



Arena Centre Annual Report 2020-2021



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Introduction

The UCL Arena Centre for Research-Based Education had a busy and productive year in 2020/21, leading education development activity across the institution and supporting colleagues at institutional, faculty, departmental, and individual level with the development of their teaching and supporting learning activities.

As we navigated the ongoing impacts of Covid-19, our efforts concentrated on developing policy, creating new materials and training, updating the UCL community and working closely with Faculty and Department colleagues as they put in place measures to meet the needs of the 2020/21 Operating Model.

In order to support colleagues most effectively, the team offered increased time and support to faculties, working closely with Faculty Education Teams, Faculty Learning Technology Leads and Connected Learning Leads.

Two key areas of focus across the year were around programme development and the move towards digital assessment.

The Arena Staff Development Programme continued to run, with colleagues across UCL keen to engage in their own continuing professional development, and taking the move to remote teaching as an opportunity to reflect and evaluate on their development as educators.

This document reports on our impact for the 12 months to the end of July 2021.

1. Resources, guidance, support and strategic projects

1.1 Arena Faculty Support

The Arena Centre continued to provide dedicated faculty support through a named Arena Centre Faculty Liaison in each of the 11 UCL faculties. Feedback from faculties has been very positive, with the Arena Faculty Consultants continuing much of the work, guidance and support provided during the emergency pivot in 2019/20 and becoming further embedded in faculty education teams.

The Arena Centre Faculty Liaison role allows Arena Centre Teaching Academics to take a sensitive and flexible approach to faculty support, which inevitably varies between faculties. Examples of the wide-ranging support include: attending regular faculty education meetings; designing and running bespoke workshops; consultation on assessment and feedback practices; running evaluation activities; assisting with assessment mapping; reviewing and synthesising trends across ASER action plans; co-running or providing guidance on ChangeMakers projects; programme design consultation; creation of faculty and department level resources such as a Student Support Hub for FMS; advising on faculty education strategy, reviewing programme and module approval and amendment documents; providing advice to education leaders to support their career development.

A key development in the past year has been a closer and more wide-ranging relationship with Learning Technology Leads and teams in faculties and (in some cases) individual departments, together with key members of ISD. In many cases this has been in addition to the collaboration with education teams based in faculty offices.

1.2 UCL Connected Learning Live Events

In response to UCL staff feedback the Arena Centre team created a series of short synchronous seminars to support staffs' remote delivery of education throughout the academic year. These ran from summer 2020 to Easter 2021 alongside the team's popular regular offerings of personal tutoring, student supervision and supporting wellbeing sessions. Peak registrations and attendance aligned with the points in the academic cycle where staff were engaging with new challenges for the first time; attendance was initially high and reduced as the academic year proceeded as staff gained more experience in remote teaching and began to seek local support through peers and individual Arena and Digital Education staff for individualised problems.

The sessions gave staff a students' eye view of remote learning, introductory guidance on appropriate pedagogy and the opportunity to discuss concerns and successes with peers. Feedback showed that staff valued the discussions within the sessions and being able to trial and experience teaching tools in a safe environment. Sessions that showcased teaching tools and technology that staff would be using alongside confident and good pedagogic practice were very appreciated.

Held in conjunction with colleagues in UCL Digital Education, OVPESE, and UCL Estates, two [Education Town Halls](#) took place, with attendees for each session ranging from 50 to over 150.

- Lecturecast
- Timetabling & Teaching 2021-2022

1.3 Programme Development Support

Arena's programme design workshop has been running now for nine months and has supported 27 programmes going through approval so far. Following a pilot with PG programmes, it is now recommended for all UG and PG programmes, and linked to Appendix 7 in UCL's Academic Manual. The approach comprises a series of dynamic, structured and practical activities and use of tools as two or three discrete workshops to stimulate and facilitate discussion within faculty programme teams. The third optional workshop is offered with SQR students who sit on PMAP, and these have proved to be both popular and effective.

Workshops can be taken at any time throughout the development in the programme design process or as part of a programme review process. The workshops were delivered fully online in 20-21 but will be offered both as an online and face-to-face option moving forward.

Further information, and to request a workshop is available from:

<https://www.ucl.ac.uk/teaching-learning/professional-development/programme-design> and linked from <https://www.ucl.ac.uk/teaching-learning/professional-development> .

1.4 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-Sapphire 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 Digital Education staff.

The [assessment load model](#) was developed in consultation with Faculty and approved by Ed Com. Its aim is to ensure assessment is consistent within and across a programme. It was positively reviewed by Faculty Tutors and is becoming embedded across UCL. Its use in PMAP reflects the positive relationship between QA and QE.

The CHART assessment visualisation tool has been increasing in use since its introduction in October 2019. Over 130 staff have registered from approx. 50 departments. The majority of staff (86) have registered since lockdown. This is now being taken forward as a product for development within ISD.

Arena has provided academic leadership for AssessmentUCL, the newly procured Digital Assessment platform as well as piloting its use in the final round of UKPSF fellowship submissions in 20-21. This project has delivered a comprehensive modern, robust and secure assessment environment which was critical for the delivery of all centrally managed assessments in 20/21.

Arena chaired a subgroup of ARQASC to support the creation of a new assessment operating model for 21-22. This was approved by Ed Com in October 2021.

1.5 Personal Tutoring Support and Guidance

Throughout this academic year, as a response to the pandemic and staff feedback we have updated and revised our training and development opportunities for UCL Personal Tutors. We have added a new section on “Remote approaches” to the online training course for personal tutors; this course now has over 400 UCL staff members enrolled, with 80% of initial participant feedback giving a general experience score of ‘good’ to ‘excellent’ (45% ‘excellent’). We have continued to offer the “Introduction to (remote) personal tutoring” workshop online (six Arena events in total, two as part of the programme leads programme, and eight local versions of the workshop run for departments across UCL).

We have continued to offer two workshops on “coaching conversations” for personal tutors and those in student support roles. We have developed and run two well-received workshops on “remote approaches for professional services support students”. Following staff requests for an additional scenario-based workshop, we worked with two student fellows across the spring semester to produce a new workshop “Developing as a personal tutor” which focussed on discussing eight scenarios presented from the student perspective as video clips, emails and MS Teams messages. This workshop was very well received with participants valuing having to unpack the student issues in a more authentic form, away from the

traditional text paragraph. The [UCL Personal Tutoring webpages](#) have been updated to reflect the new stages, training options and wider resources available.

1.6 Connected Learning Internships

In May 2020 UCL Arena and UCL Careers launched an initiative allowing departments to employ student interns, many of whom had lost their internships when lockdown was announced, for three weeks to help prepare programmes for Connected Learning in 20-21. We initially offered 25 internships but demand from departments and students was enormous and we obtained more funding to increase the number of projects to 76 (across 47 departments) employing 147 students. The feedback from departments and students was very good and we obtained more funding from EODG to continue supporting departments and providing career development opportunities for students in 20-21. These funds enabled us to provide over 250 two-week internships on projects in 68 academic and professional services departments. Some of the internships ran over the winter break, to help colleagues prepare for Term 2, but most ran in the summer and supported preparations for education delivery in 21-22.

As the urgency of the situation abates, we are exploring new ways that internships can be developed and aligned to emerging needs, to support successful education delivery at UCL, and provide invaluable career development opportunities for all our students.

1.7 Inclusive Education Guidance

Our Liberating the Curriculum group held monthly drop-in sessions throughout lockdown, fielding a very wide range of enquiries from individuals interested in making their teaching more inclusive. Relevant Arena staff were also: members of various UCL-wide working groups, substantially shaping the far-reaching recommendations following the Eugenics Inquiry Report; representing national networks involved in decolonising academic development/creating more inclusive curricula; participating as speakers in a UCL Town Hall on inclusive education; creating and disseminating an LGBTQ+ toolkit and supporting a wide range of UCL and external staff to make their teaching more inclusive through workshops and discussion.

1.8 Resource development and communications

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

TEACHING TOOLKITS

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

[Monitoring student engagement and progress in Moodle](#)

[Encouraging student engagement with blended and online learning](#)

[Basic hybrid teaching](#)

[Recognising and including LGBTQ+ identities in language teaching](#)

[Designing open book exams](#)

[Virtual Common Rooms: staff and student owner guidance](#)

We also undertook work to redesign the [Assessment Resources](#) section of the Teaching and Learning Portal, bringing together all staff-facing guidance on the Assessment Operating Model and the supporting resources for staff using our new digital assessment platform, AssessmentUCL. This includes a new resource on [Marking centrally managed exams](#).

CASE STUDIES

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

- [How engaging our students' voices improved our NSS scores](#)
- [How students reviewed distance learning programme online](#)
- [UCL East campus development used as case study in module's assessment](#)
- ['Speed friending' events to combat student isolation](#)
- [Using Mentimeter for greater student participation in online teaching and assessment](#)
- [Maintaining a connection with students via recorded lectures](#)
- [Peer assessment and giving timely feedback](#)
- [Redesigning object handling workshops for online teaching](#)
- [Moving a Master's module online](#)
- [Community partners help language students build connections between theory and practice](#)

This year we have also worked with Student Interns to share and update our ChangeMakers case studies.

2. The Arena Programme

2.1 UCL Arena Fellowships

This year saw a total of 348 fellowships awarded across all four categories. The breakdown over the past three years shows that our numbers have increased on previous years, despite the challenges of Covid:

	2020-21	2019-20	2018-19
AFHEA	144	141	105
FHEA	165	132	122
SFHEA	33	31	42
PFHEA	6	4	6
Total	348	308	275

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	11	12	1	1	25
Brain Sciences	21	16	3	2	42
Built Environment	6	7	3		16
Engineering	10	17			27
IoE	28	21	9		58
Laws	1	5			6
Life Sciences	16	9	1		26
MAPS	10	17	3		30
Medical Sciences	13	21	9	3	46
Population Health Sciences	10	15	1		26
Social and Historical Sciences	15	20	2		37
Non-Faculty	3	5	1		9
Total	144	165	33	6	348

Over the year, we had 239 colleagues attend our 'Initial Guidance' events, and a further 322 attend our 'Developing Your Application' events (although these figures may represent multiple visits from the same person). 86 UCL colleagues with HEA fellowship acted as application assessors.

While first-time application success rates at Associate Fellowship descriptor remain high (97%), there has been a downturn in those of Senior Fellowship applicants (57%), so will be looking to address this issue with new targeted workshops in the coming year.

2.2 UCL Arena for PGTAs

In 20-21, 690 PGTAs attended our Gateway session and 180 attended our Teaching Associate Programme (TAP) (the latter was a significant increase on previous years, which warranted the addition of a cohort); we believe the increased numbers were because we were able to include students who would not have been able to attend an in-person course.

On all courses we offered a flexible online model with both synchronous and asynchronous work, to which participants responded well (for example, TAP received an average satisfaction score of 4.6/5; indicative feedback comments noted that, 'I got so much out of this course – I enjoyed the materials shared on Moodle and discussed in class' and 'Discussions with fellow PGTAs in small groups were so valuable, as they allowed me to put my own experience into perspective and see what practice exists in other UCL departments.'). The online space allowed the participants to test and use a number of platforms and resources that they also used in their teaching, so we modelled practice and we had continuous meta-learning reflections.

In addition to our usual offering, we offered drop-in sessions for PGTAs to support online teaching, where we tailored the support more specifically to help them develop online resources, clarify queries about Moodle and its functionalities etc. The drop-in

sessions were also supported by an asynchronous Moodle course and a Teams space. The sessions were co-run by Arena and Digital Education staff.

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. Since its launch it has been chosen by more than 40 departments as their preferred platform to place more than 150 job opportunities for PGTAs (data up to September 2021)

2.3 UCL Arena for Lecturers on Probation

Over the year 130 probationary Lecturers and Teaching Fellows attended 'Arena Two' (to be re-branded Arena for Lecturers on Probation in 21-22); The five cohorts were delivered online via Zoom. The average satisfaction rating was 4.4/5. The completion rate was consistently high across the five cohorts, with 100% of participants attending four or more sessions.

Feedback indicates that the majority of participants are inspired by the course to make changes to their teaching. Some examples of this impact are participants who want to: strive for better alignment of learning outcomes with assessments; consider how feedback can become more effective; diversify assessment; consider a module's place within a programme; and consider how to use coaching techniques as a personal tutor.

2.4 UCL Arena for Postdocs

We support postdoctoral researchers in their development as teachers via a tailored Introduction to Teaching session for this group and a follow-up Microteaching opportunity. We encourage those interested in gaining teaching recognition to apply for AFHEA (and on occasion FHEA) through our Fellowship scheme. These colleagues also join our one-off sessions on teaching and supervisory practice, including the Supervising UG and PGT Projects workshop, which is particularly relevant for many postdoctoral staff.

2.5 UCL Arena for Programme Leaders, Directors and Administrators

Nine sessions were organised and delivered covering a range of subject areas relevant to colleagues with programme leadership and management responsibilities. There were two 'Personal Tutoring and extenuating circumstances' sessions attended by 27 participants, three 'Designing Assessment across a Programme' sessions, attended by 93 participants, and three 'Designing Out Contract Cheating'

sessions, attended by 84 participants. Along with this, Phil Dawson, a world leading expert on contract cheating detection from Deakin University, presented a session on 'Designing Out Contract Cheating in Online Assessment' to UCL, Kings, LSE and Greenwich, with 73 attendees from across those institutions.

2.6 Leading Change in Education

Our second cohort of Leading Change in Education was paused in March 2020 due to the pandemic. Throughout the academic year 20-21 we kept in touch with the group and held three meetings, focusing on reflections on the pandemic and how the group could support one another and learn lessons from different parts of the institution. In summer 2021 the group met to plan how the remainder of the programme would look and what they would like to focus on. There will be two day-long workshops and a final half-day session across the academic year 21-22 to allow the group to complete the programme.

2.7 UCL Arena for Professional Services

For this group of staff, we held two 'Initial Guidance' sessions and three 'Developing Your Application' sessions during 2020/21, with a total of 30 people attending. The average feedback score for the sessions was 4.92, representing a slight increase on 19-20. The total number of Professional Services Staff who have gained fellowship is as follows: 27 AFHEA; 14 FHEA; 7 SFHEA. There has been an increase over the years with the majority (n=23) achieved since the introduction of dedicated sessions for Professional Services (see Table 1).

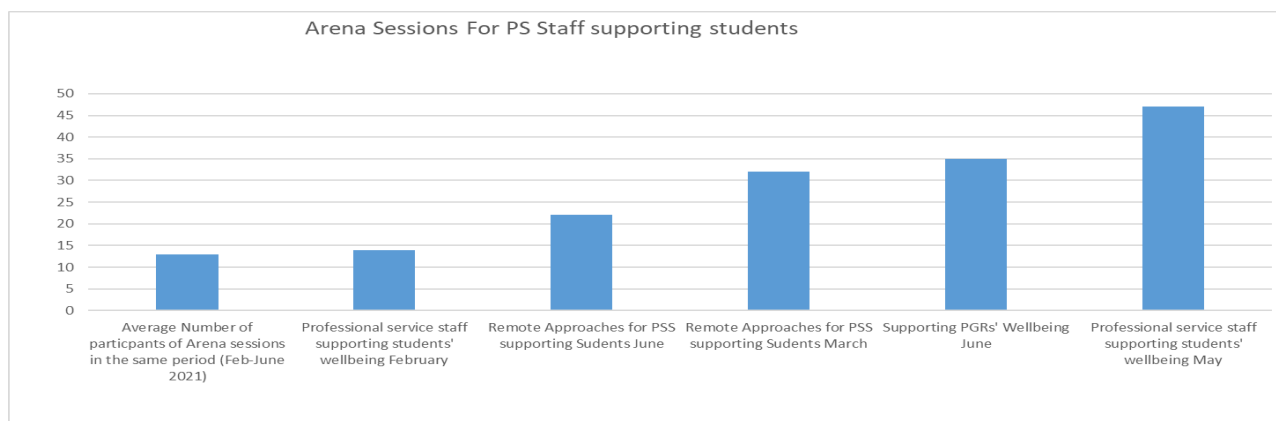
In July 2021, we held the second Professional Services Staff – Pathway to Arena Fellowship. All of the 20 places available on the programme were booked up within two days of opening registration, with a waiting list of 23 who will be invited to join the 21-22 cohort.

Table 1: Professional Services colleague Fellowship achievement by year and level,

Descriptor	2018-19	2019-20	2020-21
Associate Fellow	3	5	6
Fellow	1	2	5
Senior Fellow	0	0	1
Total	4	7	12

In response to requests from Professional Services colleagues, two sessions have been designed to acknowledge their responsibilities for and contribution to student support (for learning and wellbeing). 'Remote Approaches for Professional Services Supporting Students' is open to all staff who regularly interact with students in their role; the session encourages participants to reflect on boundaries and expectations for student support as well as resources and approaches available in the online environment. 'Supporting PGR Students' Mental Health and Wellbeing' facilitates staff awareness of some of the most common indicators of poor mental health for research students, particularly as professional services colleagues may often be the first contact for students in distress. The session also signposts appropriate resources for student and staff support, and encourages participants to consider the

importance of their own wellbeing and healthy working practices as a contribution to a healthy institutional and academic culture.



2.8 Fellowship Mentoring Scheme

This is now the second year of a refreshed mentoring scheme. We have around 200 active volunteers from across UCL who have successfully achieved a descriptor of fellowship and have volunteered to assist others on the same journey. Many mentors have now received training offered by Arena, as well as *ad hoc* guidance at the time of their mentoring, and this scheme will be further developed in the coming year. Initial feedback has indicated this is a very positive experience for both mentors and mentees. Although it is difficult to indicate causal correlation, those engaging with the scheme have had much higher rates of success at their first attempt, particularly at Senior Fellowship descriptor. Since the start of this scheme between April and June of 2020, 22 requests for mentoring have been made and fulfilled.

2.9 Research Supervisor Development

Our programme of training and development for research supervisors is open to all staff who supervise, including a session on supervising UG and PGT research, which is particularly relevant to PGAs and ECRs. As above, participation increased over the past year, from an average of 22 out of 32 registered participants attending the session to an average of 29 out of 32. We assume this is due to ease and accessibility of the online sessions. Our two sessions on Examining Doctorates have been particularly well received with 40 participants at each and an average of 4.8/5 satisfaction; we are grateful to some of our Faculty Graduate Tutors for presenting in these sessions and sharing their experiences, which no doubt accounted for the high satisfaction.

The main change to the programme this year was in how we approached our 'Enhancing your research supervision' sessions. We piloted a more targeted thematic approach, focusing on how supervisors can support PGR student wellbeing in the first instance. We ran two such sessions, which received an average of 4.4/5 satisfaction score; one indicative comment noted how the session showed, 'how to maintain appropriate boundaries without feeling that you're letting the students down'.

In addition to the training and development resources, the Arena Centre supports UCL research supervisors to apply for professional recognition with the UK Council

for Graduate Education's Research Supervisor Recognition (RSR) Programme. In 2020, 12 research supervisors participated in the Arena support programme, which comprises small weekly discussion and peer review groups, led by an Arena colleague, supplemented by effective practice guidance and administrative liaison with UKCGE. All 12 participants were successful in achieving recognition, which includes access to a community of practice and use of a UKCGE RSR programme email signature. In April 2021, 11 colleagues participated in the support programme, with notifications due in August 2021.

2.10 Community Engaged Learning Service

The [Community Engaged Learning Service](#) (CELS) is a partnership between UCL Arena and UCL Engagement (UCL Culture) which promotes experiential learning for students to collaborate with external partners to address real-world challenges and opportunities as part of their assignments and research

CELS has three strands: CEL for academics, CEL for students and CEL for partners.

CEL for academics focused on transitioning CEL projects online during 20-21:

- 1:1 consultation sessions and support to UCL academics who wish to use CEL as part of their teaching (over 27 academics from across UCL received support with embedding CEL in their practice and/or transition existing CEL projects online).
- An innovative T&L Toolkit was created to support academics who wanted to transition their CEL projects online: [Designing Community Engaged Learning in a digital learning environment](#).
- Training on how to do digital CEL was embedded in the Connected Learning Essentials Training. Over seven sessions have been delivered engaging over 60 academics and professional services colleagues.
- CELS Innovation funding scheme was launched; seven academic teams received up to £1000 funding to implement a CEL project.
- PMAP advice and support offered to UCL EAST programme leaders who wish to embed CEL into their new programme.
- CELS partnered with Camden Champions community partners to offer UCL academics access to community partners and potential CEL projects - These partners are funded by Camden Council, and they aim to develop well-being projects for the local community. CELS and the three Camden Champion coordinators identified project ideas that can be used by UCL academics and the partners themselves to co-design CEL Projects. [The list of live projects is here](#).
- The CELS website was updated to demonstrate all the support and recourse offered to academics, students and community partners.

Error! Bookmark not defined. **CEL for students** focused on exploring student voice and inclusivity considerations in UCL curricula:

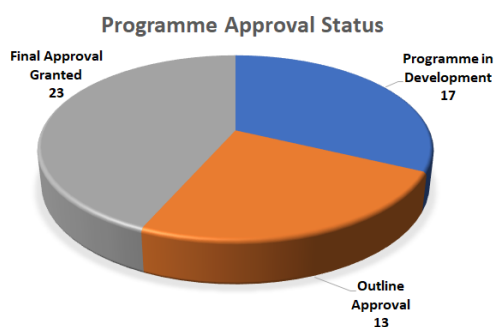
- 18 Student Quality Reviewers from various levels and disciplines were recruited as Community Engaged Learning Ambassadors. The students were involved in two projects: A Curriculum audit where the students audited 57 UCL programmes and made recommendations and a series of reflective workshops where Black, Asian and Mature students reflected on their positionality and made recommendations on how to enhance inclusivity in UCL curricula.

CEL for partners focused on increasing the capacity of community partners to confidently work with UCL academics and students on CEL projects with mutual benefits.

- Training and resources were created for CEL partners. A CEL coordinator was hired in the summer to support with the development of resources and support for partners.
- [Camden Champions were offered funding to co-design their website with the support of CELS](#) and they were offered HEIF funding for their involvement in CEL projects.

2.11 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 two to three sessions like these per week in 20-21. This work has led to the following developments:



This year also included the seven UG programmes for UCL East as well as the flagship Integrated Engineering Programme for UCL East.

The academic community has participated in 18 virtual tailored thematic workshops (ranging from 'show and tells' to 'fair staff recruitment and student belonging for UCL East') on curriculum development for UCL East. Work is now underway for supporting student and staff induction.

2.12 Postgraduate Taught Modules

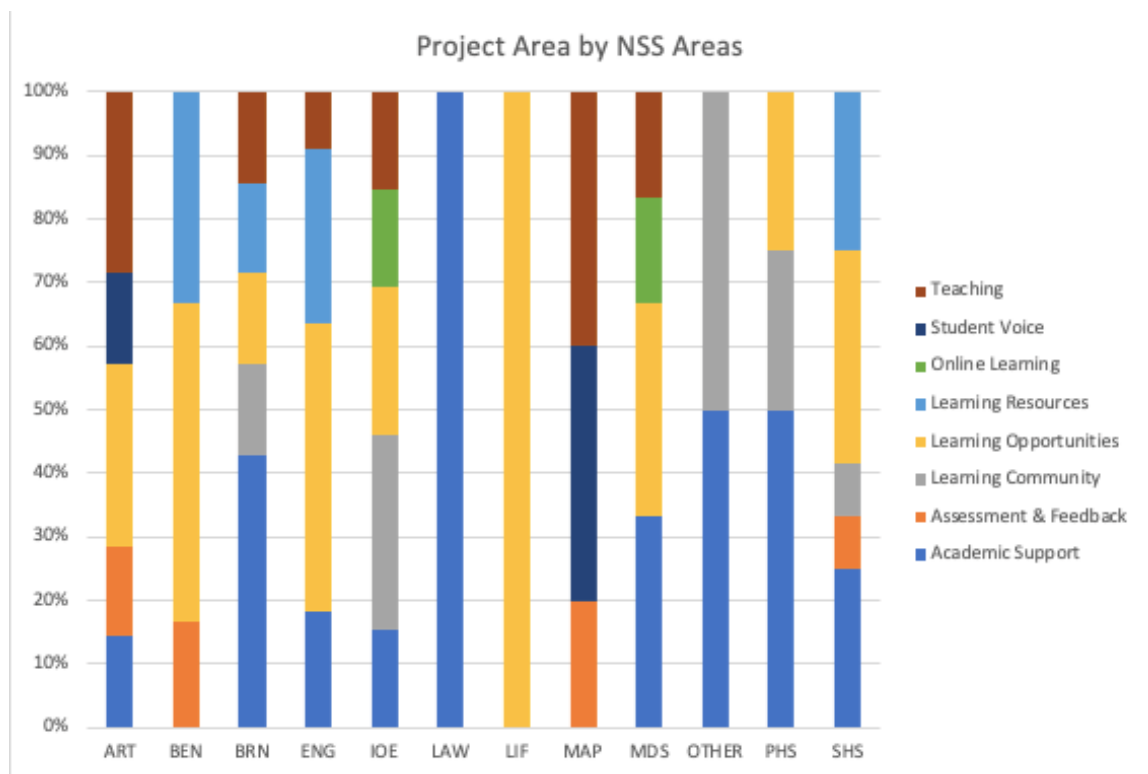
One 15-credit module ran this year (Researcher Professional Development), with others paused due to competing demands brought about by the pandemic.

3. Student Partnership

3.1 UCL ChangeMakers

In 20-21 ChangeMakers supported 93 projects, mainly happening at departmental level although there were a number of faculty projects (in Arts & Humanities, Institute of Education, Maths & Physical Sciences and Social & Historical Sciences). The success of 20-21 could be seen at the result of two factors. First, that the pandemic led to an increase in interest in working with students in partnership to address the challenges of remote learning/working and to learn from what was going well. Secondly, to support this momentum, some of the procedural barriers were removed to make it easier to apply for projects during an already challenging year for the community. This meant we reduced the criteria for funding and re-opened applications to the whole UCL community, rather than needing to get sign-off at relevant departmental committees. Student projects, however, did need to get sign-off from a member of staff to demonstrate there was support in the departments. We also continued to transfer funding out to departments, but implemented a new ethics process that prevented the need for individual projects to apply for their own project ethics. All these changes were felt to balance ease of access to ChangeMakers support and funding whilst maintaining quality and impact.

The table below shows the types of project across the different faculties:



In addition to funding student-staff partnership projects in faculties and departments, we also worked with students on projects of institutional significance:

- First-year Capstone assessment evaluation: evaluation of the implementation a first-year capstone assessment to replace all first-year exams during the

first Covid lockdown which has led to the development of a position paper to explore and support future first-year capstones as UCL (two students).

- Open-book exams evaluation: ongoing work to ensure the student learning experience is considered when making decisions about the future of digital assessments including online exams (two students).
- [Academic Support and Study Skills hub](#): initial work with students to develop an academic support and study skills hub. This work will continue to be developed in partnership with students (five students).
- Unitu: developing resources for staff and students to help them effectively use the platform (three students).

3.2 Student Quality Reviewers

Disruption due to Covid-19 continued to impact on the programme during 20-21. The @TESTA and ASER facilitator roles were paused but Student Reviewers of Teaching Practice, PMAP, Student Curriculum Partners and Community Engaged Learning Ambassadors pivoted to run online. During the Spring and Summer terms, students joined Internal Quality Review panels delivered as online ‘light-touch’ one-day reviews. The Arena Centre continues to lead the management of the scheme while maintaining close links with the Students’ Union to guide its development and help with the training of students. In 20-21 all training and support for student reviewers was delivered online so that students continued to be on-boarded into the university’s Quality Assurance and Enhancement processes.

In total 80 students were involved from all 11 UCL faculties (see Table 1).

Table 1 Student Quality Reviewers 2019/20 by Faculty

Faculty	Number of Students
Faculty of Arts & Humanities	11
Faculty of Brain Sciences	6
Faculty of Engineering Science	4
Faculty of Laws	2
Faculty of Life Sciences	13
Faculty of Maths & Physical Sciences	8
Faculty of Medical Sciences	4
Faculty of Pop Health Sciences	3
Faculty of Social & Historical Sciences	16
Faculty of the Built Environment	3
Institute of Education	17
Total	87

Table 2: Student Quality Reviewers by Role

Role	Number of Students
Student Reviewer of Teaching Practice	32
Student Reviewer of Internal Quality Review (IQR)	7
Student Reviewer of Programme Module Approval Panel (PMAP)	8

Community Engaged Learning Ambassadors	19
Student Curriculum Partners	14
Programme Design Student Quality Reviewers	7
Total	87

During 20-21, the PMAP role was enhanced by linking Student Quality Reviewers with the new Arena Programme Design workshops. Students with recent experience as a student reviewer of PMAP were invited to work with programme teams to provide in-depth feedback on their programme proposals. The programme teams were then able to reflect the student comments and recommendations in their proposals prior to submission. Seven student-led workshops were successfully piloted. The model enhanced the existing role by enabling students to share their expertise of PMAP processes to support staff designing new programmes. For 21-22, development of the role will continue with the establishment of a Programme Design Student Partner role.

4. Celebrating Education and Disseminating Good Practice

4.1 UCL Education Conference

The UCL Education Conference, which was cancelled in May 2020, took place online in April 2021. 367 participants joined us. After an initial address by our new Provost Dr Michael Spence, Dame Shirley Pearce gave an opening keynote on '*The independent review of TEF*'. A lunchtime keynote panel held '*A critical conversation on higher education through the lens of intersectionality*' featuring Dr Maha Bali, Professor Heidi Safia Mirza and Jim Onyemenam (sabbatical officer from UCL Students' Union).

A mix of around 80 synchronous and asynchronous presentations addressed:

- Assessing, evaluating, feedback
- Learning through collaboration
- What did we need, what did we use?
- Celebrating inclusiveness, commitment, achievements

Abstracts, further details and other materials for both synchronous and asynchronous sessions were hosted on a [new blog](#) (which now functions as a full archive of proceedings). Colleagues took up the challenge of using a wide range of online formats such as videos and interactive media. Our evaluation score had over 90% of respondents saying it was 'excellent' (55%) or 'good' (37%) and comments included 'wonderful', 'great presentations' and 'well-organised and engaging'.

4.2 The Education Awards

The 2021 Education Awards, which are organised and hosted collaboratively between Arena and the UCL Students' Union, took place online this year with a virtual celebration over a two-week period.

UCL PROVOST EDUCATION AWARD

There were 12 individual and two team winners chosen from 53 nominations, received from all UCL faculties.

The panel was particularly interested in examples demonstrating excellence across UCL:

- Academic support, with a focus on personal tutoring and/or research supervision
- Assessment and feedback
- Education success for all
- Eliminating awarding gaps
- Outstanding response to teaching or supporting teaching in a pandemic
- PGTAs
- Staff-student partnership

STUDENT CHOICE AWARDS

This year a record breaking 1482 nominations were received across the eight award categories, for 731 individual members of staff. The roll of honour is here:

<https://www7.studentsunionucl.org/report/student-choice-awards-2021-roll-of-honour>

4.3 Threshold Concepts conference July 2021

The international biennial Threshold Concepts conference, originally planned at UCL in 2020, was postponed until July 2021 and ran fully online; the steering group, headed up by UCL Arena, comprised colleagues from as far afield as western Canada and the USA – as such it was 'anchored' at UCL (which provided facilities and co-ordination) rather than 'hosted'.

We adopted a 'long thin' format on Zoom, organised into 'shifts' based in UK/Europe, USA/Canada and Australia/New Zealand/China, and running almost continuously from 9am of the 7th July to 5.30 pm on the 9th.

Each 'shift' timezone had its own keynote:

- Dr Julie Rattray (Durham, UK) 'On the Threshold of Power and Privilege'
- Dr Andrea Webb (University of British Columbia, Canada) 'Threshold Concepts to drive curriculum change'
- Dr Julie Timmermans (University of Otago, New Zealand) 'Keynote Session: Failure as a Native Informant'.

Speakers presented within their normal working hours and participants were charged a nominal fee (maximum £30) to increase inclusivity. Just over 60 presentations were given, with around 90 contributors, and the audience numbered around 100.

Evaluation questions focussed not on overall satisfaction but questions about how well the event went, how much presentations had increased their understanding of threshold concepts and how likely people were to apply ideas from the conference in their practice, on a scale of 1-5. All answers gave results of at least 75% at 4/5.

A permanent archive of the proceedings, with the video of many sessions, is currently being finalised.

4.4 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. Nine presentations were by UCL staff. APT is a collaboration between UCL (lead), LSE and Imperial College, London.

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

As part of the process of developing a high-quality conference, the old conference software was retired and a new conference tool has been designed that can be re-used for other Arena-based conferences. Also, a new Reflect blog was designed and developed for the conference and it will be used to model blogs/webpace for other Arena conferences. Blog posts have been supported by one of our institutional partners and are available from:

<https://blogs.lse.ac.uk/highereducation/2021/05/06/digital-education-in-disruptive-times/>

4.5 National Teaching Fellowships support

It was decided for this session that supporting NTFS and CATE applications would present too great a burden for extremely busy colleagues, and so, as part of a UCL-wide priority to focus on essential activities, no applications were submitted. A new selection process has been designed for future years to better identify potential candidates from across UCL.

4.6 Dissemination and work beyond UCL

As a team of educational developers, many team members engage with, and support and disseminate knowledge in the wider community, through:

- External examining (for example, Leicester, University of the Creative Arts, Royal Holloway University of London)
- Journal and conference peer reviewing (for example, *Student Engagement in Higher Education Journal*, *European Journal of Engineering Education*, *Thinking Skills and Creativity* and *Journal of University Teaching & Learning Practice*; IEEE International Conference on Teaching, Assessment, and Learning for Engineering 2022, European Society for Engineering Education (SEFI) Conference 2021, Society for Research into Higher Education Conference 2021)

- Conference presentations and external speaker invitations (for example, Change Agents Network, Kingston University Annual Teaching and Learning Conference, Keynote at Liverpool John Moores University's Active, Blended Learning Symposium, AdvanceHE Accredited Programme Leaders Network)
- Publications (for example case study in *The Making of Doctoral Supervisors: International Case Studies of Practice*, journal articles in *Scholarship and Practice of Undergraduate Research* and *Teaching Mathematics and its Applications: An International Journal of the IMA*)
- Hosting and editing open access journals, *The Journal of Educational Innovation, Partnership and Change* and the newly launched [Postgraduate Pedagogies](#), dedicated to promoting the voices and experiences of Graduate Teaching Assistants.
- External speakers to us: Dr. Kay Guccione, University of Glasgow, delivered an online workshop for UCL research supervisors and graduate tutors on "Giving Feedback and Building Trust with PhD Researchers".