



UNIVERSITY OF
CAMBRIDGE

Cambridge Centre for Teaching & Learning

Year in Review 2022-23



The Cambridge Centre for Teaching & Learning (CCTL) comprises teams specialising in educational development and in postgraduate researcher development. Working in a research-rich, devolved environment which is renowned for academic achievement, we promote collaborative, research- and evidence-informed approaches to understanding complex educational priorities, developing as individuals and as educators and contributing to meaningful change.



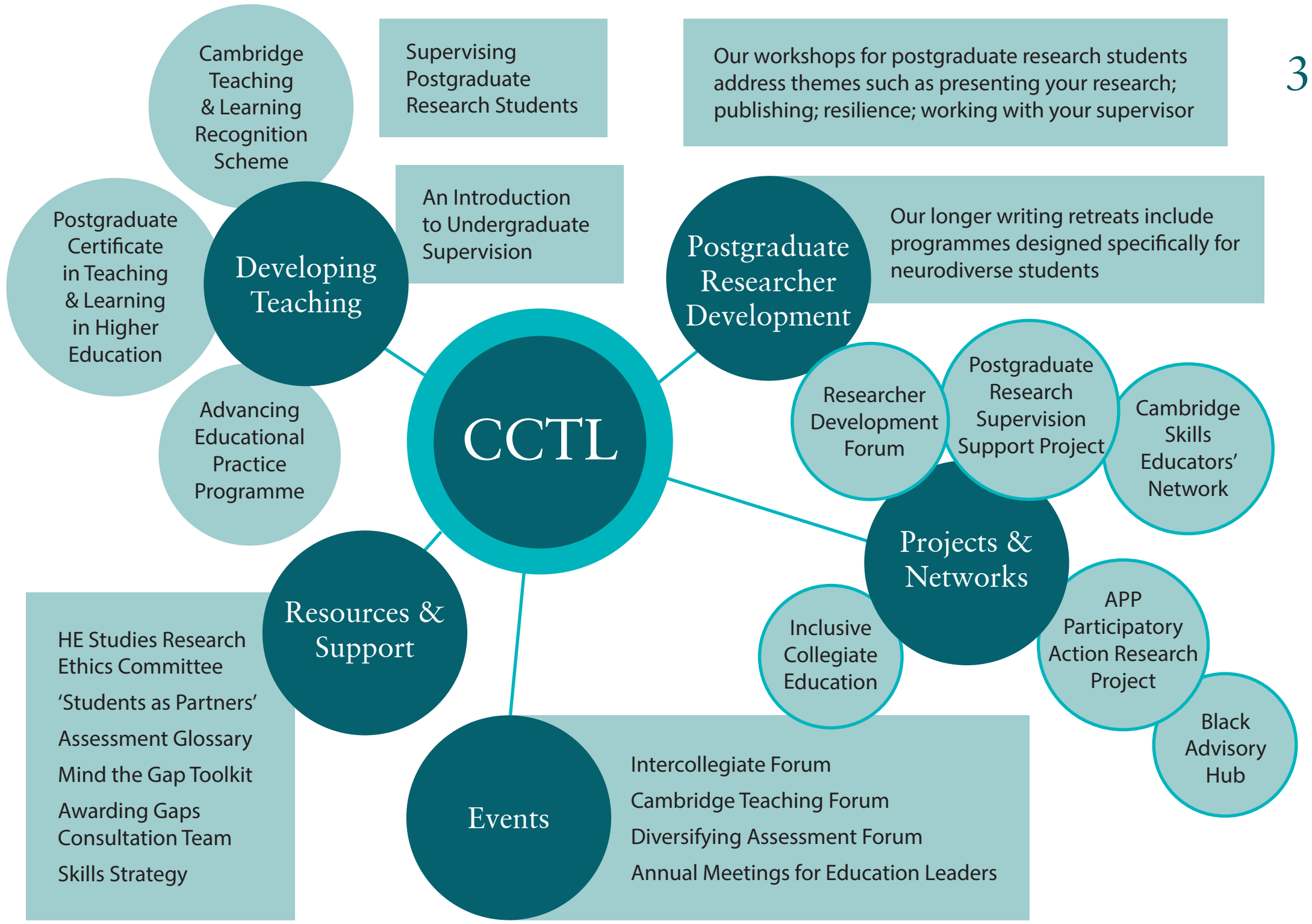
We provide opportunities to develop knowledge and practice in teaching and supporting the learning and development of Cambridge students, and provide a suite of development opportunities for postgraduate research students. We coordinate events and networks which encourage staff and students to share their best ideas and learn from each other.




This *Year in Review* gives an overview which we hope illustrates the breadth and diversity of our work. This year, we have also chosen to focus on three elements of our work in more detail: our new teaching development programmes; our support for inclusive undergraduate education; our contributions to enhancing postgraduate research education.

Links to our webpages are embedded throughout. Please do contact members of CCTL if you'd like to know more.

[Subscribe to our newsletter](#)





<h2>Developing Teaching</h2>		<p>652 new undergraduate supervisors completed our introductory training</p>	<p>74 colleagues completed one of our development programmes</p>	<p>50 colleagues achieved accreditation with Advance HE</p>
<h2>Postgraduate Education</h2>	<p>150 workshops hosted for postgraduate research students</p>	<p>3,950 places offered on our postgraduate research student workshops</p>		<p>508 views of the new Supervising Postgraduate Students resource</p>
<h2>Events</h2>	<p>23 of the Colleges represented at our new intercollegiate fora</p>		<p>52 students co-organised, co-facilitated or presented at our events</p>	<p>473 registrations across our suite of annual and one-off events</p>
<h2>Projects & Networks</h2>	<p>46 colleagues joined the new Cambridge Skills Educators' Network</p>	<p>23 student-led research projects on awarding gaps undertaken</p>	<p>72% of incoming Black students registered for the BAH induction event</p>	
<h2>Resources & Support</h2>		<p>1,433 subscribers to the termly Teaching & Learning Newsletter</p>	<p>67,219 visits to our website across the 2022-23 academic year</p>	<p>10 departments working with us on the PGR Support pilot project</p>

Developing Teaching

We launched two new programmes in 2022-23 - the Advancing Educational Practice Programme and Cambridge Teaching & Learning Recognition Scheme - both of which offer colleagues routes to accreditation with Advance HE. Our Postgraduate Certificate in Teaching & Learning in Higher Education will be introduced in accredited form this 2023-24 academic year.

Advancing Educational Practice Programme

The first cohort of 28 Cambridge educators to complete this flexible, nine-month programme are now accredited as Fellows of the Higher Education Academy. Working within small peer groups and with the support of a tutor, participants inquired into teaching and assessment strategies that encourage deeper, active learning; developed their own inclusive designs for learning; devised their own exercises in peer observation of teaching and evaluating learning.

[For more information, contact Dr Mary Beth Benbenek \(mbb37\)](#)

Postgraduate Certificate in Teaching & Learning in Higher Education

The seventh cohort of the PGCTLHE saw 24 Cambridge colleagues participate in this twelve-month, flexibly structured programme. The PGCTLHE offers a progression opportunity for those who wish to develop research-informed scholarship of teaching in a multidisciplinary course environment in which peers share expertise and learn from each other. Our 107 alumni across six previous cohorts include four recipients of the University's Pilkington Prize for Teaching Excellence, Directors of Teaching, Senior Tutors, early-career academics and professional services colleagues.

[For more information, contact Dr Meg Tait \(mebt1\)](#)

Cambridge Teaching & Learning Recognition Scheme

The Cambridge Teaching & Learning Recognition Scheme supports colleagues in applying for national recognition of their teaching and learning support experience with Advance HE accreditation, with a programme of workshops and experienced tutors. Already 17 colleagues have secured recognition as Fellows and Senior Fellows of the Higher Education Academy, and in 2023-24 we will further be supporting applications for Associate Fellowship. The Recognition Scheme aims over time to develop and support a community of colleagues who continue to contribute as tutors and assessors.

[For more information, contact Dr Kamilah Jooganah \(kj388\)](#)

“Working with colleagues from a wide range of disciplines has been of great value in broadening my world beyond the limits of my own field. The programme has both helped to fill gaps and has given me the confidence to continue to explore, improve and build on what I have learned, putting that into my everyday practice.”

Inclusive Undergraduate Education

Cambridge has committed to ensuring our undergraduate students are able to access the same opportunities and quality of experience and expect the same outcomes (Access & Participation Plan 2020-25). We are developing an evidence base for enhancing education at Cambridge and provide a focus for Cambridge-wide debate and knowledge exchange.

Access & Participation Plan: Participatory Action Research Project

Since 2020, we have supported annual cycles of student-led qualitative research to develop insights into students' experiences of their education at Cambridge. Focused on students with declared mental health conditions and Black British students, these projects have generated knowledge that can inform meaningful progress and practical steps towards addressing the awarding gaps which affect these cohorts at Cambridge.

Since its launch, 80 students have contributed as paid research assistants to the project, and several hundred students and staff have engaged as respondents. The co-researchers have presented at CCTL events and national conferences; a peer-reviewed publication is pending.

In 2022-23, one strand of students co-developed a brief for guidance on supporting students with mental health conditions with the ADRC. The other strand co-organised a Black Awarding Gaps & Decolonisation Forum, bringing together students and staff to reflect critically and constructively on strategies to address inequitable educational experiences at Cambridge.

[For more information, contact Dr Ruth Walker \(rgcw3\)](#)

Intercollegiate Fora

We convened two fora in 2022-23 which brought together for the first time academic and professional staff and students from across the Colleges, including Senior Tutors, Directors of Studies, librarians and tutorial staff. Structured around panels of Cambridge and external contributors and focused discussion of key aspects of undergraduate education at Cambridge, they provided opportunities to learn from research and practice in the sector and within Cambridge, to share ideas and experiences, and to identify ways of making positive differences to students' experiences and outcomes.

Outputs so far have included a literature review and formative evaluation framework to improve first-year academic induction.

[For more information, contact Dr Meg Tait \(mebt1\)](#)

“A cross-College forum which includes representatives from different departments, triposes, DoSs, library staff, etc. This doesn't happen often! It has been great sharing experiences and ideas. Was good to hear case studies from within Colleges and to have input from a researcher from another university.”

“I wasn’t aware how much work was going on across the University. I am very keen to think more about how this type of work might be showcased to share best practice across the rest of the School. I am surprised (but then not surprised) how much of the work is student-led. It is wonderful that our students are so passionate and driven.”

- Black Awarding Gaps & Decolonisation Forum

Enhancing Postgraduate Research Education

Our postgraduate researcher development education at CCTL fosters students' collaborative capabilities, developing independence and personal effectiveness. We support new supervisors in developing practice, and we work with academic and professional services departments to enhance Cambridge's distinctive and complex research environment.

Writing Retreats for Students with ADHD or Autism

In Michaelmas 2022 we held our first one-day writing retreat for PGR students with ADHD or autism following requests from neurodiverse students. Working with colleagues in the ADRC, the programme included a number of features such as highly structured activities, regular intervals, fidget toys available for participants to use, and defined spaces including a 'quiet' room and a 'noisy' room.

In response to demand we ran two further retreats, supporting a total of 60 students across the year.

[For more information, contact Dr Amanda Brunton \(alb200\)](#)

Researcher Development Forum

Colleagues involved with researcher development across Cambridge - including the Careers Service, Public Engagement and Libraries - joined us in June to discuss insights, share experiences and learn about how CCTL are redeveloping our Postgraduate Researcher Development provision. As described by one colleague, *"An excellent chance to share experience on supporting researchers over the past year and to brainstorm ideas with RD providers."*

The Forum will continue across 2023-24 to inform future planning and foster opportunities for collaboration.

[For more information, contact Dr Christian Gilliam \(cag78\)](#)

Supporting PGR Supervision and Supervisors

In 2021-22, we introduced a workshop for new supervisors of PGR students and worked with the Blended Learning Service and Postgraduate Research Office to develop a comprehensive online resource which combines University policy and guidance with advice drawn from more than 100 Cambridge supervisors. This year 333 staff visited the online resource over 500 times.

We are now using action research, a participatory and iterative approach that seeks to capture multiple perspectives, to co-develop contextualised support for experienced supervisors. The model employed allows the project to evolve in response to need. After presenting the pilot at the 2022 Annual Meeting for Directors of Postgraduate Education & Postgraduate Tutors, the project now involves 10 departments drawn from across all 6 Schools.

[For more information, contact Dr Sophie Pickford \(seop3\)](#)

“I’ve attended many other courses over the years with desperate hopes to find strategies or solutions, but they have often left me feeling even more lost. The advice [here] was so relevant, and the structured day helped considerably. I’ve understood basic differences that are likely to have a lasting effect on my PhD.”

- Writing Retreats for Neurodiverse Students

“The survey developed with several departments has been well thought out, as evidenced by the useful data collected from participants. Equally impressive and helpful has been the efficiency of execution, communication, data analysis and discussions. Really, really helpful and exciting as this has tremendous potential to improve how we supervise postgraduate students.”

- Postgraduate Research Supervision Support Project

