



# UCL



## **UCL East Museums and Schools Programme Report 2021-2022**

At the end of the fifth year of this programme, UCL academics, students and UCL Museums collaborated with Widening Participation to create popular engagements with schools in east London.

**Emma  
Bryant**

## Introduction

'Fantastic workshop- really well delivered with lots of energy and ideas both technical and theoretical- students were highly productive and engaged.' *Teacher feedback Slade 150: Printing the Future project.*

This report covers the fifth year of the programme and synthesises outputs from activities with schools, both virtually and in schools, along with digital projects and online resources that were developed because of the Covid pandemic.

Schools visited campus and UCL museums in a cautious return to normality during this academic year.

### Programme aims

Raise awareness of UCL in East London

Increase school students' skills and knowledge

Provide knowledge, and understanding, of the opportunities available to young people

### Context

The programme uses the **East** Education Framework: **Experiments, Arts, Society & Technology**<sup>1</sup>. The projects predominately link to the academic departments that will be in UCL East from 2022.

Part of UCL's Access and Widening Participation Office, we work with schools and colleges with a very high/high proportion of widening participation students<sup>2</sup>, from the boroughs surrounding UCL East: Hackney, Tower Hamlets, Newham and Waltham Forest.

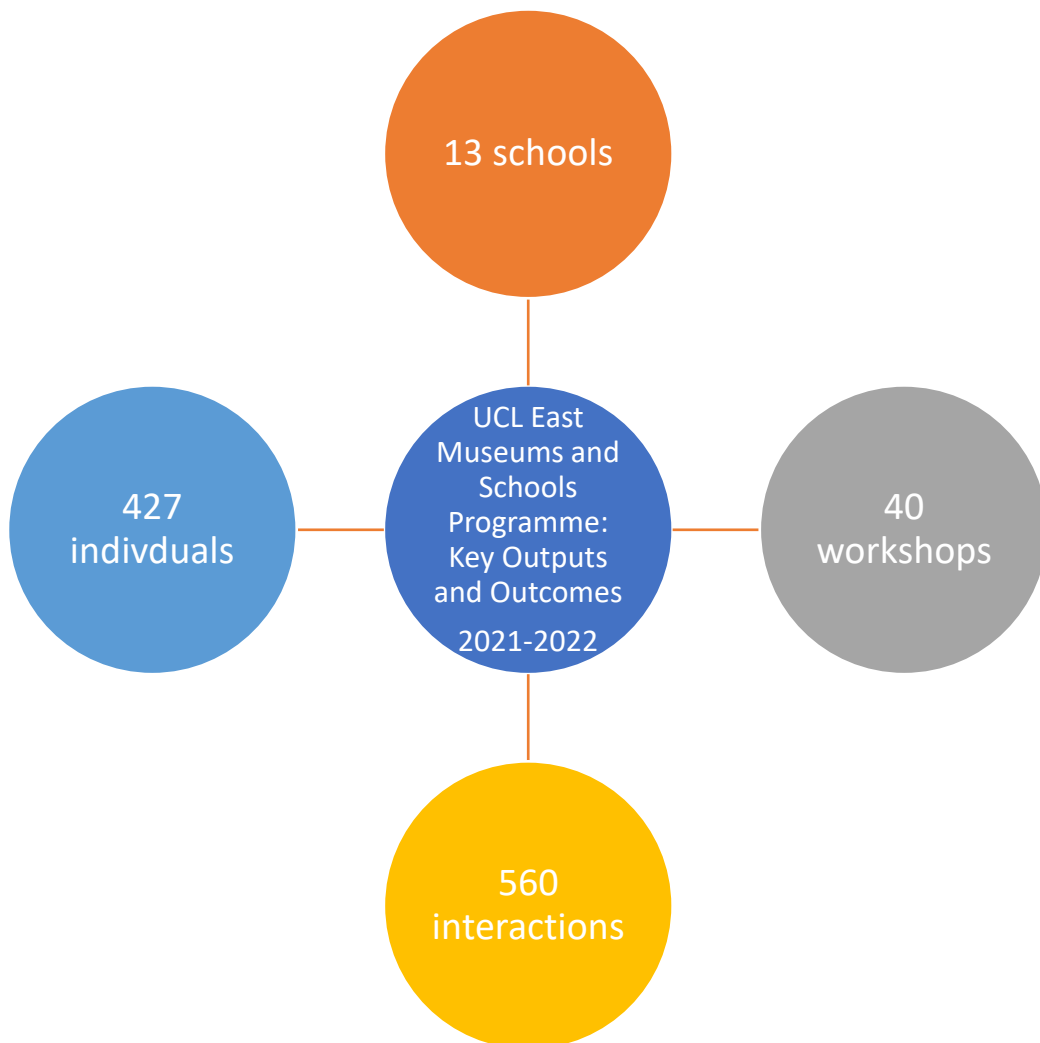


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<sup>1</sup> As described in the UCL East academic vision <https://www.ucl.ac.uk/ucl-east/academic-vision>

<sup>2</sup> As defined by UCL's Access & Widening Participation team, which uses multiple data to inform our work with schools and colleges

## Key Outputs



- 40 workshops: **Museums 10, Outreach 28, Virtual 2**
- The three long-term partnerships, started in 2019-20, were maintained
- 100% of schools and colleges returned to take part in the programme, four of whom have returned for the fifth year.
- 13 schools took part, one new to the programme.
- Resources created:
  - 5 films
  - 3D-printed materials including magnetised half size gorilla skeletons
  - Downloadable/printed resources such as booklets, quizzes and teacher's packs.
- Online/ digital engagement
  - [Web pages](#) to support learning
  - [Ask the Expert](#) with 60,641 views
- 22 UCL students and 6 UCL alumni worked on the programme, 17 of whom are from a minority ethnic background.
- 14 academics from 5 departments supported and/or delivered programming

## UCL East Museums and Schools Programme: Evaluation Methods

We have taken a qualitative research approach, which involved:

- Assessing teachers' pre-project expectations in virtual meetings
- Post-workshop discussion with workshop leaders
- Post-it notes for school students asking what went well and what could be improved, both for their learning and for the workshop itself, what they enjoyed, didn't find useful
- Feedback forms from teachers and school students
- Photographs of the activities and workshops
- Workshop observation both virtual and face-to-face
- Discussions with teachers, UCL students and academics
- Post-project interviews with the Creating Aspirations UCL team
- Qualtrics online forms for students



*Printing the Future, Slade150 project*



*Learning from the past in the Petrie Museum*

## Our Shared Training and Education Programme Trainee Joins Access & Widening Participation Office

In June Salma Mohammed joined the Access & Widening Participation Office (AWPO) UCL East Schools Engagement team for a year as part of the Shared Training and Education Programme ([STEP](#)). This is the fourth year that trainees have been welcomed to UCL. For the past 3 years STEP trainees have effectively supported the UCL East Museums and Schools programme as part of their work with the Museums and the Public Engagement teams. With the opening of the UCL East Campus and the expansion of the school's engagement team a dedicated post was created in AWPO and the STEP programme expanded to 3 trainees in total.

Salma gives an insight into her role in this report on the Printmaking Project outreach workshop she supported.

### My day at Chobham

My first week as a STEP Trainee ended with me attending a printmaking workshop at Chobham Academy. The workshop was led by two well-organised and enthusiastic individuals. The workshop was incredibly enjoyable. The students were well-engaged and enjoyed themselves. Many of the



students explained that it was their first-time printmaking and that the workshop had inspired them to explore the artistic process of printmaking and use it in their art portfolios.

After being given a tutorial, the students were keen to create their own prints. Each student created prints that showcased their talent and originality. The students enjoyed “experimenting with different colours and techniques.” The art teachers at the school explained how workshops like this are invaluable experiences for their students. The printmaking workshop gave their students an opportunity to work with new materials and experiment with new techniques. All in all, my first time attending a workshop was a success and it was an amazing opportunity to witness students learn new artistic techniques that they will hopefully use in future works.



*The amazing prints produced by students*

‘Taylor and Isobel were well-organised, clear with communication and very professional. The students appreciated their calm manner and enthusiasm for their outcomes. The workshop went very smoothly, and the students loved the experience. The prints will go towards their GCSE coursework, and it has given their portfolio an inspiring element. The year 9 students involved were asking if they could change their GCSE options to art, so it really motivated them creatively!’ *Teacher*



*The various ways the students described the workshop*

## Two Celebratory Projects

Slade150: Printing the Future, December 2021



*Students adding mono prints onto the banner in the Cloisters at UCL*

In response to the Slade's 150<sup>th</sup> anniversary celebrations, artists and recent Slade alumni Nia Fekri and Mataio Austin Dean worked with BSix Sixth Form College, NewVic Sixth Form College and Stoke Newington School, all from east London, to create a banner which placed the students and their ideas of 'home' into the very foundations of the institution by engaging with UCL's architectural, historical, intellectual, and academic footprint.

During 3 days of workshops, held in the Cloisters, students made mono prints which represented themselves, their families and communities. As the workshops progressed, the prints were sewn onto the banner into the many often seemingly abstract spaces and gaps in William Wilkins' architectural plans (original held in UCL Art Museum). In this way, the students project themselves into the very foundations of UCL to weave themselves quite literally into the fabric and future of the institution.

This work was part of a larger attempt to address the gaps in who is represented in the history of UCL, the Slade School of Fine Art and in UCL Art Museum's collection. By examining these gaps, using the visual metaphor of Wilkins' designs, the project was part of the ongoing process of addressing the contested heritage of the institution.

'For our group, coming to central London to a university for the first time in nearly 2 years was very exciting. Great to see the work in context and learn about future adventures and prospects at HE.'  
*Teacher*

'It was such a treat to see you and your wonderful team in person. Our students and staff members had an amazing day.'  
*Teacher*


'The project was inspiring and we feel very privileged to be involved.'  
*Teacher*

'It was definitely effective to have close contact with the [UCL] students whose experience could be theirs in a few years.'  
*Teacher*

Tutankhamun the Boy: Growing up in Ancient Egypt, June 2022- December 2023

Children working with University Collge London's Petrie Museum of Egyptian and Sudanese Archaeology	Year 3 History Project Academic years 2021-24
Workshops in school and at the museum Handling objects Creating displays and resources	Learning about children's lives in ancient Egypt - including Tutankhamun's life before he became king!

**Tutankhamun the Boy**



Growing up in Ancient Egypt

[Tutankhamun the Boy: Growing Up in Ancient Egypt](#) provides a unique insight into the lives of children in ancient and early modern Egypt, explored through the experiences and views of children in Egypt and east London today. The project introduces year 3's from George Mitchell Primary School, Waltham Forest to Egypt by comparing past and present lives, in a celebration of both difference and shared humanity across miles and millennia. The project is generously funded by the Museums Association's Esmée Fairbairn Collections Fund and the Friends of the Petrie Museum. It marks the centenary (November 2022) of the discovery of the 'the boy king's' burial chamber, which made him one of the most famous ancient Egyptians ever known.

The project is working in collaboration with the University of Cambridge's Amarna Project, whose excavations recently found that a workforce of children and teenagers provided much of the labour for the city's construction.

The project runs over 2 academic years. In June 2022 two workshops introduced the George Mitchell pupils to Tutankhamun and the lives of other children at the time. It will continue in the next 2 academic years.



*Learning how to handle Objects*

## **Reflection**

The UCL East Museums and Schools programme continues to meet its aims of raising awareness of UCL in east London and providing knowledge and understanding of the opportunities available to young people.

Strong relationships with several schools are continuing, allowing further enrichment activities to take place in the next academic year, thus cementing the school students' knowledge and understanding of what UCL can offer.

The year was marked by a gradual rise in confidence post-pandemic, with everyone gaining the confidence to meet face to face for schools to come out on trips. The online resources created and the 3D-printed objects provided during the pandemic continue to be used by teachers providing a valuable link to the museums and object-based learning. Combined with visits to the museums and campus these resources give a richer offer to schools.

The web pages and blogs, Ask the Expert in particular, have reached a broader audience. Although this is not within the remit of this programme, it is gratifying to have questions from young people in India, USA and Indonesia, as well as east London school students; giving these students the chance to engage with UCL certainly raises their awareness of the university and broadens the reach of the UCL East Museums and Schools programme.

Emma Bryant

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