

Education Committee

14 October 2021

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replace the external examiner, including identification of other external examiners to provide cover, was appropriate and in line with the UCL procedures.

5. Deadlines for Changes to the Academic Manual 2022-23

- 5.1. Received – the paper at EDCOM 1-09 (21-22) presented by the Academic Regulations Manager, Academic Services, who outlined the key deadlines for EdCom approval of any proposed changes to the regulations and the Academic Manual for 2022-23. EdCom was asked to note the deadlines and timelines, to be borne in mind when developing policy.

EdCom members should view the June 2022 meeting date as the final deadline for approval of any changes, with regulations only submitted to this meeting once in their final form. The July 2022 reserved meeting would only be held in the event of serious unforeseen circumstances. A staff guide to developing policies and regulations for the Academic Manual, including deadlines, approval requirements and templates was available on the [Academic Manual About](#) page.

Part II: Matters for Discussion

6. Education and Student Experience Governance

Noted - the paper at EDCOM 1-10 (21-22).

- 6.2. The paper, which proposed some changes to EdCom, its sub-committees and wider reporting arrangements, required further discussion before formal consideration at the Committee. EdCom also noted the suggestion that EdCom's relationship to Academic Board would require greater clarity in the paper, particularly in the organogram showing EdCom's relationship to the wider UCL committees.

7. Degree Outcomes Data

- 7.1. Received - the paper at EDCOM 1-11 (21-22) presented by the Academic Regulations Manager. The paper noted an increase in the award of First and Upper Second class degrees. Student Records had conducted initial analysis of the data, though some outstanding awards were still to be made. It suggested that there were other factors that had contributed to the increase.

the best 50% of 2019/20 credits, or excluding 2019/20 credits entirely

cultures. It was further suggested that the student feedback obtained during the development of the Teaching Operating Model also be factored into discussions.

- 7.7. The Black, Asian and Minority Ethnic (BAME) awarding gap had reduced as a result of the No Detriment Policies and changes to assessment types. It would be important to identify how the design of assessments could enable all students to demonstrate their achievements, regardless of background.
- 7.8. EdCom noted that UCL was now in a stronger position to deal with the issue of grade

as one in seven students had engaged in misconduct in the last two decades. Many UCL cases had used the same website from a company based in the USA.

- 8.5. The report also outlined measures for improvements to the Assessment Operating Model which it was hoped would reduce collusion and contract cheating. This included less use of 24-hour timed exams in favour of controlled condition exams, which should reduce the opportunity for students to engage in misconduct. In addition, the expedited academic misconduct procedures introduced last year in response to the pandemic, were positively received by departments and EdCom was asked to endorse their continuation for 2021-22.

Agreed: that the expedited academic misconduct arrangements introduced in 2020-21 should continue for this year, with a view to making them permanent in future.

Action: Academic Regulations Manager and Policy Advisor (Regulations and Governance) to note

- 8.6. The report was positively received by EdCom members though the large increase in severe penalties last session had revealed some problems in communications between students' home d

Assessment Regulations Sub-Group of ARQASC which had convened over the summer to review the regulations supporting online assessments.

- 9.2. The Sub-Group was chaired by the Assessment Lead (UCL Arena) and consisted of colleagues from Academic Board, faculties, students and the SU and professional services. It was noted that the bold steps taken by UCL last year for online assessment were critical to the success of delivering assessment remotely and that institutions which had not followed a similar course of action had suffered reputational damage, with some now approaching UCL for advice. The AssessmentUC

relation to in-person examinations. To pivot back and forth was not viewed as a viable option for student satisfaction.

9.6. The report was viewed favourably by EdCom overall and the Chair thanked the ARQASC sub-group and people involved for their hard work. It was suggested that the papers would help faculties to communicate with departments on the new regulations. Webpages were being set up to disseminate the information.

9.7. **Approved:** the papers at EDCOM 1-13 (21-22), including the following:

Assessment Operating Model and Assessment Operating Matrix 2021-22

Student Regulations 2021-22

Self-Certification Policy 2021-22

Student Academic Misconduct Procedure 2021-22

Action: Academic Regulations Manager,

Part III: Other Business for Approval or Information

11. 11. Approval of New Programmes of Study

11.1 Approved - the programmes of study recommended by PMAP at EDCOM 1-15 mage126 Do Q EMC

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Head of Academic Policy and Quality Assurance (Interim)
Academic Services
Email: a.edridge@ucl.ac.uk

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