

**Education Committee**

Thursday 27 June 2024

Minutes (Confirmed)**Present:**

Dr Kathryn Woods (Acting Chair)

Professor Parama Chaudhury; Ms Sarah Cowls; Mr Ian Davis; Professor Sally Day; Dr Julie Evans; Mr Daniel Farrell; Mr Ben Fowler; Mr Matteo Fumagalli; Ms Manya Gupta; Ms June Hedges; Ms Katherine Fletcher; Mr Ahmad Ismail; Professor Liz Jones; Dr Rachel King; Mr Zak Liddell; Ms Blathnaid Mahony; Professor Margaret Mayston; Dr Jennifer McGowan; Professor Abel Nyamapfene; Professor Norbert Pachler; Mr Trevor Pearce; Professor Paola Pedarzani; Professor Mary Richardson; Professor Aeli Roberts; Mr Mike Rowson; Dr Francesca Scott; Professor Bill Sillar; Dr Hazel Smith; Ms Issy Smith; Dr Fiona Strawbridge; Professor Olga Thomas; Dr Nalini Vittal; and Professor Stan Zochowski.

In attendance: Ms Sally Mackenzie (item 5); Professor Katherine Holt; Professor Jakob Stougaard-Nielsen; Ms Jo Stroud; Ms Megan Gerrie and Ms Caitlin Harvey (observing the meeting); Mr Ashley Doolan (Secretary) and Mr Rob Traynor (Assistant Secretary).

Apologies: Professor Kathleen Armour (Chair); Ms Karen Barnard; Dr Nicole Brown; Mr Shaban Chaudhury; Dr Sandra Leaton-Gray and Dr Nalini Vittal.

Part I: Preliminary Business**80. Welcome, Apologies and Announcements**

80.1. The Chair led colleagues in thanking Dr Fiona Strawbridge for her 24 years of service at UCL, and her many years of service as a member of the Education Committee. The Committee wished her well in her new role at Kings College London and noted that Dr Joanna Stroud would serve as interim Director of Digital Education, thus joining the membership.

81. Minutes of the last meeting

- 81.1. Approved – the Minutes of the previous meeting held on 25 April 2024 [EdCom Minutes 63-79, 2023-24] at EDCOM 7-01 (23-24), subject to minor amendments.
- 81.2. Confirmed – that following discussion, the documentation published to support the Personal Tutoring Review implementation work would be taken down and reviewed,

based on concerns that matters raised under Minute 66, related to office hours and the name of 'Personal Academic Tutor', were not reflected in the document.

Action: The Acting Chair

82. Matters Arising

82.1. Noted - all matters arising were either raised in the agenda or are being dealt with for future reporting to the Committee.

83. Updates to Terms of Reference

83.1. Confirmed – proposed changes to the Terms of Reference of the Digital Education and Student Experience Subcommittee at EDCOM 7-02 (23-24).

Part II: Matters for Discussion

84. Research Intensive Education

84.1. Received - the paper at EDCOM 7-03 (23-24), introduced by the Acting Chair. She confirmed that the paper was an update on progress made by the Research Intensive Education Working Group, and that EdCom endorsement was being sought for taking forward a series of questions for conversation in 2024-25.

84.2. EdCom considered the opportunities for embedding the principles and themes emerging through the Group's work into existing programmes. For example, it could be integrated through the Programme Excellence Curriculum Review, or through the creation of Extended Learning Opportunities in Term 3.

84.3. During discussion, members made the following contributions:

- a) The Working Group's focus on authentic assessment was welcomed, as was its proposal to enable students to make connections across different levels of study, which would be enabled by delivering this form of education in an extracurricular or formative format.
- b) That while there may be a perception that any offer would need to work hard to persuade overseas students to remain on campus to engage, the pressure for additional activity during the third term was coming from these same students, who are paying for a full term of activity and not currently receiving this on many programmes.
- c) That the claim that all students engage with "leading experts" may be hard to deliver in practice, and that the language should be adapted to ensure we are able to deliver on what is promised.

84.4. Resolved – to endorse the proposed next steps for the Research Intensive Education project.

85. Feedback and Assessment Programme

85.1. Received – a proposal to initiate a Feedback and Assessment programme during the 2024-25 academic year at EDCOM 7-04 (23-24), presented by Professor Parama Chaudhury, Pro Vice Provost for Student Academic Experience. The proposed programme would identify and address the structural and resource barriers preventing departments and faculties from engaging fully with their feedback and assessment issues. It will be delivered through four strands of work focused on Regulations, Operations, processes and platforms, Staff pedagogic support and guidance, and Data and reporting.

85.2. During a discussion of the four strands of work, the following points were raised:

85.3. That work was being underway to provide clear assurance on the feasibility of delivering in-person digital examinations at scale (and at what scale) in 2024-25. This assessment was dependent on the level of demand expressed by programme teams, which would be known following the close of the assessment review window in July. Work was also being done to provide more consistent support for such examinations happening outside of the main assessment periods.

a) That guidance for online and distance programmes on meeting the requirements to deliver “AI proof” summative assessments would be discussed through the strand of work on staff pedagogic support in assuring academic integrity through assessment design.

b) That while the work of the programme was necessarily focused on providing assurance of the validity and integrity of a UCL award to our students, their employers and the wider public, it was important not to lose sight of the need to proactively teach our students how to use generative artificial intelligence tools in a responsible and future focussed way.

c) That a light touch review of the assessment regulations detailed in Chapter 4 of the Academic Manual would be presented to July EdCom, with a more detailed review of the whole chapter, in 2024-25.

85.4. That while broadly in agreement with the principles presented as part of the Feedback and Assessment programme, some members remained concerned about the operational implications of how these principles would be interpreted. There were concerns that work done to reduce overassessment and introduce more authentic

assessment would be overtaken by the pressure to implement more in-person assessments.

85.5. The Acting Chair provided assurance that the core drive of the proposed programme was to enable programme teams to make their own judgments on how best to assure themselves that they are aligning with the principles, and designing assessment that it can be confident has been completed by the student being awarded.

85.6. Resolved – to endorse the Feedback and Assessment programme.

86. Undergraduate Degree Classification

86.1. Received – a discussion paper on the possibility of discounting the first year of undergraduate programmes from calculation of the final classification at EDCOM 7-05 (23-24) presented by the Acting Chair. This paper followed on from conversations at the EdCom Away Day in May 2024.

86.2. During the discussion of the paper, the following points were raised:

- a) That a progression check at the end of Year One would be retained under any proposal to discount this year from classification. Within that, there would be freedom to define how to indicate performance – for example numerical marks could still be awarded (though not used), and the year could be passed with merit or distinction.
- b) That it would be important to understand what steps comparable institutions that do not count Year One take to monitor and encourage ongoing engagement with teaching and assessment.
- c) That this decision should be made for pedagogic reasons, centred on how we and our students want to use the first year. This decision should not be informed by considerations related to unexplained attainment, which is being modelled, and assessed by the Degree Outcomes Steering Group.

86.3. EdCom noted that a separate conversation about the application of condonement, and its impact on degree outcomes, was necessary. If, for example, the pressure on Year One was relaxed, then there may be less reason to provide the leniency in second year currently afforded by condonement.

86.4. Agreed – to continue this conversation into the 2024-25 academic session.

87. Deferred Assessment Pass Scheme Progress Update

87.1. Received – a revised version of the proposed Deferred Assessment Pass Scheme Policy for 2024-25 at EDCOM 7-06 (23-24), presented by Mr Zak Liddell, Director of Education Services.

- 87.2. EdCom noted that the paper presented for discussion had incorporated feedback gathered at the EdCom Away Day in May, including a restriction on the number of exams that could be deferred to the late summer assessment period under the scheme. It was further noted that the final proposal would come to the July meeting of EdCom, along with an update on the progress of system roll out.
- 87.3. During discussion, the following points were noted:
- a) That while some specific queries remained outstanding, significant progress had been made in allaying concerns raised by faculties, through discussion and the incorporation of feedback.
 - b) That on the recommendation of the Education Policy Scrutiny Panel, part-time and flexible-modular students would have the same quota of applications as full-time students, in recognition of the additional external pressures they will likely face.
 - c) That the introduction of a short term, limited availability scheme to help students to manage short term workload pressures separate to the extenuating circumstances process would enable a firmer line to be taken on applications made via the evidenced extenuating circumstances route.
- 87.4. Resolved – to share further feedback on the scheme to the Director of Education Services to enable its incorporation in the proposal due to be presented to EdCom in July.
- 88. Student Personal Evacuation and Egress Plans**
- 88.1. Received – a paper raising concerns about Personal Evacuation and Egress Plans (PEEPs) for students at EDCOM 7-18 (23-24), submitted to Education Committee from the Faculty Education Committee of the Faculty of the Built Environment, and presented by Professor Aeli Roberts, Faculty Tutor.
- 88.2. EdCom noted that the paper highlighted that there were real risks related both to the accurate identification of students in need of a PEEP and, where identified, the lack of clear direction or support for colleagues tasked with producing and operationalising one. As the number of students requiring reasonable adjustments continued to increase, these risks were becoming more prominent.
- 88.3. The Registrar confirmed that UCL Operations Committee had identified the same risks, and how they also apply to staff, in parallel, and had commissioned a working group to review the operation of PEEP's and recommend areas for improvement. She recommended extending an invite to the Chair of this group, Pip Jackson, to a future EdCom meeting.

- 88.4. EdCom endorsed the paper, agreeing that it raised risks that needed to be quickly addressed to ensure appropriate support for students and colleagues. It also resolved to invite Pip Jackson to a future meeting. EdCom also welcomed the Registrar's offer to follow up with the Faculty of the Built Environment directly.

Action: The Acting Chair and Ms Sarah Cowsls

Part III: Other Business for Approval or Information

89. Academic Manual Structure Review

- 89.1. Noted - the paper at EDCOM 7-07 (23-24) detailing the plans for the restructure of the Academic Manual.

90. OfS Risk Register – Education

- 90.1. Noted – the paper at EDCOM 7-08 (23-24) the risks and mitigations related to OfS conditions of registrations that Education Committee is responsible for monitoring.

91. UCL Degree Apprenticeships Ofsted Report

- 91.1. Noted – the report of the outcomes of UCL's recent full Ofsted inspection of its Degree Apprenticeship programmes at EDCOM 7-09 (23-24), at which UCL was awarded a Good judgement overall with Good in all categories.

92. Approval of New Taught Programmes of Study at UCL

- 92.1. Approved – the new programmes of study recommended to Education Committee by the Programme and Module Approval Panel at EDCOM 7-10 (23-24).

93. Approval of Academic Manual Chapters 2024-25

- 93.1. Approved – the revisions and updates to Chapter 7: Part A: Qualifications and Credit Framework for 2024-25 at EDCOM 7-11(23-24).
- 93.2. Approved – the revisions and updates to Chapter 7: Part B: Programme and Module Approval and Amendment Framework for 2024-25 at EDCOM 7-11 (23-24).
- 93.3. Approved – the revisions and updates to Chapter 8: Academic Partnerships Framework for 2024-25 at EDCOM 7-12 (23-24).
- 93.4. Approved – the revisions and updates to Chapter 11: Degree Apprenticeships Framework for 2024-25 at EDCOM 7-13 (23-24).

94. Minutes of Sub Committees

- 94.1. Received – the minutes of the Digital Education and Student Experience Committee held on 7 December 2023 at EDCOM 7-14 (23-24).

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94.2. Received – the minutes of the Digital Education and Student Experience Committee held on 19 March 2024 at EDCOM 7-15 (23-24).

94.3. Received – the minutes of the Quality and Standards Committee held on 8 February 2024 at EDCOM 7-16 (23-24).

94.4. Received – the minutes of the Quality and Standards Committee held on 20 March 2024 at EDCOM 7-17 (23-24).

95. Any Other Business

95.1. Noted – the committees thanks to the outgoing Postgraduate Students Officer and Equity and Inclusion Officer, Issy Smith and Ahmad Ismail for their contributions to EdCom and the representation of the student body during the last year.

95.2. Received – a request from the Equity and Inclusion Officer for members of EdCom who were also members of Academic Board to vote in favour of the Motion for Academic Board arising out of engagement with UCL students and in support of their calls to support Palestinian students and academics due to be submitted to the next meeting of the Academic Board.

96. Dates of Next Meeting

96.1. The last meeting of the Education Committee for the 2023-24 academic session would be held on 25 July 2024 at 14:00

Ashley Doolan
22 July 2024