

ARENA CENTRE FOR RESEARCH-BASED EDUCATION



UCL

Arena Centre Annual Report 2022 - 23



Table of Contents

Introduction.....	4
Arena Data Pack	4
Highlights of the year.....	4
UCL Education Conference and the Education Awards	4
Support for programme design and development.....	5
Leading Change in Education.....	6
Mentoring scheme for Arena Fellowships.....	6
Pilot of Degree Apprenticeship professional development workshops.....	7
Highlights of our Faculty work	8
Laws.....	8
Social and Historical Sciences (SHS)	8
Arts and Humanities	9
IOE, UCL's Faculty of Education and Society	9
Engineering Sciences.....	10
Mathematical and Physical Sciences.....	10
Brain Sciences.....	11
Population Health Sciences	11
The Bartlett Faculty of the Built Environment	11
The Arena Programme	12
Arena Fellowships.....	12
Arena Events Programme.....	12
Arena for Lecturers on Probation	12
Arena for PGTA's	12
Arena for Professional Services	13
Resources, guidance, and strategic projects	14
Transforming Assessment and Feedback at UCL.....	14
Personal Tutoring	15
Supervisor Development.....	15
Inclusive Education	16
Intercultural Communication Skills Project (ICC)	17
Education for Sustainable Development (ESD)	17

***Student Partnership* 17**

***ChangeMakers*.....17**

***Student Quality Reviewers (SQR)*18**

***Student Fellows*.....18**

***Partnership projects with PGR students*.....18**

***Dissemination and work beyond UCL* 19**

***Appendix 1 Arena Summary Data Pack 2022-23*..... 21**

***Appendix 2 Arena Data Pack and ChangeMakers Report folders*..... 22**

***Appendix 3 Notes for Arena Data Packs 2022-23* 22**

***Appendix 3 Arena Data Pack and ChangeMakers Report folders*..... 25**

Introduction

The UCL Arena Centre activities are designed to support staff to improve the quality of UCL student education and experience. In 2022/23 a total of 248 workshops and 25 courses were delivered along with bespoke support provided but the Programme Development Unit who worked with 27 programmes. 2725 staff and students attended an Arena workshop or course and 336 colleagues gained HEA Fellowship across all four descriptors.

Overall, across all Arena workshops and courses, participant feedback suggests that 8.9 out of 10 was the average score respondents gave when asked “how likely are you to recommend this workshop [or course]”.

Arena Data Pack

New for 2022/23 is the introduction of a data pack for all Arena provision (see Appendix 1). The Arena Professional Services team have collated and presented staff engagement in Arena programmes in a new Arena data pack. The pack contains visualized data (PDF) and data tables for each Faculty and added to the Careers Partnership data folders in SharePoint and will be available to faculty teams. The pack will support the work of the newly established Faculty Partnership and enhance our strategic planning.

In 2023/24 the Arena Professional Services team will monitor use of the data and gather insights and feedback from Faculties which will inform further development of the packs.

PDF versions of the faculty data packs can be obtained by emailing arena@ucl.ac.uk

A summary of the Arena data can be found at Appendices [1,2 and 3](#))

Highlights of the year

UCL Education Conference and the Education Awards

The **UCL Education Conference** was held on 19 April, the topic of this year’s education conference was [Designing Futures-focused Education](#).

President and Provost Dr Michael Spence opened the conference, and this was followed by a keynote, which featured [Professor Mike Sharples](#), in conversation with Mary McHarg, SU Activities and Engagement Sabbatical Officer. is [available in full](#) or in [smaller sections](#) on the UC the conference webpage.

To launch the conference Karen Barnard, Director of UCL Careers and the UCL Arena Centre, chaired an online panel event. The panel included alumni, employer representatives and staff to discuss important questions such as: What might universities look like in 10- or 20-years’ time? How will employment change in different sectors? And What will students and employers expect of us? Just over 200 delegates participated in the online event. 100% (23 respondents) who provided feedback rated their experience as positive or very positive. 264 colleagues attended the in-person part of the conference. Feedback from participants was largely positive with the keynote presentation being mentioned as being

particularly useful. 80% (38 or 44 respondents) who provided feedback rated their experience as positive or very positive. Insights from the feedback on elements of the conference which could be improved will inform the planning for the 2024 conference.

Link to UCL Education Conference 2023 [Blog](#)

Hosting of the 21st **Academic Practice and Technology Conference (APT2023)** moved to Kings College London this year. Arena continued to play a significant role in shaping the conference themes, co-chairing the conference, leading planning as well as facilitating and delivering workshops and presentations.

Link to Academic Practice and Technology Conference (APT2023) [Blog](#)

UCL Education Awards Ceremony

In partnership with the Students' Union, Arena brought staff and students from across UCL together for the annual **UCL Education Awards Ceremony** on the Wilkin's Terrace and North Cloisters in June.

Combining the Provost Education Awards, Student Choice Awards and Student Rep of the Year, the event brings together staff and students came together to celebrate who excel in teaching and supporting student learning. The celebration included awards ceremony, a drinks reception, a BBQ and accompanied by music from student jazz society.

In 2023, the shortlisted poster exhibition had not been possible before the event, the event programme booklet was expanded to include information on the shortlist.

The list of winners is available on the [Teaching and Learning portal](#).

In 2024 we plan to:

- reintroduce the pre-celebration poster exhibition in the Cloisters to raise staff awareness of the awards.
- expand the partnership approach by exploring the possibility of connecting with the Doctoral School end of year celebration to combine resources and broaden the appeal of both events.

[Support for programme design and development](#)

The Programme Development Unit, now fully embedded in Arena, took on responsibility for delivering all programme and module design workshops. There were fewer programme design workshops this year an increased demand for module design (also known as ABC learning design) with the approach incorporated into faculty awaydays. The reduction in programme workshops may in part be explained by the reduction overall in the number of new programmes being developed and the introduction of a new 'Stage 0' element to the proposal process. There was one student-led workshop, which is significantly less than the number delivered in the pilot year (11 in 2021/22) but Student Quality Reviewers continued to impact on new programmes, participating in four PMAP panels (2 panels were cancelled in 2022/23) and supporting programme leaders to review assessment planning.

The programme design team have continued to develop the offer, adapting the workshop materials to support programmes to review existing programmes and modules, participating in awaydays. To unify the programme and module design workshops resources have been redesigned and new resources have been developed to support colleagues to develop programme and module learning outcomes.

In 2023/24, the team will be:

- Working more closely with faculty as part of the Faculty Partnership work.
- Supporting the Programme Architecture project.
- Continuing to support the development and revision of new and existing programmes and modules.
- Following up with programme teams the team has worked with in past to address any support needs they may have.
- Working with colleagues in the Operations and Planning team to understand developments in the 'Stage 0' approval process and how it aligns with our support for programme design.

Leading Change in Education

The Leading Change in Education programme returned with a cohort of 21 staff from across UCL, led by Alex Standen, Rebecca Lindner and Zachary Walker. The cohort attended six in person workshop days and 17 of the cohort visited Utrecht University to share ideas and learn about practice in a European research-intensive context. The participants have found incredible benefit from connecting with a cohort of individuals with a shared passion for leading high quality education.

There will be a cohort of 20 for the 23/24 programme, which will be led by Jenny Griffiths, Karen Barnard and Zachary Walker. There will be an increased focus on facilitating participants' engagement with their projects through a structure of updates and coaching conversations throughout the year. We have also increased alignment of the nomination, asking for clarity of how their work will align with UCL's strategic priorities, and also that nominees should ideally hold SFHEA or PFHEA.

Mentoring scheme for Arena Fellowships

Applicants for Arena Fellowships at Associate Fellow, Fellow and Senior Fellow category can request a mentor once their application is at the draft stage. The scheme has had a positive impact on the pass rate for Fellowships with the pass rate of 92% compared with an overall pass rate of 87%.

There has been increased interest in becoming a mentor and this will be further consolidated in 2023/24 by creating local lead mentors who can assist in training and working with less experienced mentors. Refresher training is scheduled at the end of the summer 2023.

In 2023/24, we plan to continue to develop local knowledge on the scheme through faculty mentors, as well as increasing the capacity for graduate TAP and ALP alumni to mentor those coming through the scheme.

Pilot of Degree Apprenticeship professional development workshops

In 2022/23, at the request of the Degree Apprenticeship team, Arena piloted a series of bespoke staff development workshops aimed specifically at staff who deal with Degree Apprenticeships. The responsibilities of colleagues on these programmes differ from the majority of degrees offered at UCL and so specific support would be beneficial. The workshops were designed to provide an introduction to teaching in a higher education, giving effective feedback and work-related learning. In addition, the aim was to introduce and encourage colleagues to apply for Arena HEA fellowships and participate in Arena workshops offered to all UCL staff.

While there was interest in follow-up workshops and further development of this series, attendance was much lower than anticipated, making this bespoke offer unviable. Arena will continue to liaise with the Degree Apprenticeships team and colleagues will be encouraged to engage with Arena's staff workshops as well as the Fellowship scheme.

Highlights of our Faculty work

2022/23 saw the introduction of more integrated working through the HEDS Institute, with the Arena team linking with colleagues in careers and the Academic Writing Centre to create a holistic view of support for education at UCL. This soft launch has meant that Arena colleagues now bring HEDS teams together to review provision and offer support for faculties. This was primarily done through enabling Faculty Education Plan actions and by meeting regularly with faculty education leaders.

Life Sciences

In **Life Sciences** the year started with Arena contributions to the School of Pharmacy Away Day, where an assessment workshop focusing on alternatives to exams as assessments was a focal point for discussions and ongoing connections. Throughout the year the Arena liaison has worked closely with Faculty colleagues supporting them in a range of matters.

Laws

Arena supported the faculty in developing a number of initiatives in 2022/23. Amongst these were support of faculty education plan priorities, Education for mental health and wellbeing and Inclusivity (e.g., developing the Target Law programme).

A particular note is the activity around enhancing opportunities for student voice and student-staff partnership including encouraging participation in Changemakers as there were no applications in the last cycle). Additionally, support was provided in the following initiatives:

- Inclusivity (e.g. developing the Target Law programme)
- Assessment and Feedback – in particular drawing on the findings of the Digital Education landscape report.
- Workshop on Effective learning environments and the HE learning landscape.
- A co-delivered session with Professor Jane Holder on “Examining the Doctorate” for early career academics.
- Support for the Education for Sustainable Development strategy/action plan.

In 2023/24, the focus will be on the HEDs Faculty Partnership work and support department, and Faculty develop their educational action plans.

Social and Historical Sciences (SHS)

Highlights of the year’s engagement and collaboration with Arena include:

- Design of project for 2023-4 to build on Faculty Skills Report (drawing together Arena, Careers and Faculty Learning Teaching Lead (FLTL)).
- Support and advice for the development of various new programmes.
- A pilot of assessment mapping across Anthropology which supported tutors to look at their assessment plans and resulted in assessment changes, mainly reduction, on 123 modules in the department.

2023-24 will see the next phase of supporting the skills agenda/report by co-ordinating across departments to map intra and extra-curricular skills (working with Careers). This will support personal tutors advising students and aligning with HEDS support within and beyond the faculty itself.

There are plans to expand the mapping of assessment and to work with Student Assessment Design Partners departments to review assessments in a further two departments.

2023-24 will also focus on the HEDs Faculty Partnership work and support department, and Faculty develop their educational action plans.

Arts and Humanities

Highlights of 2022/23 include the launch of the Centre for Humanities Education, chaired by the VD Education and with the Arena Faculty Lead as part of the leadership team.

The close collaboration with the Faculty Learning Technology Lead (FLTL) has been very fruitful, and we have produced a two-part Faculty ChangeMaker project evaluating the effectiveness of Continuous Module Dialogue (CMD). Two reports have been circulated to the faculty leaders and this is feeding into the strategic work on student voice.

We are also supporting colleagues in the Faculty to put on their own learning and teaching workshops, sharing good practice beyond departmental silos to the wider Faculty (one workshop on PBL was organised in 2023 and the Departmental lead has secured funding via the Centre for Humanities Education to put on three next year, which I will be supporting).

Working closely with the VD Equality Diversity and Inclusion (EDI) Arena has supported and enabled her vision for a Faculty podcast series called 'EDI Dialogues'. One podcast has been recorded and more are planned for next year

(<https://podcasters.spotify.com/pod/show/edialoguesatuc/episodes/Affirmative-Action-in-the-US-in-conversation-with-Amin-Afrouzi--Yale-Law-e21f94u/a-a9jehg0>).

In 2023/24 Arena will continue evaluating key areas in the Faculty, work with the student reps as partners and support local departmental initiatives where feasible (for instance around AdvanceHE recognition).

IOE, UCL's Faculty of Education and Society

Work has begun on supporting the work around the Faculty and Department Education Plans. Initial meetings have been held with the faculty SMT and a HEDs Faculty Partnership Team Microsoft Teams channel has been created to facilitate conversation and collaboration (the IOE SMT have been invited to join. Key information has been circulated through the IOE's intranet and sharing approach used in the Bartlett a Faculty Education Committee (FEC) document will be developed to share useful information from Arena and Careers.

In 2023/24, discussions about increasing IOE faculty participation in the Advance HE Fellowships particularly at Senior and Principal Levels will be a focus.

Engineering Sciences

2023 saw a concerted effort by the faculty to mobilise staff engagement with low NSS results, especially in the areas of assessment and feedback. Arena colleagues are meeting regularly with the faculty education team, the faculty Learning Technology Unit and the Centre for Engineering Education. There was also a dedicated section of the faculty staff induction given to education and the Arena Centre. Arena is now also consulted on every module and programme amendment form.

Work is ongoing with those departments with the weakest scores to support ChangeMakers projects and create departmental guidance for assessment and feedback. Arena also contributed to faculty guidance on feedback practices and a number of development sessions have been given to departments including:

- Doctoral Supervisor training
- Teamwork
- Marking and feedback for PGTA's
- Setting good assessments
- HEA fellowships

Mathematical and Physical Sciences

There has been a continuation in collaboration across departments and the faculty education team; areas of activity have included development of a faculty education plans, departmental workshops disseminating the MAPS assessment and feedback project, local discussion programme design and review, support for UCL ChangeMaker projects, and bespoke PGTA training and development. Arena is invited to attend and present at regular faculty education forums and departmental away days and education events.

Co-leading on a MAPS funded EDI project explored AccessUCL students' perceptions of support needs once enrolling on MAPS undergraduate programmes and resulted in co-creation of a MAPS AccessUCL students SharePoint site. The resource will support this student group's transition into and understanding of UCL structures, processes and support options, along with student generated insights and study skills tips.

Working with Assessment Design Student Partners programme leaders, Arena supported programme leaders to map their assessment across all year one Physics modules to facilitate discussion and review at the department awayday.

MAPs will build on a previous UCL ChangeMakers project, exploring student perceptions and experience of flipped learning, to deepen staff understanding and generate practical support for implementation and increasing student engagement. UCL Research Ethics approval has been received and this project will continue into 2024, with potential national collaboration.

2023/24 support will be informed by the departmental and faculty action plans, and wider review of education data. We are planning a faculty ChangeMaker project exploring and support student feedback and evaluation literacy.

Brain Sciences

The faculty continues to engage well with educational developments both locally and with Arena-run activities. Arena has contributed to several strategic and operational-level meetings focusing on education, as well as key faculty teaching and learning committees.

Working in partnership with several departments in the faculty, Arena have contributed to planning developmental workshops and awaydays. Most, but not all, have focused on assessment and feedback and/ or fellowship recognition.

The faculty is excellent at arranging Educational Awaydays in partnership with Arena and inviting a range of people to talk on areas of pedagogical good practice and innovation as well as celebrating success at such events. Some departments have been effective at developing clinicians and getting more engagement in workshops from busy clinical staff as well as including professional services staff as key participants in their sessions.

2023/24 will see a focus on reviewing and using education data and planning key areas for developmental workshops or other ways to increase success.

Population Health Sciences

Arena continued to work closely with the strong and energetic education leadership team in FPHS and with the eight Institutes and Schools, holding workshops and events in a number of departments and meeting a wide range of colleagues. We enjoyed close partnerships with departments offering new programmes and developed short guidance for external colleagues about supervising MSc students on UCL programmes. Towards the end of the year, we convened the new HEDS faculty partnership team, bringing colleagues from Careers, Academic Communication Centre (ACC) and Arena to meet with the faculty to prepare the ground for next year's Faculty and Department Education Plans. The year's highlight was undoubtedly the ChangeMakers-funded [podcast](#) produced by students at the Institute for Women's Health.

The Bartlett Faculty of the Built Environment

The Bartlett continues to be fully engaged with the Arena HEA Fellowship programme as well as other Arena provision. Building on last year's Arena pilot and in collaboration with a student representative a dedicated 'Fellowship for Students' page has been developed on [Moodle](#) to provide specific support and resources to students who support teaching to achieve HEA Fellowship. In addition, the Bartlett student representative successfully gained their AFHEA.

Arena continues to play an active role in the Faculty Education Committee (FEC) meetings. This includes creating a bespoke document which also included Careers to support the work of the newly formed Faculty Partnership Team. The resource includes details of events and information which would introduce the support available to staff.

In 2023/24, the focus will be on the HEDs Faculty Partnership work and support department, and Faculty develop their educational action plans. This work has started already with the inclusion of Arena representation in the Bartlett Faculty Education Committee and an early mention of the work in meetings (FEC) and in the Bulletin.

The Arena Programme

Arena Fellowships

In 2022/23, Senior and Principal fellows in particular have seen greater levels of success at first application. This probably reflects the greater level of support at these descriptors. This has taken the form of a Principal fellows' forum, bringing together successful and prospective Principal fellows. The additional support for Senior Fellows in the form of an additional Leadership and Impact workshop continues to have high attendance levels, and a dedicated writing retreat also proved popular.

With Advance HE reaccreditation in 2024 and UCL adopting the PSF2023 at that time we will be reviewing several different areas to adapt our programme. One area identified is being able to better support fellows (D2) from different backgrounds and disciplines to success. We will also be looking to increase accessibility of the scheme in its information and in the application itself, as well as making the process more inclusive for our diverse staff body.

Arena Events Programme

Arena's core programme of events and workshops is a central part of our provision, offering training and development opportunities to all UCL colleagues who teach and support learning. Workshops included practical sessions on topics such as classroom management and managing questions in live teaching sessions. Assessment design continued to be an important area of support and sessions to support for assessment design with new workshops exploring 'Assessment design for academic integrity' and 'Designing effective Multiple Choice question' developed this year.

The Arena events programme was broadened with a number of new sessions delivered around supporting students and inclusive practice for example, 'Coaching Approaches for Supporting Students', 'Embracing a Pedagogy of care', 'Queer pedagogy: how to stop teaching straight' and 'Getting Started with inclusive practice'. These sessions were well received with on average 8.4 out of 10 participants 'likely to recommend' these courses to colleagues.

Arena for Lecturers on Probation

In 2022/23, registration and completion rates on this mandatory course for lecturers on probation has seen an improvement compared with the previous year with 93% (138 no.) of staff enrolled on the programme meeting the 50% attendance threshold compared with 80% (92 no.) in 2021/22. The course continues to receive positive evaluations with, on average, 9 out of 10 agreeing that they would 'recommend this course to a colleague'.

This year an alternative pathway for experienced lecturers on probation was piloted successfully, with eight staff from across UCL completing this pathway.

We have established two small cohorts for Experienced Lecturers on Probation, and we are aiming to update the probationary requirements (HR).

Arena for PGTAs

Arena for PGTAs remains one of the core elements of the Arena provision. In 2022/23 we offered both in-person and online Gateway and the Teaching Associate Programme (TAP) workshops. This three-step programme (Gateway, TAP, AFHEA application) provides a development pathway for PhD students who teach/support learning at UCL. Gateway is an introductory workshop on university teaching for

colleagues who are starting to teach/support learning. It is a mandatory 2.5-hour stand-alone workshop for all PGTAs.

PGTAs who have over 10 hours teaching/supporting learning experience can then enrol on TAP which consists of four, 2-hour core workshops and an elective workshop. On completion of TAP there is the option for PGTAs to make a Fellowship application at Associate Fellow level.

This provision aims to foster a sense of belonging and professional identity amongst PGTAs to the wider UCL teaching community as well as to enable the application of newly acquired knowledge in the field of teaching and learning to engage and empower students.

Following an internal evaluation process, the Arena PGTA teaching team have updated both Gateway and Teaching Associate Programme (TAP) teaching materials to make them more relevant and contemporary. This now includes the use of Mentimeter for all workshops, updated web and Moodle pages as well as informative videos about the programmes. In 2023/24 we plan to connect with PGTA networks both within and outside the university to better understand current provision and good practice in the sector. This will further inform development of resources and support available.

[Arena for Professional Services](#)

In 2023, Arena continued to develop the support offered to professional services colleagues wishing to apply for HEA fellowship. Alongside termly Initial guidance sessions, colleagues were able to access a dedicated professional services Moodle space, mentoring and individual feedback on submissions. 2023 has seen an increase in the number of colleagues in professional services roles submitting from a typical 1 or 2 to 4 or 5 submissions at the last assessment round.

In 2023/24, we will continue to develop our support including developing a reading list tailored around professional services roles and explore offering a writing retreat in the summer 2024.

[Arena for Postdoctoral Researchers](#)

Following a pilot course attended by 37 researchers in May-June 2022 (reported in last year's Annual Report) we launched a short course for postdocs who have teaching and supervision responsibilities. Three cohorts (one per term) completed the course by between October 2022 and June 2023, with 46 researchers attending 3 or more sessions. The course will run again once per term in 2023-24, with more focus on lecturing and module design, which participants identified as their areas of greatest need.

The sector is giving more attention to postdoc career development (see the new UKRI-funded [Prosper](#) project). We are working with colleagues in Careers and OD to ensure the course positions education in a broader developmental context and to draw out the value of lecturing and supervision experience for non-academic career pathways. We shared an analysis of participant experience, needs and motivations with large audience of researcher developers at the UKCGE Annual Conference in July 2023.

Resources, guidance, and strategic projects

Transforming Assessment and Feedback at UCL

Working with Digital Assessment Advisors, Arena provided support to the Academic Integrity project. This was a student-staff partnership research project which sought to understand staff and student perspectives on academic integrity in assessment in light of developments such as the move to online exams and latterly, the emergence of Generative AI. [Key findings from the project](#) were presented at the UCL Education conference, as well as externally at the Assessment in HE, and Academic Practice and Technology conferences.

In partnership with Digital Assessment team and Faculty technologists, new workshops were delivered on digital assessment design, these included 'Assessment Design for Academic Integrity' and 'Rubrics: removing the glitch in the assessment matrix' along with a session on 'Designing authentic assessment'.

UCL/JISC 'Reimagining assessment and feedback' In June, Arena in collaboration with UCL DigiEd, Student Registry Service (SRS) and Jisc, co-hosted the 'Reimagining Assessment and Feedback' event for 70 senior digital transformation leaders. The day spotlighted UCL's digital assessment evolution and explored challenges like AI and upholding academic integrity. A highlight of the event was a panel where university leaders discussed innovative assessment and feedback strategies.

Russell Group Collective event, Degree Assessment for the Future

In collaboration with Digital Education students were recruited from ChangeMakers and Student Assessment Design Partners to form a panel to share their perspectives on assessment for a Russell Group Collective event, Degree Assessment for the Future held at UCL East. These students also participated in a pre-meeting and conversation around short-term/long-term approaches that Universities can take to support degree assessment for the future, including development of an early draft of a set of principles.

Link to National Centre for AI [article on the event](#), Link to [Connect More 2023 presentation](#) .

Eugenics Legacy Education Project (ELEP)

In September 2022, a new three-year project covering the education-related recommendations from the [Eugenics Inquiry](#) began. The project aims to help UCL colleagues and students understand UCL's eugenics legacies and support teaching on this and other difficult or sensitive topics.

The first term of 2022 was spent speaking to colleagues across all faculties and several professional services areas, setting up an advisory board, creating a [website](#), and setting [goals](#) for the project.

The focus of the spring and summer terms was dissemination and raising awareness about the project and establishing some great collaborative work, including:

- Working with students and academic colleagues via [ChangeMakers](#);
- Developing a series of teaching development projects with academic colleagues;
- An [event](#) with an external expert on reparative education, and another more collaborative event with international colleagues (attended by Dr Michael Spence);
- Delivering training to colleagues working in the BAME Awarding Gap team;
- A series of roundtables to support the development of a teaching and learning framework.

The team will be presenting on the topic of 'Teaching difficult knowledge: exploring UCL's eugenics history and the implications for educational development in higher education' at the British Educational Research Association (BERA) and the European Educational Research Association's ECER conferences at the end of the summer.

Our plan for 2023/24 is to recruit several more PhD students to work on the teaching development projects, recruit participants for our new staff training, start building our resource bank, and run a series of events and support sessions for UCL staff and students.

Personal Tutoring

This academic year, we have continued to offer [the three core Personal Tutoring workshops](#) once in each term. We have designed and run two new workshops this year; Coaching approaches for supporting students (replacing the previous external run workshop), and Academic support for Programme Leads. In addition, we have delivered 19 local/departmental version of the Introduction workshop.

The online course updates continue to align with revised policy and process, and to simplify the structure. This has been informed by responses to the end of course evaluation, a short evaluation, engagement data, and project work with ChangeMaker student fellows.

After a successful Arena pilot in 2022 we have continued to support staff to obtain United Kingdom Advising and Tutoring association (UKAT) Professional Recognition scheme. The UKAT Professional Recognition Scheme is referenced against the UKAT Professional Framework for Advising and Tutoring and provides independent recognition of effective practice and a measurable way to evidence the valuable work of tutors and advisors' in supporting student success and makes them feel valued and recognised for performing this role effectively. The Arena support pathway consisted of workshops offering support for small groups. 42 staff applied for the scheme with 20 funded places available. Participants create a reflective e-portfolio and are looking to submit applications for Awards later this year. To-date 2 have successfully submitted applications (one receiving Recognised Practitioner in Advising, and one Recognised Senior Advisor).

For more information on [United Kingdom Advising and Tutoring association \(UKAT\)](#).

To access [resources and further training](#)

Supervisor Development

We continued to expand our programme of support for research supervisors this year, adding workshops on Inclusive Supervision, and Supporting PGR Mental Health and Wellbeing to the events we ran last year. Attendance improved on previous years with 714 supervisors participating in these sessions, an increase of over 150 from last year.

20 experienced research supervisors completed the UK Council for Graduate Education (UKCGE) Recognised Supervisor professional development programme and ten colleagues received recognition (taking the total number at UCL to 43 – still the highest of all participating universities, including all 24 Russell Group institutions).

In 2023-24 we will start to offer the UKCGE Recognised Associate Supervisor development programme to support newer research supervisors. We will also follow up with previous participants of the Recognised Supervisor professional development programme participants, to encourage them to apply for official recognition via UKCGE.

In 2023-24 we will create a clearer pathway to lead supervisors from introductory sessions on our programme, through more focused workshops, to different opportunities for professional recognition.

Inclusive Education

In August 2022, Arena's Inclusive Education Lead was appointed to provide strategic leadership in this important area of work.

Education Activities

Comprehensive reviews of the Inclusive Curriculum Health Check (IHC) and Student Curriculum Partner (SCP) initiative led to the integration of disabled students, broadening inclusivity perspectives. The IHC review resulted in a new Student Success Framework (under development) aligned with UCL's strategic plans and will serve as a self-assessment tool for evaluating student success and inclusivity.

A revision of Continuous Module Dialogue (CMD) was undertaken to evaluate inclusive practice and align it with the Race Equity Action Plan.

Training/guidance sessions to promote inclusive practices, included:

- 'Getting started with inclusive education practice' training was redesigned and delivered.
- A special session on 'Considerations for working successfully with disabled and neurodivergent students,'
- 'Drop-in' sessions, individual project guidance for Changemakers projects, 'BAME Awarding Gap' interventions, 'Using the inclusive curriculum toolkit', and 'strategies for successful group work with disabled and neurodivergent students'.
- A new toolkit on 'Inclusive Language in education' was launched. Guidance was also provided on improving inclusion related to Peer Dialogue, Student Group Working and Student Presentations.
- The online training for Personal Tutors was reviewed to ensure inclusivity in educational approaches.
- An online 'armchair' discussion on 'Sophisticated Racism,' with Victoria Showunmi and a panel. The event sparked engaging discussions about the impact of sophisticated racism on staff and students within academia.

Partnerships

Working with UCL Careers, created a new session, 'Finding your place in an inclusive organisation' for new Careers PGT module 'Finding my Future' and contributed to panel for Careers' event, 'Navigating Race Identity in Academe' panel for (UCL and University of Edinburgh) PGRs to hear about the career paths of established academics of colour, including the ways race, and other elements of their identity, may have influenced their careers.

Collaborating with the Doctoral School and Student Support and Wellbeing, to create a comprehensive support package for disabled and neurodivergent postgraduate research (PGR) students; developing a clear workflow detailing available support options and a modular Statement of Reasonable Adjustments

(SORA) tailored to meet the specific needs. The latter is being converted into a self-assessment tool to guide supervisors and students.

The 'Discover UCL for Deaf and Hard of Hearing (year 12) Students' summer school delivered in partnership with Access and Participation. The object-based learning activity used the Galton Collection to explore (historical and modern) ethics, data will be used to develop a case study for the ELEP project.

2023/24, to consolidate inclusive education training, we are leading an Inclusive Education Practice training programme, collaborating with Digital Accessibility, Student Success Office, Digital Education, Student Support and Wellbeing, and the Centre for Behaviour Change). The Level 1 courses (6x 20-minute modules), designed to evaluate behaviour change with a future-proof learning design are set to launch in the 23/24 academic year.

New webpages on inclusive practice will be launched early next academic year, bringing together resources and activities developed by Arena and our inclusive practice partners across UCL. In addition to completing the above projects, future plans include bringing together different stakeholders and initiatives related to programme development and review, and development of an equality impact assessment-type tool related to education.

[Intercultural Communication Skills Project \(ICC\)](#)

The online element of ICC was made live in Spring 2023 but has not been widely publicised yet.

In 2023/24 the online content will be reviewed by the Arena team to establish target audiences and which elements of the content might compliment different Arena activities. On completion of the review, we will undertake appropriate revisions (coproduced with marginalised students and staff) before the content is disseminated.

[Education for Sustainable Development \(ESD\)](#)

In collaboration with Sustainable UCL, we have been working to support the development of ESD at UCL. Since the previous report, we now have strong representation on the key UCL-wide groups in the area. We have contributed widely to staff resources, including the launch of the [ESD Network](#) (which now has almost 150 members) and the [ESD Toolkit](#) (which has so far received over 500 visits). Future plans include supporting the UCL wide group develop initiatives on ESD linked to measuring ESD and the development of AI tools which involve staff in coding modules.

[Student Partnership](#)

[ChangeMakers](#)

There were 81 applications for funding received from departments in 2022-23, 57 of which progressed as funded projects. We also supported one project from professional services (Careers), four faculty-level projects (A&H, IOE, Medical Sciences and SHS), and 11 projects that built on work undertaken in 2021-22. This represents fewer projects than last year 73 in total compared to 78), however we feel that the projects that did go ahead were of extremely high quality. There was good engagement across all faculties aside from Laws.

This year, following project team feedback, we moved the application deadlines forward by around one month to allow for projects to get up and running earlier. We retained the project themes that were

agreed last year as per Students' Union priorities, and for the term two we added ELEP supported projects to the 'Supporting Student Success' theme. Six projects were specifically identified within that theme to be additionally supported by the ELEP team.

For a full breakdown of departments and faculties and by theme please refer to the data pack.

The themes for projects in 2023/24 will be: Connections (enhancement focused); Re-imagining Education (innovation focused); Engaging students with difficult topics (ELEP), more information can be found here on the ChangeMakers [website](#).

Artificial Intelligence (AI) Projects

To start the conversation around the use of AI in departments, additional funding was made available for students and staff to work in partnership on short summer projects. In total there were 61 projects around the use of AI tools in higher education. There were four themes (Assessment, Feedback, Exploring AI, Learning Support) and accompanying support sessions to aid staff with the development of their project ideas, and for students once they had been recruited to a project. The majority of these projects are still ongoing, and we will be reporting on them early in term 1 2023-24.

Student Quality Reviewers (SQR)

The SQR scheme overall was much reduced in 2022-23. This is possibly due to the pause during Covid and limited advertising of the opportunities. However, Assessment and Programme Design have continued, as well as Student Curriculum Partners and have remained popular aspects of the scheme. Student Quality Reviewers also participated in three Internal Quality Reviews.

SQR will be paused in 2023-24 for a review of activity, however Student Curriculum Partners will continue 'in-house' with the Student Success team, and Student Reviewers of Teaching will continue as a lighter-touch enhancement process as 'ChangeMakers Teaching Dialogue'.

We propose to engage a small multi-disciplinary panel of students to continue necessary activity (e.g., PMAP panels, IQR, Assessment mapping, Programme Design workshops). Additional funding will be ring-fenced for 'Pillars of Employability' work if needed.

Student Fellows

In 2022-23 we worked with seven Student Fellows (six recruited for ChangeMakers and one for ELEP). The primary activity was editing the Journal for Educational Innovation, Partnership and Change following UCL's hosting of the Change Agent's Network (CAN) conference in 2022.

Other work included a design sprint, collaboration on the personal tutoring review, co-facilitating sessions at the **UCL/JISC 'Reimagining assessment and feedback' event**, observing and feeding back on teaching plus invitations to multiple panels to speak on the student experience.

Overall, the Student Fellows have been extremely effective in pockets and for certain prescribed projects and pieces of work. However, we have decided not to renew the scheme for 2023-24.

Partnership projects with PGR students.

Three partnership projects with seven PGR students were undertaken to enhance support and inclusivity within education. Project 1 focused on developing resources (a toolkit and case studies) to assist working with marginalised students. Project 2 aimed to support supervisors of neurodivergent research students

by providing guidance and workshops. Project 3 examined personal tutoring experiences to develop new training opportunities for UCL staff involved in postgraduate taught programs.

Dissemination and work beyond UCL

National and International Projects

- The capstone research (2021) inspired Integrated Medical Sciences to integrate programme-level assessment to pull together disparate first-year modules. In 2023 they piloted this approach as formative assessment and in 2024 the first cohort will experience this new assessment summatively. Arena will be supporting the team to ensure students have a strong voice and that their experiences inform future development.
- Postgraduate Pedagogies Journal published its third issue in 2023 with a special issue coming up in late 2023. A fourth issue is being prepared for 2024. In total, the 25 articles (authored by 50+ authors from 21 universities in the UK, the Netherlands, Ireland and South Africa) have been downloaded around 3000 times. For information and to obtain a copy email arena@ucl.ac.uk.
- [Journal of Educational Innovation, Partnership and Change](#) – UCL edition to be published Autumn 2023 (Abbie King, Molly Edwards, Anahita Aman and Arthur Davies).
- [How are staff supported to undertake student-staff partnership opportunities?](#) - QAA Collaborative Project with the University of Sussex, University of Brighton and University of Salford.
- [Optionality in assessment](#) - QAA Collaborative Project with the University of Manchester, Imperial College London and the University of York.

Citizenship and UCL Community

The Arena team contribute to various committee and citizenship work across UCL, for instance the Disability Equity Steering Group (DESG); Charter Marks Group; and Suicide Prevention policy working group. Colleagues can add, conference presentations and keynotes, and publishing and peer reviewing scholarly work, to external examining and undertaking consultancy work.

Other examples of sharing good practice and collaboration include:

- The Arena Centre contributed to the UCL Academy partnership board and made a timely intervention in early Spring when we shared the different sets of guidance about the use of ChatGPT (and other large language models) issued by UCL for its staff and students, with the Academy's leadership team.
- 'Student-staff partnerships: building institutional resilience' - Invited presentation for QAA (March 2023)
- 'Supporting student-staff partnerships at UCL' - Invited presentation at Liverpool Learning Summit (January 2023)
- Presentation at the Change Agents Network (May 2023)
- Consultation event with The Hague to develop their student-staff partnership work, ChangeMakers team (November 2023)
- Turkish HE Quality Council fact finding visit to Arena (October 2022)

- Decolonising education practice training for (school) teachers.
- Consultancy work contributing to Lodz University of Technology, Poland project “Training on redevelopment of 12 courses implemented as part of the study programmes at TUL in English into a student-centred education model” – updating courses into active and flipped learning formats (April-September 2023)
- Co-chairing OTESSA (Open/Technology in Education, Society, and Scholarship Association) 2023 annual conference (York University, online)
- Advisory board membership and invited presentation, ENCORE+ project (European Network for Catalysing Open Resources in Education - EU Erasmus+ funded)
- Advisory board membership, ‘Is a PhD Right for Me?’ MOOC, Bloomsbury Learning Exchange/University of London Centre for Online & Distance Education
- Advisory board membership, United Kingdom Advising and Tutoring (UKAT) association
- Hosting an Erasmus+ visitor from the University of Innsbruck, Austria to explore personal tutoring at UCL (2 day visit).

Attendance at Arena workshops and course

2700 participants attended an Arena workshop or course.

Attendance average for all UCL faculties*:
64% for workshops and 77% for courses
*2700 attendees

9/10*

Courses & Workshops categories	Attendance points UCL	Attendance UCL
Arena for Lecturers on Probation (ALP)	1222	979
Arena for PGTAs (workshop)	1085	798
Arena for PGTAs (course)	932	761
Arena for Postdocs	360	247
Assessment and feedback	808	493
EDI (workshop)	365	248
EDI (course)	60	36
Fellowships	1594	798
LCIE (Leading Change in Education)	36	35
Student-staff partnership	398	241
Supervision (workshop)	858	657
Supervision (course)	120	96
Supporting students (workshop)	357	235
Supporting students (course)	160	81
Teaching approaches	636	444

was the average score respondents gave when asked "how likely are you to recommend this [workshop or course]"

*1790 pieces of feedback from all Arena workshops and courses

Arena Fellowship Recognition

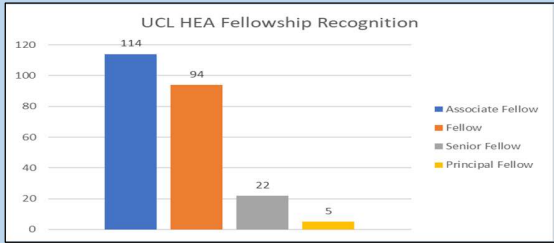
235 Arena fellowships awarded in 2022-23

114 Associate Fellows

94 Fellows

22 Senior Fellows

5 Principal Fellows



Programme Development

31 Programme development sessions across UCL Faculties

5 Assessment Visualisations (ChartTool)

1 Student Quality Review

12 Programme Design

13 ABC Learning Design

ChangeMakers

66 Projects across UCL Faculties

Project Theme	Number of Projects across UCL
Academic development and support: Personal tutoring and peer support	14
Assessment and feedback: Co-creating authentic assessments	10
Continuation project	11
Learning communities and belonging: Creating connections within programmes	17
Supporting student success: Co-creating inclusive curriculums and the Eugenics Legacies Education Project	14

UCL Education Conference 2023

85 Presentations*

77 Presenters across UCL Faculties

Conference Theme	Number of Presentations
Co-creation of education	12
Ethics, integrity and professionalism	6
Inclusive teaching and assessment practices	15
Partnerships between staff, students and employers	17
Skill development and experiential learning	23
Sustainability in our educational practices	12
Presentations	85

*presentations include asynchronous and in person presentations

Appendix 2 Arena Data Pack and ChangeMakers Report folders

Faculty	Folder link
Arts and Humanities	Arena and ChangeMakers data - Arts & Humanities
Bartlett	Arena and ChangeMakers data - Bartlett (Built Environment)
Brain Sciences	<input type="checkbox"/> Arena and ChangeMakers data - Brain Sciences
Engineering Sciences	<input type="checkbox"/> Arena and ChangeMakers data - Engineering Sciences
IOE	Arena and ChangeMakers data - IOE
Laws	<input type="checkbox"/> Arena and ChangeMakers data - Laws
Life Sciences	Arena and ChangeMakers data - Life Sciences
Mathematical & Physical Sciences	<input type="checkbox"/> Arena and ChangeMakers data - Mathematical & Physical Sciences
Medical Sciences	Arena and ChangeMakers data - Medical Sciences
Population	<input type="checkbox"/> Arena and ChangeMakers data - Population Health Sciences
Social & Historical Sciences	<input type="checkbox"/> Arena and ChangeMakers data - Social & Historical Sciences

Appendix 3 Notes for Arena Data Packs 2022-23

The following notes explain the data limitations, terms etc.

Definitions

- A workshop is a single unique session.
- A course consists of multiple sessions. The number of sessions in a course varies.
- Attendance is recorded each time a participant attends a session meaning a course with six sessions will record each attendance point.

Limitations of the data

- During 2022-23, data was gathered for Arena bookings using different platforms. Microsoft Forms (which captured user_ids) and Microsoft Bookings (which required users to enter their data). Data was combined and cleaned using additional data sets provided by HR_Reports in Organisational Development (OD) at UCL. Where possible, we used data from OD to determine the correct Faculty and Department of a user. Where the data was not available from OD, data gathered from participants was used to determine their faculty and department.
- Attendance averages were calculated based on the total number of users attending our workshops and courses, including those not specifically categorised under a faculty. For instance,

within UCL's internal system, certain staff members, such as temporary staff, may be listed under "VP-operations" instead of a traditional faculty. While this distinction is not visually represented in the data report, additional details about staff, who were not aligned to a faculty but attended courses and workshops, can be found in an Excel dataset. This can be provided on request to arena@ucl.ac.uk.

- The date range for the report is 1 September 2022 to 22 June 2023, which is not the full academic year (2022-23) for UCL Arena. In preparing this data pack we collaborated with The Careers Group during the summer period which means that data from a small number of workshops, delivered between 23 June 2023 to 13 July 2023, are not included in this report.
- When viewing the data pack single page documents where it says "Attendance average", this means the average from the number of those who booked onto a course or workshop.
- When calculating attendance we included figures from workshops and courses. For workshops these are one off sessions which have a single attendance point. For courses we calculated for all attendance points which means, if a course had 4 sessions then each session was recorded as an attendance point.
- The average score across workshops and courses for the question "how likely are you to recommend this [workshop or course]" was 8.7. In the Arena data pack reports we have rounded this up to 9.

UCL acronyms

- S&HS = Social & Historical Sciences-
- SSEES = School of Slavonic and East European Studies
- PHS = Population Health Sciences

Arena acronyms







- EDI = Equality, Diversity and Inclusion
- PGTA = Postgraduate Teaching Assistant
- LCIE = Leading Change in Education

Arena Categories

Category	Course or Workshop	Session
ALP	Course	Arena for Lecturers on Probation
ALP	Course	Arena for Lecturers on Probation - Pilot
Arena for PGTAs	Workshop	Gateway
Arena for PGTAs	Course	Teaching Associate Programme
Arena for Postdocs	Course	Postdocs
Assessment and Feedback	Workshop	Auditing assessment across your programme
Assessment and Feedback	Workshop	Auditing assessment on your programme
Assessment and Feedback	Workshop	Continuous module dialogue
Assessment and Feedback	Workshop	Continuous module evaluation
Assessment and Feedback	Workshop	Designing assessment across a programme
Assessment and Feedback	Workshop	Designing Assessments for Academic Integrity
Assessment and Feedback	Workshop	Designing authentic assessment
Assessment and Feedback	Workshop	Designing effective Multiple Choice Questions

Assessment and Feedback	Workshop	Enriching assessment and feedback practice at module level
Assessment and Feedback	Workshop	Giving effective feedback
Assessment and Feedback	Workshop	Plagiarism: assumptions, mindset and approaches
Assessment and Feedback	Workshop	Programme Design for Programme Leaders
Assessment and Feedback	Workshop	Rubrics: removing the glitch in the assessment matrix
Assessment and Feedback	Workshop	Shifting students' attention from the assessment grade to the feedback
EDI	Workshop	Digital accessibility and you: where are you now and where could you be?
EDI	Workshop	Embracing a Pedagogy of care
EDI	Workshop	Getting started with inclusive practice
EDI	Workshop	Queer pedagogy: how to stop teaching straight
EDI	Workshop	Working with international students
Fellowships	Workshop	Senior Fellowship: demonstrating leadership and impact
Fellowships	Workshop	Initial Guidance
Fellowships	Workshop	Developing your application
Fellowships	Workshop	Gaining Fellowship for Professional Services Staff
LCIE	Course	Leading Change in Education
LCIE	Workshop	Education enhancement and Quality processes
Programme Development	Workshop	ABC Learning Design
Programme Development	Workshop	Programme Design Workshop
Programme Development	Workshop	Assessment Visualisation
Programme Development	Workshop	Student Review Workshop
Supervision	Workshop	An Introduction to Examining the Doctorate
Supervision	Workshop	Developing as a Doctoral Supervisor
Supervision	Workshop	Effective Co- and team supervision
Supervision	Workshop	Inclusive Supervision
Supervision	Workshop	Supervising UG and PGT Projects
Supervision	Workshop	Supporting PGR Mental Health and Wellbeing
Supervision	Workshop	Supporting PGR Writing and Giving Effective Feedback
Supervision	Workshop	UKCGE recognition scheme
Student-staff partnership	Workshop	ChangeMakers - Developing your application
Student-staff partnership	Workshop	ChangeMakers - Initial guidance
Student-staff partnership	Workshop	ChangeMakers - Getting started
Student-staff partnership	Workshop	ChangeMakers - Treasurer training
Student-staff partnership	Workshop	ChangeMakers theme sessions
Student-staff partnership	Workshop	Ethics for ChangeMakers projects
Student-staff partnership	Workshop	How to work in partnership with your students
Student-staff partnership	Workshop	Student Quality Reviewers (SQR) – student partner training
Student-staff partnership	Workshop	SQR for staff - Getting a student perspective on your teaching
Student-staff partnership	Workshop	You Shape UCL - Student information session

Appendix 3 Arena Data Pack and ChangeMakers Report folders

Faculty	Folder link
Arts and Humanities	Arena and ChangeMakers data - Arts & Humanities
Bartlett	Arena and ChangeMakers data - Bartlett (Built Environment)
Brain Sciences	 Arena and ChangeMakers data - Brain Sciences
Engineering Sciences	 Arena and ChangeMakers data - Engineering Sciences
IOE	Arena and ChangeMakers data - IOE
Laws	 Arena and ChangeMakers data - Laws
Life Sciences	Arena and ChangeMakers data - Life Sciences
Mathematical & Physical Sciences	 Arena and ChangeMakers data - Mathematical & Physical Sciences
Medical Sciences	Arena and ChangeMakers data - Medical Sciences
Population	 Arena and ChangeMakers data - Population Health Sciences
Social & Historical Sciences	 Arena and ChangeMakers data - Social & Historical Sciences

Please contact you ARENA Faculty Liaison on arena@ucl.ac.uk for assistance in accessing these folders.