Arena Annual report 2018-19

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Introduction

The UCL Arena Centre for Research-Based Education has had a productive year, engaging in educational development activity across the institution. A large factor in this success is the way educational excellence continues to be embedded in the culture at UCL, and the support and engagement we receive for our work from individuals, departments and faculties.

This document reports on our impact for the 12 months up to the end of August 2019.

Highlights of the year include:

- Received a professional services award for expanding our department and faculty-facing work and our support of the subject-level TEF pilot
- The successful re-accreditation of our Arena Programme (and the award of our 1,000th Fellowship, featured in an Advance HE blog)
- The launch of our flagship Leading Change in Education programme; and
- The launch of a suite of training and development resources for UCL Research Supervisors.

Alongside these new areas, we have continued our large programme of training, events, professional recognition and resource development for staff, and our student engagement work.

Faculty and Department-facing Work

Faculty and department liaison

In the 2017-18 academic year, the UCL Arena Centre for Research-based Education (UCL Arena Centre) led a series of meetings with all UCL Departments that offer undergraduate provision as a follow-up to the ASER process. Colleagues from Office of the Vice-Provost (Education & Student Affairs) (OVPESA), Careers and Digital Education came to the meetings and which focused on supporting educational enhancement in departments' local contexts.

In the 2018-19 cycle, we expanded this programme of visits to include all UCL departments, including those with postgraduate-only provision, meaning a total of 69 meetings have taken place.

We followed up on the meetings of the previous year, providing 18 workshops and having 14 conversations about how to enhance education with departments. Many more workshops and other enhancement activities have been scheduled for the coming year.

We supported departments writing their Self Evaluative Statement for IQR and the training of IQR panel members, as well as having representatives on all Faculty Teaching Committees to provide advice at faculty level.

Subject-level TEF Pilot

This academic year, UCL participated in the pilot of subject-level TEF, which required 24 subject groupings to submit narratives about their enhancement of education over the past three years. Subject-level TEF narratives began with departmental narratives, which were then used as source-material for subject narratives. The Arena Centre supported 37 departments to write their own narrative as part of the Annual Student Experience Review (ASER) process. We did this by:

- running briefings
- hosting a writing workshop
- providing feedback on drafts.

Following on from this we supported the drafting of the 24 subject-level drafts, providing support at two writing away days, which were attended by 13 and 15 drafters respectively; we held 22 meetings with drafters, and gave feedback on and/or edited 47 drafts. We also responded to email enquiries throughout. Most of our support focused on interpreting the metrics and the tone and shape the narrative should take. Feedback from drafters and faculty tutors was overwhelmingly positive, with the TEF support team winning a Professional Services Award for Ways of Working Together.

The Arena Centre concluded the work with debriefing sessions for the drafters following the receipt of the pilot subject-level TEF outcomes; and has provided a report to QRSC on the level of success of including departmental-level narratives within the ASER process.

UCL Arena Fellowship scheme

Re-accreditation of our Arena Fellowship scheme

Our Higher Education Academy Fellowship (HEA) scheme, which is one of the largest in the sector, has been reaccredited for 5 years by AdvanceHE, who gave many commendations in their feedback to the team. The accreditation process gave us an opportunity to review our scheme and we have made some changes to improve the application process and support for our staff:

- The number of case studies for Associate Fellow (AFHEA) and Fellow FHEA have been reduced to increase alignment with AdvanceHE expectations of the descriptors;
- A new 'Reflection on Educational Leadership' section has replaced one case study for Senior Fellow (SFHEA) applicants to ensure that they are able to communicate more clearly the multifaceted leadership roles that UCL staff often hold;

- We introduced the 'SFHEA pathway' – a series of three afternoon seminars running in term three, with introductory sessions occurring once in all three terms to offer support to those considering applying for SFHEA;
- The Principal Fellow (PFHEA) application form has been changed to bring it closer to that of the AdvanceHE direct application route;
- The support offered to PFHEA applicants has been formalised in order to ensure that applicants are aware of the requirements for PFHEA before dedicating significant time to writing a potentially unsuccessful application. We have also introduced a pre-panel for all applicants to offer feedback from multiple sources prior to final submission;
- We have reduced the complexity of holding separate fellowship panels for Arena Open, One and Two. We now have 6 joint panels each year and applicants all submit through a single Moodle site.
- We have appointed a new Senior Teaching Fellow who will be taking the lead on ensuring that fellowship mentoring is actively supported across UCL.

During the course of 2018/19 we awarded 301 fellowships, including our 1,000[th] fellow since the scheme began in 2014. Number of awards by category:

- Associate Fellow (AFHEA) - 131
- Fellow (FHEA) - 131
- Senior Fellow (SFHEA) - 34
- Principal Fellow (PFHEA) - 5

Numbers of successful applicants have remained quite stable over the last few years, but there has been a noticeable increase in the proportion of applications at Senior and Principal Fellowship level.

UCL Arena One

Arena One Gateway underwent internal review by the course lead in 2017-18. This included comments and suggestions from a student reviewer and analyses of feedback data from participants and tutors. The outcome was a workshop which flowed better and with technology integrated more effectively. There has been positive feedback on these improved sessions:

- Number of sessions: 18
- Total attendees: 776
- Average feedback score: 4.3 /5

Arena One Teaching Associate Programme (TAP) has mainly seen smaller changes to individual sessions and it continues to receive very positive feedback:

- Cohorts: 6
- Total attendees that attended 3 or more sessions: 160
- Average feedback score: 4.3 /5

In 2018-19 we piloted a 'compressed' summer-version of TAP. This meant that the five sessions were delivered weekly, rather than every fortnight. We were curious whether this would make the workload too high for participants, but the feedback so far suggests that this is not the case.

Representative comments from participants are:

- 'I appreciated that the course was concentrated in 5 weeks rather than 10. It makes much easier to engage and be focused.'
- 'This was great for me as I'm part-time on the PhD and had to use my annual leave. 10 weeks would be too long.'
- 'I think this is the best way to do TAP as it keeps you active and engaged for the full length of the course. Honestly, I wouldn't have time to do it otherwise.'

These suggest that having different models of delivery can cater more effectively to different groups of PhD students, without raising the overall workload for participants or tutors significantly. The average score for the condensed TAP was 3.9, which was a bit lower than for other TAP groups. While this may be mere teething problems, we will monitor the feedback over the next academic year and make necessary changes where needed.

In 2019-20 we have decided to provide a number of different delivery models, giving participants even more flexibility and choice.

UCL Arena Two

185 probationary Lecturers and Teaching Fellows attended Arena Two in 2018/19, with an average satisfaction rating of 4.1/5. As with Arena One, we piloted a summer term cohort which consisted of two sessions per week delivered over a one-month period. Participants commented:

- '*I think that's a great way to cover Arena Two. I would encourage to continue and extend this compressed format. It would have been very difficult for me to do Arena Two during the term.*'
- '*High workload. But good that sessions followed up on each other quickly*.'

In 2019/20 we will continue to offer this summer option.

UCL Arena Senior Fellowship Pathway

The Senior Fellowship pathway ran for the second time in May/June 2019 with 16 colleagues attending. Evaluation scores were between 4.6 and 4.8 out of 5. 7 participants have now submitted applications. Future development will bring the pathway into closer alignment with the Arena programme leader support.

UCL Arena for Postdocs

In response to significant demand from postdoctoral researchers at UCL about their development as educators, we run a series of two workshops that introduce them to teaching and learning and allow them to put this into practice. In the 'Introduction to Teaching' workshop they are introduced to, and discuss, different ways of making teaching effective and consider using these approaches in their teaching. A follow-up 'Microteaching 'session provides an opportunity to deliver a short teaching session to a small group of peers who give and receive formative feedback on each other's practice. The sessions were very well-received: in 2018/19 there were 175 participants, rating the sessions on average 4.3/5.

UCL Arena for Professional services

Professional Services colleagues who support students' learning in non-teaching roles receive targeted support in making associations between their professional development, their practice and the appropriate category of HEA fellowship.

- 81 participants came to these targeted events in 2018/19, with an average satisfaction of 4.8/5.

2019/20 will see the introduction of a new series of events for professional services.

Programme Leader provision

In the summer term, we expanded our provision for programme leaders, recognising that the work of managing and developing programmes falls on a range of staff. We therefore developed flexible provision for existing and aspiring programme leaders/directors (PLD) and programme administrators (PLDAs). The aim is to better meet the needs of this group and focus attention on ways of reviewing, designing and assessing programmes of study.

As part of this work we developed, facilitated and evaluated:

- 2 new workshops on assessment design and marker reliability
- A new Moodle site with resources and links to useful information for PLDAs
- New drop-in sessions driven by PLDAs concerns. PLDAs come with a question/issue and bring relevant supporting documents. Arena teaching fellows and an experienced UCL programme leader facilitate the sessions and respond to queries. The drop-ins provide PLDAs with support and an opportunity for networking.
- A PLD handbook, providing PLDs with an overview of key information on programme design, quality assurance and student support

We are developing further resources this year and will facilitate new sessions and workshops.

Arena seminar series

The Arena Centre hosted 24 one-hour lunchtime sessions in the 2018-19 academic year. Speakers included academics from Cardiff University, University of Exeter, the Open University, Queen Mary University of London, University of Surrey, and UCL. A wide range of topics on learning and teaching in higher education – from innovative teaching techniques to enhanced student support – was featured in the series.

- In total, 315 participants attended the sessions with an average feedback score of 4.6/5.

Arena Centre Teaching Fellows and UCL Student Support and Wellbeing (SSW) run a series of 'Essentials' sessions, dealing with some of the fundamentals of teaching and supporting learning.

- 700 participants attended, across 37 Sessions from September to May.
- 12 of these sessions were delivered by SSW, topics covered included:
  - 'Supporting students who have experienced sexual violence' (SSW+ Rape Crisis),
  - 'Depression, suicide and self-harm' supporting students with disabilities and Transgender.
  - Average feedback across the 37 events was 4.2/5.

Giving good quality feedback

To address persistent issues with feedback at UCL; namely, slow turnaround times, lack of consistency across a programme in terms of quality and quantity of feedback and student lack of understanding of feedback, we designed a workshop and offered it across UCL. Our aim was to enable as many staff as possible to participate in the workshop. We wanted to achieve a level of continuing and profession development whereby staff would have a shared understanding of feedback issues and would be able to effect change at the programme team level.

The workshop addresses developing students' evaluative judgement and ensuring consistency in the quality and quantity of feedback.

- Since September 2017 to present around 650 staff have attended the workshop.
- Evaluations have been positive; of 363 respondents 162 rated the workshop as 'excellent' and 172 rated the workshop as 'very good' (total - 92% very good/excellent).
- In free text comments they said they valued – 'guidance and advice', 'conversations with colleagues', 'practical aspects', scenarios, using the feedback profiling tool and the video case study.

We intend to continue offering the workshop across UCL as demand is still high from departments.

Peer Dialogue

We piloted a new workshop to help staff to think about how to get the most out of peer dialogue and we have added a term of reference to Departmental Teaching Committees (DTCs) to ensure there is a forum to share good practice identified during the process.

UCL Connected Curriculum

A total of 68 case studies covering all six dimensions of the Connected Curriculum, UCL's institutional research-based education curriculum framework, are now available on the Teaching and Learning Portal. The main Connected Curriculum webpage was the third most viewed page on the Portal with a total of 7,590 views between September 2018 and August 2019. The Connected Curriculum case studies attracted a total of 5,936 views in the same period.

Teaching toolkits had 11,641 views and were the most viewed page on the Portal in 2018-19; teaching resources had 2,827 views and over 75,000 print materials were distributed to departments at the beginning of the academic year.

In the coming year, a working group will be exploring a Connected Curriculum refresh, 5 years after it was first launched, to update UCL's curriculum framework to take into account changes in UCL's strategy.

Community Engaged Learning Service

In September 2018, a new Teaching Fellow with a focus on curriculum and community engagement (Curriculum and Public Engagement Consultant), Marie Xypaki, started in post in a role shared between UCL Culture and UCL Arena. Marie has developed the Community Engaged Learning Service (CELS); a new pilot service that aims to mainstream partnerships with external partners in teaching to enhance student experience, enrich academic practice and have a positive social impact. CELS is for new and existing UCL programmes that want to embed community engagement in teaching and assessment. It ensures that that the programmes follow best practice of community engagement and are pedagogically sound. Community Engaged Learning Service (CELS) is a characteristic of the Connected Curriculum, UCL's framework for research-based education. CELS is also one of the themes for UCL EAST Programmes.

CELS has brought together expertise from directorates who already work with external partners and/or who have pedagogical and curriculum design experience such as UCL Arena, UCL Culture, Students' Union, Innovation and Enterprise, Careers and UCL Digital Education. CELS has also been bringing together the existing best practice of academic departments in community engaged education with an intention to develop a Community of Practice.

The soft launch of CELS took place in March 2019, after a scoping and planning period of 5 months. Since then, CELS has:

- Initiated projects /offered support to academic staff in 7 Faculties with an aim to embed community engagement in the curriculum.
- Developed or contributed to 11 Curriculum Design Workshops for UCL and UCL EAST Programmes.
- Developed educational resources for teaching and learning, and curriculum design toolkits for supporting academic staff reflect on their curricula and guidance on how to collaborate with external partners.
- Offered advice in 6 UCL EAST Programmes (so far) as part of PMAP.
- Delivered a Curriculum Co-design session with a focus on assessment with academic staff, students and community partners in order to further enhance pedagogical understanding of community engaged education within UCL context.
- Delivered 2 CELS lunch hour sessions with a focus on volunteering and schools' engagement.
- Ensured £8,456 funding (Knowledge Exchange) for more Curriculum Co-design sessions and for Networking events that can catalyse new university-community partnerships with a curriculum focus.

Liberating the Curriculum (LTC)

Our Liberating the Curriculum initiative changed format this year, from a formalised termly meeting to a more informal monthly drop-in discussion group. A range of staff and students have attended to share insights, gain support with sometimes intractable problems and keep abreast of the many initiatives going on across UCL.

We also piloted a new Arena Essentials session on inclusive curriculum, which obtained feedback scores averaging around 4/5; the key point of dissatisfaction was that more specific information on changing practice was required. Future runs of the workshop will be two hours rather than one, and the Moodle site has been (and will be) steadily expanded to offer more specific resources on a wider range of topics. This Moodle site has been set to guest access to promote inclusivity work beyond UCL and received favourable feedback from other institutions.

Jason Davies has attended and chaired a multi-institutional event for academic developers hosted by Kings in February on the theme of 'Liberating Our Curricula'. Attended by representatives of almost 20 UK HEIs, this was a follow-up from a UCL-organised event in July 2018. Plans for 2019-20 are to create a more structured relationship with Bloomsbury universities to share resources and expertise, and to work closely with the new Centre for the Study of Race and Racism.

Chairs of LTC (Jason Davies, along with Nicole Brown and Victoria Showumni of UCL IOE) have regularly represented LTC at events around UCL including the UCL Education conference and the Town Hall on eugenics in March.

LTC is also represented on the steering group of the BME Attainment Gap project, the Digital Accessibility Task and Finish group (now a 'Strategic Oversight Group') and the Race Equality Charter Student Subgroup.

UCL Education Conference

Over 400 attendees were registered for the 2019 Education conference, which had the theme of Inclusivity, focusing on

- Widening Participation
- BME attainment
- Assessment and Feedback
- Supporting student success and,
- Digital education and innovators.

- Academic Rep of the year - 233 nominations for this award, from both staff and students.
- UCL Education Awards – 39 individual and 12 team nominations
- Student Choice Awards - a record 1478 nominations this year, which recognised 764 individual members of staff across UCL.
- UCL Arena/HEA Fellowships.

The keynote speakers were Anne-Marie Canning MBE, Director of Social Mobility and Student Success at KCL, and Dr Dominique Thompson, GP and student wellness consultant.

For the first year, the nominees for UCL's Provost Education Award and Student's Choice Award were announced at the close of the conference.

The Education Awards

Over 300 staff and students joined together to celebrate achievements in UCL teaching and learning at the Education Awards 2019.

The annual Education Awards recognise and celebrate the achievements of staff and students and their contributions to our learning community.

The event was hosted by Rothna Akhtar, Welfare and International Officer, Students' Union UCL and Professor Deborah Gill, Pro-Vice-Provost for Student Experience and Director of UCL Medical School. UCL Provost Professor Michael Arthur presented the Student Choice and Provost's Education Awards.

The following were celebrated:

- Academic Rep of the year - 233 nominations for this award, from both staff and students.
- UCL Education Awards – 39 individual and 12 team nominations
- Student Choice Awards - a record 1478 nominations this year, which recognised 764 individual members of staff across UCL.
- UCL Arena/HEA Fellowships.

For the first year, there were exhibitions held of 2017/18 in the run up to the awards and 2018/19, which was installed the day after the ceremony in the North and South Cloisters.

Academic Practice and Technology (APT)

Very thoughtful and inspiring; charismatic speaker engaging the public; excellent points, terrifically structured presentation; relevant and informative; engaging speaker…… were typical of delegates' comments about our 2 keynote speakers, Dr Donna Lanclos and Professor Susannah Quinsee, at this year's Academic Practice and Technology (APT) conference, held for the first time at UCL.

APT is a popular London conference established by Professor Simon Walker (UCL Arena) 17 years ago, that attracts around 120 national and international delegates. It is an annual fixture that supports teachers, researchers and professional services staff wishing to explore shifts in academic practice in the digital era. It has a strong focus on student partnership and co-authorship. For the last 5 years, it has been jointly hosted by the University of Greenwich and LSE. This year UCL became a formal partner and host. There are ongoing discussions with Imperial College as a future partner.

This year's conference keynotes and the 28 parallel presenters explored wide-ranging themes including developing innovative curricula and high-quality programme design, interdisciplinary teaching, inquiry, team & research-based pedagogical approaches, inclusivity, sustainability, and working alongside or collaborating with third party providers. Conference presenters posed critical questions and considered new ideas for developing higher education that is increasingly seeing open data, digital creativity, expert advice systems, and artificial intelligence as part of the offer. Delegates were able to consider and critique how some of these new opportunities might enable the exchange of ideas, concepts and data and explore the implications for new modes of governance, leadership and policy initiatives, and how these might impact on our practice and our roles.

We have already started to plan for APT 2020 with inclusivity, authentic assessment and sustainability likely to be key themes.

Learning Spaces Symposium

In November 2018, we hosted the third Learning Spaces Symposium. It was an opportunity for doctoral candidates and members of staff from UCL and Cork to present their research and get feedback. Around 20 people attended and it provided an excellent networking opportunity for colleagues with shared interests.

Threshold Concepts 2020

We successfully bid against competition to host the 10th international biennial Threshold Concepts conference at UCL in July 2020. This truly international conference has previously been hosted in the UK,

Canada, the USA, Ireland and Australia. An international steering group has been brought together under the leadership of Jason Davies.

UCL Posters in Cloisters and Posters in Parliament

34 students presented their research at UCL Posters in Cloisters, competing for a place in Posters in Parliament, which showcases the best of undergraduate research from UK universities.

UCL students from two departments were among 65 students presenting their original undergraduate research at Parliament in April 2019.

Natural Sciences student Alice Pistono, presented on her dissertation research, which investigated how changing temperatures affect the degradation of DNA and won the first prize.

Students shared their day on the UCL's social media channels, were joined by their supervisors, and presented their research to MPs such as Tanmanjeet Singh Dhesi.

Leading Change in Education

Autumn 2018 saw the development of a new 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. Working with Utrecht University, and adopting their 20-year strong programme to suit the context of UCL, Leading Change in Education kicked off in early 2019.

Faculty Deans were invited to nominate 1-2 colleagues to the programme, with costs covered by the Vice Provost Education & Student Affairs. 19 participants, including Vice Deans Education, and Faculty Tutors, among others, met with the programme leaders in January to outline what each would need from the bespoke programme of events. Three two-day workshops over the course of the six months were held off-site. Seven UCL guests shared their short vignettes of leading change projects, and a mix of 17 UCL colleagues and externals contributed substantially to the programme. Sessions included the following themes:

- The context, challenges and drivers for change in HE.
- Landscapes of leadership in HE; Success factors for change, and change management; Prioritising education and managing workloads; Building a legacy.
- Effective student engagement.
- Strategising assessment and feedback; Strategising UCL education; The future of digital education.
- Diversity and inclusion, including race equality at UCL and the BME attainment gap.
- Leading Others (above) and mentoring/team development (below); Encouraging researchers to take education seriously.
- And support for colleagues to gain SFHEA or PFHEA.

A key element of the programme has been the time given to participants to network and develop a change project at UCL. Projects included:

- Reviewing and restructuring the Masters of Law LLM;
- Reviewing personal tutoring in the Medical Sciences;
- Decolonising the curriculum in the Joint Faculties;
- Collaborative learning in The School of Planning;
- Caleidoscope: An intervention to help staff and students identify where they unintentionally exclude others and follow-up action to improve inclusion and belonging;
- Improving student engagement via digital reflective portfolio.

A successful networking and study trip, to learn from the leadership of education in a different context, was organised to Utrecht and Twente Universities, the Netherlands, which offered substantial inspiration. A further reunion trip is being organised to the University of Essex, UK (to take place in 2020). The programme wrapped up with a final half-day session where participants pitched four ideas for education reform to Professor Anthony Smith, Vice-Provost Education and Student Experience. These were all well received by Professor Smith, with working groups being set up to explore further.

Evaluation of the programme has been positive, with facilitators responding to feedback throughout the programme and further constructive advice being taken on board for future versions. The programme pilot can be considered a success, with positive feedback from many participants, and the next cohort is currently underway (now aligned with the academic calendar year).

- See more online: https://www.ucl.ac.uk/teaching-learning/professional-development/ucl-leading-change-education

Research Supervisor Development

In September 2018, we launched a new training programme for new and existing research supervisors. An online course was developed in UCL eXtend with a team of students (undergraduate, postgraduate taught and postgraduate research), in collaboration with Faculty Graduate Tutors (FGTs) and Departmental Graduate Tutors (DGTs), UCL Doctoral School, Doctoral Skills Programme and Digital Education.

11 UCL FGTs were interviewed by a student to learn about common challenges facing supervisors and examples of best practice, which have all informed the course. The online training is mandatory for all members of academic staff wishing to be appointed as research supervisors at UCL, including new members of academic staff with experience of research supervision at other institutions.

Experienced UCL supervisors have also been encouraged to work through the course as a refresher and central resource containing information, guidance and links to relevant policies and materials. In excess

of 500 participants completed the course in the 2018/19 academic year. A short survey to participants revealed high satisfaction with the content and approach:

- 'I have become much more aware of the nuanced approach that is possible, especially with the support of Student Welfare Services and consider many more potential solutions than before.'
- 'I've started to think more from the student perspective and where they are coming from when they are posing questions […] I try to be patient and come up with better solutions for them.'
- 'It has made me more confident going forward in that I both now understand how PhD students' progress at UCL […] but also gave me valuable advice for establishing good working relationships with students.'
- 'It has helped me to think about how to set up my supervision from the start, but also made me clearer on all the resources that are available for my research supervisees. It was helpful to also get a sense of what UCL's ethos is around research and developing future researchers.'

Alongside the online course, we also offer a new series of face-to-face workshops and have developed published guidance for supervisors. Over 400 participants have attended these sessions, with high levels of satisfaction. Our second annual event for FGTs and DGTs also took place in June, focusing on PGR wellbeing and fostering positive working environments.

UCL was additionally invited to participate in a pilot scheme to recognise supervisory practice, led by the UK Council for Graduate Education. Four experienced supervisors participated and all were successfully accredited. The scheme will be formally launched in January 2020.

Student Partnership Work

ChangeMakers

2018/19 has seen approval for a re-structure to ChangeMakers to better embed the projects within faculties and departments as well as continuing to involve students in making change at an institutional level. As such, ChangeMakers now has three strands to it: departmental, faculty and institutional.

Following approval from Education Committee and the Student Experience Committee, we put out a call for faculty projects in February 2019. Nine faculties took up the offer of funding. Faculty projects are addressing areas such as: digital literary and digital assessment methods; exploring the needs and experiences of PGT students; inclusive assessment methods.

We also piloted running institutional projects, working with eight Student Fellows across four projects:

- **Personal Tutoring**; Sam Fardghassemi, Smera Kumar and Amber Rignell have worked with us to develop resources for an online Personal Tutoring course (to be launched in 2019-20).
- **Transition Materials**; Claude Lynch and Selai Saydzai worked with staff in the Arena Centre, OVPESA and the Transition team to develop a flexible suite of resources to aid transition mentors in planning and structuring their sessions. These materials will be used in the 2019/20 academic year.

- **Student Voice**; Rosalind Chaston and Jacob Rix worked with staff in the Arena Centre and OVPESA to explore the journey student feedback takes in low and high scoring departments for student voice in the NSS. This work links in the with broader Student Voice project being run in OVPESA with a view to sharing best practice and developing new tools and resources in 2019/20.
- **Teaching Opportunities Portal**; Eleanor Petrovskaya worked with us on the development of a portal to help PhD students find teaching opportunities. This will be piloted in the 2019/20 academic year.

Additionally, we have been working with two Student Fellows, Lauren Clark and Patryk Wloch, to develop a [ChangeMakers Moodle site to guide and support the departmental projects.](#)

In October 2019 we launched the departmental projects. Each department in UCL is guaranteed funding of £850 for one ChangeMakers project per year. Projects can address any aspect of the department's activity or environment that has an impact on students' learning. Any member of a department (staff or student) may propose a project, and all proposals are scrutinised by the department Staff-Student Consultative Committee and the Department Teaching Committee and approved by the HoD. More details about the department projects can be found on the newly launched [ChangeMakers Moodle site.](#)

During this changeover year, we have continued to support 27 'legacy' projects that were awarded funding prior to the re-structure. These projects included:

- **Staff-Student Partnership in Assessment Design**; involved students in designing new assessment methods. These were approved and will be implemented in 2019/20
- **Near-Peer GP Mentoring Scheme**; paired students with a GP mentor to help them make more informed decisions about the potential of a General Practitioner career. The scheme ran successfully and the team are looking at options for running it again in the future.
- **A New Spirit for Biology**; explored ways to bring back a sense of community between students and staff. The team are looking to continue this work in 2019/20.

Student Quality Reviewers

2018/19 was the first year we have run a fully merged Student Quality Reviewers (SQR) scheme with the Student Union. The UCL Arena Centre continued to lead on two of the strands: ASER Facilitator and Student Reviewers of Teaching. The other roles that fall under SQR are student reviewers on IQR and PMAP, led by the Student Union, and a newly piloted Student Curriculum Partners coming out of the Office of the Vice-Provost (Education & Student Affairs). Overall, feedback for SQR has been hugely positive with 95% of students who responded to our joint evaluation (which had a response rate of 81%) feeling like they made a meaningful contribution.

We had 18 ASER Facilitators working in pairs with 9 departments.

- "Everyone wants to be the change they want to see if they feel they are treasured. I see the potential of how staff and students can truly understand each other with the help of ASER facilitator. My role as a bridge connecting the two makes me really happy."

- "I really like the fact that my colleague and I were paired with a different department and we had the opportunity to learn about how this was run and what things were working and which needed some improvement."
- 32 Student Reviewers paired up to work with 16 members of staff to review their teaching across Autumn and Spring terms.
- "I enjoyed understanding how much love and energy is put into my teachers into their work and teaching, it inspired and reminded me about how much we overlook as students."
- "I also really enjoyed the three-way discussions I had with my partner and lecturer - building upon each other's ideas and knowing that my suggestions were appreciated was really rewarding."

In order to support the dissemination of good practice identified from students' reviewing teaching practice, a term of reference has been added to Departmental Teaching Committees to receive a report on this and to discuss its potential uptake in the department. Plans are also under development to support Postgraduate Teaching Assistants who participate to apply for recognition as an Associate Fellow of the Higher Education Academy through a short reflective course on their experiences.

Postgraduate Taught Modules

Over 70 MRes students were enrolled on the Researcher Professional Development module in three cohorts in 2018/19 from departments as diverse as Computer Science and Linguistics. Over summer 2019, we also developed an intensive version of the module which will be delivered to a cohort of new students within the School of Pharmacy in September 2019.

A new academic writing module was developed during 2018/19, and will be delivered for the first time in the 2019/20 academic year; this will replace the Investigating Research module.

UCL Teaching and Learning Portal

The UCL Teaching and Learning Portal (T&L Portal) has had over 200,000 unique page views in the past year, up 21% on the previous year.

It has undergone further phase of development. The communications team have undertaken extensive work of teaching toolkits, creating 32 web pages and each with downloadable print copy.

In addition, there has been a full audit across the site and resulting in significant changes, in line with new accessibility legislation.

Dissemination and work beyond UCL

The Arena Centre also has an outward-facing remit, in order to shape and learn from the national and international landscape of higher education development. Scholarship research and engagement of the team has progressed this year, with a number of conference presentations and institutional engagements (at among others, Assessment in Higher Education Conference, Researching, Advancing and Inspiring Student Engagement Conference, UKCGE, SRHE, and Threshold Concepts).

The following is a list of recent publications:

- Clark, L., Ribéreau-Gayon, A., Sotiriou, M., Standen, A., Thorogood, J., & Tong, V. (2019). Developing a collaborative book project on higher education pedagogy: The institutional, organizational, and community identity dimensions of student-staff partnerships. International Journal for Students As Partners, 3(2), 99-108. https://doi.org/10.15173/ijsap.v3i2.3714
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The Arena Centre has generated a great deal of interest from many other education providers, including engagement nationally and internationally. We have had engagement and consultation – ranging from invitations to deliver keynotes, training and workshops, to meeting with equivalent teams – with universities in, amongst others, Cardiff, Surrey, Poland, Switzerland, Australia, Japan and Hong Kong. We have welcomed peers from the Netherlands, Oxford, KCL, Imperial and Cork.

UCL has joined a European consortium of education development and enhancement centres in research-intensive universities ("Eurohub") including Leiden, Utrecht, Tartu, Helsinki and Imperial College which aims to share ideas, and discuss and move forward the European agenda on evidence-based education innovation. The consortium are planning a regular biennial conference and group projects.