



UCL

UCL East Engagement Report 2019/20



**EA
ST**

Experiments, Arts,
Society and Technology

Foreword



Paola Lettieri

Director, UCL East
Professor of Chemical Engineering,
Faculty of Engineering Sciences,
UCL

It is my pleasure to introduce UCL East's engagement report 2019/20.

Building on UCL's progressive history, positive impact and disruptive spirit, UCL EAST is a bold new chapter, our campus of the future. As we are integrating Experiments, Arts, Society and Technology (EAST) throughout its academic development, we are creating an experiential and accessible learning environment open to the outside world.

The campus will bring together UCL academics and students with local communities, industries and other stakeholders to solve the biggest challenges affecting people's lives and the planet – today and into the future.

We have already started forging strong relationships with our new neighbours, and this report highlights what we have achieved together with the local communities over the past year.

The campus will bring together UCL academics and students with local communities to solve the biggest challenges affecting people's lives.

I want to say a special thank you to everyone involved, from both UCL and the local community. The academic year 2019/20 has been challenging. While our main campus in Bloomsbury closed in March due to Covid-19, most of our engagement activities quickly had to be adapted, revised or transferred to new formats accessible to everyone. The commitment and dedication of all those involved in delivering these activities have truly been inspirational.

I'm also proud to say that the UCL East campus development has continued, and is on track for opening of the buildings in 2022 and 2023.

I hope you find this report insightful, thought-provoking and engaging.

Best wishes,
Paola Lettieri

Communities Together

Foreword



Simon Cane

Executive Director, UCL Culture
UCL East Engagement Project
Sponsor

Welcome to the UCL East engagement report 2019/20!

I have been involved in this exciting project since its inception in 2015, when we were just starting ground-breaking conversations with local councils, community groups, schools and art organisations. I am delighted to see these discussions evolving into successful co-designed, co-produced and co-delivered projects.

Our 2019/20 report illustrates our dedication to creating a new model of how to embed a university campus in the local community. Our engagement work has four main strands: educational outreach; cultural engagement, through public art and programming; academic engagement, via research and teaching; and finally, our civic role as a local employer and business partner.

Our 2019/20 report illustrates our dedication to creating a new model of how to embed a university campus in the local community.

The following projects show the wide range of activities that we have been able to deliver, working closely with local communities, despite the challenges we have all faced.

I am especially proud of the 'Listen and Respond' project, set up this year in response to community needs in the face of Covid-19. Such community-based projects supporting local organisations demonstrate our commitment to listening to what our new neighbours have to say, and collaborating with them to respond to their needs.

I hope you find this report both informative and interesting.

Best wishes,
Simon Cane

Local Commitment

UCL East

Photo credit: CGI by Glass Canvas
Illustrative view of UCL East campus

UCL is the university for disruptive thinkers. For almost 200 years, we have been creating and sharing knowledge in new ways – championing innovation, creativity and cross-disciplinary working.

With UCL East, we are building on our progressive history and disruptive spirit to create the university campus of the future. On Queen Elizabeth Olympic Park, two buildings will open in 2022 and 2023.

Under the umbrella of the Future Living Institute, these buildings will be home to ground-breaking research, technology and innovation – underpinned by around 60 degree programmes across eight UCL faculties – in areas as diverse as robotics, smart cities, culture and conservation.

UCL East will be part of East Bank: one of the world's largest culture and education districts. We will be joined by other world-renowned institutions such as the V&A, Sadler's Wells, the BBC and UAL's London College of Fashion.

The UCL East campus will be:

Open	Accessible	Engaged
Exploring new ideas through interaction with people from all backgrounds, including those not familiar with higher education institutions.	Easy to reach physically, a welcoming place for different user groups, regardless of gender, religion, ethnicity or ability.	Partnering with communities through collaborative teaching, research, and professional services.

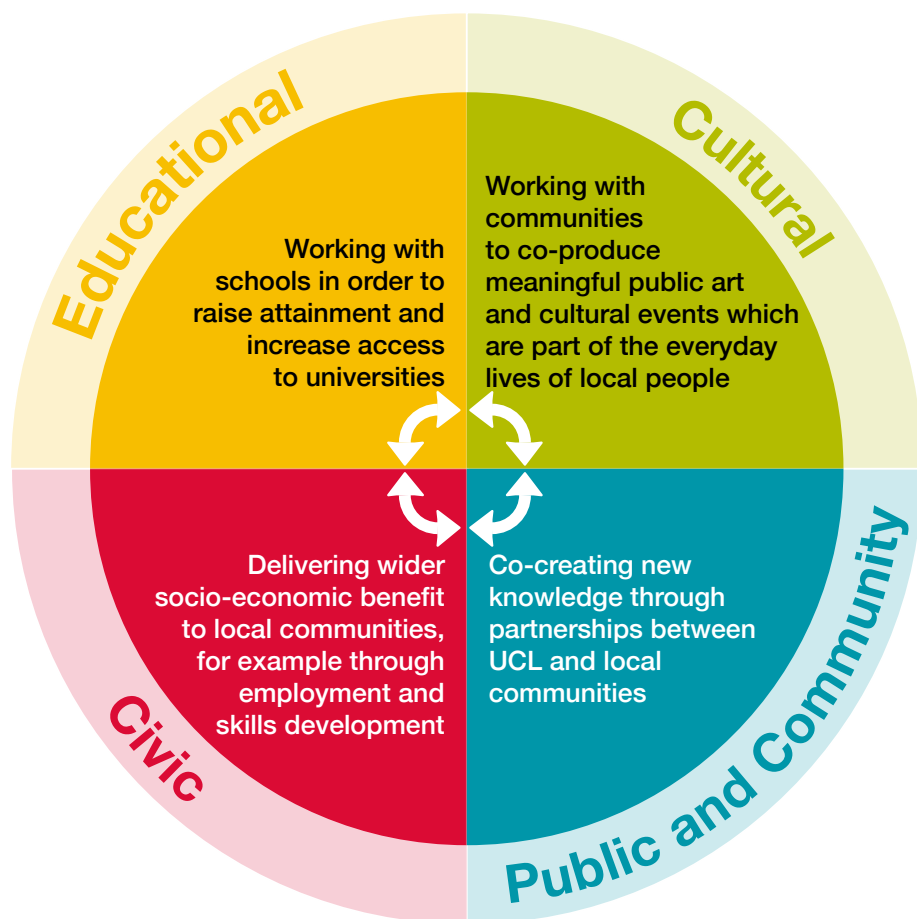
Our construction companies, Mace and Vinci, share our values of strong local engagement. Their collaboration with local schools and community groups has already encouraged young people to discover the construction industry. These activities have continued online during the Covid-19 restrictions.



UCL East's engagement programme

We have four engagement strands, and related activities sometimes overlap, for example an academic might be working on a particular research project, which might be co-produced with a local artist or school children.

This type of 'cross-pollination' of ideas is encouraged at UCL and examples of this can be found in this report.



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Delivering results

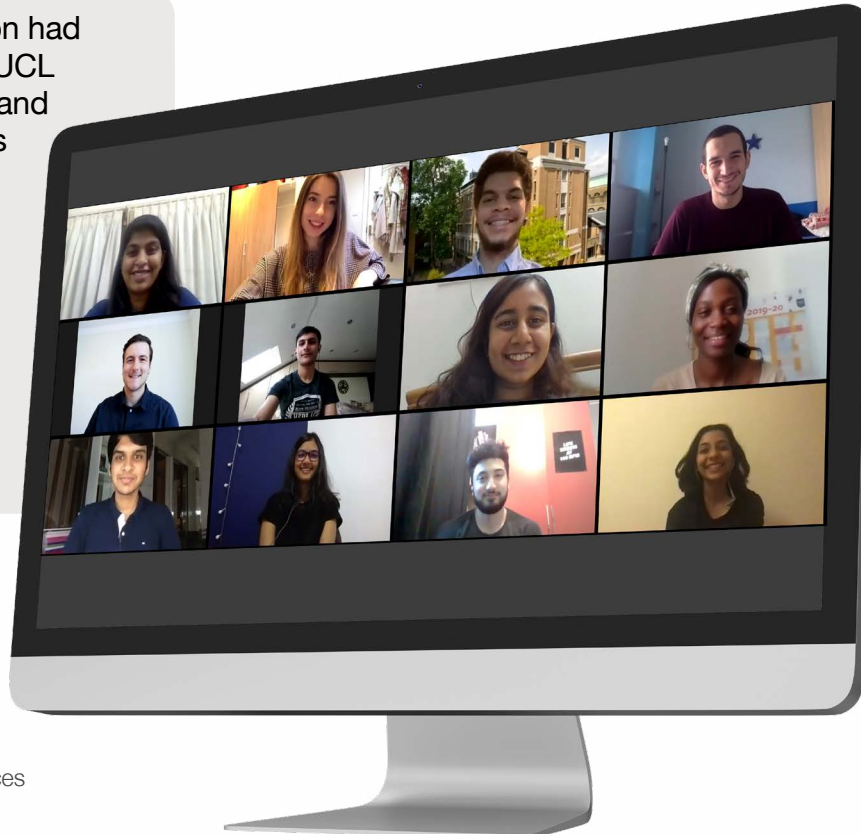
UCL Engineering Tutoring

For the fourth year running, students from UCL's Faculty of Engineering Sciences provided weekly one-to-one tutoring in 10 primary and secondary schools across east London.

They engaged with over 300 pupils (79% of which are from BAME backgrounds) in 2019/20 – up to March 2020. In response to Covid-19, the tutoring programme went online and was offered to 200 secondary school pupils in Newham, Hackney and Waltham Forest. A third of them were children of key workers and the UCL Engineering Tutors supported the classroom curriculum, helped with subject concepts and homework.

I was delighted to learn that my son had been offered tutoring through the UCL Engineering Tutoring programme, and even more thrilled when he had his first lesson. Sebastian couldn't have been a better match for my son; he is patient, passionate and extremely knowledgeable in a range of core subjects that will benefit my son with his GCSE outcomes.

Julia, parent



10

schools provided one-to-one tutoring across east London;

engaging with over

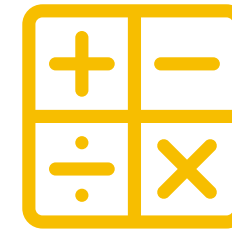
300

pupils in 2019/20

Over

2,500

hours of tutoring



83%

of secondary pupils made excellent progress in maths

The programme bridges the education attainment gap and has increased the confidence, skills and subject understanding of the pupils involved. Schools reported that in 2019/20, 78% of secondary pupils who benefited from the programme and took their GCSEs improved their grades by an average of 1.5 – 2 progress points. Pupils with grades below the average doubled their grades across all STEM subjects – and 83% made excellent progress in maths. The programme also helped participating secondary schools achieve examination results which were above the national average for the fifth year running.

I have found learning during lockdown really hard. I've struggled to get motivated, especially when I have had to complete work that I don't really understand. It's been fantastic to have Joseph every week explain maths to me at a pace that I find extremely helpful.

Kaya, Year 9 pupil

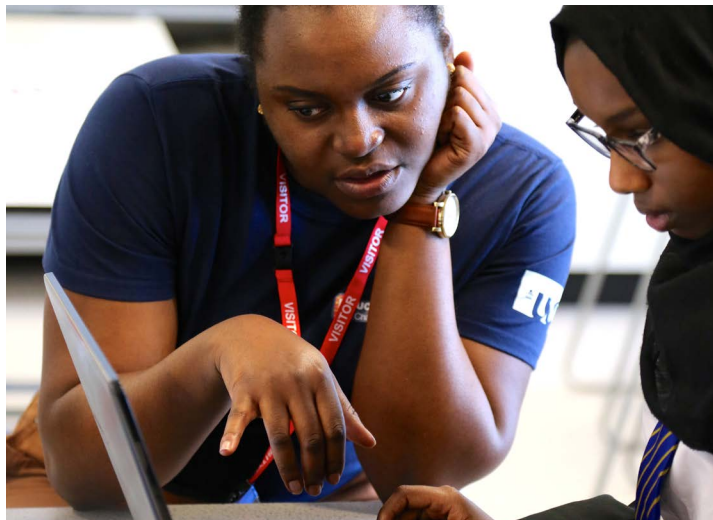
Supporting learning

STEM Skills & Career Pathways

In 2019/20, UCL's Faculty of Engineering Sciences delivered STEM (Science, Technology, Engineering and Mathematics) Skills & Career Pathways programme to 270 secondary school pupils across Waltham Forest, Newham and Hackney.

The programme consisted of activities such as employability workshops and expert-led training to help pupils identify their key strengths. Boosting young people's professional skills, self-confidence and resilience, the programme has also helped young people make connections with experts from industry, academia and government – increasing their network of STEM-related contacts from diverse fields of engineering.

The STEM Ambassadors also led small group tutoring and mentoring sessions, supporting pupils to achieve a deeper understanding of how school subjects relate to STEM careers. The secondary school pupils were given professional guidance on career choices, UCAS applications and scholarships.



270

secondary school pupils benefitted from STEM skills across Waltham Forest, Newham and Hackney



Photo credit: Courtesy of UCL Library's Special Collections

Curriculum Support Programme

The Curriculum Support programme, delivered by UCL Library's Special Collections, consists of a range of one-off sessions that support the existing curriculum in secondary schools.

Over 200 pupils from east London attended these workshops in person before the programme was moved online due to Covid-19.

Using digital copies of archival items, rare books and manuscripts, pupils explored the context of the specific literature that they were studying at school. Topics included Persuasive Writing, George Orwell's Animal Farm and Mary Shelley's Frankenstein. This helped pupils develop a new perspective and deeper understanding of the topics, and a new way of connecting historical research to a wider range of school subject areas.

Discover Explore Converse

Inspiring learning

After School Clubs

Offered on a weekly basis to Key Stage 3 pupils, free after school club sessions are full of hands-on opportunities to use UCL Library's Special Collections' materials as inspiration for craft and art.

During 2019/20, two east London schools participated, totalling 10 sessions and an average of nine participants per session.

In Waltham Forest, the project So You Think You're An Historian? focused on developing an historical enquiry, learning to use primary resources and developing a creative output. While curtailed by lockdown in March 2020, it was completed with an online video resource and a second iteration is scheduled in 2021.

In Newham, The Power of Print workshops were delivered remotely, through video calls, pre-recorded films and resource packs (which were delivered to pupils' homes) – to explore the development of printing through time and create a collection of prints.



Photos credit: Calla (participant)



90

pupils participated from 2 east London schools

The video is fantastic. Using a pre-recorded video is a great way to engage students, while also allowing them to work at their own pace, which is especially important when working virtually... I will be sharing it with some of my colleagues as an example of great virtual teaching practice!

Participating teacher

Newham Heritage Month

For its third year of participating in Newham Heritage Month, UCL Library's Special Collections produced a video about historical research through using archives.

The team explored the word 'heritage' through its multiple meanings, gave ideas about how to carry out one's own heritage project, and demystified the process of accessing archives.

Find out more: [Heritage Month](#)

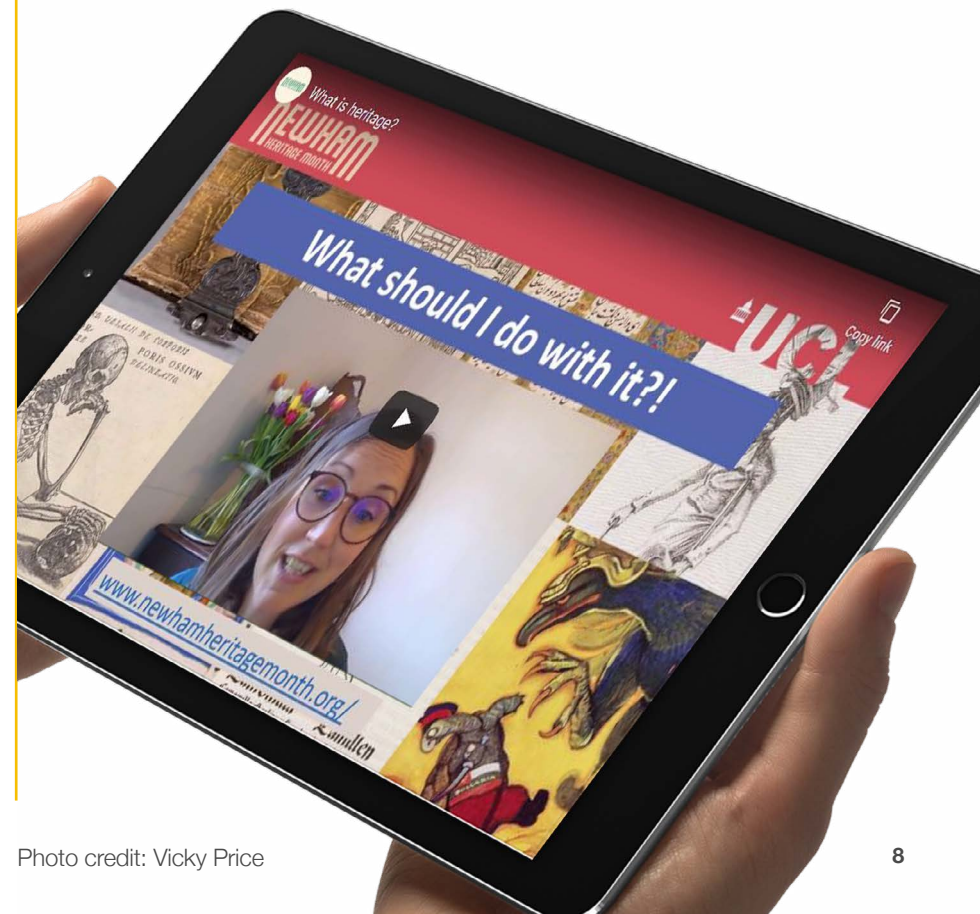


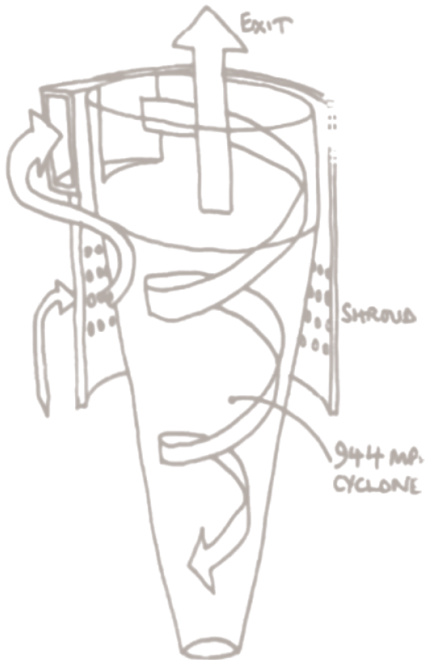
Photo credit: Vicky Price

Discovering virtually together

EAST Summer School

Between July and August 2020, more than 250 young people aged between 12–17 from Hackney, Newham, Tower Hamlets and Waltham Forest took part in a three-week summer school, held virtually for the first time.

Courses on offer included dance, fashion, game design, engineering and architecture, delivered by organisations including the BBC, UAL's London College of Fashion and UCL.



I have learned new skills, and it has changed my view of art. I now believe that art can be a good career in the future. Furthermore, it has made me more self-confident and made me try out new things.

EAST Summer School participant

[Find out more: Summer School](#)

Photo credit: Courtesy of UCL Engineering Sciences

250

young people aged

12-17

took part from

4

boroughs



Design The Future

UCL Engineering, in partnership with Dyson, hosted a series of design challenges which introduced 24 young people aged 12-14 to the world of engineering. It encouraged them to think like engineers, explore their skills and knowledge to develop a product that solves a particular problem. Young people presented their idea to experts and built a working 3D model prototype using cardboard, tape and materials collected from their recycling bin at home.

Illustrate!

Due to Covid-19, UCL Library's Special Collections' designed their sessions to work entirely online – using group video calls, pre-recorded videos and resource packs sent in the post. The 19 participants explored four distinct areas of illustration found in rare books and archives – medical, architectural, archaeological and natural science illustration – before meeting professional illustrators and trying their own hand at a drawing technique.

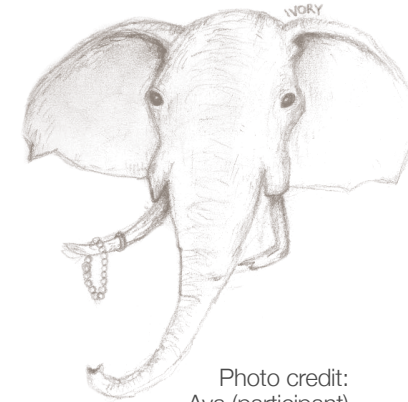


Photo credit:
Ava (participant)



[Watch the highlights of the 2020 EAST Summer School](#)

Design Experiment Innovate

Exploring arts and culture

Creating Aspirations

As part of the Creating Aspirations year-long participatory project, a Year 5 class from east London 'took over' UCL's Grant Museum of Zoology.

Led by two UCL students completing their Master's in Museums and Galleries in Education, 26 pupils visited the museum twice to take part in scavenger hunts and chose animals to study back at school and at home.

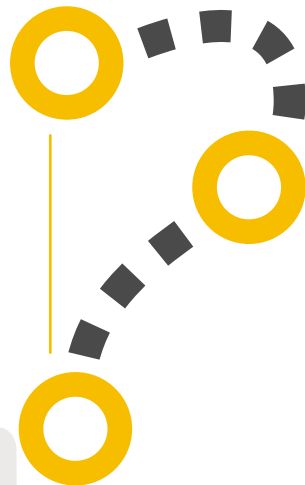
Due to Covid-19, the takeover took place online: students put together a virtual trail with 13 objects, and some created labels in the foreign languages that they speak.

I was really excited and pumped up to find out the different artefacts there. My favourite museum was the Grant Museum of Zoology, which had so many different specimens, and I was really impressed.

Participating pupil

26

pupils took part in scavenger hunt to choose...



13

objects for their virtual exhibition

Find out more: Museum Takeover



The Printmaking Project

Now in its third year, the project boosts confidence and builds aspirations among young artists aged 13-18.

Delivered in partnership with UCL Culture and the UCL Slade School of Fine Art, the project is funded by UCL's Access and Widening Participation programme, as part of the UCL East Museums and Schools Programme.

It supports the career development of UCL Slade students, who show visiting school pupils around the Slade studios and deliver a workshop to them. Besides, Slade alumni run an etching workshop at schools.

Due to Covid-19, the end-of-project exhibition took place online. With 86 drypoint and chine-collé prints made by 118 pupils from six east London schools, the successful exhibition was co-curated by UCL's STEP (Shared Training and Employment Programme) trainee Mohammed Rahman, who researched digitised collections to ensure Make An Impression II would be as engaging and accessible as possible.

Find out more:

Printmaking | Make An Impression II



118

pupils from six east London schools, produced

86

drypoint and chine-collé prints



Photos credit: Mohammed Rahman

Improving access

Virtual Culture Week: My London

UCL Culture's Schools Engagement programme has been working with Cardinal Pole RC School in Hackney for the past three years.

During summer 2019, the UCL team supported the school's Virtual Culture Week by creating four virtual activities for Key Stage 3 students. The 131 participating pupils made 31 films, using a stop-motion animation technique. Pupils found out about life at university with an undergraduate UCL student and created 54 entries in a digital 'My London Self-Portrait' art activity, in addition to 36 poems resulting from 'On Westminster Bridge', a creative poetry workshop.

Shared Training and Employment Programme

STEP is a 12-month London Living Wage paid training programme improving young east Londoners' access to careers in the creative and cultural sector and nurturing local talent for increased representation in a more inclusive future. The scheme is delivered as a partnership between east London cultural and creative sector organisations and East Bank partners, including UCL East.

The programme is open to young east Londoners, who complete two 6-month roles.

In 2019/20, UCL Culture welcomed Mohammed Rahman and Caroline Francis to their team.

One of the most rewarding parts of the experience and of my placement so far has been working with colleges and schools from east London. I often sense a good rapport between myself and the pupils, being young east Londoners, and it felt good to know that by virtue of representation I had helped make higher education and employment appear like more of an option in the minds of the pupils.

Mohammed, STEP trainee



UCL Culture's Schools Engagement team delivered

55

workshops

1,102

participants

88%

of schools and colleges returning

Bio-Robotics Project

The Bio-Robotics project is a collaborative widening participation project between UCL Culture and two UCL departments – Computer Science and Medical Physics & Biomedical Engineering – and is supported by the Access and Widening Participation programme.

It aims to inspire school children to transform their understanding of what Science, Technology, Engineering and Mathematics (STEM) subjects look like at university level.

In 2019/20, the 177 student participants from six east London schools attended workshops at the UCL Grant Museum of Zoology before receiving kits to build a robotic caterpillar at school.

This helped them acquire an interdisciplinary understanding of what can be done when we merge different STEM subjects together, such as computer science and biology.

Find out more: Bio-Robotics



Confronting Covid-19

Listen and Respond Programme

UCL's Listen and Respond programme has been set up to support the communities in their response to the negative impact of Covid-19 in east London.

Funded by UCL Culture, UCL East and UCL Innovation & Enterprise, the scheme funded 10 projects in Waltham Forest, Tower Hamlets, Newham and Hackney.

Through Listen and Respond, residents co-developed a community garden as a safe outdoor space. A local charity researched the disproportionate financial impact of the pandemic on BAME communities. UCL students and local organisations solved challenges through virtual social hackathons. The other projects explored the impact of Covid-19, lockdown and social isolation on the way that families connect, on self-employed creative practitioners, on young people's wellbeing, and on the way visitors interact with Victoria Park as a site of routes/roots.

[Find out more: Listen and Respond](#)



10 projects were funded

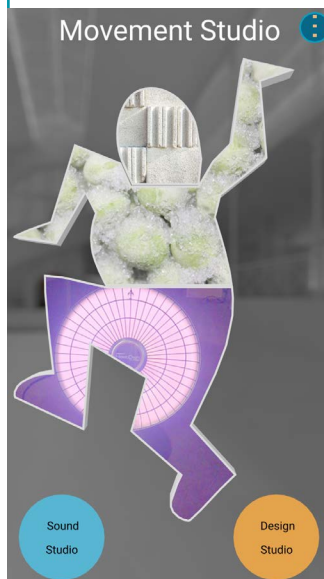
in

4

boroughs

each receiving around

£2k



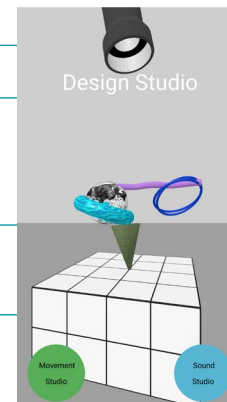
Listen and Respond project: RE-Invent – Digital Pilot

June – Autumn 2020

Research team: Dr Valerio Signorelli and Dr Leah Lovett (The Bartlett Centre for Advanced Spatial Analysis)

Partners: V&A Museum of Childhood, Spotlight, Leaders in Community

Commissioned artists: Kristi Minchin, Marawa Ibrahim and School of Noise



Responding to the early closure of the V&A Museum of Childhood for a major two-year renovation during the pandemic, researchers from CASA worked with staff from the museum, artists and young people to build a digital museum and co-curate an interactive, web-based, digital exhibition.

The team worked closely with the Tower Hamlets youth organisations Spotlight and Leaders in Community, engaging with young people aged 11-14 to test and develop the digital platform via a series of artist-led workshops. The east London-based artists were commissioned to co-create new content for the 3D interactive platform.

I liked how you all looked around and saw stuff that you don't normally touch. It made me conscious of how much time I spend on technology. Here I was appreciating other things we don't normally notice.

Job, youth worker

[Find out more: RE-Invent](#)



Listen and Respond Project: Social Hackathons

July 2020

Project team: Oliver Peachey, and the rest of the Students' Union UCL Volunteering Service

Partners: Poplar HARCA and Anna Fiorentini Theatre & Film School

In summer 2020, Students' Union UCL Volunteering Service worked with two east London organisations to host a Social Hackathon, where groups of 20 UCL students and staff collaborated with the organisations to come up with solutions for a pre-identified issue.

I would absolutely recommend Social Hackathons to anyone who enjoys problem-solving as a team in a way that gives back since it really does make a difference. It was an incredibly rewarding experience to see our ideas be brought to life and accepted whole-heartedly by the charity.

Preetnoor, UCL student participant of the social hackathon at Poplar HARCA

Find out more: Social Hackathons



Listen and Respond Project: Newham Youth Map

July – September 2020

Research team: Dr Leah Lovett and Dr Duncan Hay (The Bartlett Centre for Advanced Spatial Analysis)

Partners: One Newham, HeadStart, Fight for Peace

Young people from local youth organisations learnt about different methods of mapping and collaborated with researchers to develop the Newham Youth Map, of youth organisations in the borough.



20

UCL students and staff collaborated

with 2 east London organisations

The group created original content for the interactive, multi-media map, writing copy, recording interviews and shooting videos of Newham's outdoor spaces. Two of the young people used screen readers to access the software, and their feedback led the research team to develop an accessible, text-only interface of the open source Memory Mapper toolkit.

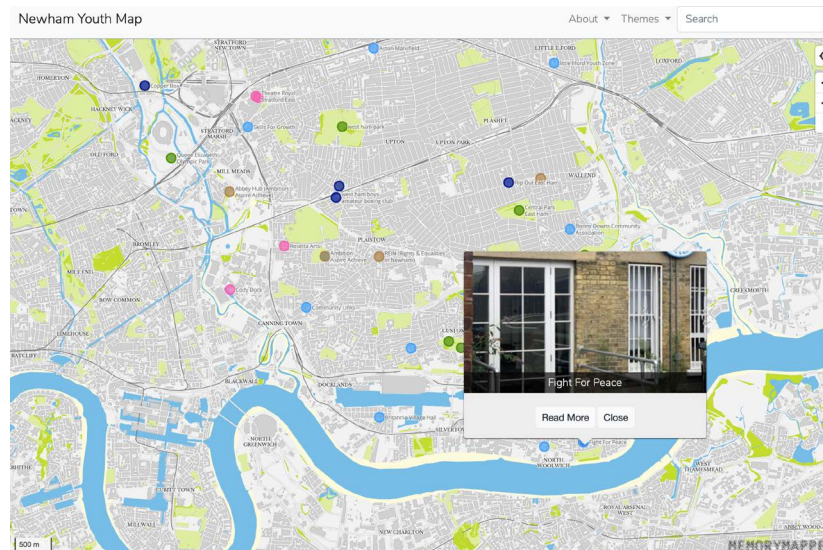
During the final session, the young people delivered training sessions for Newham councillors and youth workers in the use of the site. The Newham Youth Map is set to launch to the public in December 2020.

I've learnt a lot of skills that I wouldn't have learnt otherwise sitting on the sofa in lockdown. This whole experience has been great. It's totally changed my mind about computing and programming.

Project participant

Find out more:

Youth map | Memory Mapper



Providing funding

Community Engagement Seed Fund

The Community Engagement Seed Fund enables UCL staff and students to develop mutually beneficial relationships with east London community partners.

During 2019/20, four projects were funded, ranging from defining youth prosperity in Hackney to improve outcomes for young people in the area, to exploring how modular housing and robotics could create new living spaces.

Windrush Cricket

Cricket was a game of immense importance for the so-called Windrush generation. The story of West Indian cricket has been told either as one of 'national awakenings' in the Caribbean, or through 'white majority' reactions to touring West Indies teams.

The project focused on the Hackney Windrush generation's own experience of organising and playing cricket in England. Catalysing interactions between UCL and local Hackney communities (through project partners Hackney Museum and Hackney Council), new histories of migration were gathered.

Because of Covid-19, data collection was conducted online and by telephone. These oral histories, as well as photographs and other memorabilia, will be used to produce a Hackney-focused online exhibition.



[Find out more: Windrush Cricket](#)

We funded the following projects in 2019/20

2 Train and Engage projects

Three

Beacon Bursary projects

4

Community Engagement Seed Fund projects

Bursary and Funding Schemes

Train and Engage

UCL's Train and Engage is a funding scheme for postgraduate research students looking to connect their work with public groups. During 2019/20, Tabitha Millet created an exhibition of six early career artists at Sutton House, in Hackney, in response to a series of workshops around gender and sexuality with east London schools.

[Find out more: Train and Engage](#)

Beacon Bursary

Beacon Bursary grants enable staff and postgraduate students to explore mutually beneficial partnerships between communities and UCL research and teaching. During 2019/20, three Beacon Bursary projects were funded in east London. Children from Gainsborough Primary School, in Newham, explored the question: What would child-centred urban planning look like? In Hackney and Newham, women were involved in discussions around contraception on International Women's Day. The third project was funded to raise awareness of dementia with east London's South Asian communities.

[Find out more: Beacon Bursaries](#)

These schemes, funded by UCL East, are supported by the UCL Culture Public Engagement Team.

Encouraging involvement

Community Engaged Learning Service

Community Engaged Learning Service develops curriculum-based partnerships between the university and the local community, embedded into university teaching.

University students apply their theoretical knowledge to practice, develop transferable skills and become more life-ready.

During 2019/20, a series of workshops and learning sessions were run to co-produce a Curriculum Design Framework, with input from UCL students and east London communities. The Framework enables UCL East academics to develop responsive curricula, inclusive of the local community. A number of videos about the scheme were produced, with input from UCL students, academics and the local community.

Find out more: [Learning Service](#)



Photo credit: Ruth Woodfield

4

new contributions were recorded and added to the map

Forest Gate Cultural Memory Map

A community-based launch in March 2020 in the Gate Library, Forest Gate, invited east London residents to engage with the Cultural Memory Map.

Funded by the Engineering and Physical Sciences Research Council, the Map was developed through a series of knowledge exchange workshops between UCL academics and local communities over the four previous months.

The resulting map includes audio and images of prisoners of war camps and cattle grazing on the Wanstead Flats, recollections of attending Earlham Grove Synagogue, tales of the Witching Tree, and interviews with local shopkeepers. During the day, four new contributions from visitors were recorded, and these will be added into the Memory Map.

I feel moved to live in such an amazing place. This project is fantastic. [The map is] very easy to use, as is the possibility to add to the map, for anyone who wants to get involved.

Members of the public at the launch event



Photo credit: Laura Zotova member of Forest Gate Arts community

Offering advice

UCL Integrated Legal Advice Clinic

The UCL Integrated Legal Advice Clinic, based in Stratford, offers residents free legal advice on social welfare law, with specialist advice in benefits, housing, education and community care.

Operating since 2016, the UCL iLAC is staffed by UCL Laws' students working under the supervision of experienced, qualified advisers and solicitors. It delivers an educational experience for law students, while providing life-altering legal advice for local people.

In the face of Covid-19, the clinic offered a remote service – through Skype, WhatsApp and telephone appointments – as well as dealing with email enquiries. The team produced a one-stop guide to help people living in Newham access information about their rights during the pandemic. They also successfully challenged the government regarding guidance published for social services authorities during the coronavirus pandemic, which risked taking away essential statutory duties that protect vulnerable children.

I am really pleased with the service and support I have received from your clinic. You have been really supportive and have made a big impact in my life. Thank you very much! I will recommend anyone who is facing difficulties.

Local client

Find out more:

[Law Clinic](#) | [Covid-19 Guidance](#)

2019/20 At a glance

43

student
volunteers
at the Clinic
in 2019/20



612
enquiries



172
cases taken



154
clients assisted

Health and Social Issues

90%



of clients have some other form of vulnerability: learning difficulties, substance abuse issues, social services involvement

9

clients were homeless

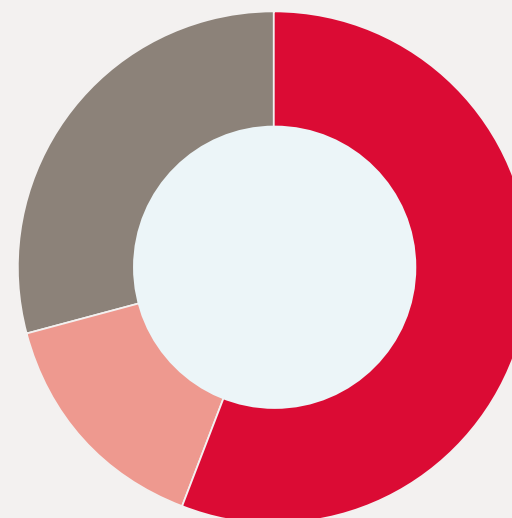
Client Demographic

Other/Unknown/
Prefer not to say

29%

White/White British

15%



BAME

56%

Rethinking prosperity

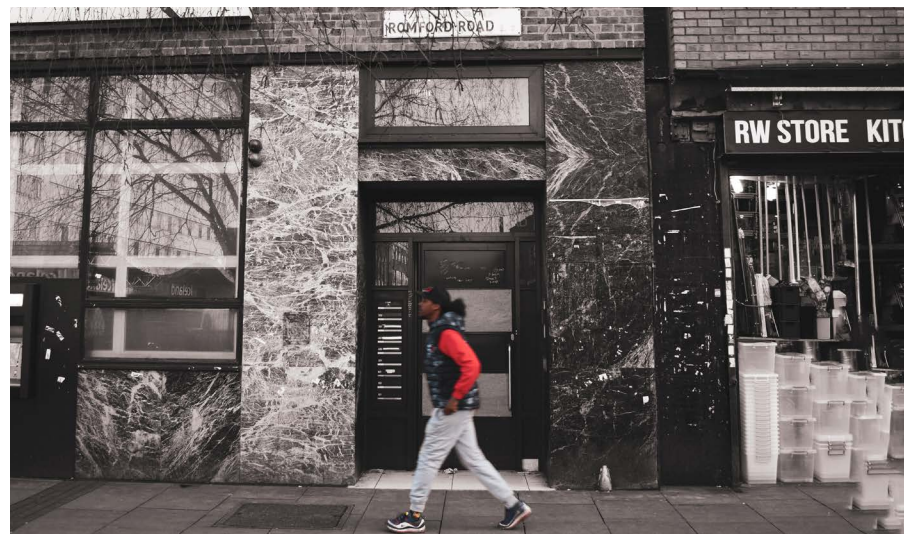
East London Community Researchers (Citizen Social Scientists)

Citizen science involves the public in large scale scientific research, where people take part in volunteer monitoring and crowdsourced projects.

UCL's Institute for Global Prosperity (IGP) takes a different approach to citizen science, by training local people to work as social scientists in their own communities. All citizen scientists work with academics to design research that captures local experiences and reflects what matters to local people and communities. During 2019/20, two lead citizen social scientists, Tony McKenzie and Sue Ansarie, took part in launching the London Prosperity Index and delivered teaching sessions.

The IGP translated its community-led research into a tool to measure what matters to the prosperity of local communities and guide policy and action. The Prosperity Index is a new way of bringing local priorities to decision-making; it is a method that has been piloted in east London and is now being applied to communities around the UK.

[Find out more: Citizen Science](#)



15

participants from Hackney, aged 16-17 took part in

two

half-day workshops

Youth Prosperity in East London

In 2019, east London-based youth charity Hackney Quest partnered with the IGP on a project about what prosperity looks like for the different generations living locally.

The project encouraged young people to reflect on the different factors that make a prosperous life, in conversation with their peers and older generations.

Two half-day workshops involved 15 participants from Hackney, aged 16-17. The young people were asked what a good life meant in Hackney and were trained in interview and photo documentary skills. They then had one week to find out what other people in their communities thought were key factors to a prosperous life, before reconvening to discuss their findings.

Both workshops were recorded, audio files were coded, and then collated into a Prototype Youth Prosperity Index. This prototype is the first draft of the Youth Prosperity Index, which is currently being redeveloped in another partnership with Hackney Quest and The Plug Youth Innovation Agency.

[Find out more: Youth Prosperity](#)

**Cohesive
Together
Community**

Engaging locally

Student Volunteering

Students' Union UCL's Volunteering Service places over 2,000 students a year in opportunities across London. Through 2019/20, 150 students were placed in 22 east London not-for-profit partner organisations.

Students volunteered with organisations such as Community Links in Newham, supporting their welfare benefits sessions, and the Ragged School Museum in Tower Hamlets, educating young people about Victorian London. Volunteers were also involved with the East London Out Project, helping with their social and support groups in Waltham Forest; and running literacy support sessions with The Literacy Pirates in Hackney.

No day is the same. Often, we get clients who have very little knowledge of English, so in addition to making them feel welcome and reassured at such a stressful time, volunteers must try and overcome the language barrier too. By helping their applications stand the best chance of success in our stringent welfare system, I feel as though I'm making a palpable difference to these people's lives.

Laurie, Advice Service Volunteer at Community Links

[Find out more: Student Volunteering](#)

150

students were placed in

22

east London not-for-profit partner organisations

Student-led Outreach Projects

Students' Union UCL's Volunteering Service supported 5 student-led projects during 2019/20, taking place in east London schools with 103 student volunteers. UCL students were in charge of setting up the projects with participating schools and arranging all practicalities.

Among these was Pearl, delivered in partnership with Phoenix School in Tower Hamlets. UCL students ran a weekly after school club for children and young people with autism, offering a range of activities, including baking, dance and sports. Engineers Without Borders also ran engineering workshops in schools with the aim of sparking an interest in science, and increasing the number of pupils to consider an Engineering or Science-related degree.

Five

student-led projects with

103

volunteers

[Find out more: Student-led Outreach](#)



Generating ideas

Ecologies of Art and Making

In February 2020, the UCL Slade School of Fine Art piloted a new outreach programme for east London residents.

Building links with local schools, colleges and community groups, the five-day programme tested interdisciplinary teaching approaches to inform the Slade's future activities at UCL East.

Engaged in interactive learning which focused on art, making and materials, participants were encouraged to experiment with different concepts of 'ecologies' through their own experiences, leading to the development of a group exhibition.

Of the 10 participants who completed the programme, the majority were Year 12 and 13 A-level students from Hackney, as well as adult learners interested in careers in the arts or architecture.



The students gained new experiences that will impact how they see and value their local environment – e.g. foraging for edible herbs, walking in the woods, exploring the city from above, observational skills. The students gained insights into the social and ecological dimensions of art practices. This was an extremely rewarding experience for us, too, and our own research projects, as we were able to learn from students' responses to our own research.

UCL course leaders Ellie and Nick

Ten

participants
completed the



programme



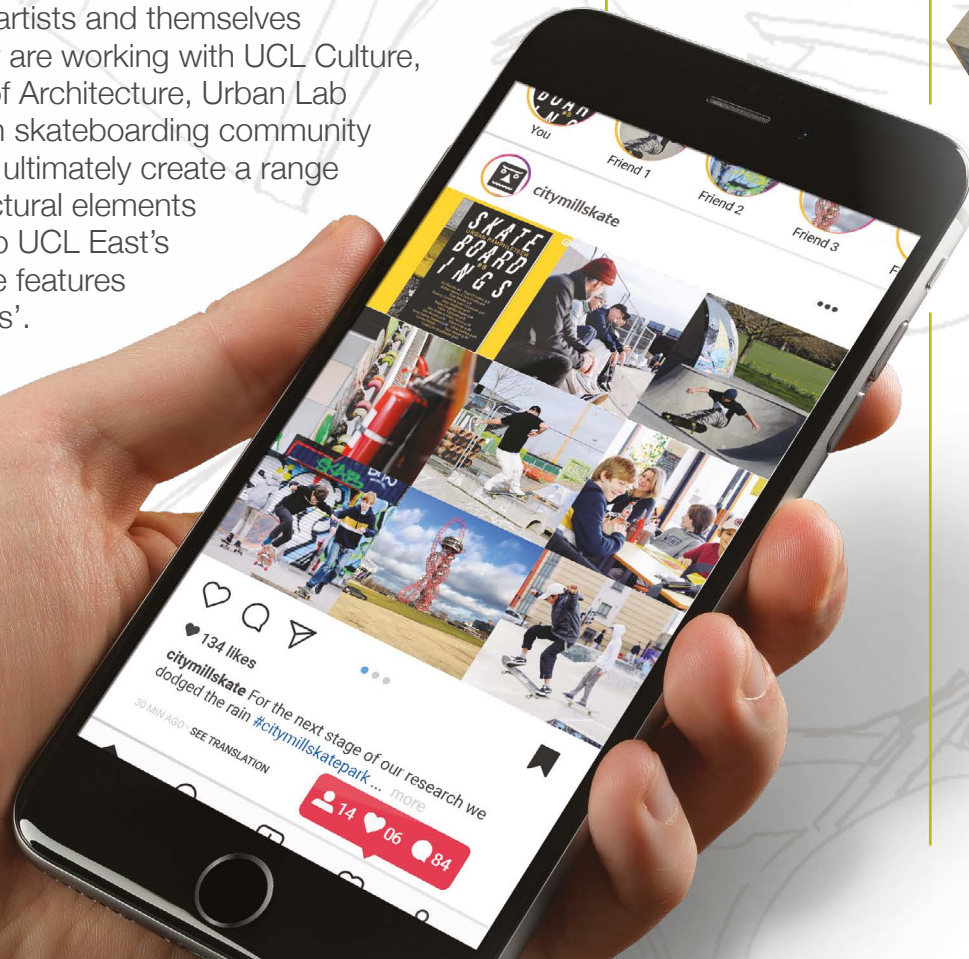
Designing together

City Mill Skate

City Mill Skate is a research project that uses a shared design process to build a proposal for permanent skateable objects on UCL East campus.

The project is led by Dr Esther Sayers and Sam Griffin – both researchers, artists and themselves skateboarders. They are working with UCL Culture, the Bartlett School of Architecture, Urban Lab and the east London skateboarding community to develop, test and ultimately create a range of skateable architectural elements to be embedded into UCL East's social spaces. These features are called 'skate dots'.

Photo credit: @citymillskate



56

skateboarders have collaborated with City Mill Skate



88

making kits have been sent out

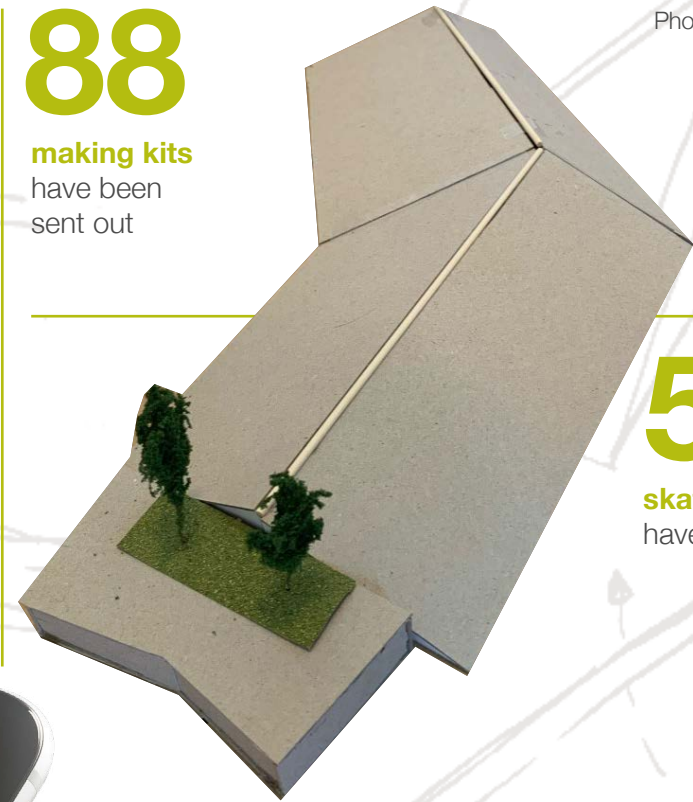


Photo credit: Josh Cox

50+

skate dot designs have been created

Throughout 2019, City Mill Skate conducted a pilot research, finding out local skaters' needs. Five focus groups captured the opinions of 26 skateboarders. Following a rethink of the modes of engagement due to the social distancing measures imposed in March 2020, special DIY making kits were sent to 88 workshop participants, so that they could create their own designs for 'skate dots' from the safety of their own home. To date, participants have created over 50 skate dot designs, which are available to see online.

Find out more:

[Urban Pamphlet](#) | [City Mill](#) | [UCL Blog](#)

Sharing perspectives

Student Artists in Residence

Two student artists from the Slade School of Fine Art joined the UCL East Programme team during 2019/20 as Artists in Residence for a 12-month period.

Seren Metcalfe and Jacob Blackaller were selected through a competitive process to take on this new role with the UCL East team. During their residency, they were invited to observe, comment and reflect on the development of the new campus.

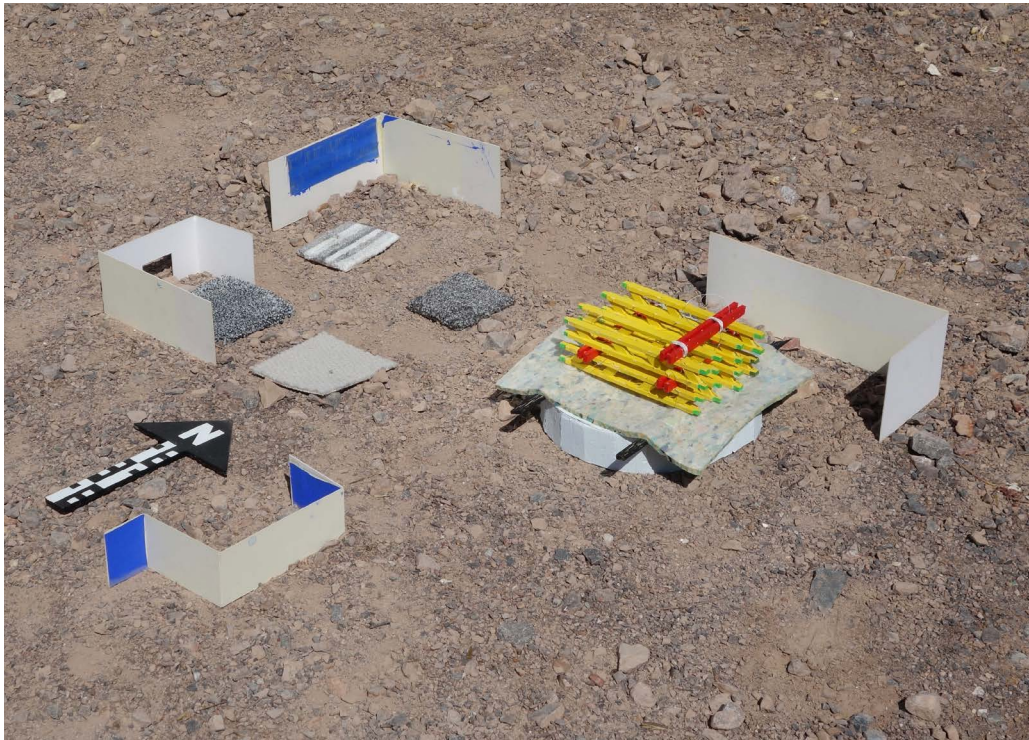


Photo credit: Jacob Blackaller

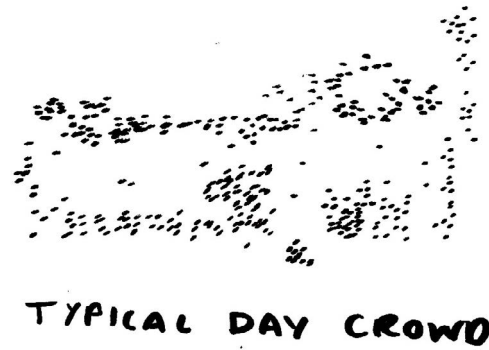


Photo credit: Seren Metcalfe

Seren's artistic research saw her exploring movement, time and the positivity of change. Due to Covid-19, her work, a musical and physical performance, was exhibited digitally.

Taking on a fictional position as archaeologist and anthropologist to explore the foundations of the new campus, Jacob responded by creating sculptural works.

[Find out more: Student Artists](#)

Observe
Comment
Reflect

Photo credit: Seren Metcalfe

Exploring knowledge

Trellis 2

Trellis is a programme exploring knowledge exchange between UCL academics and east London artists to create opportunities for collaboration between artists, researchers and communities based around the UCL East campus.

The programme is designed and delivered by the UCL Culture Public Engagement Team, and co-funded by the Engineering and Physical Sciences Research Council and UCL Public Art.

Trellis 2 launched in February 2020 when 80+ artists and researchers were brought together through matchmaking events. Artist-researcher partnerships then applied for funding to continue working together, alongside community partners.

Among these collaborative projects, nine were granted an initial £2,000. Five of these, receiving £15,000 each, were commissioned to co-create artworks, to be exhibited in spring 2021.

The areas of research included exploring surveillance and asylum-seeking through a moving-image artwork. Other research are redefined autistic narratives from the perspective of lived experience, and recognised the east London D/deaf community's history, culture and language by creating an artistic and academic legacy. A Citizen Science project focused on plastic design, food waste and composting with a Hackney-based organisation that brings migrant, refugee, asylum-seeking and British women together.

[Find out more: Trellis 2](#)



Photos credit: Ollie Harrop

Trellis

80+

artists and researchers were brought together in east London

£15k

given to five projects



Mulberry – The Tree of Plenty

This collaborative project by artists Sara Heywood and Jane Watt, and David Chau, Associate Professor at UCL's Eastman Dental Institute, explored how the mulberry tree can be used as a vehicle to stimulate discussion and engagement in research and applications in biotechnology, heritage and contemporary engaged art practice.

Researcher and artists organised events to learn more about this iconic tree of Bethnal Green, east London, from community participants and the local St Margaret's House.

Together, they explored local heritage through walks, mulberry tasting, desktop microscopy and imaging of fruit, leaves and pollen, gel formation, fabrication and profiling, skeletonisation/ ghosting of leaves, ink making and drawing, nurturing and growing tree samples.

[Find out more: Tree of Plenty](#)



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