EDUCATION COMMITTEE

12 June 2018

M I N U T E S

56.2   **Approved** – the edited minutes of the meeting held 26 April 2018.

57   MATTERS ARISING FROM THE MINUTES

57A   Minute 33.5: Module Information Working Group

57A.1   At its February 2018 meeting, EdCom endorsed an institutional investment in improving module information so that students could make informed choices. The Director of Academic Services reported that ISD had now committed to funding a web-based catalogue of UCL modules. This would be a substantial improvement for students and would also help to improve a range of processes from module selection to exam timetabling and Academic Review. ISD would build the front end with content being provided by departments and held in the Module Descriptor field in Portico. It was anticipated that the majority of the data would already exist. It was proposed that a working group be set up to determine what core information should be captured about each module.

57A.2   **Approved** – the establishment of a Module Information Working Group. The group would meet in the next few weeks and report back to the July meeting of EdCom.

PART II: MATTERS FOR DISCUSSION

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58   SSCC TRENDS REPORT 2017-18

58.1   **Received** – the annual report at EDCOM 5-01 (17-18) drafted by the Students' Union's Education Officer, and presented by the SU Academic Change Manager.

58.2   The report summarised an analysis of around 2800 extracts from SSCC minutes. Extracts were categorised into themes and labelled as positive, negative or neutral. The data were accompanied by a commentary on significant trends, and recommendations for further action.

58.3   A key area for improvement was the quality and quantity of teaching spaces, and the ways in which space was used. UCL had carried out a substantial amount of work to improve facilities, with an additional 2800 seats being added via projects at Bentham House, Torrington Place and the IOE. Further developments were also in train including increased capacity in Senate House. Whilst the number of external venues had been reduced, EdCom recognised that this was still a significant concern for students and a priority for action. The Chair was working closely with the Estates Management Committee to improve the student experience in this key area.

58.4   Module Registration had also been a significant concern for students. The SU was grateful for the changes which had been implemented this year, but raised concerns about the change of module selection deadlines in term two, which meant that some students felt 'trapped' in a module. The report also noted that many concerns could be addressed by the provision of better module information, and endorsed the project at Minute 57A above to implement an institutional module catalogue. The report also called for an institutional consultation with students about the breadth of module choices on offer, and suggested that many students would be open to a more curated menu.

58.5   Marking Criteria were also highlighted as an area for improvement. Students were looking for a clearer explanation of the examiners' expectations and felt that assessment criteria could be tied more closely to the learning outcomes for individual modules and components. The Director of Arena noted that this issue could be explored further with students as part of the ASER process.

58.6   EdCom thanked the SU for an insightful and timely report, and welcomed the detailed and positive recommendations for action which would help to guide EdCom's policy developments. The committee asked faculties to circulate the report to FTCs and departments to discuss the recommendations and feed back to EdCom.

Action: Faculty Tutors

59   STUDENT COMPLAINTS REPORT 2018

59.1   **Received** – the report at EDCOM 5-02 (17-18), presented by the Casework Manager, Academic Services.

59.2   The report summarised trends from the 2017 calendar year. Recognising that the relatively small numbers made it difficult to infer trends, EdCom noted that there had been a 14% increase in

extensive consultation process with staff and students from across UCL, whose feedback has been essential in implementing wide-reaching reforms. The resulting Academic Manual included a broad suite of regulations, policies and guidance designed to uphold UCL's high academic standards and ensure that students across different programmes, departments and faculties were treated fairly and equally. EdCom's sub-committee, ARQASC, had taken the lead in researching, developing and scrutinising each chapter of the new Academic Manual. The 2018-19 iterations were being submitted to EdCom for final approval at the June and July 2018 meetings.

63 UCL ACADEMIC MANUAL CHAPTER 2: QUALIFICATIONS AND CREDIT FRAMEWORK 2018-19

63.1 **Received** – the revised regulations and summary of changes at EDCOM 5-05 (17-18) presented by the Assessment Regulations and Governance Manager.

63.2 At its meeting on 30 October 2017, UCL Education Committee approved Chapter 2 in principle so that it could inform the Programme Summaries data collection and the build of the new Academic Model, and so that any issues raised during those processes could be incorporated into the Chapter. The paper included ARQASC's recommendations for a small number of relatively minor changes which had arisen through that process. In particular the chapter now included much more detailed information on the use of placements and study abroad within programmes.

63.3 **Approved** – UCL Academic Manual Chapter 2: Qualifications And Credit Framework 2018-19.

64 UCL ACADEMIC MANUAL CHAPTER 4: ASSESSMENT FRAMEWORK FOR TAUGHT PROGRAMMES 2018-19

64.1 **Received** – the revised regulations and summary of changes at EDCOM 5-06 (17-18) presented by the Assessment Regulations and Governance Manager.

64.2 New taught programme regulations for Module Assessment, Progression and Award, and Classification had also been approved in principle by EdCom on 30 October 2017. The paper included ARQASC's recommendations for changes in response to points raised in the Programme Summary data collection, as well as recommendations for improvements to other sections of Chapter 4 in response to student and staff feedback, and the first year of Late Summer Assessments in particular.

64.3 Substantive changes to the Module Assessment, Progression and Award, and Classification sections since approval in principle included:
   a) New Section 15 'Classification for Undergraduate Students first enrolling in 2017-18 or earlier' summarising the regulations being phased out
   b) New Provisional Progression Status
   c) Clarification of the revised Taught Masters borderline criteria
   d) Clarification of the Part time UG Progression, Award and Condonement arrangements
   e) Addition of 0-weighted extra-mural/ additional placement modules within the Graduate and PGT Classification regulations
   f) Addition of Pass/Fail Components to cover some professional requirements

64.4 Changes to other sections of Chapter 4 included:
   a) Exceptionally, allowing Resits and Repeats to be trailed into the next year in a maximum of 30 credits, subject to approval by the Faculty Tutor e.g. if it was impossible to offer Resits in the Late Summer (such as for some lab work) or if a student was barred in one module.
   b) Clarification of the timing of Resits and Deferrals for programmes teaching to the end of term 3 and in the summer vacation.
   c) Additional option for boards to refuse reassessment on fitness to practice grounds.
   d) Clarification of UG Interim Qualifications - credits are allowed above the specified level and credits cannot be below a certain level.

e) Improvements to the regulations on the Quorum of Sub Boards, Virtual Programme Boards of Examiners and Delegation of Authority to a Sub Board

f) Minor amendments to the External Examiner regulations

g) Relocation of the procedures for Examination Irregularities and Plagiarism, Material Irregularities and Suspensions of Regulations to a new Student Casework Chapter.

64.5   EdCom noted in particular the change to the regulations on students arriving late for an exam. At present students were permitted to enter the hall up to 30 minutes late, forfeiting the time missed. Beyond that timeframe, the regulations allowed departments to run the exam locally, but this had proven to be very problematic in practice. EdCom noted that the Excel centre had greatly helped to reduce the number of late arrivals as the venue was much more accessible, and UCL was able to provide clear information to all students in advance. ARQASC had recommended an update to the regulations to ensure parity of experience for all students, permitting late arrivals of up to 45 minutes, but removing the option for the exam to be run locally after that window.

64.6   EdCom noted that a review of the Extenuating Circumstances process was scheduled for 18 June and that this might lead to further proposals for changes to that section. If changes were deemed necessary, revisions would

modelling indicated that the majority of risk would be adequately mitigated by the ex

B   **Approved** – the Minutes of the Programme and Module Approval Panel held 15 February 2018 and 15 March 2018 at <u>EDCOM 5-12 (17-18)</u> and <u>EDCOM 5-13 (17-18)</u>.

C   **Approved** – the Minutes of the Quality Review Sub-Committee held 19 April 2018 at <u>EDCOM 5-14 (17-18)</u>.

70   SUSPENSIONS OF REGULATIONS

       Approved – the Suspensions of Regulations at <u>EDCOM 5-15 (17-18)</u>.

71   DATES OF MEETINGS FOR 2017-18 and 2018-19:

       19 July 2018 10.00-12.30, Room 114 Foster Court

       Tuesday 2 October 2018 10.30am to 1pm

       Thursday 6 December 2018 10.30am to 1pm

       Monday 25 February 2019 10.30am to 1pm

       Thursday 25 April 2019 10.30am to 1pm

       Tuesday 11 June 2019 10.30am to 1pm

       Thursday 18 July 2019 10.30am to 1pm

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19 June 2018