UCL Connected Curriculum

Enhancing programmes of study

Second edition

Foreword

“This is an exciting time for education at UCL. We continue to 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
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“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 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, Arena Centre
for Research-based Education

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.

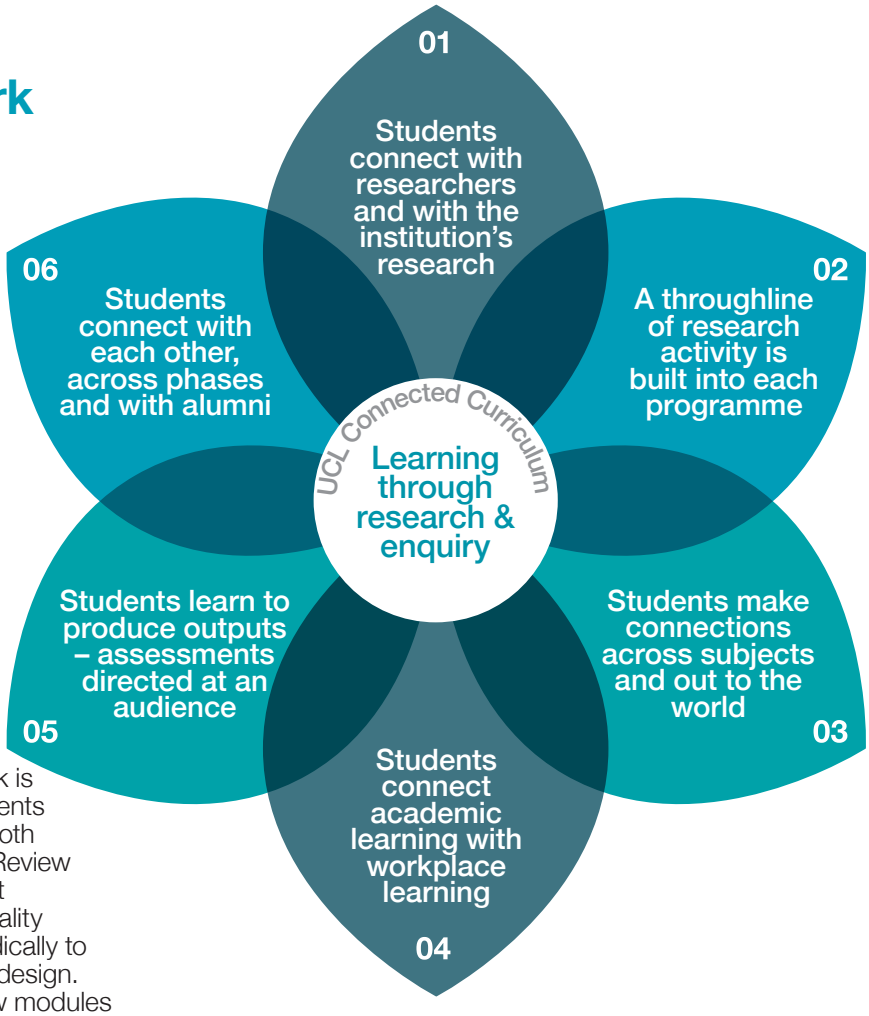
The UCL Connected Curriculum is a way of framing and developing the future of education in line with the UCL 2034 strategy – the institution's 20-year plan. There is a tradition in some disciplines of students participating in research and making strong connections between disciplines and with each other. 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
left: UCL Engineering Scenario Week, March 2017. © Vice Provost Education. Photo by Irrum Ali.
middle & right: A dissertation workshop in The Bartlett School of Architecture. © 2017, UCL Creative Media Services. Photo by Irrum Ali.

The UCL Connected Curriculum Framework



A distinctive framework

The UCL Connected Curriculum framework is designed to be applied flexibly by departments and faculties to each taught programme, both undergraduate and postgraduate. Quality Review processes, for example the Annual Student Experience Review (ASER) and Internal Quality Review (IQR), will invite departments periodically to describe their developments in curriculum design. Areas of focus should include showing how modules and programmes reflect the principles of the UCL Connected Curriculum – see the Guide (p. 6–7) and the Connected Curriculum in 20 Questions (p. 10). Another important dimension is the extent to which the curriculum is inclusive of a wide range of voices, including those that have been typically marginalised in curricula (see p. 11).

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. This can be achieved, for example, by building in a longitudinal ('vertical') module that runs from the beginning to the end, across years, which allows for more fluidity in learning and assessment within a connected core (see also p. 9).

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/connectedcurriculum

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.

Image credits
Bartlett year 1 students in B-made workshop, photo by Stonehouse Photographic
Black History Month at the Petrie Museum, photo by Matt Clayton

UCL Connected Curriculum Programme Development Guide

This Guide is designed to enable you, in programme teams and where possible with students and/or alumni, to consider the extent to which your taught programme of study reflects the dimensions of the UCL Connected Curriculum, and agree on actions which will further enhance it. Further guidance can be found on page 5.

	Beginning	Developing	Developed	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.

Version: September 2016

A few examples of 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 UCL 2034. 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: https://www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/meet_your_researcher.pdf

2. A research throughline in the BA in Archaeology

The degree is structured around a group of core courses (which are compulsory for all students) and each student then takes optional courses, which they choose themselves from a wide range of possibilities. In the core there are two strands that stretch through the programme developing in intensity: a research throughline and a global citizenship throughline. This structured progression is explicit to students. It provides them with the tools and skills to thrive in further studies and in employment.

3. How to Change the World

This immersive two-week design and problem solving activity allows engineering students to see their expertise in a social context. 700 second year engineering students from different disciplines tackle a global challenge using their engineering, business and IT skills. External partners from private, public and third sectors work with staff to set challenges and are invited to work with students. All challenges are real-world issues that require engineering expertise, as well as business and IT skills. The students must produce a design concept that involves multiple sets of expertise.

4. Learning through work-shadowing

Students on the Stroke MSc programme can undertake clinical observership placements at UCLH and the National Hospital for Neurology and Neurosurgery. Observing practice helps students to see how evidence-based stroke treatment is translated through to implementation in a clinical environment. It also provides them with a chance to see a variety of professional roles in action. This approach allows students to put the theory and science they learn in the curriculum into practice in the workplace.

5. Students as science communicators & film makers

Second-year undergraduate students from Physics and Astronomy created videos on scientific topics after talking to UCL researchers about their research, as part of the Phys FilmMakers module. Students gained experience of all the processes of film-making, dissemination, and learned from an expert science communicator. They now feel part of the research community, with an increased and contextualised scientific understanding.

6. Making connections through an alumni mentoring network

Over 2,700 alumni and students from across UCL have signed up for the Alumni Mentoring Network. This provides a platform for students to connect with those already working in a role, organisation, or sector, which interests them. Students have used it to secure application and interview advice, and for research related to their dissertations. The Network provides a powerful tool empowering students to explore their career options and support them in a competitive graduate market.

Connecting a Programme at UCL

This material is drawn from an open-access monograph:
Fung, Dilly (2017). *A Connected Curriculum for Higher Education*. UCL Press. See especially chapter 4 Connected Programme Design: 55–58.

The second dimension of the Connected Curriculum framework has three aims in mind, each of which depend on a coherent and well connected programme:

- To create a related sequence of opportunities for research and enquiry, so that students steadily build up their abilities and confidence.
- To prompt students to make conceptual connections between apparently disparate elements of their wider programme.
- To enable students to develop a clear picture, or narrative, of their overall learning journey and to analyse their personal progress and future goals.

The following five approaches illustrate possibilities from which programme leaders and teams can select, or which may stimulate other effective ideas to connect a programme.

Creating a single module that stretches from the beginning to end of the programme, running alongside other optional modules. Such a module would include a sequence of assessment points that collectively anchor core learning and the development of skills needed for research and enquiry. This can be a challenge for regulations orientated around formally completing credits at each level, but these may be overcome by setting assessment points that need simply to be completed at each stage but which can be revisited, improved and formally assessed later. One possibility for such a degree-long module is to design it fluidly, so that students must undertake tasks but are working towards a showcase portfolio in which they select their best 'outputs' for final, summative, submission.

Orientating the whole degree programme towards a real-world event, such as an undergraduate or postgraduate research conference. The theme of research and enquiry can be flagged as central to the shape of the degree, and the whole programme shaped so that it culminates in an undergraduate conference. Planning such a conference can involve a whole suite of challenges, including working with alumni and/or employers to shape the event, as well as speaking at and critiquing one another during the conference itself.

Creating a single core assessment that builds from phase to phase. This may be built, for example, into a sequence of connective modules, assessed alongside a capstone module or overseen in academic tutorials. Formative feedback from assessors along the way helps to shape students' development and improve the work as they progress.

Underpinning the programme with an academic tutorial system, in which students work in small groups with the support of a tutor to connect and interrogate aspects of their learning. Tutors can meet with tutor groups and use guided conversations, for example, to encourage students to reflect on their overall understandings of the discipline, the various ways in which investigations are carried out within it, and the extent to which students feel confident that they are developing the skills needed to succeed.

Creating a sequence of modules, which clearly follow on through each year (or phase) of study and which explicitly challenge students to build their own connected learning narrative. This may be achieved, for example, by:

- foregrounding the principles and practices of active research and enquiry in the core modules
- building on a core conceptual theme, such as ethical practice, global citizenship or sustainability, which acts as a vehicle for enabling students to make connections between the broader spectrum of topics that make up the whole programme
- foregrounding the core principles of practice in the discipline, e.g. 'Becoming a Historian', 'Becoming a Physicist', or 'Professionalism in Architecture'

The UCL Integrated Engineering Programme is a teaching framework founded on the principles of connection, which allows specialist and interdisciplinary engineering education to be delivered intelligently across different engineering disciplines. It creates programmes that teach fundamental technical knowledge in tandem with interdisciplinary, research-based projects and professional skills.

Students register for a core discipline and embedded into their discipline studies are activities that span across departments. At regular intervals throughout the degree, students from across the faculty come together to engage in interdisciplinary research and design projects. This approach produces engineers that understand the context of their work, are able to work across disciplines, are independent and self-directed, and have an impact in their field.

The UCL Connected Curriculum in 20 Questions

The following questions (Fung 2017 p. 146) are designed in the spirit of opening up productive, shared conversations about values and practices, to stimulate 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.

Core Principle: Students learn through research and enquiry

1. Are student encountering specific questions addressed by researchers and learning to articulate their own research questions, at every level of study?
2. Can we adjust our teaching methods, student assessments, and other aspects of departmental practice to prioritise engaging all students actively in research and critical enquiry?

1.

3. Do students have regular opportunities to learn about the institution's research and other current research relevant to their studies?
4. Are students meeting researchers and engaging with their work, for example through group activities such as Meet the Researcher?
5. Are students exploring the intellectual, policy-related, practical and ethical challenges associated with current research, and recognising their relevance to professional life more widely?

2.

6. Is there a well designed core sequence of modules, units, and/or learning activities through which students steadily build their research skills and understandings, and is this explicit to students?
7. Are students explicitly challenged to make intellectual connections between different elements of their programme?
8. Can students have some flexibility and even take risks with their research-related activities, for example by working towards a Showcase Portfolio for which they can curate their best work?

3.

9. Is the programme of study structured so that students need to step outside their home discipline(s) and see through at least one other disciplinary lens?
10. Are students required to make explicit connections between disciplinary perspectives, for example by collaborating with students of other disciplines to analyse events and issues?
11. Through making interdisciplinary connections, are student challenged to address complex global challenges?

4.

12. Are all students on the programme(s) able to analyse the ways in which their academic learning is relevant to the world of work?
13. Do students have explicit opportunities to prepare for the workplace, for example through meeting alumni, shadowing, and work placements, and where appropriate through critiquing the notions or work and professionalism in society?
14. Can students articulate effectively the skills and knowledge they have developed through their research-related activities and through their wider studies and experiences, and showcase these to future employers?

5.

15. Are some student assessments outward-facing, directed at an audience, thereby enabling them to connect with local and/or wider communities (whether online or face-to-face)?
16. Are student assessments across the programme suitably varied, enabling them to develop a range of skills including expertise in digital practices and communications?
17. Are students required to revisit and use feedback on their tasks, both formative and summative, in order to improve their work?

6.

18. Do students have frequent opportunities to meet and participate in collaborative enquiry with one another in diverse groups?
19. Are they building connections with students in other year groups, for example through events or mentoring schemes?
20. Can students meet and learn from diverse alumni and build a strong sense of belonging to an inclusive research and learning community?

UCL ChangeMakers

Students partnering with staff to improve education

UCL aims to be "a global leader in the integration of research and education, underpinning an inspirational student experience" (UCL 2034). UCL ChangeMakers is designed to further the institution's aim of students being full partners in the university's future. UCL ChangeMakers projects are funded educational enhancement projects conducted by students and staff in partnership with each other. All the projects involve an element of enquiry – either by investigating the demand for a change, how it is best implemented, or by evaluating a pilot. Students are offered training on research ethics, research methods, project management and leadership and are encouraged to present their work at UCL's Teaching and Learning conference.

UCL ChangeMakers also supports the implementation of the Connected Curriculum by supporting student input into Annual Student Experience Review (ASER) development plans and by supporting the professional development of teaching staff via the student reviewers of teaching scheme.

Find out more: www.ucl.ac.uk/changemakers
changemakers@ucl.ac.uk

Liberating the Curriculum

Students and staff addressing an inclusive curriculum

UCL is at the forefront of responding to growing awareness across the Higher Education sector of the need for inclusive curricula and curriculum change. 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. Staff and students across UCL and UCLU are working to develop more diverse and inclusive curricula.

Since 2016 the Liberating the Curriculum team have funded staff and students at UCL to run projects to explore this theme. Second-year medical student Hope Chow talks about a project to diversify the UCL Medical School curriculum:

> "It's not just my own identity which matters. Through placements, when we talked to patients who had really varied experiences with healthcare professionals, we saw that even though lots of them had really good things to say about the healthcare they received, there was so much injustice, so many stories of patients not having their symptoms taken seriously, maybe because of who they were. And not having their needs taken in to account by those they were meant to be able to trust. Through exploring these power imbalances, I wanted to see how we medical students, could become better professionals in the future."

And staff add to this by noting the plans to diversify the curriculum:

> "[This grant] is an opportunity to broaden our participation and include diversity within the curriculum. We've really tried to be very inclusive in the way we teach and we have tried to use case examples of people who are not your average white middle-class male or female... we've introduced scenarios where we look at refugee medicine and LGBT issues."

For more see 'Liberating the Curriculum': www.ucl.ac.uk/connectedcurriculum

Image credit:
Second year medical student Hope Chow with project leads Dr Faye Gishen & Dr Amali Lokugamage, UCL Medical School

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.

UCL Arena

A rich programme of events is on offer through the UCL Arena scheme. All staff are welcome to attend, engage, and even gain nationally-accredited teaching-related fellowships. 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. More info: blogs.ucl.ac.uk/abc-ld/.

R=T (Research equals teaching)

R=T is designed to inspire both students and academics to take an active role in research-based education. 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 with their partner academics. Outputs are published to further promote research-based education in UCL Arena. For more, follow @UCLRequalsT.

CC Collab

Academics and students from more than one department or faculty are invited to form project teams to work together on specific aspects of research-based education. Recent projects include developing resources on external-facing assessments. Find out more: connectedcurriculum@ucl.ac.uk.

More on the Teaching & Learning Portal

A number of case studies and teaching toolkits are available to help support educators at UCL. Visit: www.ucl.ac.uk/teaching-learning.

Subscribe to the Teaching & Learning E-newsletter

Sing up for our monthly e-newsletter and get the latest news, events & resources from across UCL. See: www.ucl.ac.uk/teaching-learning/news-events/teaching-learning-e-newsletter.

Join a working group

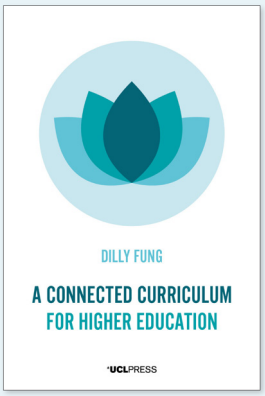
A number of working groups have been set up to allow the discussion and development of themed areas. This allows a large institution-wide strategy to become a shared endeavour. More information online, see 'Get involved': www.ucl.ac.uk/connectedcurriculum.

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.

A Connected Curriculum for Higher Education: open-access monograph

Published through UCL Press, Prof Dilly Fung's monograph covers both the philosophical underpinnings and further examples of practice. Visit: www.ucl.ac.uk/ucl-press/browse-books/a-connected-curriculum-for-higher-education



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

Staff at the Arena Centre for Research-based Education, are among 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.

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