Part II: Matters for Discussion

99.   Education strategy project one – education framework for the future

99.1.   Received - a paper at EDCOM 8-02 (22-23) presented by Ms Sally Mackenzie, Associate Director, Education & Student Experience, on the outcomes of Phase 2 of consultation on the Education Framework for the future.

99.2.   EdCom noted that there had been broad agreement with the headline principles underpinning the framework in the feedback received so far, which had been collected through written responses to the conversation paper and roundtable discussions, and represented the views of a range of faculty, professional services, and student stakeholders. There was an interest how these principles would be translated into action, and a challenge around their distinctiveness to UCL.

Some of the challenges in the response centred on the need to clarify the shape and size of the work flowing from the agreement of the framework, with concerns raised about the resourcing and timing of any subsequent work. It was also felt that more work was needed to re-emphasise the importance of crafting a joyful teaching and learning experience for staff and students. Finally, several responders asked to see more detail on how the framework could help to harness and draw links between the diverse communities of staff and students present within UCL.

The paper asked EdCom to consider the specific challenge of unpacking or defining three concepts that were key to the principles: research intensive; impactful; values led. The subsequent discussion surfaced the following points on each:

i.   While important not to lose the research focus, due to the nature of UCL and the attraction of its reputation as a leading research institution, it was clear that some parts of the community perceived   -   as a restrictive term, and it was considered whether it should be expanded to incorporate wider academic values, for example, the defence of free speech, the creation of new knowledge, the observance of ethical practice, and the breaking of boundaries through the challenge of received wisdom. Linked to this, it could help to set student and employer expectations that our graduates should be independent learners who are not afraid to take risks.

ii.   That it was important to clarify what it is that we are trying to impact through our impactful education. It was agreed that it was probably a balance between the individual student, and the wider world beyond their individual experience. It was also noted that not all impacts are direct   a student completing a research project may not directly impact the world with the conclusions of their project, but the skills they gain will impact them directly, and could indirectly benefit wider communities in the future as they go on to apply those skills in their future careers.

iii.

ii.   That from September, work would begin on reviewing the Student Support

107. Amendments to chapter 11: degree apprenticeships framework 2023-24

107.1. Approved   the amendments to Chapter 11 of the Academic Manual EDCOM 8-08 (22-23).

108. Approval of academic partnerships

108.1. Approved   the new academic partnerships recommended by APP EDCOM 8-09 (22-23)

109. Approval of new programmes of study

109.1. Approved   the new programmes of study recommended by PMAP EDCOM 8-10 (22-23).

110. Minutes of sub committees and working groups

110.1. Approved   the minutes of the Degree Apprenticeships Panel held on 17 April 2023 EDCOM 8-11 (22-23).

110.2. Approved   the minutes of the Programme and Module Approval Panel held on 23 March 2023 EDCOM 8-12 (22-23).

111. Any Other Business

111.1. No other business was raised for discussion.

112. Dates of Next Meeting

112.1. The dates of the EdCom meetings for the rest of the 2022-23 session are:

- Tuesday 25 July 2023, 14:00 - 16:30

Ashley Doolan (EdCom Secretary)
Head of Academic Policy, Quality and Standards
Education Services, Email: a.doolan@ucl.ac.uk

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