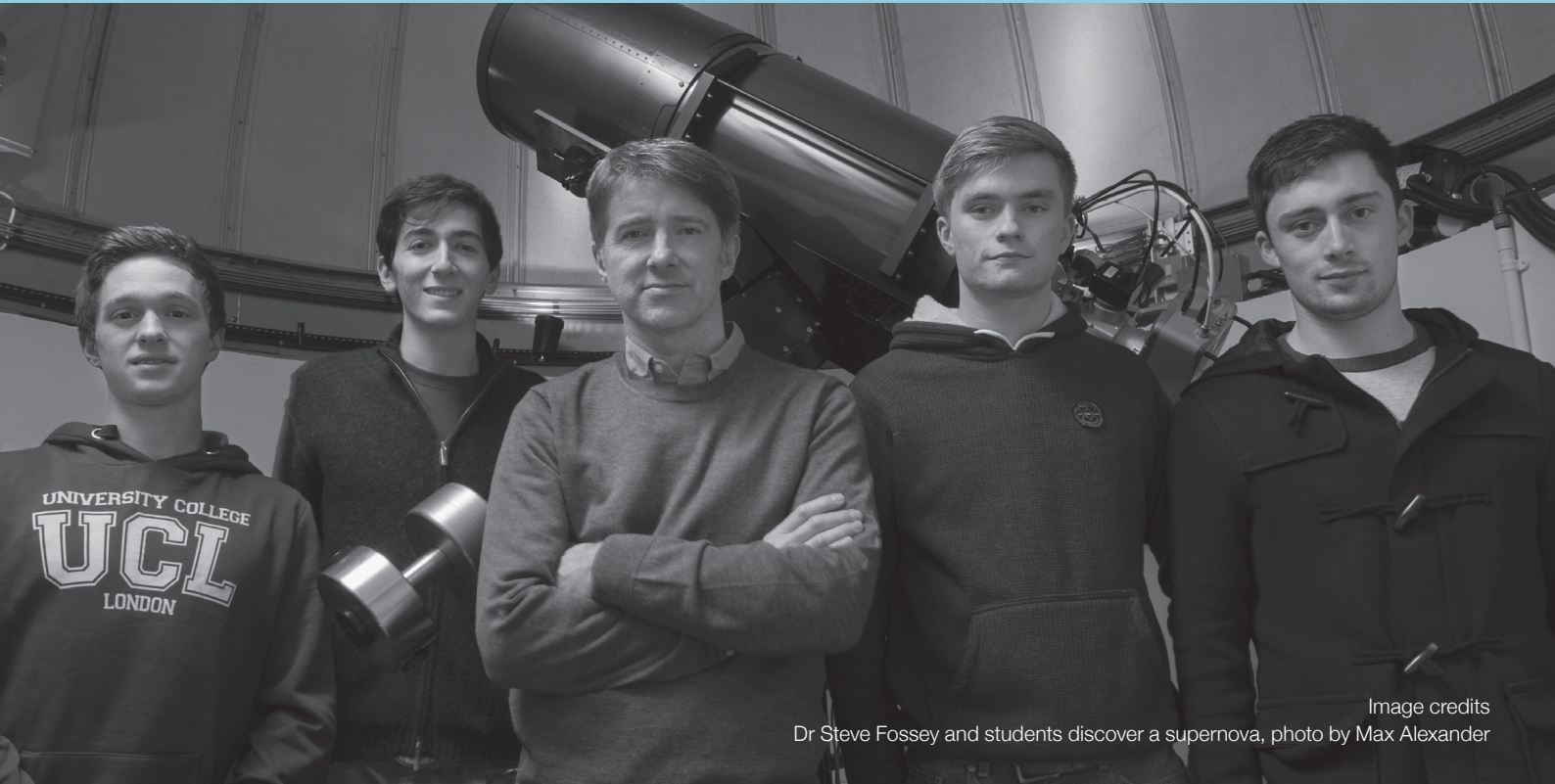
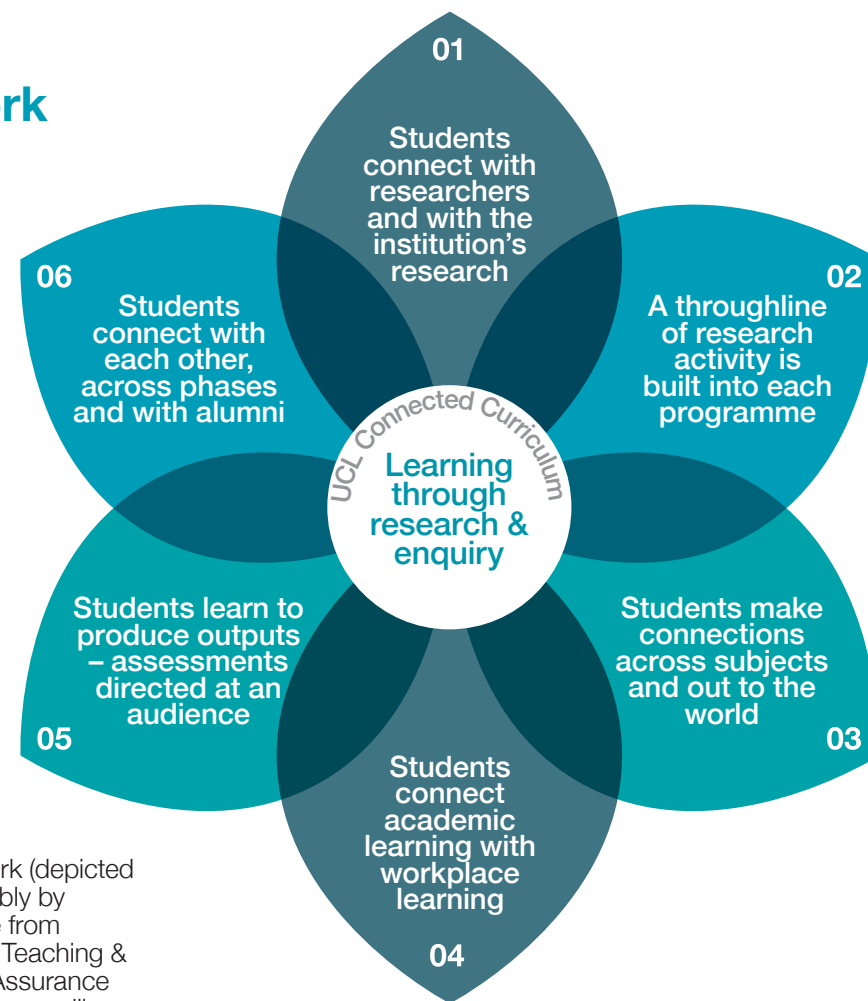


Image credits
Dr Steve Fossey and students discover a supernova, photo by Max Alexander

The UCL Connected Curriculum Framework



A distinctive framework

The UCL Connected Curriculum framework (depicted to the right) is designed to be applied flexibly by departments and faculties. Good practice from across UCL will be published on the UCL Teaching & Learning Portal to inspire others. Quality Assurance processes, including Internal Quality Reviews, will ask departments to describe their developments in curriculum design, specifically by showing how modules and programmes reflect the principles of the UCL Connected Curriculum (see the UCL Connected Curriculum Guide on pages 6–7).

The core principle is learning through research and enquiry. This flexible framework, and its six dimensions, is designed to inspire programme teams across years of study, between staff and students, and between disciplines.

The six dimensions of the framework

01 Students connect with researchers at UCL and have an opportunity to learn about the institution's research. They may investigate the work of one or more academics in more detail, for example through the small-group induction activity, 'Meet Your Researcher'. Personal Tutors provide support and guidance by taking an overview of students' progress and may have an advisory role with research-based activities.

02 Students experience a connected sequence of learning activities that help them, step by step, to become more able to undertake research. In the final part of their programme, students undertake an independent cumulative ('capstone') research project appropriate for the subject. Programmes can even build in a several-terms long ('vertical') module that runs from the beginning to the end, across years, which allows for more fluidity in learning and assessment in that connected core.

03 Students have opportunities to make conceptual connections between their own subject and other disciplines. They can elect at some stage to study with students and staff from outside their main subject field and, in line with UCL's commitment to making an impact for good in the world, explore concepts of global citizenship. This may be through UCL's Global Citizenship programme.

04 Programmes give students the chance to connect academic learning with wider learning and skills; for example, teamwork, project management, creativity, enterprise and leadership. Students become increasingly aware that they are developing a rich range of understandings, skills, values and attributes to take into their professional lives, and are able to articulate these.

05 Students are aware of and can connect with external audiences through opportunities to produce assessment 'outputs', for example journal articles, blogs, presentations, exhibitions or videos. These assessments will communicate students' new learning with those beyond UCL and, where possible, make an impact on local and even international audiences.

06 Students often value greatly a sense of belonging, of being part of a learning community. This sense of community can be enhanced in a number of ways: through team-based activities or group projects; through small group tutorials led by an academic tutor or Personal Tutor; and through engaging with one another across phases of study and with alumni, for example through peer mentoring.

Using the UCL Connected Curriculum Guide (overleaf)

On the following pages a Guide is included which can be used in a number of ways to benchmark or map a programme to the dimensions of the UCL Connected Curriculum, and identify areas for enhancement. Here are three distinct ways in which programme leaders, those who teach modules, and student representatives could engage with the Guide. In addition, a suite of collegial events and resources to support programme benchmarking is in development.

For more information visit:
www.ucl.ac.uk/teaching-learning/connected-curriculum/support

If you are a Programme Leader

The UCL Connected Curriculum Guide provides a resource for discussion with the team of colleagues who teach on your programme and who support your students. Considering the criteria together can enable you to decide where the programme's current strengths are, and where there may be areas for development.

The descriptions corresponding to the beginning, developing, developed and outstanding categories are not designed to promote a technical 'tick box' approach. They should be seen as open prompts to stimulate dialogue, so that you and your colleagues can consider ways of enhancing the programme in the light of the six dimensions of the UCL Connected Curriculum. The emphasis in any one programme, whether undergraduate or postgraduate, may be different from that of another.

The Guide should help you evaluate the extent to which the modules which make up the programme are logically connected, take students through a coherent journey and enable them to engage in research and enquiry at every level of study. If you are developing a taught postgraduate programme, a key area of focus may be on the extent to which the modules and/or sequence of personal/small group tutorials may enable students to build their understandings and practices of research throughout their relatively short time of study.

Your own disciplinary culture will influence the decisions you make about any changes needed. If you are designing a new programme, you can also use the Guide as a catalyst for creative thinking about engaging students in new ways in our research-rich culture. Finally, the guidance may prompt you to make recommendations to the department, for example with respect to developing a peer mentoring scheme or a student research conference. *It is important and beneficial for staff and students and, where possible, alumni to work through the Guide together.*

If you lead or teach on a module

The criteria in this Guide are primarily designed to help review a whole programme – no one module would be expected to meet all of them. However, they may prompt you to review a specific module with respect to engaging students in active enquiry and the extent to which students are enabled to produce an assessment (whether formative or summative) for a specified audience. Do the criteria suggest workable ideas for possible changes? It will be helpful to consider the particular contribution your module makes to the whole programme, and to decide whether any changes to the module could help the whole of the student's learning journey become more actively engaged and coherent. *Engaging students as partners in the discussions of the Guide is strongly recommended.*

If you are a student academic representative or an interested student

UCL is committed to developing excellent and distinctive ways of involving students in active learning and connecting with our world-leading researchers and professional practitioners. The Guide should help you think about the relevance of the UCL Connected Curriculum dimensions to your subject(s) of study, and to consider the strengths and characteristics of your programme. It is important for staff and students to discuss these reflections together in order to create a better education at UCL. It would be useful for you to identify possible areas for development, which you can then discuss with fellow students and staff in your department.



	Beginning	Developing	c. Developed	d. Outstanding
1. Students connect with researchers and with the institution's research	Students are introduced to research topics, methods and different conceptual approaches in their discipline. They are made aware of some of the complex global challenges addressed by UCL's researchers. Students have the opportunity to encounter research staff through talks, tours and/or demonstrations.	Students become familiar with research topics, methods and different conceptual approaches in their discipline. They have formal and informal opportunities to engage with research staff (e.g. through the group activity 'meet your researcher') and discuss how their research fits into a global context. Where appropriate, they engage with enquiry into their own professional practice and that of others.	Students and staff have many opportunities both to learn about and to challenge the origins, nature and findings of academic research in their discipline, including its implicit values. Students regularly engage in dialogue with staff about their research and methods, including (where appropriate) enquiry into professional practice.	Students are integral to a research community in the institution, and are inspired by the practices and possibilities of research. Drawing on dialogue with researchers, students are able to present their own analytical reflections on the latest research in their field, wherever it is produced. Where appropriate, they engage with enquiry into their own professional practice and that of others. Both students and staff are able to challenge research that excludes perspectives from marginalised groups.
2. A throughline of research activity is built into each programme	Students have opportunities across the year(s) of study to engage in research and enquiry-based activities. They identify and recognise different perspectives. Students are assessed on their own research as an integral part of the programme.	Research and enquiry-based activities, with related student assessments, are embedded across the year(s) of study. There is a clear progression of concepts, understood by students (e.g. designed into a connected sequence of core modules). Tutors support students to use knowledge from diverse communities and engage critically with a range of different perspectives.	Research and enquiry-based activities, with related student assessments, are embedded across the year(s) of study. There is a clear progression of concepts, understood by students (e.g. via a connected sequence of core modules and/ or a longitudinal, cumulative portfolio). Students play a key role in the development of this learning narrative and are supported to challenge received ideas. Personal tutors provide support and guidance by taking a broad overview of students' progress and may have an advisory role with research-based activities.	Research and enquiry-based activities, with related student assessments, are embedded across the year(s) of study. There is a clear narrative of conceptual development, which students are able to articulate, developed through a connected sequence of enquiry-based activities. Students are critically aware and attuned to alternative perspectives, including those from marginalised groups. They take a lead in the development of their own learning narrative, and are able to demonstrate creativity in presenting a synthesis of their learning to an audience, for example via a capstone module and final year research project.
3. Students make connections across subjects and out to the world	Students make conceptual connections within modules and begin to apply these to other modules across the programme. Students become aware of how an academic discipline is framed and shaped by culture and language.	Students make conceptual connections between their own discipline and other disciplines (e.g. by taking a module in another subject area, and/or undertaking an interdisciplinary project). Students begin to recognise the implicit values underpinning the discipline(s) and how disciplines have been shaped historically.	Students explore the implications of multidisciplinary perspectives for addressing global issues and challenges. They develop a 'joined up' learning narrative, making connections across apparently disparate themes; this may be assessed, for example, via a special assignment, a cumulative portfolio or a student research conference. Students engage with contrasting perspectives, including those from marginalised groups.	Students are empowered to make connections and to study with peers and staff from across the discipline(s). Students make confident choices about broadening their learning both within and beyond the programme (e.g. by undertaking an interdisciplinary dissertation, engaging in a global citizenship programme, undertaking external internships and/or engaging with global networks which address bias, underrepresentation and marginalisation).
4. Students connect academic learning with workplace learning	Students develop abilities and dispositions for problem-solving and communication skills, relevant to the world of work, within modules (e.g. through group work, project management, enterprise and leadership).	Students become increasingly aware that they are developing a rich range of understandings, skills, values and attributes to take into their professional lives. They engage critically and reflectively in activities and approaches useful for life and employment, acknowledging the diversity of worldviews.	Students are able to articulate conceptual connections between academic learning, workplace learning and life learning. They have regular opportunities to apply their new learning and their skills of enquiry; for example, within scenarios or settings which reflect professional/ workplace cultures. Students develop self-reflexivity and an appreciation of the value of diverse and inclusive practices in professional life.	Students are able to articulate the depth and breadth of their knowledge, skills and attributes to different external audiences, including future employers. They develop a disposition for lifelong learning and are highly confident in applying critical, enquiry-based and problem-solving approaches to conceptual and practical challenges in the workplace and in society at large. They understand inclusive work practices and are aware of the different kinds of cultural capital that people bring both to academia and to the workplace.
5. Students learn to produce outputs – assessments directed at an audience	Students have an opportunity to produce at least one assessment directed at a particular audience. Output modes are selected to be appropriate to the audience (e.g. videos, group presentations, articles, blogs, essays).	Students, working in groups and/or independently, have a number of opportunities to engage with diverse audiences through a variety of assessment modes. Students demonstrate knowledge of the complexity of their audiences.	Students co-develop multiple assessment activities directed at external audiences, using them to communicate the depth, breadth and applications of their intellectual enquiry. They develop advanced communication skills and appropriate digital skills, and can explain how each assessment output is appropriate to that particular audience.	Students are engaged as partners in co-developing assessment activities with external audiences. They undertake multiple assessment activities directed at external audiences, using them to communicate the depth, breadth and applications of their intellectual enquiry. They are able to produce peer-reviewed 'outputs' and research data, both in collaboration and independently, which inform and engage audiences effectively. Students have a sophisticated knowledge of the complexity and diversity of audiences.
6. Students connect with each other, across phases and with alumni	Students work in diverse groups and have some opportunity to connect with students in other years. They have the opportunity to interact with alumni.	Students have a number of opportunities through a variety of formats (e.g. through team-based activities, group projects, an undergraduate research seminar series) to connect with fellow students and with alumni in an active research and learning community. Staff and students are aware of inclusive approaches to forming groups.	Students engage actively in a research and learning community, for example through sharing their work with academics, fellow students, researchers, and/or alumni. Departmental initiatives build bridges between undergraduate, postgraduate taught and postgraduate research students. Students have access to peer mentoring opportunities, both as mentor and mentee; the needs of students from excluded groups are met.	Students are empowered to enrich and promote their community, for example by initiating events and networks. They have frequent opportunities to meet, to engage in mentor schemes, and to work collaboratively in diverse groups. As group members they are able to facilitate inclusive approaches to decision-making and collaborative activities. Students engage with diverse alumni in research and learning activities. Alumni are actively encouraged to contribute to mentoring schemes and to work with departments to enhance their educational provision.

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Celebrating enhanced education at UCL

UCL has offered students opportunities to learn in ways that align with the UCL Connected Curriculum long before it was a core part of UCL2034. These short examples are inspiring more widespread enhancement. Key to the UCL Connected Curriculum is that even where outstanding education is already in place, colleagues are encouraged to enhance education in new ways, including the opportunity to look holistically across a programme. These are just six strong examples of enhanced curricula (relating to each of the six dimensions). For more, see 'Curriculum Inspiration': www.ucl.ac.uk/connectedcurriculum

1.

Meet Your Researcher in the Faculty of Brain Sciences

During induction week approximately 145 first-year undergraduate students in Brain Sciences view a selection of videos with academics discussing their research, identify one academic to interview, and present their findings in a seminar group. The activity has been hugely rewarding and successful, with 94% of students surveyed stating that participating in the activity was a good experience. Find out more: www.ucl.ac.uk/teaching-learning/connected-curriculum/Meet_your_researcher

2.

The Integrated Engineering Programme in the Faculty of Engineering Sciences

All engineering students are asked to research real problems in multidisciplinary teams. This helps students recognise the importance of working across disciplinary boundaries and helps them develop their research skills. With regular cross-cutting activities in every year, students take both core curriculum elements and discipline-specific modules. Students see their development of research skills in these activities.

3.

Making Cities in The Bartlett Faculty of the Built Environment

All first-year undergraduates on The Bartlett's three main programmes work together in small interdisciplinary groups on this long-standing module. Through collaboration, students use the city as a research laboratory. They learn through research and enquiry in an environment beyond the traditional lecture theatre and they make connections outside of their chosen discipline.

4.

Work-based Learning in the Bachelor of Arts & Sciences

BASc students have the opportunity to do an internship as part of their programme. They are supported by a series of events, a weekly digest, and an advisor. Those who undertake an internship are assessed through a video blog, which allows students to make connections between their studies, what they learned away from UCL, and implications for the future. Students gain important work-based learning and they are given the opportunity to reflect and develop.

5.

Students Create an Exhibition in Museum Studies

The Exhibition Project Course allows MA students to engage with a wide audience, including potential employers, through the production of an output. Along with researching, designing, delivering, and evaluating an exhibition, in partnership with the Science Museum, and the UCL Institute of Archaeology, students also develop a public engagement series and digital resources. The assessment activity is motivating, rewarding, and relevant to what graduates are likely to go on to do.

6.

Peer Assisted Learning in the Medical School

Through an optional four-week module final-year medical students have the chance to teach junior students who are about to begin working in a hospital ward for the first time. The course begins with intensive training, covering the basics of how to structure an educational lesson plan and ask effective questions; students also get to practice their teaching skills in a small environment. Then the students begin teaching junior students. The course is incredibly popular; students and student-teachers gain a lot from taking it.

A Connected Programme at UCL

Some programmes at UCL are already structured in such a way that there is a clear connected throughline of research-focused activity, in the spirit of the UCL Connected Curriculum. Here is one example of an undergraduate programme with plenty of opportunity for students to learn through research and enquiry and to make connections with staff, other students, and the world beyond. This is just one way of enabling students to experience and articulate a joined-up sequence of enquiry-based and research-related activities. What would a throughline look like in your programme?

UCL Institute of Archaeology, BA in Archaeology

Classes in this programme take the form of lectures, small-group seminars, and laboratory sessions, and all students undertake 70 days on fieldwork research projects and public engagement. The degree is structured around a group of core courses (which are compulsory for all students — yellow below) and each student then takes optional courses, which they choose themselves from a wide range of possibilities (tan, green, and blue below). This structured progression provides students with the tools to complete a critical fieldwork portfolio, create a blog discussing the relevance of archaeology to a major issues of public debate and direct their own dissertation during their final year.

Year 1	Research throughline	Global citizenship throughline		
Term 1	Introduction to Archaeology	World Archaeology	Sites and Artefacts	Social Anthropology
Term 2	Field Methods	World Archaeology	People and Environments	World Archaeology Option
Year 2				
Term 1	Interpreting Evidence	Current Issues in Archaeological Theory	Science/Skills Option	Free Option
Term 2	Research & Presentation Skills	Public Archaeology	World Archaeology Option	Free Option
Year 3				
Term 1	Dissertation	Fieldwork Portfolio	World Archaeology Option	Free Option
Term 2		Archaeology in the World	Science/Skills Option	Free Option

Programme design and the nature of research

The term 'research' signifies very different kinds of activity in different subject fields. For some of us research may be conducted with living subjects in the 'field' or with cultures in a laboratory, while for others a definition may include library-based engagement with literature. For professionally-accredited programmes research and enquiry into practice may be the most appropriate focus.

The UCL Connected Curriculum initiative encourages individuals and teams within each discipline to think deeply about the nature and practices of their own research, and to invite students at all levels to learn through engaging in some of those conceptual discussions and distinctive practices.

The UCL Connected Curriculum also promotes interdisciplinary questions and challenges, encouraging critical thinking around the nature of evidence and knowledge production across different subject fields in our digitally-mediated world. The following questions may prompt discussion among programme leads, module coordinators, and student representatives. Working through answers to these questions will be a valuable opportunity to think holistically across a programme's design, and decide on future developments. How might your programme have changed by 2021, when the current education strategy comes to an end?

Initial questions

- What is research in your subject(s), and how can students engage with it?
- In what ways are students already engaging in collaborative enquiry and/or their own investigative research?
- How are we assessing students, and are we over-assessing?

1.

- Are students introduced to and inspired by the latest research in the field, including that undertaken by the department?
- Do their courses and the wider activities and events in their department enable them to meet, learn from and even challenge researchers, scholars, and practitioners or professionals?

4.

- Are students developing a range of professional attributes, such as leadership, creativity, project management, communication and problem-solving skills?
- Can they make and articulate conceptual and practical connections between their academic learning and the lifelong learning needed for employment and for their future lives?

2.

- Is there a connective throughline of enquiry, for example in the pattern of learning/research activities and assessments, which helps students to build their own coherent learning narrative through the whole programme of study?
- Is there a clearly constructed sequence of enquiry-based activities across the years of study that enable students to go beyond accumulating knowledge and develop reflectively as whole, critical, creative persons?

5.

- Are some assessments (evaluations) of student learning outward facing, directed at an identified audience, giving students a voice beyond the class?
- Can students demonstrate an ability to use a range of digital media effectively, as well as different modes of writing, visual and oral communication, as they express their insights and arguments to others, both within and beyond the institution?

3.

- Can students connect outwards from their immediate subject(s) of study and learn to analyse and tackle multi-layered challenges using different 'knowledge lenses'?
- In doing this, can they build understandings of and links with appropriate external communities and organisations?
- Are they encouraged to analyse their ethical bearings through developing research integrity, social responsibility and global citizenship?

6.

- Are students explicitly invited into an inclusive research and learning community?
- Are there opportunities for them to meet, mentor and work collaboratively with their fellow students across year groups?
- Are alumni actively engaged in the learning and research community, for example by enriching the curriculum with their expertise, contributing to mentoring schemes or working with departments to enhance their educational provision?



Liberating the Curriculum

In line with the UCL Connected Curriculum initiative, Liberating the Curriculum seeks to bring marginalised thinkers on race, gender, sexuality, and disability into the mainstream curriculum. Staff and students across UCL and UCLU are working to develop a more diverse and inclusive curricula.

For more see www.ucl.ac.uk/connectedcurriculum

Image credit:
UCL student research, photo by Matt Clayton.

Find out more, and obtain further support

The success of UCL Connected Curriculum relies on the whole UCL community, staff, students and alumni, getting involved – embracing the key dimensions of curriculum design, and inspiring each other with good practice.

Through UCL Arena, a rich programme of events is on offer. All staff are welcome to attend and to engage. Visit www.ucl.ac.uk/arena

ABC (Arena Blended Connected) Workshop

The ABC is a quick way to design or redesign programmes and modules through a hands-on 90-minute workshop where academic teams discuss and create storyboards of student activities, including all assessments. This helps educators think about how they can incorporate the UCL Connected Curriculum into their programmes.

To enquire about organising a workshop email digi-ed@ucl.ac.uk.

R=T (Research equals teaching)

R=T is a UCL Connected Curriculum initiative designed to inspire both students and academics to take an active role in research-based education. This student-staff initiative is in partnership with UCL ChangeMakers and UCL Arena.

UCL academics are invited to engage in dialogue and attend masterclasses led by prominent researcher-educators from the UCL community and beyond. As a group, they turn ideas in research-based education into initiatives by working with students from UCL ChangeMakers and postgraduate teaching assistants. The students and teaching assistants then write up their experiences. Their output may be published, for example in an R=T book, to further promote research-based education with their unique student perspectives.

For more, follow @UCLRequalsT.

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More on the Teaching & Learning Portal

A number of guides and case studies are being developed to help support educators at UCL. With a strong focus on assessment and feedback, the quick guides will be particularly useful. Visit www.ucl.ac.uk/teaching-learning

Subscribe to the newsletter

To stay informed by subscribing to the newsletter, simply send an email to: connectedcurriculum@ucl.ac.uk



Colleagues from the UCL Faculty of Brain Sciences look across their modules in an ABC workshop.

Join a working group

A number of working groups have been set up to allow the discussion and development of themed areas. This allows a large institution-wide strategy to become a shared endeavour. More information online, see 'Get involved': www.ucl.ac.uk/connectedcurriculum

Help inspire others

Get in touch if you know of a module or programme that has a design feature in the spirit of the UCL Connected Curriculum. Celebrating outstanding education will inspire others.

Further reading

The UCL Connected Curriculum is firmly rooted in academic literature and inspired by research into research-based education and education enhancement. Visit the extensive list of scholarly sources, see 'Resources': www.ucl.ac.uk/connectedcurriculum

The core team

The UCL Centre for Advancing Learning and Teaching and UCL Digital Education are the key enablers of the UCL Connected Curriculum. The core team is available to offer guidance and to work in partnership with you, by request. Email connectedcurriculum@ucl.ac.uk.