



UCL

UCL Arena Centre

Annual report, 2019-20

Professor Sam Smidt, Director

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Introduction

The UCL Arena Centre for Research-Based Education has had a productive year, supporting and leading education development activity across the institution, including most recently with a focus on the emergency pivot to online delivery and preparation for the next academic year.

Before lockdown, UCL rapidly reviewed and augmented existing guidance, and developed new materials to provide a comprehensive set of guidance in time for remote working/learning. Our team put a great deal of effort into this, initially made available from a Teaching Continuity microsite on the [Teaching and Learning Portal](#), which has subsequently been retired and replaced by [Education Planning 2020-21 pages](#). This guidance was regularly updated in the weeks that followed and continues to be improved and updated.

While the UCL Arena Centre for Research-based Education is at the frontline of providing support, creating training and resources and updating the teaching community at UCL, much of our core work has continued. This includes the Arena Fellowship scheme, our Arena courses, and supporting colleagues across the institution with education development.

This document reports on our impact for the 12 months to the end of July 2020 and is split into two sections, activity undertaken to support the Covid-19 response and then business as usual.

1. The Covid-19 period: March – August 2020

1.1 Staff development in response to COVID-19

Our work focused on supporting staff to develop their education offering for online delivery, through a number of endeavours.

a. UCL Connected Learning Essentials

To prepare staff for teaching and assessment in the pivot to online learning, Arena co-led the development of the [UCL Connected Learning Essentials: staff development programme](#) (CLE) in collaboration with UCL Digital Education. CLE is an online course that introduces teaching staff to the concepts and key practices of 'Connected Learning', UCL's approach for online teaching in 2020/21. It was developed at speed and with acknowledgement of the challenges facing teaching staff. A student has also been developed to help students prepare for online study.

CLE covers:

- Section 1: Taking a Connected Learning approach
- Section 2: Securing student engagement
- Section 3: Ensuring a consistent learning environment for students
- Section 4: Assessment
- Section 5: Designing for students' active learning

- Section 6: Curating and making resources
- Section 7: Knowing students are engaging and learning

Around 2000 colleagues had engaged with the course by the end of July 2020, on six UCL-wide cohorts, and four 'faculty instances' (this term the working group use to describe them) (The Bartlett, IoE, Population Health and Medical Sciences). Whilst we continue to offer small improvements based on feedback, the overall message has been very positive and welcome – a one-stop shop for staff as they prepare for online delivery in Term 1 of 2020-21.

b. UCL Connected Learning Live Events

In response to UCL staff feedback the Arena Centre team quickly formulated a series of short synchronous seminars to complement the UCL Connected Learning Essentials Staff Development Programme. The Connected Learning Essentials Live Sessions ran over the summer on topics pertinent to UCL's readiness to deliver remote education in 2020-21.

The 40-90 minute synchronous sessions, gave staff the opportunity to engage with key areas in greater depth. Topics include:

- inclusive online teaching
- remote personal tutoring
- engaging with students
- interactive teaching tools
- virtual studio environments
- online research methods and fieldwork
- preparing for field trips

The sessions have proven very popular with over 1,000 registrants, over the 26 sessions. Many of these sessions will run again in Term One 2020/21.

c. Arena Teaching Fellow support

The Arena Centre Teaching Fellows offered support that included helping develop alternative assessments, signposting resources and guidance, and the move to remote education.

From 16 March until the end of July, Arena staff responded to 271 requests for support either directly through contacts we have built within the faculties or via the newly established 'Teaching Continuity Mailbox'. All faculties have received support, however not all engaged equally. The majority of support requests have been for advice and guidance around 'online teaching' (n = 175) and 'alternative assessment' (n=60).

Examples of requests included responses to policy changes, communicating available support and practical advice e.g. using MS Teams for teamwork or alternatives to Moodle quizzes. Teaching Fellows also discussed options and approaches with colleagues in departments, either on a 1-to-1 basis or in group sessions e.g. running a half day workshop. This support and engagement has

fostered links and developed education in productive ways, unimaginable before the pandemic.

d. Drop-in sessions

Staff were able to book a virtual drop-in for any teaching or assessment topic by emailing the [Teaching Continuity mailbox](#) with a preferred time-slot between 10am-4pm, Monday-Friday.

Initially, we dealt with 9 individual requests directed to the Arena Centre. It became clear that colleagues were approaching colleagues they knew directly, rather than taking up the drop-in, this is evidenced above in item 1.C the vast majority of queries in the mailbox were addressed at to UCL Digital Education.

Currently, we have sporadic queries, mostly as Education Team contacts change with requests for web pages and mailing lists to be updated.

1.2 Resources and guidance

In order to scale up our support, a number of resources and guidance documents were produced and shared widely.

a. Teaching Toolkits

Five new Teaching Toolkits were produced, which provide relevant and practical guidance for all colleagues involved in remote teaching at UCL.

- [How to create engaging and effective videos for online lectures Toolkit](#)
- [Supporting BAME students in challenging times](#)
- [Designing Community Engaged Learning \(CEL\) in a digital learning environment](#)
- [Programme Readiness Toolkit](#)
- [UCL Connected Learning Baseline](#)

b. Case studies

30 new case studies have been published, which demonstrate inspiring teaching practices and projects taking place remotely at UCL. These include:

- [Using Blackboard Collaborate to teach students across the world](#)
- [Understanding a student's first week of remote teaching](#)
- [Providing effective remote pastoral care](#)
- [Using Microsoft Teams to facilitate group work](#)
- [Creating accessible academic content for online courses](#)
- [Ten quick tips for successful online delivery this term](#)
- [How to use Microsoft OneDrive to support large assignment submissions in Moodle](#)
- [Moodle tools to make your teaching more interactive](#)
- [Teaching practical and clinical skills remotely](#)
- [Meet me at the BAR: how to provide a virtual social space for students](#)
- [Checklist for remote supervision and personal tutoring](#)
- [Online alternatives for final year research projects](#)

- [Running practical teaching sessions remotely: Institute of Making case study](#)
- [Moving lab teaching online with LabTutor](#)
- [Bartlett Manufacturing and Design Exchange \(B-Made\) provides online content for connected learning](#)
- [Tips from a Senior Administrator for supporting the delivery of remote teaching](#)
- [Six things I learned moving my face-to-face module online](#)
- [Enhancing student experience through community engaged learning](#)
- [Using the UCL Baseline in peer dialogue to improve your online modules](#)
- [How to run an online MA with an international cohort](#)
- [How to move simulated case vivas online](#)
- [Interactive flipped learning to teach small groups online](#)
- [Engaging students asynchronously with Mentimeter](#)
- [Getting to grips with H5P](#)
- [How Arts & Sciences BASc listened to students' ideas and concerns in real time](#)
- [5 simple tricks for creating successful online learning](#)
- [UCL Special Collections: switching to online engagement and education](#)
- [Student-led virtual team-based learning](#)
- [Getting to grips with alternative field trips](#)

c. Assessment and Feedback Guidance

A [Guide to effective online assessment](#) was developed by a pan-UCL working group under Arena leadership as part of the Bronze-Shappire initiative. This resource was developed in time to support changes to the module catalogue for 2020/21 and has been very well received. The Guide will be further developed by a team comprising Arena and DE staff.

An [assessment load model](#) was developed in consultation with Faculty and launched. This will be embedded as an appendix in PMAP documentation. It is a framework that enables a consistent approach to assessment load across a programme/programmes with the principal aim of ensuring no more than 20% of the learning hours should be dedicated to working towards summative assessment.

The CHART assessment visualisation tool has been increasing in use since its introduction in Oct 2019. Over 130 staff have registered from approx. 50 departments. The majority of staff (86) have registered since lockdown.

The Digital Assessment project that aims to provide a comprehensive modern, robust and secure assessment environment for a wide range of assessment types including exams is co-led through Arena. Once the system has been procured, we will lead the development of training and guidance materials for teaching staff.

d. Personal Tutoring Support

A new [brief guide](#) for personal tutors' was produced, which aims to ensure staff are able to support new and returning students in the 2020-21 academic session. The UCL Personal Tutoring course was launched on eXtend this year and has been updated to reflect the challenges of supporting students through the Covid situation.

1.3 Education Town Halls

Held in conjunction with colleagues in UCL Digital Education, OVPESA, and UCL Estates, 12 [Education Town Halls](#) took place, with attendees for each session ranging from 50 to over 200.

- Exams and 'alternative' assessments
- Pedagogy & student experience
- Online and socially distanced teaching
- Timetabling (hosted three times)
- Assessment planning
- Online teaching
- Laboratory and practice-based education
- Preparing students for Connected Learning
- Teaching tools
- Accessibility and Inclusivity online

1.4 Connected Learning Internships

In early July, departments could apply for funded student internships to support moving teaching activities online, known as [UCL Connected Learning Internships](#). Initially, [UCL ChangeMakers](#) and [UCL Careers](#) were able to offer up to 25 internships, which were open to all UCL students. Further funding was secured and a total of 76 projects were confirmed, across 47 departments, with 147 student internships. A total number of 2,793 students applied. A full list of projects can be found [here](#).

1.5 Communications

A carefully considered, and streamlined, approach to both staff and student communications has been undertaken.

a. Staff communications: Weekly Education Mitigation Bulletin

From mid-March we have produced a [weekly round-up of news](#) on education mitigation. The bulletin is sent to Faculty Education Teams, Covid-19 Mitigation Coordinators (CMCs), Connected Learning Leads and Faculty Tutors, and copied to Vice-Deans (Education). In July, it was decided that UCL Digital Education and UCL Education and Events newsletter would be suspended until September 2020. [View a full archive of the bulletin.](#)

b. Student communications: Student Editorial Board

A newly formed Student Communications Editorial Board sought to coordinate and minimise duplication in student communications from the centre. The group, co-chaired by the UCL Arena Centre for Research-based Education, Office of the Vice Provost (Education and Student Affairs) and Communications and Marketing (CAM), brings together representatives from

- Student and Registry Services
- UCL Careers
- UCL Library Services
- Students' Union UCL
- UCL Innovation and Enterprise
- ISD
- UCL Culture

- UCL Accommodation
- Office of the Vice Provost (Advancement)
- UCL Equality and Diversity
- UCL Culture
- UCL Equality, Diversity and Inclusion
- and three representatives from the Faculty Marketing and Communications Group.

Since suspension of face to face teaching, the Editorial Board has met every Monday to discuss communications priorities for the week ahead and to agree the top five messages for students we will prioritise in our communications that week. Communications with the highest value are pushed across all relevant teams and platforms. Competing communications are prioritised based on urgency/timeliness, relevance to the whole student body and alignment with the student lifecycle. For 2020/21 this format will continue, with greater steer into central CAM planning.

2. Core Arena Centre Work

Alongside all of the urgent work to support the UCL community since March 2020, noted above, much of our core work has continued.

2.1 UCL Arena Open: Our fellowship recognition scheme

This year saw a total of 308 fellowships awarded across all four categories. The breakdown over the past three years, shows that our number have remained comparable with previous years, despite challenges:

	2019-20	2018-19	2017-18
AFHEA	141	105	131
FHEA	132	122	131
SFHEA	31	42	34
PFHEA	4	6	5
Total	308	275	301

This year's successful applications are based in all eleven faculties, however, some have higher engagement than others, as the following table shows:

Faculty	AFHEA	FHEA	SFHEA	PFHEA	Total
Arts and Humanities	10	3	1	1	15
Brain Sciences	15	8	4		27
Built Environment	8	13	4	1	26
Engineering	17	18	1		36
IoE	12	23	8		43
Laws	2	1			3
Life Sciences	17	4	1		22
MAPS	7	13			20
Medical Sciences	11	19	8	2	40

Population Health Sciences	18	12	1		31
Social and Historical Sciences	21	12	3		36
Non-Faculty	3	6			9

Over the year, we have had 280 colleagues attend our 'Initial Guidance' events, and a further 324 attend our 'Developing Your Application' events and 'Writing Spaces' (although these figures may represent multiple visits from the same person). 86 UCL colleagues with HEA fellowship have acted as application assessors.

2.2 UCL Arena One: For PGTAs

Over the academic year we ran 16 Gateway workshop sessions (652 participants in total) and eight cohorts of the Teaching Associate Programme (TAP) (156 participants in total). We received very positive feedback throughout, with an average score of 4.3/5 for Gateway and 4.5/5 for TAP.

In term 3 we moved to online teaching and both Gateway and TAP were taught remotely in a blended version including synchronous and asynchronous activities. The move was swift and allowed us to test different teaching tools and resources, such as the Core Teaching Skills course, developed by Arena in collaboration with Epigeum (2019). Seven Teaching Fellows were involved in teaching the sessions remotely. The feedback we received from the term 3 student cohorts is generally very positive and it will be considered in order to make further changes to the asynchronous components of the programme.

2.3 The PGTA Hub

May 2020 saw the launch of Arena's new [PGTA Hub](#), an online space for Postgraduate Teaching Assistants to find information about policy, training and teaching opportunities. It is the result of an institutional ChangeMakers project which developed from feedback from the student body about perceived disparity in the availability of PGTA positions across departments and faculties. The Hub is intended as a place for departments to publicise local opportunities in order to promote fair recruitment and selection policies.

2.4 UCL Arena Two: For new teaching staff

Over the year 133 probationary Lecturers and Teaching Fellows attended Arena Two, with an average satisfaction rating of 4.1/5. The completion rate was 66% in term 1 (during strike action), while in term 2 the rate was 92%.

For our summer cohort, we had to move all teaching online very rapidly. We took this opportunity to model good practice in online teaching/learning, ensuring our probationary staff were able to both experience and discuss what online teaching can look and feel like, while understanding both differences and similarities between face-to-face teaching and online teaching. 34 colleagues signed up and the completion rate was 100%, with an overall satisfaction of 4.3/5

2.5 UCL Arena for Postdocs

We support postdoctoral researchers interested in gaining teaching recognition to apply for AFHEA (and on occasion FHEA) through Arena Open. These colleagues also join our one-off sessions on teaching and supervisory practice. We continue to work with Organisational Development and the Doctoral School to ensure we support the needs of postdocs.

We also offer a tailored Introduction to Teaching session for this group and a follow-up with Microteaching opportunity. This year we ran a total of six sessions for Postdocs (one delivered online in term 3) with a total of 114 participants and an average score of 4.4/5.

2.6 UCL Arena Senior Fellowship Pathway

The Pathway is structured as a single introductory session each term, which feeds into a three-session course in the summer term. The most recent iteration was delivered online with 10-13 participants, with an average evaluation of 4.7/5. Participants from this cohort have formed a peer support group to continue developing their applications for Senior Fellowship. We will continue to develop asynchronous activities for use during times that suit potential applicants rather than belonging to a particular presentation or schedule.

2.7 UCL Arena for Programme Leaders

Two new workshops were developed and were well received and well attended. A workshop on the new ASER process, in collaboration with Academic Services and an administrator from The Bartlett, attracted 34 participants (the workshop was offered twice), and was positively evaluated. A second workshop on [Designing Out Contract Cheating](#) (planned over 2 sessions, in collaboration with Digital Education), was similarly well attended. Around 23 senior staff (e.g. PLs, Graduate Tutor) attended each session, evaluated at 4.4/5, and 54 staff accessed the Moodle resources.

In addition to the workshops, a PL Forum on the [UCL Arena for Programme Leaders, Directors and Administrators](#) Moodle was set up and to date there are 712 participants. The Forum is very useful for contacting PLs and advertising sessions and resources. The Moodle also hosts the PL Handbook, launched in January 2020 – to date there have been 204 views of the handbook by 159 users.

2.8 Programme Development Workshops

A new workshop has been developed and piloted as part of programme development. This comprises 1 day or 2 x half day workshops attended by a programme team. They are aligned to the PMAP process and programmes teams are strongly encouraged to take part prior to completing PMAP documentation

2.9 UCL Arena for Professional Services

For this group of staff we held three 'Initial Guidance' sessions and three 'Developing Your Application' sessions during 2019/20, with a total of 28 people attending. We also held a 'Writing Retreat', which was attended by 10 people. The average

feedback score for the sessions was 4.5. Since March, we have been responding to far more queries and requests for mentoring and/or draft-checking. The total number of professional services staff who have gained fellowship is as follows: 19 AFHEA; 8 FHEA; 6 SFHEA. In July 2020, we held the first *Professional Services Staff – Pathway to Arena Fellowship*. All of the 20 places available on the programme were booked up within two days of opening registration, with a waiting list of 14.

2.10 Mentoring colleagues with fellowship applications

Further support for potential applicants has been given through a refreshed mentoring scheme, which launched in the spring of 2020. Over 300 volunteers from across UCL who have successfully achieved a descriptor of fellowship have volunteered to assist others on the same journey. In many cases this happens on an informal basis within departments, but if a formal request is made to Arena an applicant is matched to someone in their department or faculty. Since the start of this scheme between April and June of 2020 around 25 requests for mentoring have been made and fulfilled.

2.11 Leading Change in Education

In November 2019 we welcomed the second cohort of UCL's bespoke programme for senior education leaders, which aims to enable this important group of colleagues to leverage strategic enhancement, while also building their education leadership capacity. Following nominations from Deans, 10 of the 11 faculties were represented on the programme, with a total of 15 participants. Two two-day workshops were held off-site, one in November and the other in February, and we hosted a Dutch delegation of university leaders for a day of sharing in February. Due to the lockdown, the third workshop has been postponed to November 2020 and the study trips to the University of Essex and to Amsterdam were both cancelled.

Strong connections and networking took place amongst the group. A mix of external speakers, UCL guests and the facilitators have covered a range of themes. A key element of the programme has been the time given to participants to network and develop a change project at UCL. Evaluation of the programme so far has been positive, ranging between 4/5 and 5/5.

2.12 UCL ChangeMakers

ChangeMakers projects had four strands in 2019-20: at department, faculty, and institutional levels, as well as a strand for PGR students. In all, there were nearly thirty projects underway by February. We also worked with the academics, students, the Students' Union, Student and Registry Services, and OVPESA to initiate a network to support Staff Student Consultative Committees.

2.13 Student Quality Reviewers

[Student Quality Reviewers \(SQR\)](#) underwent some big changes in 2019/20, which saw the Arena Centre taken on a bigger share of the management of the scheme while maintaining close links with the Student Union to guide its development and help with the training of students. This change delayed activity in term 1 although enabled us to overhaul some of the support resources. We reviewed and restructured the Moodle, refreshed the training and introduced highly successful

drop-in sessions so that there was a more gradual and discursive on-boarding of students into Quality Assurance and Enhancement processes.

In light of the new ASER process which has better integrated the input of Lead Academic Reps, we paused the ASER Facilitator role for 2019/20. We have successfully moved Student Curriculum Partners – a collaboration with the BAME Awarding Project team – from its pilot phase to a regular role offered to students. We also piloted two new roles: ‘Community Engaged Learning Ambassador’ and ‘TESTA@UCL Student Partner’. Students continued to be involved in PMAP, IQR and as ‘Student Reviewers of Teaching Practice’.

SQR faced disruption due to COVID-19 and we brought the roles to a close when we went into lockdown. We have maintained contact with a small subset of these students who remained interested in working with us and have been involved in other work pertinent to the shift online.

2.14 Events

Each year we host a number of events open to the UCL community, in order to support education development. This year our annual events were most impacted due to UCU industrial action (February-March) and COVID-19. However, where possible, events were held virtually including The Education Awards and Academic Practice in Technology (APT) Conference.

In response to growing staff requirements, we organised a new series of events, ‘Connected Learning Live.’

a. UCL Education Conference

The UCL Education Conference, due to be held in May 2020, was cancelled due to Covid-19. Authors of submitted abstracts were given the option of automatically carrying them over to the 2021 Education Conference.

b. The Education Awards

The 2020 Education Awards took place online this year with a [virtual celebration](#) over a two-week period.

UCL PROVOST EDUCATION AWARD

There were seven individual and two team winners chosen from 41 nominations, received from all UCL faculties. The timing of the selection panel preparation coincided with a period of intense Covid-19 mitigation work for UCL senior leaders. The Arena team was asked to step in and provide summaries and reviewers’ comments for all applications, which were passed to the awards panel for final decision making.

STUDENT CHOICE AWARDS

This year 1267 nominations were submitted covering over 700 individual members of staff.

c. Arena Seminar Series

Seminars and discussion panel events this year included a mix of internal and external speakers, showcasing the work and initiatives led by recent UCL Education and Provost's Teaching Award winners. The events focused on the three key UCL strategic areas: inclusive education, student learning support, and assessment and feedback. In total 69 attendees engaged in 6 events.

d. Threshold Concepts conference July 2020

The conference has been postponed until July 2021. All submissions and bookings have been carried over and a further call for papers may be issued in the autumn.

e. National Teaching Fellowships support

Three winners of the Provost's Teaching Award were supported in their nomination for NTF by UCL. The medical team due to be nominated for the CATE award withdrew as their workload spiralled due to the early spread of COVID19. We have formally requested that we be able to submit them as an extra team in 2021 and the HEA have confirmed they will consider the request (given the team's field of work).

f. UCL Posters in Cloisters and Posters in Parliament

Undergraduates from two UCL departments were among students from more than 30 UK universities presenting their original research at the annual competition, [Posters in Parliament](#). UCL students presented their original research at an event on Wednesday 11 March, held at The Royal Institution of Chartered Surveyors in Parliament Square.

g. Academic Practice and Technology Conference

Shaping academic practice for the new decade. Due to Covid, the conference took place online for the first time in its 18 year history via Teams and Live events. Its 27 presentations and keynotes were well attended by over 300 staff across the UK HE sector. 9 presentations were by UCL staff. APT is a collaboration between UCL (lead), LSE and Imperial College, London.

<https://aptconference.org.uk/index.php/apt/apt2020/schedConf/index>

h. Journal of Educational Innovation, Partnership and Change.

This journal is hosted and managed by Arena. It supports the dissemination of staff-student partnership and promotes the development of this growing field of academic writing and inquiry. Vol 6, No 1 (2020) was published in May. Vol 7 No 1 'Enriching BAME staff-student partnerships in further and higher education' will be published in 2021. <https://journals.studentengagement.org.uk/index.php/studentchangeagents>

2.15 Personal Tutoring Development

We have renewed our efforts to enhance our training and development opportunities for UCL Personal Tutors. In 2019, the Arena Centre worked with three Student Fellows to explore student and staff experiences of personal tutoring across the institution. The project aimed to enhance the Arena Centre's training and development of personal tutors and support wider institutional work to meet the challenges faced in this area. This has led to the development of a new, online training course for UCL personal tutors, which launched in April 2020. Given the challenging circumstances under which it was launched, it has not been widely publicised, but staff are already beginning to engage with it. Early feedback suggests it has been well received. The Student Fellows' work is also informing a wider project with OVPEA and the formation of a new Steering Group to re-examine the guidance and recommendations available to UCL Personal Tutors, especially in light of remote working.

2.16 Research Supervisor Development

440 participants have successfully completed our online course for UCL research supervisors, and we have had exceptionally high demand for our Developing as a UCL Supervisor sessions, which are aimed at those with no prior supervisory experience. In total, we ran 12 sessions this year, including four online, with a total of 435 participants. These training opportunities are pre-requisites for colleagues wishing to be newly appointed to supervise doctoral candidates and have been well received since Arena assumed responsibility for supervisor development in September 2018; the Developing as a Supervisor sessions have received an average of 4.3/5.

Other development sessions for supervisors have this year included:

- Examining Research Doctorates (with Prof David Bogle), 26 participants, average of 4.7/5;
- Effective Research Supervision (with John Wakeford), 23 participants over two sessions, average of 4.7/5;
- Enhancing your Supervision (Arena-led session), 15 participants, average of 4.6/5;
- Supervising UG and PGT Projects and Dissertations, 58 participants, average of 4.3/5.

We have supported twelve colleagues to apply for the UK Council for Graduate Education (UKCGE) Research Supervision Recognition Programme, which launched in January 2020.

In June 2020, we ran our third annual Forum for Faculty and Departmental Graduate Tutors, around the theme of 'Maintaining research cultures'. Around 40 colleagues attended.

2.17 Community Engaged Learning Service

The Community Engaged Learning (CEL) service (now in its second year) has seen the following achievements during 2019-20:

- Ten events on Community Engaged Learning, which include among others: CEL and Schools; CEL and Engineering; CEL and Sustainability; CEL and Volunteering; CEL and Community Dissertations; How do to CEL in a Virtual Learning Environment.

- 1:1 Consultation sessions and support to UCL academics who wish to use CEL as part of their teaching
- PMAP advice and support offered to UCL EAST programme leaders who wish to embed CEL into their new programme
- Development of new toolkits, case studies and videos, all available on the [CELS pages](#)
- Co-design of a Curriculum Design Framework on CEL with students (ChangeMakers) and community partners from East London. Three Curriculum Co-Design workshops took place between February - March 2020 that were funded by the Higher Education Innovation Fund (Knowledge Exchange).
- 3 Focus Groups with UCL students (13 total) to understand the pedagogical value of Community Engaged Learning.
- Total engagement over the year with nine UCL faculties, across 27 new programmes and 24 modules.

2.18 UCL EAST Programme Development

UCL EAST programme development involves supporting prospective programme teams to design and develop a UG or PGT programme, this includes supporting cross-disciplinary conversations about embedding UCL EAST's academic vision into curriculum design in key areas such as programme narrative, outcomes, online and blended learning and formative and summative assessment. Most engagement is in small teams or one to one meetings. On average, there have been 2-3 sessions like these per week in 19-20.

This work has led to 13 PGT and 4 UG programmes receiving final PMAP approval. Six programmes have been supported to outline approval and are currently making amendments. 24 programmes are in development. Work has begun on supporting the development of a Year 0 foundation programme in Engineering.

The academic community has participated in 17 tailored thematic workshops (ranging from 'show and tells' to 'UCL's BAME awarding gap project' to 'personalised support for writing and communication') on curriculum development for UCL EAST, including 7 virtual workshops.

2.19 Liberating the Curriculum

An event planned to follow the Eugenics Report publication was cancelled due to lockdown. An online session for the Connected Learning Live session has been written and the previous Arena event is now online as a self-study resource. A blog is currently in production.

2.20 Postgraduate Taught Modules

Three 15-credit modules ran this year, with the successful launch of Connecting Writing with Research alongside Researcher Professional Development and the final run of Investigating Research. Connecting Writing successfully migrated online in the middle of term 2. The modules now fall under the IOE, for exam board purposes, from SHS, which disrupted information reaching the timetables and the module catalogue; these issues have now been ironed out. This year, we saw a shift in student profile from MRes students to MSc.

The Board of Examiners has already met and the external reported favourably on the year's delivery.

2.21 Dissemination and work beyond UCL

Although not our core priority, as a team of education developers, many team members support and draw knowledge from the wider community.

a. External Examining

- Jenny Griffiths appointed external Examiner at Leicester.
- Sam Smidt external examiner at: Warwick; Kings College London; Portsmouth; Ed D at Open University; and PhD at Australian National University.
- Brent Carnell external examiner at Oxford Brookes University.

b. Accreditation

- Jenny Griffiths: Institute of Physics accreditation for Cambridge Physics
- Sam Smidt: Institute of Physics Degree Accreditation Committee and member of accreditation panel

c. Journals, Papers and presentations

- Jenny Griffiths: 'Linking Disciplines, People and Phases', keynote, Leuphana University, November 2019
- Alex Standen and Teresa McConlogue: invited speakers at SRHE Network Day focusing on assessment and feedback.
- Sam Smidt: Hong Kong University international webinar series presenter (How UCL is meeting the challenges of teaching and learning in the time of COVID-19 – and the long-term implications of the changes being made); PKU Online Learning Salon (How UCL is meeting the challenges of teaching and learning in the time of COVID-19 – and the long-term implications of the changes being made); consultancy with Bangladesh British Council and University Grants Commission to deliver Learning and teaching workshops for the directors of a new CETL network in Bangladesh and work to support World Bank funded initiative to advance learning and teaching in HE, which included a keynote at first Bangladesh HE conference; PKU invited guest speaker at 2019 International Conference for Teaching & Learning in Higher Education (Research-based education at UCL – the Connected Curriculum); and M25 Consortium of Academic Libraries (TEF and its implications for universities).
- Simon Walker: *Decisions, theory and data: defining the role of analytics for assessment and feedback* Tomas, C and Walker S (2020) Jisc; 2019 International Conference for Teaching and Learning Development in Higher Education at Peking University (November 2019) – *Creating Conditions for Organisational Change*: online seminar (April 2020) - *What do we need from assessment in the post covid-19 era?*; British Council live event for Bangladesh Universities (20,000 views) - *How UCL is meeting the challenges of teaching and learning in the time of COVID-19 – and the long-term implications of the changes being made*; Ellis, E., Walker, S., Knight, S., & Bennett, J (2020). Editorial. The

Journal of Educational Innovation, Partnership and Change, [S.I.], v. 6, n. 1, ISSN 2055-4990; Editor of Journal of Educational Innovation, Partnership and Change; Lead organiser Academic Practice and Technology (APT) conference

d. Visitors to UCL Arena Centre

- Potsdam (October)
- University of Jyväskylä (October)
- Polish universities - Management cohorts and Masters of Didactics programme
- University of Groningen and University of Twente (February)

e. Visits made by us

- Jenny Griffiths visited the University of Utrecht to discuss their staff development scheme for mid-career academics;
- Jenny Griffiths, Alex Standen, Sam Smidt, and Simon Walker continue their collaboration with Eurohub, with Alex and Jenny attending the annual event in Utrecht.

f. Other external work

- Sam Smidt: Independent End Point Assessor for Advance HE for the Academic Professional Apprenticeship; Consultancy MISIS Moscow to develop programme of academic development with focus on TEL and research-based Education; a member of UCL Academy Trust
- Teresa McConlogue published her open-access book [Assessment and Feedback in Higher Education A Guide for Teachers](#) which has been downloaded 1,042 times, in 64 countries
- Simon Walker: consultancy with Bangladesh British Council and University Grants Commission to deliver Learning and teaching workshops for the directors of a new CETL network in Bangladesh and work to support World Bank funded initiative to advance learning and teaching in HE, which included a keynote at first Bangladesh HE conference; appointed external examiner to the HE Advance Fellowship scheme at Hong Kong University; appointed as external consultant to LSE

2.22 Staffing changes

This year we said goodbye to some colleagues, welcomed new faces, and saw a few other changes.

a. Leavers

- Jenny Marie: moved to the University of Greenwich, November 19
- Jane Skirving: retired, December 19
- Vincent Tong: moved to Northumbria University, July 20

b. Joiners

- Sandra Lusk: returned from secondment, January 20

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- Karen Matthewman: joined from Goldsmiths, September 19
- Pete Fitch: joined from Imperial College, June 20
- Rebecca Lindner: maternity cover for Alex Standen, July 20
- Nephtali Marina-Gonzalez: seconded to Arena from January to July 20

c. Other contract changes

- Jason Davies: promoted to principal teaching fellow, Oct 19
- Brent Carnell: seconded 0.3 as Director of Education to The Bartlett School of Architecture for two years from Sept 19