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Universities who was seeking explanations from institutions about what they were doing with regards to face-to-face teaching in light of complaints about lack of on campus provision from students and parents. There was a possibility that the government might end all remaining Covid restrictions within the next month and UCL had an obligation to offer in-person learning in line with its contract with students and consumer protection legislation.

35.4. It was noted that students did not have a settled view on whether learning should be online or face-to-face and whether this should be the same from week to week. In general, however, students wanted the benefits of both face-to-face and online learning and to have the choice of how they engaged to meet their own needs. With regards to the operating model next year, the starting point

working towards the central provision of management data and dashboards to support staff.

36.4. Student representatives thanked the Task Group and project team for the work undertaken but expressed some disappointment with progress made to date. EdCom was encouraged to consider the actions taken during the pandemic, such as the no detriment policy and the self-certification policy for ECs, that had appeared to narrow the awarding gap. It was noted, however, that it would be important to balance this with government continuing concerns about grade inflation and the need to ensure that First Class degrees at UCL continued to hold their value within the sector and with employers.

36.5. EdCom noted that the awarding gap was also an issue at postgraduate taught (PGT) level and it was suggested this should be included in the BAME Awarding Gap project, particularly as UCL is predominantly a PG institution. The Chair of QRSC confirmed that the commitment made to reducing the awarding gap had been for UG home students only as part of the Access and Participation Plan, although data for PGT students was also being considered. Whilst the project team would be happy to undertake work on the PGT awarding gap formally, this would require additional resource and institutional support.

36.6. The wider structural issues within society, the awarding gap developing when students were in primary school and how UCL might tackle these were also discussed. However, the ability of universities to influence work undertaken in schools to address these issues was limited and UCL needed to focus resource on actions within its direct control

36.7. Approved: the following recommendations at EDCOM 3-04 (21-22):

   i. The BAME Awarding Gap team and QRSC Task Group to continue their work to support colleagues to make meaningful progress in closing the gap for UG Home students by 2024.
   ii. A broader, dedicated, discrete project to be established for the next 2 years and the project to be formally monitored by EdCom termly via a report produced by the QRSC Task Group together with the Faculty Awarding Gap Leads reporting to Academic Committee as appropriate
   iii. A senior champion to be identified who is a member of University Management Committee (UMC), to set expectation and pace amongst the Deans and maintain awareness in UMC via management data added to the data dashboard.
   iv. A review of progress in eliminating the UG Home awarding gap to be a standing item on all relevant exam boards for the 2021/22, 2022/23 and 2023/24 academic sessions.

36.8. Additionally, the Chair of QRSC requested central support for the creation of dashboards of data analysis on modules grouped by type. It was noted that this may

be subject to funding being available to resource this and it would also need to be clear about the requirements for grouping modules with shared characteristics for data analysis.

37.   UCL Postgraduate Taught Masters Degree Classifications 2021

37.1.   Received . the paper at EDCOM 3-04 (21-22) introduced by the Academic Regulations Manager which showed that the proportion of distinctions in 2021 had reduced in comparison with 2020 but was approximately 9 percentage points higher than in the years immediately prior to the pandemic.

37.2.   It was noted that average module marks were similar in 2020 and 2021 and only slightly higher than in previous years. The no detriment policy of an extended borderline in 2021 did not apply to PG taught masters programmes in the IOE as these use letter grades and the proportion of distinctions for the IOE was only 2 percentage points higher in 2021 than it was in 2019. It was therefore likely that the higher

Framework (TEF). The draft UCL response had been developed with input from the Teaching and Assessment Group and colleagues in relevant Professional Services.

38.3. There was concern about the proposed submission window of September-November 2022 for the TEF. The OfS was proposing that there would be an optional student submission of 10 pages. However, the timing would mean that programme representatives would not yet be in place and the sabbatical officers would have only recently started in their roles. The OfS also appeared to have revived a proposal to scrape social media for student views on institutions which was of concern.

38.4. It was noted that TEF assessments would be at institutional level only and plans for subject-level TEF had been shelved which would reduce the burden of assessment. However, institution-subject-level data would be published by the OfS and it was possible this could be used in the compilation of subject league tables.

38.5. Concern was expressed about some of the proposed student outcomes measures, in particular what constituted a graduate level job and the use of graduate earnings data. This would be challenging for certain subject areas and it was considered important that the vital contributions that certain lower paid careers made to society, for example in the arts and caring, were recognised when assessing institutional performance.

38.6. The OfS was proposing that the data used in the monitoring of condition B3 on student outcomes would include postgraduate research (PGR) students. It was noted that this would require UCL to manage PGR degree outcomes as rigorously as it did for taught provision and that the academic governance and management arrangements for research degrees would need to support this. Consideration should be given to the current designation of PGR students at UCL as early career researchers. This did not reflect their status as students and failed to recognise that many would not pursue research careers. The Chair noted that she would be discussing these issues including the roles and responsibilities of Departmental Graduate Tutors and the Research Degrees Committee (RDC) with the Director of the Doctoral School and the VP-RIGE.
Action: Chair of EdCom to discuss governance and management of research degrees wi

44.   Suspensions of Regulations Report

44.1.   Approved the Suspensions of Regulations at EDCOM 3-11 (21-22).

45.   Minutes of Sub-Committees and Working Groups

45.1.   Approved the minutes of ARQASC held on 21 September 2021 at EDCOM 3-12 (21-22).

45.2.   Approved the minutes of PMAP held on 30 September 2021 at EDCOM 3-13 (21-22).

45.3.   Approved the minutes of the Quality Review Sub-Committee (QRSC) held on 7 October 2021 at EDCOM 2-14 (21-22).

46.   Any Other Business

46.1   None.

47.   Dates of Next Meeting

47.1.   The dates of the EdCom meetings for the rest of the 2021-22 session were:

Tuesday, 26 April 2022, 14:00 - 16:30
Thursday, 9 June 2022, 10:30 - 13:00
Reserved Meeting: Tuesday 19 July 2022, 14:00 - 16:30*

Meetings to be held on MS Teams.

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