

JANUARY 2024 | EDITION 3

THE CONVERSATION

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WELCOME

A warm welcome to the third edition of **THE CONVERSATION**, a space to celebrate the achievements of participants on the UCL ECF Programme, share best practice, offer development opportunities and support wellbeing.

In this issue of **THE CONVERSATION**, we are sharing the findings from our recent survey into the role of Induction Tutors across the country. Thank you to the hundreds of Induction Tutors who responded and shared their on-the-ground experiences with us. We know from our [longitudinal study](#) that school organisations are hugely important in enabling the impact of the UCL ECF programme, so we thank our Induction Tutors wholeheartedly for their hard work and commitment to leading the programme and ensuring its impact. We would not be able to run such a large, complex programme without your marvellous in-school leadership!

As ever, we are constantly looking for ways to further enhance our programme and our participants' experience of it. Through the survey, we have identified some ways in which we can further support in-school leadership of the UCL ECF programme – so watch this space!

We are delighted to report that Cohort 3 has made a fabulous start to the programme, with 96% of ECTs and 92% of mentors reporting that they are satisfied or very satisfied with the programme. 94% of ECTs told us that their mentor meetings were the most impactful part of the programme in helping them apply their learning to practice. Given the importance of mentoring, and its impact, we have included a guide on how to Quality Assure mentoring in your setting on [page 6](#).

We know that January can be a particularly busy time of the year, so to support Induction Tutors with wellbeing queries and new starters we have included guidance on [page 13](#). It is vitally important that those joining the programme in January get off to a strong start, so we hope the checklists offer a helpful guide.

We are certain that there is something for everyone in this issue of **THE CONVERSATION**. Remember there are lots of ways to reach out to us or get more involved, as well as some really exciting development opportunities, including an invitation to apply for our [Postgraduate Leadership Bursary Scheme](#) detailed further on [page 11](#).

So, what are you waiting for? Be part of **THE CONVERSATION**.



Hilary Adli
Director of The Early Career Framework, UCL

Who are the UCL ECF Programme Leaders?

There are many people working behind the scenes to make the programme successful. Here are just 6 of them. Alongside Delivery Partners, UCL Programme Leaders work together to ensure that participants in all parts of the country benefit from a high-quality curriculum, enjoy their learning, and value developing as professionals.



Mark Quinn: ECF Programme Leader, content and curriculum



Stephen Calladine-Evans: ECF relationships and strategic operations



Elaine Long: ECF Programme Leader, facilitator development



Sophie Cabral: ECF Programme Leader, practitioner inquiry



Polly Glegg: ECF Programme Leader, ITE link



Nancy Karmali Belmonte: ECF Programme Leader, continual quality improvement

Why your voice is important

As the Lead Provider of your Early Career Framework Programme, participant feedback plays an essential role in programme improvement.

In fact, through participant feedback so far, we have been able to improve the programme in so many ways, such as providing audio summaries, restructuring our VLE, introducing a [Wellbeing Charter](#) and providing guidance for facilitators on what helps participants to learn best in.

How do we do this?

At the mid- point of Module 3 and 8 and the end of every Module, we ask participants to complete an End of Module Completion Form telling us how the programme is impacting on their learning. This includes telling us how satisfied they are overall, and rating each of the programme inputs in the module from 0-10 in terms of

the extent to which it helps them to apply their learning to their context. We analyse their feedback closely to find out what is working and what could be working better.

We also use the forms to track and monitor the individual journeys of participants. Along with Delivery Partners, we look at all the responses from EMCF closely, so that we can identify any barriers to learning and provide further support where needed. This might involve contacting induction tutors or facilitators, or sometimes participants directly.

We recommend that ECTs and mentors print a copy of their End of Module Completion Form and share it with their Induction Tutor. Induction Tutors can review these forms, perhaps as part of a regular meeting, and use them to identify ways to develop their leadership of the ECF.

What have we learned from our first Induction Tutor survey?

Over 400 Induction Tutors (ITs) responded to our survey. Thank you for taking the time to share your experiences.

- ITs are very busy people: 77% of respondents also hold a senior leadership role or headship.
- Induction Tutors really value the supportive and developmental nature of their role.



It's a privilege to witness the growth of the ECT in terms of confidence and as a classroom practitioner!

Induction Tutor



- The ECF activities that ITs prioritise most often are supporting ECTs and mentors with wellbeing queries and practitioner inquiry.
- ITs are less likely to prioritise quality assurance activities, often due to time constraints and workload pressures – see [page 6](#) for guidance on how to do this efficiently in your setting.
- ITs are confident in their knowledge and understanding of the Early Career Framework: 85% of respondents rated their knowledge and understanding as 7 or above on a 10-point scale.
- ITs are less confident in their knowledge and understanding of the UCL ECF Programme – 68% gave a score of 7 or above, although this increases to 80% for those who have worked on the programme for 2 or more years.
- Lots of respondents are confident and effective in tackling misconceptions around the programme. See the myth-busting section on [page 7](#) for more information on this.
- There was a clear appetite for more information and guidance aimed at ITs. There is already lots available on UCL Extend, but we are looking into streamlining the information and finding more effective ways of sharing it.

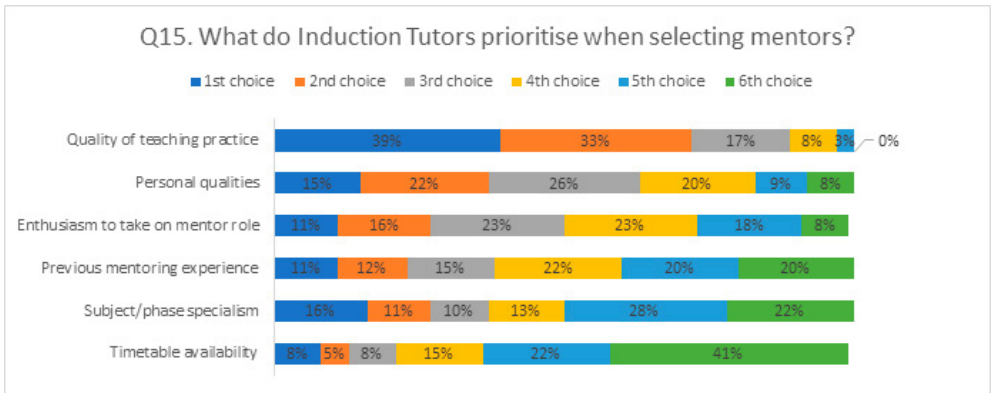


I try to help them recognise that training sessions are a fundamental part of any teacher's lifelong CPD - every teacher has scope to develop, irrespective of how long they have been in the profession.

Induction Tutor



- 93% of ITs are able to select high quality mentors most or all of the time. This number was even higher – 96% - for primary school respondents.
- ITs are most likely to prioritise quality of teaching and personal qualities when selecting mentors. Only 38% of mentors placed 'previous mentoring experience' in their top three priorities, showing a commitment to ongoing mentor development.
- Some respondents reported effective quality assurance practices in their settings, including dropping into mentor meetings, reviewing End of Module Completion Forms, checking that participants have attended training and following up any missed sessions.
- 51% of respondents frequently use UCL Extend to access programme materials. **All ITs have access to UCL Extend; reach out to your Delivery Partner if you think you don't.**



Next steps

We are grateful for Induction Tutors' feedback and suggestions on how we can better support them in their roles. A number of proposals have been put together which the UCL ECF team is currently reviewing – watch this space!



How can Induction Tutors Effectively Lead the UCL ECF Programme?

Induction Tutors' first port of call should be the [Programme Handbook](#). This can be found on UCL Extend under the 'guides' section. For those who prefer to watch a [video](#), there is a 45 minute introduction to the programme hyperlinked on page 3 of the handbook.

You can find a checklist of all the basic components of an Induction Tutor's role on page 21 of the Programme Handbook, with more details on the pages that follow. Here's a condensed version of the checklist that you can use as a starting point.

Induction Tutor Checklist

- Update the DfE Portal**
 - Make sure all new ECTs are registered accurately on the DfE Portal
 - Update any changes in circumstances
- Support mentors to support ECTs**
 - Build mentor meetings into the school timetable and protect them from cover
 - Keep a record of when and where meetings are taking place so you can pop in to check all is going well
 - Make sure mentors are well versed in the curriculum and expectations of their role
- Ensure ECTs and mentors have access to**
 - Delivery Partner training session schedules
 - Cover to attend if needed
 - UCL Extend (if there are issues with logins, please contact your Delivery Partner to access the flexible materials. This means ECTs do not have to delay their start)
 - A copy of the Wellbeing Charter
 - A copy of the Curriculum Map
 - A copy of Practitioner Inquiry on a Page (for Year 2 ECTs and Mentors)
- Provide ongoing support by:**
 - Knowing what ECTs are focusing on each week
 - Asking ECTs to bring their Module Evaluation Forms to Termly Meetings and discussing how they can maximise their learning on the Programme
- Champion the Programme in your school:**
 - Brief your SLT team and the whole school about the UCL ECF curriculum and how they can support ECTs
 - Provide opportunities for ECTs to share their inquiries with the rest of the school
 - Cross reference school CPD priorities with the ECF Programme and **add only the sessions that are needed**. Do not plan your own schedule of weekly sessions on top of the Programme. Instead use the Programme to support school priorities.

How can Induction Tutors quality assure the UCL ECF Programme in their school?

In order to monitor the quality of mentoring and engagement with the programme, we recommend the following quality assurance activities:

1. Drop into mentor meetings to ensure that materials are being used effectively, in line with our ONSIDE and Educative

mentoring principles. See page 24 of the Programme Handbook for more info on these approaches.

2. Keep a close eye on when facilitated sessions and Online Learning Communities are taking place. Check in with ECTs and mentors to monitor their engagement with these elements

of the programme and help them to contextualise their learning to your setting.

3. Engage ECTs and mentors in informal conversations around self-study material. Induction Tutors have access to all the ECT and mentor materials on UCL Extend.
4. Ask your ECTs and mentors to share copies of their End of Module Completion Forms with you. Review these, perhaps as part of a regular meeting, and reach out to your Delivery Partner if any concerns about the programme are raised. You might want to further prompt ECTs by asking questions like these:

- ✓ What they are most proud of in terms of their learning on the programme
- ✓ How they have taken responsibility for improving their teaching through appropriate professional development and responding to advice and feedback from colleagues (TS8)
- ✓ Any issues they have encountered, and if so, what could be done to improve them
- ✓ How effectively they are applying their learning from the programme to their context
- ✓ How they are finding their mentor meetings
- ✓ How they are approaching self-study
- ✓ What they have learned from their facilitated sessions
- ✓ Any changes they can make to improve their learning
- ✓ Any support they require

Myth-busting

When we read the End of Module Completion Forms, participants sometimes report similar uncertainties around the programme. Most of the information below is also in the Programme Handbook, but here are

a few common queries to help everyone on the right path.

“Why is there so much repetition from ITE?”

- ECTs will come across content they have seen before; we hope they realise this is deliberate! Each time they revisit a concept, they will be at a new stage of professional growth; this might change their understanding and application of that feature of teaching. As teachers, we are never the finished article and maintaining professional curiosity is an important responsibility as part of a long career in teaching.

“How can ECTs and mentors get through all of the suggested activities on the weekly mentor meeting guide?”

- Remind mentors and ECTs to use the review-tailor-tick method. They don't have to do everything! The module audits are another important tool to personalise the programme. See page 33 of the Programme Handbook for more information. The mentor meeting should never take more than an hour. If you have already spent an hour in your meeting, you should stop there.

“How do I help mentors to make case studies relevant to their ECT?”

- It's really important that ECTs learn how to reflect on the case studies that may not perfectly align with their current setting.

Over the course of their careers, ECTs will change schools, perhaps subjects, maybe even age range – that’s why we think it’s crucial that ECTs learn to take the generic case studies, identify the issue and contextualise it in their own practice. For more information, see page 29 of the Programme Handbook.



As Induction Tutor, I meet and discuss the role with mentors. I carry out the first set of self-study with them.

Induction Tutor



“How do I assess ECTs?”

- You do not use the ECF to assess ECTs. You use the Teachers’ Standards to assess ECTs’ progress as part of Statutory Induction. UCL has no role in Statutory Induction.

“What evidence do ECTs and mentors have to upload to UCL Extend?”

- Nothing! Neither ECTs, mentors, nor Induction Tutors submit evidence to UCL. Your Appropriate Body might suggest that ECTs compile evidence against the Teachers’ Standards, but this is not part of the UCL ECF Programme.

“Why can’t I / my ECT / my mentor access UCL Extend?”

- If you, an ECT or a mentor doesn’t have access to UCL Extend, reach out to your Delivery Partner straight away. Everyone

should have access to the whole programme.

“Why is there so much paperwork involved in mentoring?”

- There isn’t! There is no expectation for mentors or ECTs to write mentor meeting notes.

“Why doesn’t UCL give more advice on observations and report writing on ECT Manager?”

- Formal observations, progress reviews and assessments are not part of the UCL ECF Programme. You need to reach out to your Appropriate Body for guidance on this.

“Why are so many case studies from secondary school settings? I work in a primary school and want something more relevant.”

- There are research and practice summaries for EYFS, primary, secondary and SEND for each self-study unit, all available on UCL Extend.

“I need more help with instructional coaching.”

- The UCL ECF Programme does not feature instructional coaching. If you’ve recently switched providers, this might be a change for you.

“My ECTs are overloaded with weekly ECT sessions in school as well as the training sessions run by our Delivery Partner. It’s too much.”

- There is no expectation to provide weekly training sessions for ECTs in school. You might want to plan a few sessions, strategically placed throughout the year, to induct ECTs into the unique way your school works.

End of Module Completion Forms – feedback matters!

At the end of every module, and midway through modules 3 and 8, ECTs and mentors are asked to complete End of Module Completion Forms on their UCL Extend account. The team at UCL, as well as local delivery partners, use this information to ensure a culture of continuous improvement which responds to participant feedback.

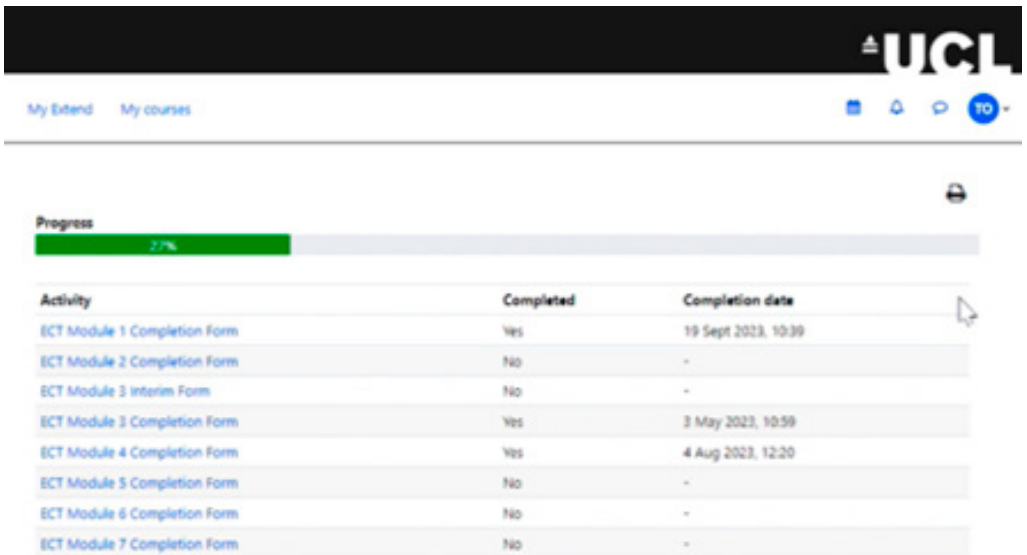
At the end of Module 1, an incredible 96% of cohort 3 ECTs stated that they were satisfied or very satisfied with the programme. We were similarly happy with the responses from cohort 2, with 93% of ECTs saying they were satisfied or very satisfied with the programme.

The programme input that ECTs value

the most is the regular mentor meeting. This is why monitoring the quality of mentoring and ensuring that ECTs get the best experience possible is a key part of the Induction Tutor's role.

As an Induction Tutor, **we encourage you to ask ECTs and mentors to share a copy of their End of Module Completion Form with you.** That way, you can monitor the programme's effectiveness in your setting and seek out ways to enhance its impact.

You can also use our **new progress bar to encourage more ECTs and mentors to complete the form.** Each End of Module Completion Form and interim form is worth 9% and contributes to the progress bar, as shown below on the 'My Progress' tab. You could also ask to see participants' progress bars in your regular meetings as part of your **engagement monitoring processes.**



The screenshot shows the 'My Progress' tab in the UCL Extend system. At the top right is the UCL logo. Below it are navigation links for 'My Extend' and 'My courses', and a notification bell icon. The main content area is titled 'Progress' and features a green progress bar with a 75% completion indicator. Below the bar is a table with three columns: 'Activity', 'Completed', and 'Completion date'.

Activity	Completed	Completion date
ECT Module 1 Completion Form	Yes	19 Sept 2023, 10:30
ECT Module 2 Completion Form	No	-
ECT Module 3 Interim Form	No	-
ECT Module 3 Completion Form	Yes	3 May 2023, 10:59
ECT Module 4 Completion Form	Yes	4 Aug 2023, 12:00
ECT Module 5 Completion Form	No	-
ECT Module 6 Completion Form	No	-
ECT Module 7 Completion Form	No	-

Professional Voice

In the end of module completion forms, we also ask questions which track ECT learning over time. We ask both ECTs and mentors to what extent the programme encourages ECTs to reflect, develop practices and habits, develop their professional voice, and apply learning to their subject or phase.

But what do we mean by professional voice? Voice may seem like a less tangible outcome than the ability to reflect or apply learning to practice. It might be helpful to think of it as professional confidence, which might emerge gradually over time. We could also interpret professional voice as agency, which lies at the heart of our educative mentoring approach: ECTs are not cast as the novice who must receive, but as a colleague who is becoming ever more equal.

As an Induction Tutor, you can access the mentor training materials which relate to educative mentoring on UCL Extend (module 6, week 2). After reading the research summary, consider the reflection questions below.

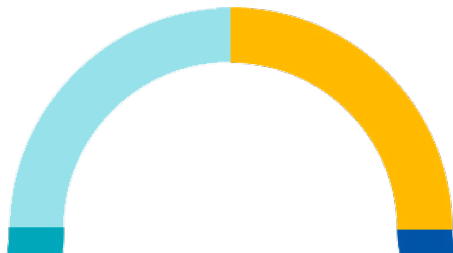
How do your mentors position themselves as ‘co-learners’ with their ECTs? What impact does this have on the ECT’s professional voice? How does avoiding “solution focussed strategies” support ECTs to develop their professional voice?

The Golden Thread and Leadership Development Opportunities

As a university provider, we cover the full range of development opportunities that the DfE’s ‘Golden Thread’ offers – and much more! You can see from our curriculum map how ITE leads on to the ECF, with the opportunity to complete an NPQ on the not-too-distant horizon.



We sometimes get feedback from participants saying that the ECF is a repeat of their ITE year. We hope that ECTs and mentors realise this is deliberate! As ECTs continue on their journey of professional growth, each time they re-visit a feature of teaching, they will come at it with new knowledge and experience. Becoming an expert teacher is all about consolidating expertise into habitual practice, and applying knowledge in new contexts.



NPQ Leading Teacher Development

As an Induction Tutor, have you considered applying for the NPQ in Leading Teacher Development? Our programme is based on the latest research and evidence, supporting you to take your learning, develop your skills and put them into practice. Our programme puts you and your school at the heart of the programme through a professional learning group approach that helps you share your thinking within a well-planned framework. With the NPQ Leading Teacher Development, you will cover:

Teaching - you will learn how to develop teachers at all levels in your school, building strong systems that underpin their professional development.

Designing professional development - you will strengthen your ability to design effective CPD that makes a genuine difference to pupil outcomes.

Delivering effective professional development - you will deepen your knowledge of the best ways to develop models of professional development and dialogue that inspires teachers to become the experts that their pupils need.

Implementation - you will learn how to implement change successfully within your context by understanding the stages of implementation and applying them with the support of your facilitators and colleagues. For more information, 'including how to apply and details on our other NPQs, click [here](#). The deadline for the

spring cohort is fast approaching: 31st January 2024.

Postgraduate Leadership Bursary Scheme

- Are you passionate about your own professional development?
- Do you work in a leadership role for one of our ECF or NPQ delivery partner network organisations?
- Would you like to study for a postgraduate degree in educational leadership at the world's leading education faculty and UK's largest university-based leadership centre?

The UCL Centre for Educational Leadership (UCL CEL) is delighted to launch our bursary scheme to assist our delivery partner colleagues and associates to undertake an MA or MBA at UCL. Overall, the bursary fits UCL CEL's central philosophy of linking policy, practice and research.

Induction Tutors are invited to apply for a limited number of bursaries to contribute towards the cost of studying our **MA Applied Educational Leadership** (online); the **MA Educational Leadership** (in service, in person); or **MBA Educational Leadership** (international).

For more information, including how to apply, click [here](#). The deadline for applications is 31st January 2024 for a September 2024 start.



Practitioner Inquiry: Updates and inspiration!

Cohort 2 have made a fantastic start to practitioner inquiry this year – end of module 6 completion form feedback has been positive from 93% of ECTs. Thank you to all the Induction Tutors who have been supporting ECTs and mentors with Practitioner Inquiry this year.

The updated [Practitioner Inquiry Handbook](#) can be found on UCL Extend under the Modules 6-9 > Introduction to Inquiry tab. Page 14 offers a useful checklist to guide mentors and Induction Tutors through module 8. You can also find a copy of Practitioner Inquiry on a page [here](#).

What should Induction Tutors think about in Module 8 ?

- Consider opportunities for mentors to peer observe each other to share experience of how to support, challenge and co-construct learning and knowledge with the ECTs.
- Ensure ECTs are aware of the whole school development priorities so that they situate their practitioner inquiry within their own development priorities, needs identified for their class and whole school priorities.
- Support and find out more about your ECT inquiries by offering to visit their class to cast a different eye over the issue in their exploratory inquiry and/or support their data collection.
- Decide if a common format for presentation of findings for

Module 8 might support you to showcase the work of ECTs i.e., a poster for a gallery display or if you wish to keep the options open for ECTs.

- Consider organising an ECT and Mentor sharing and celebratory event.
- Discuss with senior colleagues, the lead practitioner team, subject or phase leaders how the school can support or integrate the Module 8 work of ECTs into whole school foci for professional learning.



The opportunities for ECT to develop their own small-scale research without too much extra workload is an excellent way to help them develop as teachers. I think it gives the right message about how all teachers should be continually developing throughout their careers.

Mentor, Milton Keynes



Here are some examples of module 8 Practitioner Inquiry questions to inspire your ECTs!

- How can I develop my use of collaborative group work, implemented over 5 weeks, to improve independent writing among high prior attaining pupils?
- What impact does the use of the counting stick have on the recall of timetables?
- How can the increased use of scaffolding improve the responses of Y10 low prior attaining EAL pupils to open ended questions in GCSE science?

- To what extent does using a visualiser, implemented for six weeks, improve metacognitive knowledge among Year 11x3 (currently with an ability /target range of 1-4)?
- To what extent does daily sentence modelling improve children's independent writing in Year 6?

Ensuring a smooth start for ECTs joining in January

We know that most ECTs and mentors begin the programme in September, following the full-time schedule for 2 years. However, each January and April there are a small number of participants who begin the programme. Here are some tips to help them hit the ground running in a busy term:

1. Register the ECT with an Appropriate Body and add the new ECT(s) and mentor(s) to the DfE portal accurately and promptly.
2. Inform your Delivery Partner that you have a new ECT. If the Delivery Partner is not also the Appropriate Body they will need to know whether they are new to induction or if they have completed some of the induction period in another school.
3. Add the mentor meeting to the timetable and ensure the ECT has the appropriate timetable reduction (10% in year 1, 5% in year 2).
4. Speak to your Delivery Partner about the model of professional learning the ECT and mentor will undertake. Our programme is fully flexible and allows participants to

start at different points, returning to modules later in the induction period.

5. Ensure the ECT and mentor have access to:

- a) Delivery partner training schedule
- b) Cover to attend training sessions if needed
- c) UCL Extend – reach out to your Delivery Partner if needed
- d) A copy of the wellbeing charter and curriculum map
- e) A copy of Practitioner Inquiry on a Page (for year 2 ECTs)

You may want to drop into a mentor meeting early this half term to check that the ECT has settled in and that the mentor is confident in their role. Starting mid-year can present extra challenges, so draw on the support that the Wellbeing Charter offers if need be.

How can I support my ECTs' wellbeing?

There is no doubt that being a new teacher can be a stressful experience. We want the ECF programme not to contribute to that stress . . . indeed, quite the opposite. Part of the Induction Tutor's role is to keep an eye on the stress and workload levels of their ECTs. Make sure that a copy of our [Wellbeing Charter](#) is shared with all ECTs, mentors and senior leadership. Print out a copy and stick it on the staffroom wall to ensure visibility.



Five ways the programme supports wellbeing

1. The mentor meeting in Module 5 Week 2 is devoted to workload and wellbeing. Some of the advice offered there comes from Standard 8 on Wider Professional Responsibilities. All Induction Tutors can access this via UCL Extend.
2. Every week, we publish a new blog on UCL Extend. These blogs are often about the theme for the week or half-term, and they offer a fresh perspective. One that we link to is [Education Support](#), the mental health and wellbeing charity for education staff. Another is from Victoria Hewitt, aka @MrsHumanities, [Managing your wellbeing and workload](#). And there's our ECF Staffroom podcast series, including this one from education coach [Siobhan Goffee](#).
3. In Year 2, when ECTs work on their practitioner inquiries, it would be quite easy for them to get over-excited and start collecting mountains of data. We are very clear that we want

them to focus on the 'naturally-occurring' evidence that lies around any school or classroom – the evidence in the pupils' work, in what they say and in how they react to their colleagues and their teachers. We do not want ECTs to conduct huge surveys.

4. Time-limited activities. ECT self-study sessions should last 50 minutes; mentor meetings are timed at 55 minutes: none should go over an hour. You should step in, if you discover that your ECT is spending longer on their professional learning than we indicate.
5. There is no submission of evidence to UCL or Delivery Partners. If you monitor ECTs' engagement on the ECF programme in the ways we have suggested, you could use that as evidence towards meeting the Teachers' Standards.

What's happening in the ECF Staffroom?

The ECF staffroom is now in its 3rd season. In each episode we invite colleagues to discuss how they came



to be in the position they are in, what interests them about ECF, the challenges they have faced and how they are overcoming these challenges. The podcast will give a voice to teachers, allow them to discuss their growing confidence and be a window into the ECF experience for others.

The latest episode is now available; **"Fostering strong professional relationships - find your staffroom friends"** and is about how Induction Tutors have an important role in ensuring ECTs find their advocates in the staffroom and are able to build their supportive communities. We are joined by Nancy Karmali-Belmonte and Farzana Akther as they respond to our ECTs' questions, and remind us that looking after wellbeing and being a good teacher are two sides of the same coin. You can also catch up on all of episodes [here](#).

If you would like to join us in the staffroom to talk about a topic of your choice, we would be excited to hear from you! We are particularly interested in hearing from Induction Tutors regarding their experience of the programme so far. Contact us at ecf.nro@ucl.ac.uk with ECF Staffroom in the subject line and be part of the conversation!

Spotlight on Louise Dwyer, ECF Facilitator and Assistant Headteacher

Louise is one of our fabulous facilitators on the ECF programme. She has been an ECF facilitator since cohort 1 and is a huge supporter of the programme and the opportunities it offers. Louise has worked in her West London school for over 20 years and is Director of Teaching and Learning. Louise says that if we want to keep teachers in the profession, we need them to see the joy that is to be found in the classroom. And the ECF, she says, gives new teachers a shared language that helps them to 'grow together'.

You can hear more from Louise by accessing Season 3, Episode 5 of our ECF Staffroom podcast. It's available [here](#) or via UCL Extend under the Community tab.

Who should be the next person in the spotlight?

We are inviting nominations for the next person to put the spotlight.

If you would like to nominate a colleague(s) at any level of the programme, please email us at ecf.nro@ucl.ac.uk with 'Spotlight' in subject line and the reasons for your nomination.

Stay in touch



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