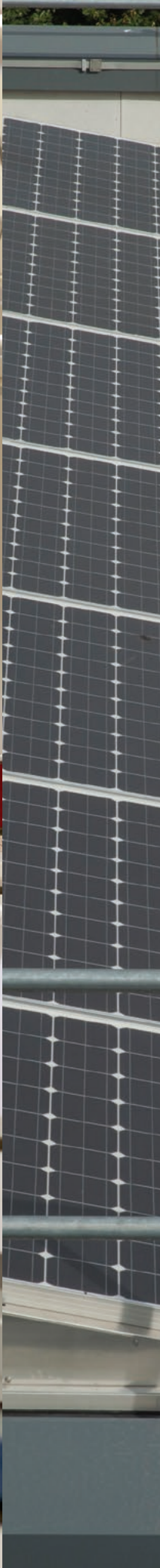




2013–2014

Review





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– Academic leadership grounded in intellectual excellence

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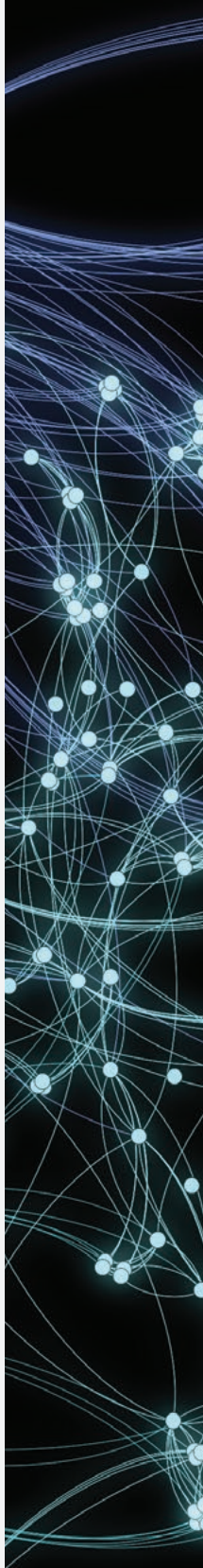




Photo: Niek Posthowski



Introduction

It is my great pleasure to introduce this summary of UCL's activities and achievements in 2013/14 – a period marked, once again, by huge success.

This is my first Annual Review as UCL President & Provost and we have made several changes to the format.

First of all, it now covers the academic year (i.e. October–July) rather than the calendar year. The second change is that the content is now organised under the Principal Themes and Key Enablers of our new 20-year strategy, UCL 2034.

Few organisations have the luxury of even being able to plan 10 years ahead, so it is a great privilege to be able to plot UCL's course over the next 20 years.

The key aim of UCL 2034 is to build on our outstanding position as a research and innovation powerhouse and concentrate further our efforts to improve the student experience and enhance our education agenda. This will secure our position as a world-leading institution for decades or centuries to come.

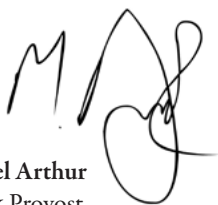
A principal theme has been allocated to each Vice-Provost and, over the following pages, they will explain the thinking behind their theme in more detail.

In each instance, there are accompanying case studies on projects and activities that demonstrate the principal themes in practice.

These institutional highlights range from the launch of the UCL Big Data Institute and the extension of our community partnership programme to east London, to the fascinating new insights into China's Terracotta Army provided by our archaeologists and even a new supernova discovered by some of our Physics & Astronomy students.

A brief report like this can only provide a snapshot of the trailblazing work that takes place at UCL throughout the year. If you would like to keep up to date with – and comment on – developments at UCL more regularly, you can do so through our wide range of communication channels (*see opposite*).

We look forward to hearing from you.



Professor Michael Arthur
UCL President & Provost

The key aim of UCL 2034 is to build on our outstanding position as a research and innovation powerhouse and concentrate further our efforts to improve the student experience and enhance our education agenda.

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UCL 2034

– A new 20-year strategy for UCL



Our Vision

Our distinctive approach to research, education and innovation will further inspire our community of staff, students and partners to transform how the world is understood, how knowledge is created and shared and the way that global problems are solved.

Our Mission

London's Global University: a diverse intellectual community, engaged with the wider world and committed to changing it for the better; recognised for our radical and critical thinking and its widespread influence; with an outstanding ability to integrate our education, research, innovation and enterprise for the long-term benefit of humanity.



Principal Themes

1. Academic leadership grounded in intellectual excellence
2. A global leader in the integration of research and education, underpinning an inspirational student experience
3. Addressing global challenges through our disciplinary excellence and distinctive cross-disciplinary approach
4. An accessible, publicly-engaged organisation that fosters a lifelong community
5. London's Global University: in London, of London and for London
6. Delivering global impact through a network of innovative international activities, collaborations and partnerships.



Key Enablers

- A. Giving our students the best support, facilities and opportunities
- B. Valuing our staff and delivering on equality and diversity
- C. Financing our ambitions
- D. Delivering excellent systems and processes in support of UCL's vision
- E. Maintaining a sustainable estate to meet our aspirations
- F. Communicating and engaging effectively with the world



Founding Principles

This strategy is formulated within the context of our proud history and our values.

Academic leadership

– Academic leadership grounded in intellectual excellence



Professor Michael Arthur, UCL President & Provost

A university's contributions to society flow from the intellectual excellence that it seeks to produce and nurture.

At UCL, this excellence has always stemmed from the huge number of leading academics that we have been able to attract to London. These talented individuals possess the imagination and insight to address questions whose significance is not yet readily apparent, or provide new answers to puzzles that have frustrated all others.

They also make contributions to the intellectual life of their discipline, inspire their students and are openly engaged in cross-disciplinary collaboration. Professor Jane Dacre, Director of UCL Medical School, is a prime example. She is a practising consultant physician and rheumatologist at the Whittington Hospital in north London, but has also focused her research career on medical education and, most recently, was elected president of the Royal College of Physicians in April 2014.

The most recent funding announcement from the European Research Council (ERC) is another example of our collective academic leadership. In 2013, we received more than €33 million, taking our share of ERC money beyond €156 million for the period 2008–2013.

In particular, along with Oxford, we won nine consolidator grants – the highest number awarded to any UK university. These grants allow young researchers to make the transition from working under a supervisor to being independent researchers in their own right and, in our case, the applications came from right across the academic spectrum – from neurology to nanotechnology and anthropology.

However, we must guard against complacency. The ability to cultivate and support these intellectual leaders is a critical test of a global university –

particularly if we are to maintain our position as one of the world's leading comprehensive universities.

This principal theme outlines the steps that we need to take to provide an exceptional level of academic leadership for UCL for the next 20 years.

We must also take risks and create new entities that are at the cutting-edge of cross-disciplinary research

In particular, we must ensure that we create an outstanding intellectual and academic environment at UCL that supports, attracts and retains the very highest international quality staff and students – especially those who wish to contribute enthusiastically to the relationship between education, research, innovation and enterprise.

To do this, we need to develop our staff at all career stages to act as exemplars through their academic, professional and intellectual pursuits, and be confident and effective at engaging with students as partners in our global endeavour.

As an institution, we should maintain and improve the diverse environments required to support academic leaders in different fields and of different styles, while also being vigilant against threats to the fundamental academic freedoms that such intellectual leadership requires.





Clinical Skills training session

We must also take risks and create new entities that are at the cutting-edge of cross-disciplinary research such as our Institute of Sustainable Global Prosperity and the Centre for Study of Decision-Making Uncertainty.

Another example is the Centre for East European Language-Based Area Studies, Centre for Doctoral Training, which is led by the UCL School of Slavonic & East European Studies in partnership with the universities of Cambridge, Manchester and Oxford. Funded by the Arts & Humanities Research Council, it promotes outstanding postgraduate research and top-quality training in Russian, Slavonic and East European languages and culture.

Above all, we must remain vigilant and focused on our overall performance as a world-leading academic institution, comparing ourselves with the very best in the world.

The main route for monitoring our progress will be via the annual planning process for the university's 11 faculties. This reports to UCL's senior management team (SMT) and, ultimately, to Council.

To assist this process, we will create a technology-based system of immediately accessible information and benchmarking data at institutional, faculty and individual departmental level. This will allow us to be clear and confident about our performance, compared to both UK and international peers.

We will also keep our current academic structures and activities under high-quality review every five years, constantly seeking to improve our overall level of academic achievement and striving to be bold and innovative on a global scale.



Exploring how members of public institutions interact with each other is important in order to understand how policy interests and political influence are manifested. This image shows a network of the 639 members of the House of Commons during the 2012-13 parliamentary session

Mr Stefano Gurciullo,
(UCL Political Science /
School of Public Policy)

Photo: Stefano Gurciullo

UCL Big Data Institute launched

The launch of the new UCL Big Data Institute in December 2013 marked a further boost to research activities at UCL.

UCL and Elsevier, a world-leading provider of scientific, technical and medical information products and services, are working collaboratively on defining innovative ways to serve the needs of researchers better through the exploration of new technologies and analytics, which can be applied to scholarly content and data.

The UCL Big Data Institute incorporates Elsevier-funded research and studentships that offer exciting new opportunities to research the analysis, use and storage of big data. It also delivers employment and commercialisation activities in collaboration with the Elsevier Centre of Excellence, UCL Business and UCL Consultants.

The institute complements our wide range of other research activities and joint initiatives within the broad and

expanding area of big data and research analytics. To ensure that these are fully integrated, a new research domain for ‘e-research’ has been established with the aim of connecting the community and sharing insights across the field.

“Big data is one of the eight great technologies,” said Rt Hon David Willetts MP, then Minister for Universities & Science. “It has the potential to play a crucial role supporting the growth of the UK economy. Therefore, collaborations like this one are vital if we are to take full advantage of the big data revolution and stay ahead in the global race.”

Research projects already underway include a multi-disciplinary collaboration between Dr Jing-Hao Xue (UCL Department of Statistical Science) and Dr Zhanyu Ma from the Pattern Recognition and Intelligent Systems Laboratory, Beijing University of Posts and Telecommunications, which aims to develop a new approach to big multimedia data.

Academic Leadership in numbers

85

Highly prestigious European Research Council Investigator Awards
(3rd among all European universities)

£375m

Research income
(+15.1% increase)

983

Professors
(most in UK)

New clinical studies and trials unit opened

The new Leonard Wolfson Experimental Neurology Centre (LWENC) opened in June 2014, providing significant support for clinical research into neurological diseases.

The new unit, a result of a partnership between UCL Institute of Neurology and the National Hospital for Neurology and Neuroscience (NHNN), was created to undertake experimental medicine studies and early phase clinical trials, including first-in-human studies, which aim to identify potential disease-modifying therapies for conditions such as Alzheimer's, Parkinson's and multiple sclerosis.

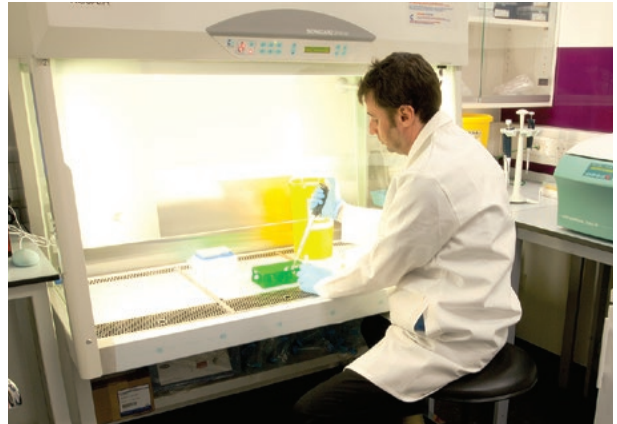
“The highest priority for patients with neurodegenerative diseases is to find treatments that slow or halt the progress of the disease or delay its onset,” said Nick Fox, Professor of Neurology at UCL and a principal investigator at the LWENC.

“We aim to speed up the development and validation of treatments, and open an earlier window to patients through which we can provide treatment and try to minimise the damage caused by neurodegenerative disease.”

Established through a £20 million award from the Wolfson Foundation, the LWENC brings together the expertise of UCL's and UCLH's leading scientists and clinicians, as well as the knowledge of renowned international collaborators and industry partners.

In addition to setting up the centre, the funding award was also used to establish a new education and research programme that builds on UCL's cross-disciplinary expertise in neuroscience to provide unique training opportunities for future generations of neurodegenerative disease researchers.

The LWENC is located within the Albany Wing at the NHNN and includes three inpatient rooms, an infusion suite and a laboratory. The centre operates 24 hours a day and is complemented by an experienced medical and nursing team.



Right & below: New facilities at the LWENC
credit: UCL IoN Medical Illustration



Integrating research and education

- A global leader in the integration of research and education, underpinning an inspirational student experience



Professor Anthony Smith,
Vice-Provost
(Education & Student Affairs)

Teaching, learning and the student experience is a central pillar of the UCL 2034 strategy. We are committed to developing a distinctively 'UCL' approach to the undergraduate programme in particular, by conceptualising our teaching and learning as research based: giving students the opportunity to learn by framing, developing and carrying out their own research in ways that reflect the research culture of their disciplines.

UCL Chemistry undergraduate laboratories



This is a change of emphasis for UCL rather than a change of practice, but one that is certain to galvanise our staff over the next few years.

In 2013–14, we laid the groundwork for a transformational programme of curriculum redesign and redevelopment – the Connected Curriculum – which will, ultimately, ensure that all undergraduate students at UCL have regular opportunities to learn by undertaking research, rather than simply learning from staff who are active researchers. This new initiative will bear fruit in the very near future, with huge implications for education at UCL.

Our priority in 2013–14 was to take swift action in response to student feedback about the quality of their experience, following the publication of the National Student Survey (NSS). Disappointing results for 2013 placed us in the bottom quartile of all responding institutions, and we have been determined to address the concerns implicit in that result as a matter of urgency.

In 2013–14, we established the Student Experience Forum, which brings together senior staff and student representatives to look at student life at UCL in the round, monitoring student satisfaction with education, living conditions and the pastoral and

extra-curricular infrastructure. Departments are also engaging directly with the NSS results for their area through new Development Plans. These will be updated annually and encourage discussion between staff and students on a range of issues that can be tackled at local level, such as marking policies, course content and careers support.

New opportunities for the discussion of student feedback will prepare the ground for a more fundamental review of student engagement at UCL in 2014–15, in line with the UCL 2034 commitment to ensure that we treat students as full partners in the university community.

UCL is fortunate to have many dedicated staff who are committed to inspiring and supporting their students to learn. The annual Provost's Teaching Awards are a celebration of these individuals and the difference that their efforts can make to the ways in which their students think of themselves and their capacity to effect change in the world.

This year, 22 members of staff were formally recognised for their contribution to education at UCL, ranging from postgraduate teaching assistants and early career staff to those with a strong track record in their field.

This is a change of emphasis for UCL rather than a change of practice, but one that is certain to galvanise our staff over the next few years.

A number of awards were made to groups of staff whose collaboration is having significant impact on course design and development.

UCL is also a strong supporter of the UCLU Student Choice Teaching Awards, which are student-nominated awards recognising outstanding teachers who go above and beyond expectations for their students. This public acknowledgement of exceptional talent and commitment is a reflection of our UCL 2034 pledge to show how we value our staff and the effort and expertise that they bring to UCL's students.

One of the most exciting developments of 2013–14 was the first full year of the UCL Global Citizenship Programme, which had run as a small pilot in 2012–13. For two weeks after summer exams have finished, we provide a range of opportunities to help students boost their studies, enhance their future and make an impact on the world.



In each year of the programme, students follow different journeys – academic courses in the first year, and practical, real-world projects in enterprise, employability and the voluntary sector in the second and final years. Each element of the programme complements students’ formal education, and helps prepare them for the world beyond graduation.

More than 500 students participated this year – a tally that will more than double for 2014–15 – and reported high levels of satisfaction with the content of the course. It enables them to tackle small research projects in fields with the potential for huge impact, simulating the activity of UCL’s researchers working on some of the major challenges facing the world today.

The content of the programme reflects some of the most innovative thinking about undergraduate education at UCL, and provides a possible blueprint for further work in this area as we move in 2014–15 towards the new framework for the UCL undergraduate degree.

One final major success in 2013–14 was the award of £2.3m from Higher Education Funding Council for England (HEFCE) to fund research into successful strategies for attracting and retaining students from

non-traditional backgrounds into postgraduate education. The Postgraduate Support Scheme funding allowed us to offer bursaries to students who would otherwise not have been able to take up places in 2014–15. It will also support us to work towards greater equality at UCL at postgraduate level by helping us to identify what makes the difference for non-traditional students, and how we can persuade and support more of them to join us at UCL.



Video assignment introduced to boost student engagement and digital literacy

Professor Marcos Martinon-Torres
(UCL Institute of Archaeology)

We always think about making the delivery of our teaching more enjoyable, but sometimes we don’t think about how assessment can be used to motivate and engage students.

That’s why I decided to introduce video on the undergraduate archaeometallurgy module, giving students the option of creating a five-minute documentary as an assessed piece of work, instead of the typical essay, which a student is regularly expected to produce throughout his/her study.

The brief was simple – choose a topic relevant to the module and make a short video aimed at the general public. None

of the participants had created this kind of video before, yet a number of them obtained much higher marks on the video than they had for the previous essay.

The technical aspect was far less of an issue than expected and, overall, students responded positively to the creative challenge. One student travelled 270 miles to film herself performing experiments at an important site, while others used museum objects and interviewed experts.

There was a lot of variety and effort, and this shows that when you give students the freedom to be creative and do their own research, they certainly

will. It also shows that students have varied skills; we should do more to encourage students to capitalise on their individual talents, rather than expecting exactly the same of all.

The project also introduced the students to some important challenges that they will face in their future careers; it gave them the chance to learn about video-making as a transferable skill and prompted them to think about how to democratise knowledge, as all of the videos were made available online.

I believe this idea could be replicated in other disciplines, with the subsequent benefits seen by students and academics alike.



Supernova in Messier 82 discovered by students

Guy Pollack and Matthew Wilde
(UCL Physics & Astronomy)

Our class at UCL's University of London Observatory with Dr Steve Fossey (UCL Physics & Astronomy) on 21 January 2014 was intended as an ordinary telescope workshop. Yet, serendipitously, later that evening, we would discover one of the closest supernovae to Earth in recent decades.

In the time since this supernova actually detonated 12 million years ago, modern humans evolved, the wheel was invented and civilisations rose and fell. But on this night, together with fellow students Ben Cooke and Tom Wright, we were given a demonstration by Dr Fossey of how to use one of the observatory's 0.35-metre telescopes and its sensitive electronic camera. And we happened to choose the galaxy Messier 82 (M 82) as our target, in one of the few remaining clear patches of sky.

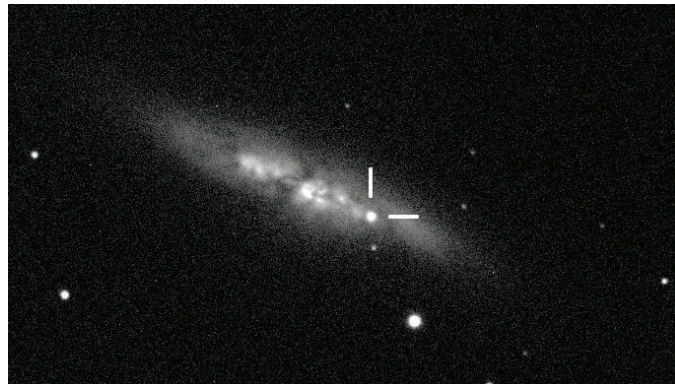
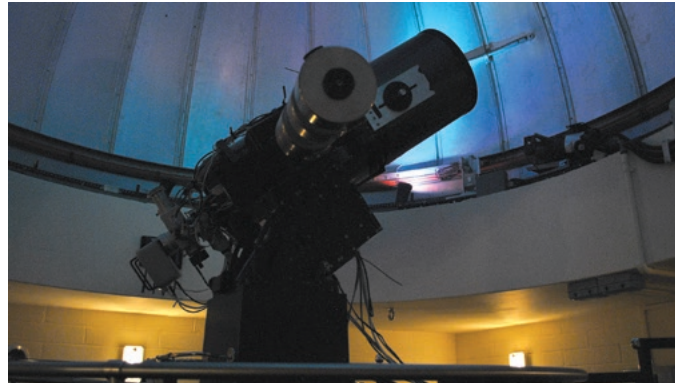
We set up the telescope and took the first exposure, which showed a bright spot that caught Dr Fossey's attention. We had little idea of its implications and initially joked about having 'discovered a supernova', sceptical about it really amounting to anything.

We then inspected online archive images of the galaxy to confirm that the star-like object was new to M 82 and took follow-up images through different coloured filters to check that the object persisted, while Dr Fossey confirmed it with a second telescope. It was then that the magnitude of the discovery began to dawn on us.

It couldn't have been a better start to our astrophysics careers. Being a part of the discovery rather than just hearing about it, and the insight into the world of scientific research and communication that followed, was invaluable.

The fact that UCL operates its own observatory gives us, as astrophysics students, a fantastic opportunity to get to grips with techniques and instruments used by astronomers around the world.

Watch this space, we're only just getting star-ted.



Top: One of ULO's Celestron C14 telescopes, used to find the supernova in M 82

Above: The supernova in M 82
Credit: UCL/University of London Observatory/
Steve Fossey/Ben Cooke/Guy Pollack/Matthew Wilde/Thomas Wright

Teaching & research in numbers

1,600

Research student entry
2013-2014

22

Recipients of Provost's
Teaching Awards

54:46

Ratio of undergraduate:
postgraduate students

350

Industry-funded
PhD students

Global challenges

– Addressing global challenges through our disciplinary excellence and distinctive cross-disciplinary approach



Professor David Price, UCL Vice-Provost (Research)

UCL is London's global university: distinctively committed to working at the frontiers between disciplines and cross-disciplinary approaches to global problems, while also pursuing disciplinary excellence in its own right.

Academic leadership across the full range of disciplines underpins all that UCL can achieve, including our cross-disciplinary activities. It is a mark of our confidence in the quality of our researchers that our submission rate to the Research Excellence Framework 2014, the periodic review of research quality led by HEFCE, was approximately 93% of researchers (and, indeed, more than 95% for early career researchers). We entered nearly 2,500 academic staff, an increased headcount of over a third compared to the previous exercise in 2008, in contrast to a relatively constant submission size from the sector as a whole.

UCL becomes more than the sum of these many excellent parts when such individual experts work together across disciplinary boundaries. These collaborations give UCL its extraordinary potential to drive forward knowledge at frontiers and address complex and systemic problems of global significance.

This approach resonates with the goals of our funders, and it is a mark of this that in 2013–14 UCL's income from peer-reviewed, high-quality research grew to nearly £375m. We have seen a 75% growth in research funding over the past five years, which in this era of austerity shows the excellence and relevance of our researchers' ideas. Many of these new awards lay at the interface between our strengths in medical sciences, and those in physical, engineering and social sciences.

To further improve our cross-disciplinary connections, we launched a set of UCL Research Domains: large, cross-disciplinary research

communities that span our university and partner organisations. The initial domains are Environment, Neuroscience, Personalised Medicine, and Populations & Lifelong Health.

Such cross-disciplinary excellence brings with it a duty to address the problems of global society, and our flagship approaches to this are the four UCL Grand Challenges. Global Health developed a follow-up to the 2009 UCL–Lancet Commission on the Health Effects of Climate Change, jointly with researchers in China and Sweden, aiming to determine and promote the most feasible and cost-effective policies to minimise the health risks from climate change. A symposia series in Sustainable Cities led to the publication of a collection of essays, *Imagining the Future City: London 2062*, describing various scenarios facing the UK's capital over the next half-century.

In Intercultural Interaction, the UCL Science, Medicine & Society Network held the UCL–Lancet Commission on Culture & Health, examining ways in which health and health systems are critically entwined with domains of culture, and reviewing the systematic neglect of culture in health. In recognition that behaviour change is a challenging and complex process, Human Wellbeing facilitated the creation of the UCL Centre for Behaviour Change, with expert input from disciplines including psychology, computer science, engineering, political science, economics and law.

The UCL Policy Commission on the Communication of Climate Science, chaired by Professor Chris Rapley (UCL Earth Sciences), drew on experts in psychology, neuroscience, science and technology studies, earth sciences and energy research within and beyond UCL to examine the challenges faced in communicating climate science effectively to policymakers and the public. The authors have discussed their recommendations



UCL cancer experts discuss patient progress at the University College Hospital Macmillan Cancer Centre

Our work needs to engage with the concerns of external partners and to incorporate perspectives beyond the academy if it is to achieve societal transformation.

with the Department for Energy and Climate Change, the Government Office for Science and the Inter-Academy Panel (the global network of science academies) which is considering the recommendation to establish a professional body for climate scientists.

The Commission's findings will also inform the next generation of scientists through a workshop, Talking to Different Audiences, to be delivered to PhD students in the UCL-led London NERC Doctoral Training Partnership. This is one example of how our PhD students are increasingly exposed to the challenges and benefits of cross-disciplinarity, and 2013–14 brought UCL and our partners unprecedented success in winning doctoral training funding. These awards will see more than 1,000 new four-year research studentships beginning over the next five years, funded by AHRC, EPSRC, NERC and the Wellcome Trust.

We also held the inaugural UCL Grand Challenges Research Summer School, convened by Professor Yvonne Rydin (UCL Bartlett School of Planning), which introduced the UCL Grand Challenges philosophy to 25 selected research students, concentrating on the skills required to plan cross-disciplinary projects.

In the year ahead, we will be conducting a five-year review of UCL Grand Challenges, seeking to ensure that we generate maximum societal impact. The review will consider a significant expansion of the project portfolio and range of subjects addressed, and the development of strategic partnerships to be at the forefront of delivering solutions to aspects of global problems. We will also promote UCL's broad 'wisdom agenda' – that as an institution we generate valuable and long-term responses to the problems of global society – and, as part of that, develop an imaginative set of propositions for encouraging 'disruptive thinking'.

Our work needs to engage with the concerns of external partners and to incorporate perspectives beyond the academy if it is to achieve societal transformation. Please contact us if you would like to explore how, together, we can make the world more prosperous, sustainable and equitable.



Solar panels on the roof of new student residences on Caledonia Road

Greening the Recovery

The UCL Green Economy Policy Commission, led by Professor Paul Ekins (UCL Institute for Sustainable Resources), brings together a diverse group of academics with expertise in economics, the built environment, engineering, political science, innovation and resource efficiency.

It considers how the UK might implement policies that will support an economy that is low-carbon, resource-efficient and supports a healthy, diverse environment and a high quality of life.

The commission's report was launched in February 2014. As well as a programme of stakeholder engagement throughout the commission, its initial findings were presented at party conferences in September 2013 (including a shared platform with the Secretary of State for Business, Innovation and Skills).

The report's recommendations have led to subsequent briefing and discussion meetings with officials from the Departments of Energy

and Climate Change, Environment, Food and Rural Affairs, Business, Innovation and Skills (BIS), and the Foreign and Commonwealth Office as well as a number of backbench MPs at a parliamentary briefing meeting and members of the Energy and Climate Change Select Committee. Commission Chair Professor Paul Ekins was asked to act as the expert adviser for a day-long event to review industrial strategies led by the BIS Green Economy Council.

UCL also hosted a half-day workshop on resource efficiency led by David Mackay (Chief Scientific Adviser to the Department of Energy and Climate Change) to which Professor Ekins was invited to contribute. One of the report's recommendations – the creation of a green innovation arm of the British Business Bank – has been included in the Liberal Democrats' 2015 general election manifesto.

Global challenges in numbers

95%

of early career researchers submitted to REF

1st

UCL Grand Challenges summer school held in 2013-14

12th

University in the world for highly cited papers on Thomson Reuters Essential Science Indicator

44

Cross-disciplinary research themes

i-sense awarded £11m to test and track infectious diseases

In October 2013, the Engineering and Physical Sciences Research Council (EPSRC) awarded an £11 million grant to Professor Rachel McKendry for a pioneering research project that aims to prevent the spread of infectious diseases.

i-sense, the EPSRC Interdisciplinary Research Collaboration (IRC) in Early-Warning Sensing Systems for Infectious Diseases, intends to engineer a new generation of innovative web-based monitoring systems, combined with low-cost mobile phone diagnostics, that will help prevent outbreaks of infectious diseases such as HIV, MRSA and pandemic influenza.



Mobile technology health diagnostics

Led by UCL, it brings together a team of scientists, engineers and clinicians from Imperial College London, Newcastle University, London School of Hygiene & Tropical Medicine, University of Surrey and Public Health England, which will exploit information from social media and search engine queries to identify outbreak hotspots.

This data will be combined with results from mobile phone-connected tests to provide doctors and public health centres with real-time, geographically-linked information about emerging infections. Mobile phones will allow wider access to testing in GP surgeries, community settings, the home and the developing world, and will help patients gain faster access to treatment.

£10m awarded for fetal surgery research

UCL is working towards a major development in surgery on unborn babies thanks to a £10 million award from the Wellcome Trust and the Engineering and Physical Sciences Research Council (EPSRC), under the 'Innovative Engineering for Health' initiative.

This new research project, titled GIFT-Surg (Guided Instrumentation for Fetal Therapy and Surgery), is led by UCL in collaboration with KU Leuven in Belgium, who will work with surgeons and doctors at Great Ormond Street Hospital, University College London Hospital NHS Trust and UZ Leuven as part of a multidisciplinary team.

GIFT-Surg will engineer a novel combination of innovative interventional imaging systems and MRI/ultrasound scans to provide accurate visualisation, both pre-operative and real-time, which will be used by surgeons in conjunction with advanced surgical tools that offer new levels of flexibility and precision.

The project will also develop a training platform to equip surgeons with the necessary skills in the treatment of congenital birth defects like spina bifida and twin-to-twin transfusion syndrome.

“Operating on babies in the womb is not undertaken lightly and is reserved for just a handful of the most severe defects,” says Professor Sebastien Ourselin, Principle Investigator, UCL Centre for Medical Image Computing. “Very few procedures can be performed safely on the fetus using keyhole surgery, and more complex ones require opening the uterus, which puts both the mother and unborn baby at risk.

“Our aim is to combine minimally invasive surgical techniques with stem cell and gene therapies to treat a wide range of diseases in the womb, with considerably less risk to both mother and baby.”

Severe congenital defects account for many baby deaths each year, but it is hoped that advanced developments in fetal surgery will allow earlier intervention for much improved outcomes, transforming this field of treatment and the lives of many.

The year in pictures

1



2



3

- 1 The Folk Society – winners of the UCLU interclub dodgeball tournament
- 2 Living with Chronic Disease photo competition: Stone crusher worker by Debdatta Chakraborty
- 3 Fossil hunting in Namibia
- 4 UCL at the China Science Festival
- 5 Slade School of Fine Art degree show
- 6 UCL Centre for Advanced Biomedical Imaging (CABI) at the Royal Society Summer Exhibition

4



5



6





7



8

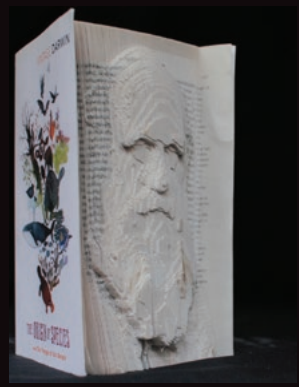
9



- 7 New student residences on Caledonia Road
- 8 UCLU Welcome Fair
- 9 UCL alumnus Jonathan Dimbleby hosted Any UCL Questions?, an event on the theme of the UCL 2034 strategy
- 10 University College Opera performed Rimsky-Korsakov's masterpiece, *The Snowmaiden*, at the UCL Bloomsbury Theatre
- 11 Darwin (or) Bust exhibiton



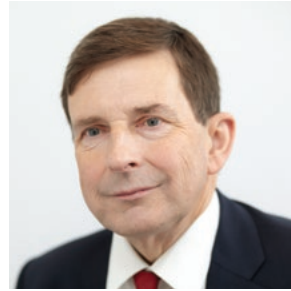
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11

Community

– An accessible, publicly engaged organisation that fosters a lifelong community



Rex Knight,
UCL Vice-Provost
(Operations)

Openness and accessibility, and responsiveness to the community have been central to UCL's mission since 1826.

These commitments remain at the heart of UCL – as can be seen from their place in one of the six Principal Themes of our strategy for the next 20 years.

UCL already puts a great deal of time and resources into accessibility, and UCL East – our planned second campus on Queen Elizabeth Olympic Park – is a clear demonstration of our intent to extend the opportunities for a UCL education to east London.

Developing UCL East has provided the opportunity to connect with the local community in Newham and beyond, articulating the benefits that a university can bring.

We already have a member of staff in Public and Cultural Engagement based in Newham, which has led to several initiatives that have taken place over the past year. These include summer schools, activities for families by the UCL Grant Museum of Zoology, a mentoring scheme, and taster days to encourage young people across Newham to consider going to university.

Over the summer, we shared our research with the local community in Bloomsbury by taking our free, public Lunch Hour Lectures on tour to the offices of the *Guardian* newspaper.

The four lectures marked the centenary of the start of the First World War, examining subjects such as the huge demand for experimental facial reconstructive surgery that the war provoked and the moral challenges faced by scientists on all sides as they were swept up in the tide of militarism and nationalism. The lecture series was extremely well attended and has allowed us to cultivate an ongoing relationship with the *Guardian*.

As part of Principal Theme 4, we want to build on public engagement activities like these and establish UCL as a global leader in this area.

One existing method for achieving this is to acknowledge the great work that our staff are already doing through our Public Engagement Awards. These recognise individuals from across the UCL community and their work both with students and the public.

This year, the winners included Manjula Patrick from the UCL Deafness Cognition and Language Research Centre, who conceived and organised *The History of British Sign Language* exhibition in June 2013, and Michael Edwards (UCL Bartlett School of Planning), who won a Career Achievement Award. Michael's award, in particular, illustrates the long-term commitment that our staff make in this area.

Engagement is very much a two-way dialogue in which all parties have something to contribute and something to gain. Increasingly, we also want to ensure that it enhances our research and teaching, as well as enabling staff and students to develop transferable skills.

A prime example of this in practice is the UCL Centre for Access to Justice. Set up last June by UCL Laws, it works with disadvantaged communities who struggle to gain access to legal representation, providing current LLB students who, under academic supervision, act as lawyers to represent them.

The students have had great success in their cases and made a real difference to the lives of the people they represent. The centre has benefited from strong leadership by the Dean of Laws and was made possible through nearly £200,000 of fundraising support raised through the Development and



Alumni Relations Office, including donations from major benefactors such as the Rangoonwala Foundation.

UCL's alumni community now exceeds 170,000 and is based in 190 countries. We are very grateful to the alumni groups and individuals who have arranged events in more than 20 countries this year.

Particular highlights were the New York Annual Reception in November 2013, held at the British Consulate in the company of our President & Provost, Professor Michael Arthur, and an Alumni and Friends Welcome Dinner for Professor Arthur held in Hong Kong in February 2014.

In the UK, some alumni made speeches to thousands of graduands and their families at UCL's graduation ceremonies to congratulate them on their achievements; others guested on panels of experts at one of our annual, award-winning UCL Connect professional development events. Additionally, more than 500 alumni enjoyed alumni events organised by UCL departments, including the 20th anniversary celebration of the establishment of UCL Science and Technology Studies and the inaugural Slade Print Fair.

We have increased the level of contact with our alumni and more than 95,000 alumni are now receiving our new, regular electronic newsletters.



UCL Museums murder mystery night



The inaugural UCL Communication & Culture Awards recognised the hard work that people at UCL put in to sharing their research, teaching, and learning through media and cultural partnerships

Constitute project launched by the UCL Constitution Unit

A revolutionary new website led by Dr James Melton (UCL Constitution Unit) for reading, searching and comparing the world's constitutions was launched in New York City on 23 September 2013, thanks to funding from Google Ideas and the Indigo Trust – a foundation that funds technology-driven projects to bring about social change.

The website was created to address the fact that, despite the high frequency of constitutional change, there was no single location that constitutional drafters could use to access and compare constitutional documents and language. This is critical to drafters as other countries' constitutions can often help them decide which topics should be included in their constitution and how they should be addressed.

Constitute resolves this by putting searchable copies of the world's constitutions online, drawing on data collected by the UCL Constitution Unit's Comparative Constitutions

Project to allow for powerful, topic-based searches of those texts. There are more than 300 topics for users to choose from on the site, ranging from the general to the specific.

“We hope that Constitute will increase transparency in countries throughout the world by ensuring universal access to the world's constitutions,” said Dr Melton. “We expect that access to these important documents will improve constitution-making.

“As such, this access will also empower ordinary people across the world to learn about their national constitutions, enabling them to play a more active role in the governance of their countries.”

Constitute has already proven popular, attracting 133,308 visitors during the week of its launch alone and receiving a significant amount of press coverage. The website was also recently updated with several new features, including comparative tools and sharing capabilities.

Community in numbers

+170,000

UCL alumni community

£10m

Per annum allocated to widening participation bursaries and activities

1,400

Student volunteers

27%

Increase in public visits to UCL's museums

212

Public engagement projects funded

UCL expands Creating Connections scheme

Last year, following on from a successful three years in Camden, the UCL Public Engagement Unit and UCLU Volunteering Services Unit expanded its Creating Connections programme to east London.

Featuring a mixture of themed discussions and informal networking sessions, Creating Connections brings together UCL staff and postgraduate students with representatives from community organisations, charities, residents' groups, social enterprises and statutory organisations, with the aim of finding ways to work together.

Each termly Creating Connections event starts off with roundtable discussions on five key themes proposed by the participants themselves and facilitated by experts with an interest or experience in each respective theme. To date, themes have included: improving mental health services, education, and building and public space design.

Participants then have the opportunity to network and further explore areas in which there is potential for collaboration from both academic and non-academic perspectives. One joint project undertaken as a result of the event saw UCL students volunteering at a local community

festival, while another involved a research evaluation project of a community youth programme.

“Creating Connections fills a very important need,” said Dr Sarah Bell (UCL Civil, Environmental & Geomatic Engineering), who attended some of the networking events. “It makes UCL more accessible to our local communities and helps staff and students to connect with people who have a real need for research and analysis.”

The east London strand of the programme is run in partnership with Newham Council and the University of East London. In an evaluation conducted in 2014, more than a third of attendees said that Creating Connections had inspired their involvement in other community-university partnership activities.

Creating Connections event
at the UCL Academy



London

– London's Global University: in London, of London and for London



Professor
Steve Caddick,
UCL Vice-Provost
(Enterprise & London)

UCL's support for, and commitment to enterprise continues unabated. The strategy is to support entrepreneurs, collaborate with business and commercialise our research to achieve impact. All this is accomplished with a committed team of people under the banner of UCL Enterprise.

Our students are at the heart of our enterprise strategy and we helped 72 new student businesses get started and provided nearly 60,000 learner hours of training and support. Highlights from our student entrepreneurs include the companies bio-bean and Puridify.

Bio-bean is a company founded by two students from UCL, creating advanced biofuels from coffee grounds. Puridify was founded by postgraduate students from UCL Biochemical Engineering seeking to make it easier and cheaper to produce new, affordable medicines. Both are exemplars of the entrepreneurial spirit of our students – and both have won awards, prizes and venture funding to help progress their business ambitions.

Our student entrepreneurs are no doubt inspired by our entrepreneurial staff – who are supported by UCL Business. Last year, UCL Business helped hundreds of academics in a variety of business ventures across technology, arts and humanities, through to drug discovery in areas such as cancer, heart disease and respiratory disorders. Our academic community is at the cutting edge of science and technology and deeply committed to the application of its discoveries for the benefit of society.

UCL is a highly collaborative organisation and we are particularly keen to work with business. Our partnerships with industry vary in size, scope and duration, but strategic partnerships are a cornerstone.

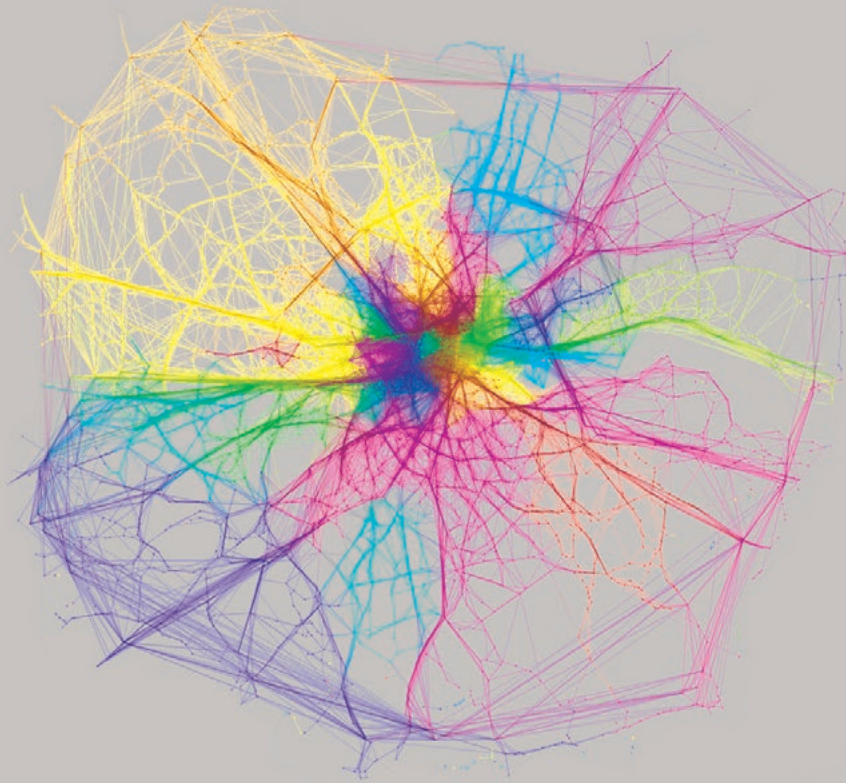
We were delighted to see the launch of Cities Changing Diabetes, a partnership with Novo Nordisk and the Steno Diabetes Center – an ambitious new programme to fight urban diabetes.

This is just a single example. We have many hundreds of collaborations with industry – and the appetite for such collaboration is growing. Our direct contracts from industry have once again dramatically increased: for the first time, our portfolio now exceeds £100m, compared with £55m in 2010. We also have the largest volume of collaborative research grants with industry of any university in the UK. Many of these are through PhD programmes and more than 350 of our PhD students are engaged with industry as part of their research.

UCL also recognises the enormous importance of its activities to the London community and economy. Of course, as a large employer, we provide a serious, immediate benefit to the economy of London. But UCL's enterprise agenda enhances London and our location gives us opportunities to explore new and exciting ways of working.

UCL has for many years worked extremely closely with London's business community and last year managed to provide help and support to almost 1,000 of the capital's small businesses. In 2014, we also launched OpenSME, an innovative new online platform that allows small businesses to identify university partners to help meet their immediate needs.

Our work with the government on the Tech City project continues apace. In December 2013, Prime Minister David Cameron launched IDEALondon, an innovation 'hot-house' in Shoreditch, established by UCL, Cisco and DC Thomson as the Innovation and Digital Enterprise Alliance (IDEA). Already, the centre has supported more than a dozen



Clusters of activity
in minicab journeys
across London

start-ups, drawn both from UCL and from the entrepreneurial community in London more broadly, helping them raise more than £3 million in venture capital funding in the first six months of operation alone. In addition, it has supported many more through bespoke workshops and user testing facilities operated by UCL Advances, our centre for entrepreneurship.

As well as establishing a physical hub for supporting entrepreneurs, our other support programmes for small businesses have gathered increasing momentum. We are supporting more than 100 students through internships with small businesses across London, enabling them to gain transferable skills and to experience what it is like to run a small business. For the business owner, the new perspective students can bring, as well as their enthusiasm, has enabled them to take their businesses in new directions, expanding and, in some cases, hiring the student full-time. It is a win-win for all concerned.

We have changed the futures of more small business owners through delivering the Goldman Sachs 10,000 Small Businesses programme for potential high growth businesses; supported more students

through our Bright Ideas Award programme; and fostered links between companies across Europe through our support of the Enterprise Europe Network, hosted by UCL, which has fostered many fruitful collaborations across the continent at a time when they are much needed.

In recognition of the fact that UCL's support for enterprise is inextricably intertwined with the future of its place in London, towards the end of the year it was decided to expand my role as Vice-Provost (Enterprise) to the new role of Vice-Provost (Enterprise & London).

This new role will integrate strategic planning to make UCL even more responsive to the needs of London. Our position at the heart of the city's cultural, economic and educational life has a bright future.

By breaking down the route selections of 700,000 minicab journeys in London into a network-based structure, community detection algorithms were used to identify areas of high inter-nodal connectivity. The process distinguishes some of the important routes into and around the capital, as well as more self-contained regions.
Dr Ed Manley (UCL CASA)



Battersea Poytechnic, Battersea Park Road, E W. Mountford, architect, 1890s (now converted to housing). Line drawing by Helen Jones for the Survey's Battersea volumes (2013)

The *Survey of London* joins the UCL Bartlett

The UCL Bartlett School of Architecture expanded its teaching and research in the field when it became the new home of the *Survey of London* in October 2013.

The celebrated publication, previously based at English Heritage, is an in-depth, analytical and descriptive urban history of London, providing detailed architectural and topographical studies of the city's streets and acting as a well-respected and authoritative reference point for planners, architects, historians and local residents.

The seven-strong editorial, research and illustrative *Survey of London* team became part of the Bartlett in 2013. Since then, they have contributed to the faculty's teaching and research in architecture, planning, real estate and cultural heritage, as well as the related disciplines of geography, history, economics and archaeology.

"We're delighted that the Bartlett has become the new home for the *Survey*," says Professor Murray Fraser, Vice-Dean of Research at the UCL Bartlett School of Architecture.

"Recording and interpreting our heritage is an essential part of creating the future. The addition of the *Survey* enables us to expand UCL's expertise in the field of cultural heritage and to engage more closely with its local urban environment."

Founded in the 1890s by architect C. R. Ashbee, the *Survey of London* has a unique methodology that combines an illustration of buildings of all ages and types with an account of the economic, demographic and social development of different areas of the city.

Volumes 49 and 50 in the *Survey's* parish series – the first volumes to be published following its move to UCL – focused on the Battersea area of London and were the subject of a glowing review by London historian Jerry White in the *Times Literary Supplement*.



Typical south London housing of the early 1900s in Latchmere Road, from the Survey of London's recent study of Battersea (vols 49 & 50, 2013)

Public engagement activities introduced in east London

Kim Townsend, Engagement Coordinator (East)

As part of UCL's plans to build a new campus on Queen Elizabeth Olympic Park, I have been building a programme of engagement activities in east London with the aim of forging closer links with the local community.

The London Borough of Newham (where the new campus, UCL East, will be) is a community facing some challenges: it is the third most deprived borough in the country, according to the Index of Multiple Deprivation; it has the country's highest proportion of people who have never worked; and life expectancy is lower than the England average. It is rewarding, though, to work for an organisation that can help overcome some of these challenges.

As Engagement Coordinator, my role involves trying to build mutually beneficial relationships between UCL and local residents, charities, businesses and arts organisations. This incorporates community-university partnership projects based on UCL's vast breadth of research; student

volunteering in the community; widening participation work with schools and young people; and museums outreach based on our world-class collections.

For example, a recent project saw us run a coding summer school in Stratford Library led by UCL computer science academics, encouraging local teenagers to learn new skills and think about university and technology-based careers as options. Another project has involved students from UCL Laws volunteering with east London charity Community Links, offering free legal advice to local residents. These are just two of many projects going on across the university.

The next year will see our engagement work in east London grow as we work towards building the new campus. I believe that we can continue to further Jeremy Bentham's founding ethos of opening up education to all, and really make a difference in the local community.



Coding summer club at Stratford Library

London in numbers

85

UCL undergraduates mentored UCL Academy pupils

15

Partner teaching hospitals in London

14

Policy placements for UCL researchers in government departments

122%

Increase in attendees at public engagement events

Global impact

– Delivering global impact through a network of innovative international activities, collaborations and partnerships



Dame Nicola Brewer,
UCL Vice-Provost
(International)

If UCL is truly to have a global impact, we must do so through partnership. That is why we have launched a Global Engagement Strategy rather than merely an ‘international’ one.

We are currently consulting staff, students, alumni and friends of UCL about the new strategy – and they provide an invaluable resource to draw upon. After all, UCL is London’s Global University. It is a community of more than 35,000 students from 150 countries, with more than 11,000 staff from

UCL Development Planning Unit field trip to Tanzania. A two-week action learning initiative embedded in a real case scenario



approximately 100 countries – all in a city where in excess of 300 languages are spoken.

For a world-class university like ours, being global starts at home, with a first-class experience for its students, taught by leading academics who integrate education and research and focus on globally-relevant challenges and problems.

There is considerable progress in this area already. UCL Engineering's 'Change the world' programme ensures that all first-year students work in cross-disciplinary teams to tackle ambitious real-world problems, while the UCL Global Citizenship Programme offers two weeks of additional activities at the end of the academic year for undergraduate students to put their studies in a global context, learn new skills and see the world differently.

In a similar vein, the UCL Centre for Languages & International Education offers foundation courses for international students as well as foreign language courses to UCL students, staff and London's wider academic and professional community.

Activities like these reflect our history and ethos. We were the first to open up university education in England to those who had been excluded from it. There's something in our DNA about dismantling barriers to quality higher education.

Indeed, as the UCL 2034 Mission puts it, we've always wanted to be "engaged with the wider world and committed to changing it for the better, for the long-term benefit of humanity".

How are we delivering global impact? UCL currently has student and staff exchange schemes with hundreds of universities across the world, and thousands of international research collaborations. These are driven by curiosity, focused on solutions and operate at three levels of partnership – individual academic, faculty and institutional.

Our shared historical connection with Japan stretches back more than 150 years and we are working on their new internationalisation of higher education programme. As part of this, the Japanese Prime Minister, Mr Shinzo Abe, visited UCL on 1 May 2014 to give the keynote speech at the Japan-UK Universities Conference, Collaboration in Research and Education, co-hosted by UCL and the Embassy of Japan in the UK.

Through the existing Yale UCL Collaborative, we have established a new exchange with Yale Neurogenetics lab, looking at the genetics of brain aneurysms – a major cause of disability in younger stroke survivors.

In Europe, our links are too numerous to list, but a recent significant achievement was the launch of the world's first centre for computational psychiatry, following a €5m investment from the Max Planck Society and UCL.

We also have a number of partnerships in southern Africa including work with the Wellcome Trust Africa Centre in South Africa, collaborations with Witwatersrand University in Johannesburg and research projects in Malawi.

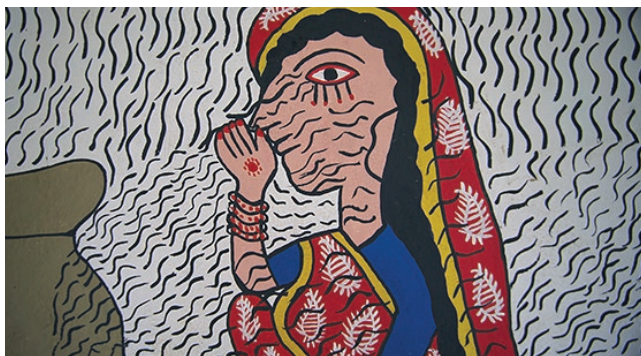
We are working to ensure these partnerships are reciprocal and generous, with knowledge, learning and benefits flowing in both directions. We know that no single university, however prestigious, can create wise solutions to global challenges alone. Partnerships are a prerequisite and they begin at home.



A hallmark of our approach will be local and global engagement. We already do this to some extent, but how will we continue this momentum for the future? How will we extend our range of expertise? How can we raise UCL's profile so it is commensurate with our standing as a world-class university?

We can increase our global impact by telling our story better and focusing our cross-disciplinary efforts to make us more than the sum of our global parts. We can also utilise our Grand Challenges framework: Health, Human Wellbeing, Sustainable Cities and Intercultural Interactions – led by our new Institute for Global Prosperity, which is already working with communities in east London and Kenya.

In China, we're exploring an anchor partnership with one leading university and links with one or two others, ideally in trilateral partnership with a university in Hong Kong. In Latin America, we are focusing our scoping work in five countries, while in India, we shall start exploring potential links with the business sector next year.



Overall, we envisage five to eight strategic anchor partnerships, the content of which will be aligned with the Grand Challenges, our entrepreneurial activity and translational research and our extension of area studies and centres.

All the while, we will remain true to, and in touch with, the 'sea' of academic freedom and creative energy that remains the fundamental element of our international collaborations.

Interactive map of human genetic history revealed



An interactive global map detailing the genetic histories of 95 different populations across the world was revealed for the first time in February 2014.

The map, produced by researchers from UCL and the University of Oxford, details the histories of genetic mixing among 95 populations across Europe, Africa, Asia and South America, spanning the past four millennia.

The team behind the study developed a new, powerful technique called 'Globetrotter', a sophisticated statistical method to analyse the DNA of 1,490 individuals in the 95 populations, allowing for the simultaneous identification, dating

and characterisation of genetic mixing.

"What amazed me most is simply how well the technique worked," said Dr Garrett Hellenthal, UCL Genetics Institute. "Although individual mutations carry only weak signals about where a person is from, by adding information across the whole genome, we can reconstruct these mixing events."

Among its findings, the study showed likely genetic impacts of European colonialism, the Arab slave trade and the Mongol Empire. For example, it revealed that DNA best matching that of modern-day Mongolians entered seven populations spanning east Asia to Turkey, including the Hazara people

of Pakistan, during the period of the Mongol Empire – suggesting that these populations are partially descended from Mongol warriors.

As well as providing fresh insights into historical events, this new research could have implications for how DNA affects health and disease, as the risk of certain diseases and drug efficacy varies significantly according to different populations.

The research was funded by the University of Oxford John Bell Fund, the National Institutes of Health (USA), the Wellcome Trust, the Biotechnology and Biological Sciences Research Council and the joint Royal Society/Wellcome Trust Sir Henry Dale Fellowship.

New secrets of the Terracotta Warriors

Dr Xiuzhen Li
(UCL Institute of Archaeology)

Ever since its discovery in 1974, China's Terracotta Army has captured the world's imagination. As an archaeologist, I've had the privilege of working on this World Heritage site, attempting to unlock and share the secrets of the warriors with the wider public.

I am part of a collaborative research project that tries to shed further light on the discovery, exploring the warriors and the large quantity of lethal bronze weapons that they hold. In 2013, the project was showcased as a documentary on Channel 4 – *New Secrets of the Terracotta Warriors* – and was watched by four million people in the UK.

The research sees the UCL Institute of Archaeology collaborating with Emperor Qin Shihuang's Mausoleum Site Museum in China, bringing together specialists from several different fields to employ a number of innovative research methods that open up new areas of insight into the warriors and their weaponry.

Among the many new discoveries, it has been revealed that the weapons carried by the Terracotta Warriors were full military grade, rather than replicas, suggesting that they were designed to kill as efficiently in the afterlife as in this one.

The internationally collaborative nature of the project and the subsequent exchange of knowledge between Chinese and western scholars has made it a real success, and it was a further bonus to have our work recorded and shared among such a large audience.

Following its broadcast on British television, *New Secrets of the Terracotta Warriors* won the British Archaeological Award for the best presentation of archaeology to the public. Another version also aired in America in November 2014, and subsequently in other countries.



Global impact in numbers

Global Impact

450

Undergraduate students took part in UCL's Global Citizenship programme

351

Study abroad agreements

31%

International student body

Key enablers

A Giving our students the best support, facilities and opportunities

UCL Cruciform Hub opens

The Cruciform Hub opened on 1 September 2014, following a year-long refurbishment to create a new teaching and learning space for UCL students and staff, as well as NHS staff working at University College London Hospital.

The hub provides a new medical library within the lower ground floor of the Grade II listed Cruciform Building. A collaborative project between UCL Library Services, UCL Estates and other Professional Services divisions, in partnership with UCL Medical School, it embodies UCL's research-based teaching and learning approach.

It includes a library, quiet study spaces, group work space, computer clusters and teaching rooms, and it also features two exhibition walls that showcase medical artefacts from UCL Museums & Collections, together with medical illustrations and documents from UCL Special Collections.

The suite of teaching rooms is carefully arranged to enable these spaces to become an extension to the library, when not used for teaching. Consequently, the hub can accommodate more study space, which is especially beneficial during periods of peak demand.

The project team worked with medical students to test various spatial configurations and prototype furniture to establish modes of learning and study that suit the way that medical students work, and their feedback throughout the process helped inform the new facility's design.

"Every time I walk into the space, I am captivated by the new vistas of the quad, the luxurious and welcoming nature of the facilities and the sheer number of students using the space meaningfully," said Dr Deborah Gill, Interim Director of UCL Medical School.

"We truly have realised the vision of a modern learning space where people want to come and learn with, and from, each other, and I am delighted we can offer such a space to our medical students."

B Valuing our staff and delivering on equality and diversity

Launch of Astrea

A new network for women in professional services roles was launched in 2013. Astrea aims to move towards 50/50 leadership and equality for women and men by addressing the under-representation of women in top-level positions in the higher education sector. Astrea was co founded by Alice Chilver and Emma Todd (UCL Bartlett), who wanted to build a network that encourages women to learn from each other, talk about issues of common concern and take actions in order to move towards 50/50 leadership. It is hoped that this will lead to a boost in ambition, confidence and courage among professional services women.

"To get women into the top jobs, we need to change organisational culture," said Emma Todd. "Having the right policies in place isn't enough; it's only part of the picture. If we want to make meaningful and lasting change, we have to transform the way that women in professional services roles are viewed by others, and just as importantly, by themselves."

Astrea held its first conference on 2 December 2014, marking a significant milestone in achieving its goal of equality for women and men. Hosted at the British Library, Culture Shift 50/50 offered practical information, insights and inspiration for professional services women working in higher education.

The network is open to all women, whether at an early stage or well established in their careers. More than 570 members have joined the network since its launch and many have reported a measurable impact on their confidence and skills.

C Financing our ambitions

UCL helps to secure £6.6m towards new Institute of Immunity and Transplantation

The UCL Development and Alumni Relations Office (DARO) and the Royal Free Charity secured significant philanthropic funding from the Pears Foundation, the N. Sethia Foundation and the Wolfson Foundation for a new research and clinical trials institution.

The Institute of Immunity and Transplantation (IIT) is a partnership between UCL, the Royal Free London NHS Foundation Trust and the Royal Free Charity, which aims to develop new treatments and patient therapies for a range of chronic diseases such as cancer, hepatitis, HIV and diabetes.

Its vision is to become the leading European hub for experimental medicine in its field, transferring novel research concepts in immunity and transplantation into new diagnostic tools and treatments.

Based at the Royal Free Hospital in Hampstead, the institute employs a 'bench to bedside' research approach, translating research into practice and giving patients quicker access to the latest innovative therapies for a range of diseases.

"The institute enables us to bring together our clinical and research expertise in state-of-the-art facilities, enhancing the quality of our research," said Professor Hans Stauss, Director of the Institute of Immunity and Transplantation.

"As we move forward, we hope to attract even more world-renowned experts to our institution and broaden and advance the range of research that is currently taking place."

The first phase of the institute was completed in May 2013 with the introduction of new facilities on the second floor of the Royal Free Hospital. A second phase will include a brand new £42m research building, designed by Hopkins Architects, which will provide research space for more than 160 scientists and clinicians.

D Delivering excellent systems and processes in support of UCL's vision

UCL holds inaugural Professional Services Conference

UCL held its first ever Professional Services Conference on 16 June 2014, recognising the work of professional services teams from across the university.

The event comprised a series of presentations and panel discussions followed by an awards ceremony for staff and teams nominated by their colleagues. Presentations included a talk from Bob Carey (UCL Human Resources) on professional development and a discussion about the Transforming UCL Masterplan from Steve Rowett (UCL Information Services Division) and Kate Cheney (UCL Library Services).

The awards were organised by the Professional Services Leadership Team to acknowledge the attitude and commitment that professional services teams at UCL bring to their work, and how they exemplify professional services values – 'collaboration', 'excellent service', 'empowered', 'innovation' and 'mutual respect'.

Winners were chosen by a panel of experienced academics and professional staff from across UCL. They included Susie Chan, Exhibitions Manager (UCL Public Engagement), who was presented with the 'Innovation ... to be creative and ambitious in all our endeavours' award for her work on the new Octagon Gallery.

Another was John Draper, Divisional Head of Administration, and his team (UCL Psychology & Language Sciences), who won the 'Excellent service ... putting UCL's goals and customer needs at the heart of our endeavours' award for their service across teaching and learning, finance, information technology and estates activities within the department.

"The Professional Services Conference is a celebration of work going on across the university," said Professor Anthony Smith, Vice-Provost (Education). "It's all too easy for academic events to take precedent – this is an opportunity to say thank you to the unsung individuals and teams for their extraordinary professionalism."

Transforming UCL

During 2013/2014, and after years of detailed preparation and planning, the first of several Transforming UCL major projects was rolled out across UCL's Bloomsbury campus.

The Transforming UCL Masterplan is a 10-year, phased redevelopment programme that targets key areas of the campus to create a more vibrant and student-focused environment, supporting teaching and learning and improving the student experience.

Among the completed projects was the phased improvement of labs and teaching space in the Anatomy Building, central to research and learning at UCL. Additionally, several new student hubs were introduced across campus, including the recently opened Cruciform Hub.

Vital preparation work was carried out ahead of the Bloomsbury Theatre's extensive 2014 summer refurbishment programme, which will provide improved entrances and access to the building, as well as an updated auditorium, complete with new carpet and seating, and a newly decorated inner foyer and bar.

Also during summer 2014, work began to convert the Old Refectory into the new Café Aspreto, and the Jeremy Bentham Room began its transformation into the new Vim & Rigour restaurant. Both mark significant stages in the major redevelopment of the Wilkins Terrace and Lower Refectory.

Refurbishment work was also carried out on the UCLU Building ahead of the start of the 2014/15 academic year. This included improvements to the reception area and lobby, Gordon's Café and the UCLU shop, allowing for maximised accessibility and additional space.

The Transforming UCL programme combines all central campus projects into one integrated work stream, managed by UCL Estates. Each transformation project has been designed to ensure the best use of space, time and money, allowing the university to continue its business as usual operations.

UCL Estates also put in place a safety transformation programme ahead of the start of construction and refurbishment works to ensure the safety of all staff and students on campus.

New UCL homepage launched

In September 2013, UCL Communications launched a new UCL homepage – the result of more than a year of extensive research, planning, design and testing.

The UCL homepage is visited 40,000 times a day, making it one of the university's main tools for communicating itself to the world. The aim of the redesign was to improve the user experience by adopting responsive web and user-centred design approaches.

"Making websites simple is harder than it sounds," said John Burnett, Acting Head of Digital Communications. "UCL has a varied audience with different needs and they want to solve them quickly and easily, no matter where they are or what device they are using."

The first part of the project involved looking at how people used the previous site, to understand the complexity of what people wanted from it. This, in conjunction with findings from multiple qualitative approaches, helped to identify and prioritise user needs and, consequently, informed major improvements and new features.

Alongside navigational developments, the redesign introduced an expansive, flexible and image-led news and events section, incorporating news stories, comment pieces, multimedia and social media, which dramatically increased UCL's ability to communicate its wide-ranging and impressive activity to homepage visitors.

Six months after the redesign, an audience evaluation and review demonstrated several positive outcomes of the project, particularly among prospective students who account for approximately two thirds of homepage visits. Users of the new homepage reported improved navigation, a better showcase for UCL's strengths and characteristics and improved user experience across different devices.

Financial highlights

Reports and Financial Statements
for the Year Ended 31 July 2014

Consolidated Income & Expenditure Account	2014 £m	2013 £m
Funding Council grants	182.4	191.2
Academic fees and support grants	292.8	240.9
Research grants and contracts	375	325.6
Other operating income	167.6	167.9
Endowment income and interest receivable	5.1	5.3
Total income	1,022.4	930.9
Less: Share of income from joint ventures	(2.8)	(2.8)
NET INCOME	1,019.6	928.1
TOTAL EXPENDITURE	1,008.2	908.3
Share of operating loss in joint ventures and associates	(0.9)	(1.1)
Profit on disposal of tangible fixed assets	20.6	-
Profit on disposal of fixed asset investments	0.4	-
Minority interest	-	-
Transfer to accumulated income within specific endowments	(0.6)	(0.65)
SURPLUS FOR THE YEAR	30.9	18.2
Fixed assets	848.2	753.3
Endowment asset investments	90.5	85.9
Net current assets	23.5	45.6
Total assets less current liabilities	962.2	884.8
Non-current liabilities	(69.9)	(72.6)
Provision for liabilities and charges	(1.8)	(0.4)
Net pension liability	(0.3)	(0.1)
TOTAL NET ASSETS	890.2	811.7
Represented by:		
Deferred grants	456.3	417.1
Endowments	90.5	86.0
Reserves	343.5	308.7
Minority interest	(0.1)	(0.1)
OTHER KEY STATISTICS		
Consolidated recognised gains	39.3	38.7
(Decrease)/increase in cash in the year	(3.0)	12.7
	2014 No.	2013 No.
Student numbers	28,859	26,698
Average payroll numbers	11,972	11,024

UCL officers

Visitor

The Master of the Rolls

President & Provost

Professor Michael Arthur

Vice-Provosts

Education & Student Affairs

Professor Anthony Smith

Enterprise & London

Professor Stephen Caddick

Health

Professor Sir John Tooke

International

Dame Nicola Brewer

Operations

Rex Knight

Research

Professor G. David Price

Deans of UCL Faculties

Arts & Humanities

Professor Jonathan Wolff

Brain Sciences

Professor Alan J. Thompson

Built Environment

Professor Alan Penn

Engineering Sciences

Professor Anthony C.W. Finkelstein

Laws

Professor Dame Hazel Genn

Life Sciences

Professor Geraint Rees

Mathematical & Physical Sciences

Professor Nick Brook

Medical Sciences

Professor David A. Lomas

Population Health Sciences

Professor Graham J. Hart

Social & Historical Sciences

Professor Mary Fulbrook

Pro-Provosts

The Americas

Professor Alejandro Madrigal

China

Professor Z. Xiao Guo

Europe & Central Asia

Professor Peter Delves

Middle East & Africa

Professor Anthony Costello

South & East Asia

Professor Nick Tyler

UCL Officers

Vice-Provost (Operations)

Rex Knight

Director of Bloomsbury Theatre

Peter Cadley

Director of UCL Careers

Karen Barnard

Director of Communications & Marketing

Mark Sudbury

Executive Director of Development

Lori Houlihan

Director of Education Planning

Clare Goudy

Director of Enterprise Operations

Timothy Barnes

Director of Estates

J. Andrew Grainger

Director of Finance & Business Affairs

Phil Harding

Head of UCL Doctoral School

Professor I. David L. Bogle

Director of Human Resources

Nigel Waugh

Director of Information Services

Mike Cope

Director of Library Services

Paul Ayris

Director of Public & Cultural Engagement

Simon Cane

Registrar

Wendy Appleby

Director of Research Planning

Dr Andrew Clark

UCL Council (Trustees)

Independent Members

Ven Balakrishnan

Lord (Tim) Clement-Jones

Philippa Foster-Back

Dame DeAnne Julius
(Chair from 01/10/2014)

Carol Lake
(from 01/10/2013)

Simon Melliss *(Treasurer)*

Vivienne Parry *(Vice-Chair)*

Katharine Roseveare

Dr Gill Samuels

Professor Chris Thompson

Sir Stephen Wall *(Chair to 30/09/14)*

Baroness (Diana) Warwick

Academic Members

Professor Michael Arthur
President & Provost
(from 01/09/2013)

Professor David Attwell

Dr Martin Fry
(from 01/10/2013)

Dr Saladin Meckled-Garcia
(from 01/10/2013)

Dr Stephanie Schorge

Professor Nick Tyler

Professor Maria Wyke

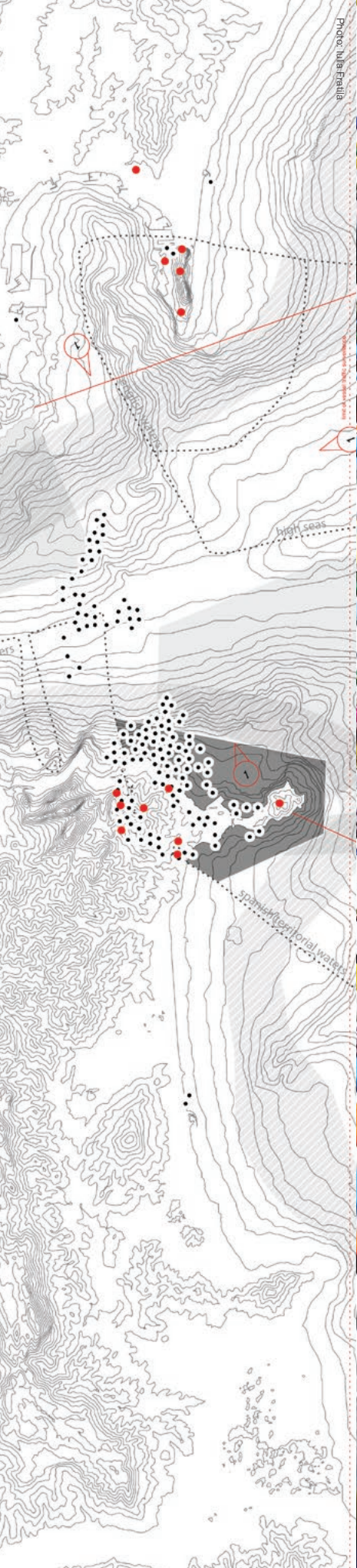
UCL Union

Mohammed Zayyan Butt
(student member to 31 July 2014)

Keir Gallagher
(student member to 31 July 2014)

Omar Khan
(student member from 1 August 2014)

Lukmaan Kolia
(student member from 1 August 2014)



plastic pollution

young people



Dr Selina Wray, Institute of Neurology

