

Education Committee

10 June 2021

Confirmed Minutes

Present:

Professor Deborah Gill (Chair)

Dr Ali Abolfathi, Dr Simon Banks; Mr Ayman Benmati; Professor Clare Brooks; Dr Nicole Brown; Ms Yasmeen Daoud; Mr Ian Davis; Professor Sally Day; Mr Ashley Doolan; Dr Julie Evans; Ms Megan Gerrie; Professor Alistair Greig; Ms June Hedges; Professor Arne Hofmann;

70. Matters Arising from the Minutes

70A Teaching Operation Model and Academic Planning

[EdCom Minute 55c, 27.04.21]

- 70A.1** EdCom had previously discussed the [Teaching Operating Model](#) and plans for the wider re-opening of UCL in the next session. The Chair provided an update on the progress of the Operating Model and noted that UCL senior leadership groups continued to work on it. No substantive changes were anticipated and discussions continued on building resilience into the model.
- 70A.2** EdCom noted that it was important to balance student needs and wants with what was achievable. Other factors were being taken into consideration, such as Visa holders and how to accommodate students that were required to isolate or were in quarantine when arriving in the UK. The Government had recently announced an Autumn Contingency Planning and Guidance Reference Group which was conducting scenario testing, it was thus possible that the UCL decisions at the local level might need to be revisited. The Chair would provide a further update on the

in a contract with the provider WiseFlow and the development of new platform AssessmentUCL for 2020-21.

- b) AssessmentUCL had since successfully delivered 1017 exams and assessments delivered successfully to 48,000 students with 94% submission.
- c) As of 17 May 2021, 1255 Exam Query Forms (EQF) had been received of which 579 were on technical failures. The highest number of EQFs concerned queries on exam paper questions, similar to previous years for in-person exams.
- d) A number of the technical failure EQFs concerned uploading of the assessment, usually where students were too late.
- e) The pilots had gone well and had tested the platform's capability for other non-examination forms of assessment. AssessmentUCL coped well with large and multiple files with flexible rubrics, which was well received by the Slade School of Fine Art and the Faculty of the Built Environment. Functionality for grade integration and feedback release was being tested with the Faculty of Laws and would be a key advantage of the system when rolled out across UCL.
- f) The staff experience was positive with 50% of staff choosing to mark on the platform and few issues raised; this was a higher rate than expected. Considerable resources were available to support staff engagement, with six new posts being recruited to support on-boarding of departments to the platform for next year, as well as a new Digital Education team to support the work.
- g) The Academic Steering Group was advising on this work and had met twice, considering issues on marking and moderation, the provision of exam feedback and vis,-P.32 841.92 reW* n/F1 116l(i)15(o)13(n)23()6(o)23(f)17()] TJETQq0.000008871 0 5

intermittent access to suitable study space. There was also support for providing study space on campus for exams, though it was noted some sort of invigilation would be required to prevent academic misconduct. However, this might lead to a return to face-to-face exams.

- c) It was reported that 24-hour exams were a useful assessment method and viewed favourably in some departments, though there were

required for each module. Timetabling too remained a concern with clashes, poor communications on changes and teaching scheduled for Wednesday afternoons highlighted in the report. Students would particularly like to see improvements where this impacted multiple core modules.

- 73.4. EdCom was asked to note particular recommendations from the report including the integration of assessment criteria into the Module Catalogue, the consideration of the criteria against learning objectives in the module approval process and the monitoring of assessment loads to ensure that they were equitable.
- 73.5. The EdCom discussion showed much agreement with the report and gratitude for the SU in bringing the matters to attention. Spreading out assessment was desirable but would be logistically challenging and some staff were concerned about the recommendation to reactivate the rule on four-week turnaround on marking assessments. This had proved very challenging in the pandemic due to the increase in coursework assessment and the use of Extenuating Circumstances (ECs) squeezing academic staff time. Staff wellbeing and workloads also needed to be taken into consideration.

The Education Officer was thanked for the comprehensive and insightful report and it was suggested that EdCom focus on three areas for the next session:

- a) Assessment - to continue to focus on the current work, with the Academic Steering Group for AssessmentUCL playing a key role and factoring in the work on Et10(e)13(a)23(3A0 0 1 403.-(2 reW* nBT/F1 11.04 Tf1 0 0 1 211.25 442.13 Tm0 g0 G[(t)

paper had received prior consideration by members of both the Programme and Module Approval Panel (PMAP) and Research Degree Committee (RDC).

- 77.2. EdCom was informed that most of the policy changes were minor, the most notable being to strengthen the programme development phase, approved by EdCom in July 2020, which included requirements for interaction with the Arena Centre and Communication and Marketing (CAM). It was proposed to extend the requirements and the probation period from PGT programmes to cover all new programmes.
- 77.3. Although the EdCom discussion revealed general support for the changes to Chapter 7, there were significant concerns aired regarding the role of CAM, market research and on how it established whether there were markets for new programmes. Early CAM engagement was important to prevent programmes progressing where there was a lack of evidence of a market and longer-term to reduce the number of programmes with low recruitment.
- 77.4. However, there was some confusion as to what CAM provided, with one view that this was

79. Changes to Attendance-Related Regulations (Student Attendance Policy 2021-22)

– Received - the paper at EDCOM 5-09 (20-21), introduced by Ms Lizzie Vinton, Academic Regulations Manager. The paper outlined the changes to Academic Manual required following EdCom's approval at its February meeting (EdCom Minute 45, 27.02.2021) of the Student Attendance Policy for 2021-22. The paper was considered by ARQASC who recommended EdCom approval following suggestions for changes to the draft.

79.2. **Approved:** the paper at EDCOM 5-09 (20-21), Changes to Attendance-Related regulations.

80. Proposed Module Evaluation Questionnaire Policy

83. Approval of New Academic Partnerships

83.1. Approved - the

< RESERVED MEETING Thursday 22 July 2021 10.30am

Meetings to be held on MS Teams.

Dan Derricott
EdCom Secretary

Head of Academic Policy and Quality Assurance & Deputy Director of Academic Services
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6 July 2021