an adjustment to the Terms of Reference was approved, to feed progress on IQR action plans through the Quality and Standards Committee.

29.   Education Committee Sub-Committees Terms of Reference 2023-24

29.1.   Received – the Terms of Reference and Membership for the Digital Education and Student Experience Sub-Committee at EDCOM 3-02 (23-24) and noted that this committee had been constituted to oversee lots of good work happening within the Education and Student Experience change portfolios in the Information Services Division, ensuring that this work was led and informed by the needs of the academic and student community – represented through our formal governance structures.

29.2.   Approved - the Terms of Reference and Membership for the Digital Education and Student Experience Sub-Committee, noting that wider academic membership from all eleven faculties would be sourced.

29.3.   Received – the Terms and Reference and Membership for the Education Process Improvements Steering Group (EPISG) at EDCOM 3-03 (23-24), a group which had been constituted at the request of the Senior Education Team to coordinate the operational delivery of the various education related systems and process improvement projects currently underway at UCL, for example the Scheduling programme and the procurement of the Curriculum Information Management System. EdCom noted that the EPISG would provide regular updates to the committee on its activities.

30.   Report of Chair's Actionn   "   ~   A

with building friendship groups. They noted that many of their peers were focused on attaining their award and showed no interest in engagement beyond that.

b) This was a new phenomenon for several departments with successful departmental societies that had historically enjoyed good engagement and involvement from students. It was noted that, this unfortunately mirrored a national picture affecting the cohorts who studied during the pandemic.

c) There were many opportunities through the work being done within the education strategy, and the student life strategy, to create space for students to engage with activity beyond their study, both by freeing up time within programmes, and through making more opportunities to access sport, cultural and work-based activities.

d) That cost-of-living pressures were likely also contributing to the drop in engagement, with the Students' Union reporting an increase in enquiries both to their advice services and to access part-time working opportunities. Work was already under way to identify actions the Students' Union could take to help in this area.

31.2. The Chair invited members to continue to reflect on these challenges and confirmed that further discussion of the work being done to address student disengagement at department and faculty level would be tabled for a future Education Committee meeting.

32. Report of the Personal Tutoring Review

32.1. Received – the interim report of the Personal Tutoring Review Steering Committee at EDCOM 3-05 (23-24) presented by Dr Kathryn Woods, Pro-Vice Provost Education and Student Experience – Student Academic Support. EdCom was asked to endorse the report, and the proposal to conduct a community consultation on how the report's findings could be turned into implementable recommendations.

32.2. The report noted that the Steering Committee has surveyed personal tutoring policies across the sector, and current practices within UCL to identify areas of good practice, and areas where UCL may be misaligned with it. The internal survey found that nearly 50% of staff and students reported that the current personal tutoring provision was not working for them – though both groups also said that they valued personal tutoring in principle.

32.3. Students particularly reported that they felt they were missing good academic support, and that some of the anxiety they express and receive mitigation for through