55C **Teaching Operation Model and Academic Planning**
[EdCom Minute 47, 23.02.21]

55C.1 EdCom had previously discussed the

56.4. There was broad support for the proposals from EdCom members who considered it to be a sensible and practical response to an important student concern. It was asked whether the Task Group might include representation from multi-disciplinary programmes such as the BASc. It was noted that the relevant Faculty Tutor concerned intended to join the Task Group, though initial focus would be on modules, rather than at programme level.

56.5. **Agreed:** that EdCom approves the establishment of the Task Group and the actions proposed to address the issues of student discontent on module choice. EdCom to be kept informed of progress.
Action: Derfel Owen

57. Digital Assessment Project Update (Standing Agenda Item)

57.1. The Examinations Manager (AS) and the Academic Lead, UCL Arena provided EdCom with the regular update on the Digital Assessment Project (DAP).

57.2 EdCom noted the following:

a) Phase 3 of the DAP continued, focussing on the delivery of the Operating Model. The AssessmentUCL platform was being used for all centrally managed exams.
b) The number of centrally managed exam candidatures had increased significantly on last year, with almost double the number of exams (1080) and

57.3. It was noted that AssessmentUCL was integrated with Turnitin, the plagiarism detection tool, with all submissions going through it on the platform. Although an alternative tool was available within the WiseFlow solution, it was decided to stay with Turnitin as staff and students were accustomed to its use over many years at UCL.

57.4. It was also noted that the Exams Team was setting up central communications to students and that the information and messaging would be shared with faculties. Advice would also be provided in responding to queries to ensure consistency in practice (e.g. when students try to submit by alternative means).

57.5. The Library had received a number of student queries regarding past exam papers and it was noted that the 2019-20 papers had not been provided for its archive due to the pandemic.
Agreed: The Exams Team to forward the 2019-20 exam papers to the Library.
Action: Joanne Moles

The Chair thanked all the teams and staff involved in delivering the AssessmentUCL platform and online exams. This was an impressive amount of work to ensure that student assessment continued at UCL.

57.7. As a standing item on the EdCom agenda for the session, reports on the progress of AssessmentUCL would continue to be brought to each meeting. The slides from the presentation were available on the EdCom MS Teams site and SharePoint.

58.   UCL Careers Framework: Pillars of Employability

58.1. Received - the paper at EDCOM 4-03 (20-21) introduced by Ms Karen Barnard Director of UCL Careers Service and Ms Amy Lourenco, Senior Careers Consultant, UCL Careers.

58.2. The paper was previously discussed by the Student Experience Committee (StEC) and its suggestions fed into the draft paper. This outlined a new framework for UCL, , which intended to embed employability into the curriculum and prepare students for the future. This was based on recommendations by Advance HE and would help create a bespoke definition of employability for UCL and encourage student engagement. A curriculum map and audit tool had also been developed to aid programme design and review and to identify gaps on employability in provision. The tool had already been used in developing UCL East programmes and was currently being piloted in three programmes at the Bloomsbury campus.

58.3. It was intended to produce a student-facing version of the Pillars and InkPath, a digital portfolio app, was already in use to help students to frame their employability learning and track progress, both in terms of their programmes of study and for co-curricular activity. The anticipated key outcomes were that students would be enabled to articulate the skills developed at UCL and to access the coherent support and opportunities available for them to access on their journey.

58.4. EdCom broadly welcomed the Pillars of Employability and a number of points were noted during the discussion.

Engineering. The gap in first class degrees, which had been significant in previous years, had also reduced, though still present (at around 11%).

b) BAME student marks had a tendency for greater variability in previous years and this had been reduced by the NDP. As the best 50% of the assessment marks were counted and poorer marks could be jettisoned, this had helped to i   overall outcomes, as it did for other students. There was some evidence that BAME students performed better with on-line exams, assessments and coursework for their individual marks.

c) BAME non-continuation data was also analysed and this fell from 8% in 2018-29 to 3% last year. This had been more than twice the level of White students before the pandemic but was now below the non-continuation rate for White students.

d) Greater analysis was required, particularly with faculties, at a more local modular level. As the BAME awarding gap had reduced, there may be lessons and practices to consider retaining after the pandemic and a return to more campus teaching.