



UNIVERSITY OF
CAMBRIDGE

Cambridge Centre for Teaching & Learning

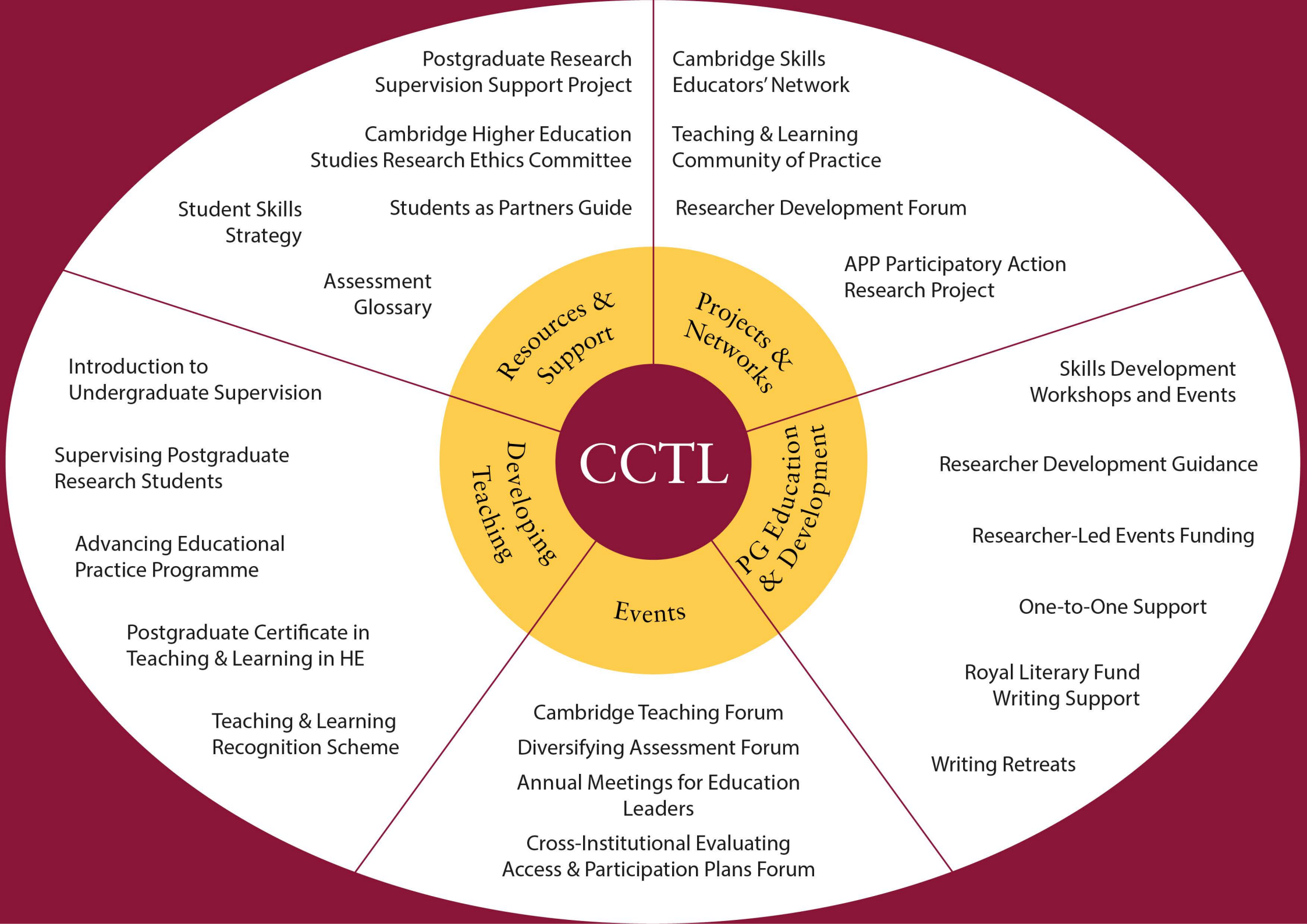
Year in Review 2023-24






www.cctl.cam.ac.uk
www.rdp.cam.ac.uk

We specialise in educational development and postgraduate researcher development. Working in collaborative, research- and evidence-informed ways, we provide accredited teaching programmes and workshops and a suite of opportunities for postgraduate research students to develop their academic and professional skills. We convene events and networks, encouraging scholarship and enquiry into educational experiences, practices and change.

This *Year in Review* focuses on collaboration and exchange. We have selected examples of projects and tools enabling staff and students to co-investigate questions and to contribute towards meaningful change. We put a spotlight on networks which enable colleagues to share ideas and experiences, fostering innovative and inclusive practices and contributing to institutional learning. And we present our newest teaching development programme alongside our established Postgraduate Certificate in Teaching & Learning in Higher Education.

Links to our projects and resources are embedded throughout.



Developing Teaching		592 new undergraduate supervisors completed our introductory training	99 colleagues accredited via our development programmes	eight colleagues participated in our pilot RD Fellows Programme
Postgraduate Education	two new themed activity months arranged for PG research students	5,087 places offered on our PG research student workshops		420 visitors to the Supervising Postgraduate Students resource
Events	15 institutions hosted at the Evaluating Access & Participation Plans Forum		64% increase in delegates attending the Cambridge Teaching Forum	440 registrations across our suite of annual and one-off events
Projects & Networks	171 colleagues joined the new Teaching & Learning Community of Practice	18 departments represented at the termly Researcher Development Forum	61 members of the Cambridge Skills Educators' Network	
Resources & Support		1,677 subscribers to the termly Teaching & Learning Newsletter	63,934 visits to our website across the 2023-24 academic year	seven universities contributed to the Community of Practice Toolkit project

Educational Enquiry: in partnership

In 2023-24, we worked with colleagues and students across a range of disciplines, roles and environments to explore experiences of teaching, learning and assessment at Cambridge. This work contributes to commitments to understand and address inequities in educational experiences and outcomes as set out in Cambridge's Access & Participation Plans.

Students as Partners Guidance

Working with students to co-create, co-teach, co-research and co-develop their educational experiences has become an increasingly common practice in higher education in the UK and internationally. In Cambridge, over the past five years over 120 students have contributed as co-researchers to our Access & Participation Plan Participatory Action Research Project, generating rich insights and helping to identify ways of developing more inclusive practices.

We developed new guidance to respond to growing interest from colleagues seeking to engage or partner with students in educational enhancement projects. The 'Students as Partners Guide' offers practical support and resources for staff in setting up and implementing partnership projects, with case studies and examples of practice.

During 2023-24, we directly supported the University Counselling Service and Cambridge Zero among others in devising student partnership projects, so that they could learn more about students' experiences of their provision and about students' ideas for further improvements.

For more information, contact Dr Cassie Lowe (cvl29)

Curriculum Review in Engineering

We were invited by the Department of Engineering to co-lead exploratory research into their undergraduates' learning experiences, with a particular focus on a persistent gender awarding gap. Working in partnership with the Deputy Head of Teaching and Student Academic Reps, the research sought to understand the enablers and barriers to students' academic success in Part I.

Staff and students contributed their insights and experiences through focus groups, questionnaires and individual interviews. The findings have led to Department-wide reflections on how the curriculum, teaching, assessment and supervision processes can be enhanced, contributed to plans for reforming Engineering Part I, and fostered wider discussions on inclusive educational practices across the whole Tripos.

Aakash Gupta, final-year undergraduate at the Department, received the internationally-recognised 'Student Partnership Impact Award' from the Staff & Educational Development Association and JISC (Joint Information Systems Committee) in recognition of his work and impact as co-researcher on this project.

For more information, contact Dr Kamilah Jooganah (kj388)

“We found the ‘Students as Partners’ guidance invaluable in supporting student projects on climate and sustainability education within undergraduate curricula this year. I definitely plan to use it to guide future collaborations, as it offers a helpful framing for both staff and students to feel supported.”

Fostering cross-institutional dialogue

In 2023-24, we continued to strengthen engagement and to seek new collaborations with colleagues in other universities. Doing so enabled us to learn from and with others in the sector, fostering dialogue and reflection, enabling exchange of knowledge and inspiring innovation.

Forum: Evaluating Access & Participation Plans

We led and hosted a sector-wide forum on 'Evaluating Access & Participation Plans' in October. Colleagues working in access & outreach, widening participation, student progress & success and evaluation came together from universities including King's College London, LSE, Oxford, Reading, Southampton and UCL.

The one-day event provided opportunities to share lessons learned on developing and evaluating current (2020-25) APPs, applying these to existing and new initiatives for APPs in development. Delegates report that the forum has led to continued knowledge-exchange and the development of a number of research projects.

Our guest speakers - Prof. Liz Austen (Sheffield Hallam), Dr Paul Ian Campbell (Leicester) and Dr Sally Andrews (Staffordshire), joined by Cambridge student Jordan Byrne - offered critical insights on the 'wicked problems' associated with inequities in higher education, the need for critical and creative engagement with evaluation methodologies and developing inclusive approaches to evaluative enquiry which teaching staff can use to help improve educational practices.

For more information, contact Dr Amy Smail (as3394)



Project: Guidance for Developing Teaching & Learning Communities of Practice

This year, we led a successful bid for funding from Advance HE to develop a toolkit to support those looking to establish and sustain teaching & learning Communities of Practice. We also launched a Community of Practice itself focused on supporting those running such efforts.

This international project was a collaborative undertaking with colleagues from Leeds, Sydney, Goldsmiths, Bangor, Cardiff and Brighton.

The toolkit will be published in spring 2025.

For more information, contact Dr Cassie Lowe (cvl29)

“What a great opportunity to collaborate with other institutions! The forum gave me a much-needed chance to actually reflect on how I approach evaluation at my institution, while giving me a lot to take away with ideas realistic to what can actually be done rather than what is just not possible.”

Developing teaching

Our cohort-based teaching development programmes are a core part of our work, providing opportunities for Cambridge colleagues to learn with and from peers as well as our programme teams. In 2023-24, we reached a new milestone: all of our programmes are now accredited by Advance HE.

Researcher Development Fellows Programme

This pilot programme, supported by Enhancing Research Culture funding, provides a new route for postdocs to gain experience of teaching and enables CCTL to extend our Cambridge-wide provision for postgraduate students with some discipline-specific offerings. Eight postdoctoral researchers successfully completed the pilot programme and all seven who applied for Associate Fellowship of the Higher Education Academy (AFHEA) were successful.

Taking part in the programme equips participants to design and deliver workshops for PhD students within their departments, gaining paid classroom experience. Participants are introduced to a range of inclusive and innovative teaching practices and feedback strategies specific to the PhD journey and context. The programme combines tailored support with opportunities for self-reflection and peer learning.

For more information, contact Dr Sonja Tomašković (st560)

“RD FP has been a remarkable journey for my personal growth. The small-group setting... coupled with tailored advice and supervision, provided clarity and support throughout.”



Postgraduate Certificate in Teaching & Learning in Higher Education

The Postgraduate Certificate is our longest-running programme, open to Cambridge staff who teach / support the learning of Cambridge students. Our 130 ‘graduates’ include Directors of Teaching, Senior Tutors and four Pilkington Prize Winners, as well as colleagues who have gone on to secure academic positions in other universities.

On completing the Postgraduate Certificate, this year’s cohort will also - for the first time - become Fellows of the Higher Education Academy (FHEA).

For more information, contact Dr Meg Tait (mebt1)

“The way the programme enables participants to focus on specific questions they have devised, with the expectation that they approach these practice-based areas of inquiry in a scholarly way whilst benefitting from engagement in a peer-supported environment, is very powerful.”