



## EDUCATION COMMITTEE

2 March 2017

### MINUTES

*Present:*

Professor Norbert Pachler (Acting Chair)

Ms Mehjabin Ahmed; Dr Tracey Allen; Ms Wendy Appleby; Dr Simon Banks; Ms Halima Begum; Dr Ben Clifford; Dr Caroline Essex; Dr Julie Evans; Professor Dilly Fung; Dr Clare Goudy; Ms June Hedges; Dr Arne Hofmann; Ms Blathnaid Mahony; Dr Helen Matthews; Mr Derfel Owen; Dr Mike Rowson; Dr Hazel Smith; Professor Eva Sorensen; Dr Fiona Strawbridge; Ms Olga Thomas; Ms Susan Ware.

*In attendance:* Mr Simon To for item 5; Ms Lizzie Vinton (Secretary).

*Apologies were received from:* Professor Anthony Smith (Chair); Mr Mark Crawford; Ms Judith Hillmore; Dr Christine Hoffmann; Professor Tim McHugh; Professor Angie Wade.

*Key to abbreviations*

EdCom	Education Committee
MAPS	Faculty of Mathematical and Physical Sciences
NSS	National Student Survey
REF	Research Excellence Framework
SDS	Student Disability Services
SITS	UCL Student Information System
SSCC	Staff-Student Consultative Committee
SRS	Student and Registry Services
StARs	Student Academic Representatives
StEC	Student Experience Committee
TEF	Teaching Excellence Framework
UCLBE	UCL Board of Examiners
UCLU	UCL Union
UCU	University and College Union

#### PART I: PRELIMINARY BUSINESS

#### 33 MINUTES OF THE LAST MEETING

33.1 **Approved** – the Minutes of the meeting held 6 December 2016.

#### 34 MATTERS ARISING FROM THE MINUTES

34.1 There were no matters arising not otherwise covered by this agenda.

### **35 CHAIR'S ACTION TAKEN SINCE THE LAST MEETING**

#### **35A Approval of the Postgraduate Diploma in Education (PGDE) as a subset of the UCL Postgraduate Diploma**

35A.1 **Received** – the report of Chair's Action at [EDCOM 3-01 \(16-17\)](#)

35A.2 Following discussions with the Director of Academic Services, it was agreed that the proposed PGDE could be included in the UCL Qualifications and Credit Framework as a subset of the Postgraduate Diploma rather than as a separate qualification, to ensure that it is clear that programmes must operate inside of the main UCL academic regulations and that, as such, any forthcoming changes to the PGDip regulations would also be applied to the PGDE. Chair's Action was taken on 31 January 2017 to approve the amendments to the Qualifications and Credit Framework so that the programme could be developed for a 2017-18 start.

#### **35B MA English Education Board of Examiners Proceedings**

35B.1 **Received** – the report of Chair's Action at [EDCOM 3-02 \(16-17\)](#)

35B.2 Representatives of the MA English Education Board of Examiners provided a report on the actions taken to mitigate against the absence of the External Examiner due to UCU strike action. Education Committee Chair's Action was taken to confirm that appropriate steps had been taken to assure standards and fairness in the absence of the External Examiner and to approve the outcomes of the Board of Examiners meeting held on Wednesday 8 February 2017.

#### **35C Secondary PGCE Board of Examiners Proceedings**

35C.1 In the absence of the External Examiner for the Secondary PGCE interim Board of Examiners, Education Committee Chair's Action has been taken to confirm that appropriate steps had been taken to assure standards and fairness of marking and to approve the outcomes of the interim Board of Examiners meeting held on 21 January 2017.

<b>PART II: MATTERS FOR DISCUSSION</b>
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### **36 TEACHING EXCELLENCE FRAMEWORK NARRATIVE SUBMISSION**

36.1 **Received** – the Teaching Excellence Framework (TEF) Narrative Submission [EDCOM 3-03 \(16-17\)](#) which had been submitted on 26 January 2017.

36.2 **Noted** - The Director of Education Planning thanked members for their contributions and reported that the outcome would be known in May 2017. The Academic Director of the Arena Centre for Research-based Education reported that TEF assessors would be taking the narrative submissions very seriously and that the process was not only about the core metrics. It was noted that the review process would mirror REF processes with a number of rounds of assessment. Members thanked the Director of Education Planning for her work on the submission and commended the quality of the submission.

### **37 StARs 2020 VISION AND MID-TERM REPORT**

37.1 **Received** – a paper setting out the StARs 2020 Vision and development plan at [EDCOM 3-04 \(16-17\)](#) and the StARs Mid-Term Report at [EDCOM 3-05 \(16-17\)](#).

37.2 The initial draft of the StARs Development Plan: StARs 2020 Vision was considered at the last meeting of Education Committee. Following an institution wide consultation exercise on the draft vision in January, the plan was revised with renewed vision, aims and priorities to 2020. It was noted that an implementation plan would follow, underpinning and fleshing out the agreed priorities. Members agreed that it was good to see the vision coming together and

congratulated UCLU on a successful education conference which demonstrated the excellent work put in place for development of the vision and work going forward.

- 37.3 Members considered the StARs Mid Term Report which reported on activity until the end of January 2017. Members were encouraged to see that the number of StARs continued to grow and coverage of SSCCs was now just short of 100%. The percentage of training take up had also grown significantly with the percentage of StARs trained by this point in the year back to 2014-15 levels. It was noted that more refined metrics were being developed for the annual report which would include level and year of study, and whether StARs are attending SSCCs.
- 37.4 The report also included a list of issues through monitoring of SSCC minutes to give an indication of emerging trends being discussed by students and staff at programme level. Issues were assessed and coded in terms of positive, neutral or negative within defined categories and expressed as a percentage of all comments for that category. It was noted that IT platforms, computer access, timetabling and module allocation had received a higher proportion of negative comment in Term 1, whereas comments relating to Social and Community and the quality of programme and modules were largely positive. The Head of Digital Education reported that they had been provisionally allocated capital funding for 2017-18, which was hoped would provide 600 additional student computers. The Head of Liaison and Support Services requested access to the comments relating to the Library to examine the specific issues. It was agreed that a Faculty breakdown would also be provided, but members noted that the number of SSCC meetings by Faculty was variable at this point in the academic year.
- 37.5 EdCom considered the recommendations from the mid-term report. It was suggested that issues relating to non-academic provision should be referred to StEC for consideration. It was also suggested that EdCom may wish to write to departments on behalf of UCLU to understand the challenges of ensuring better StARs representation. EdCom agreed with the recommendations but felt that consideration should be given to be best way of implementing the proposals.
- 37.6 **Approved** – the StARs 2020 Vision and Mid-Term report.

### **38 ANONYMOUS MARKING**

- 38.1 **Received** – a discussion paper on the anonymous marking policy EDCOM 3-06 (16-17).
- 38.2 Faculties were asked to report on the extent of compliance with the anonymous marking policy across UCL, to raise any barriers to implementation and feedback on whether the amendments to the policy which applied from 2016-17 - that anonymous marking should be promoted wherever possible, but should take into account the method of assessment where anonymous marking may not be practical or desirable – had helped to resolve some of the issues.
- 38.3 Members raised a number of issues which staff had faced when implementing the policy, which included concerns about awareness of the policy (students were still writing names on their work), issues with the issuing of candidate numbers and confusion regarding candidate vs student numbers). Members also noted some concerns relating to the policy which had been raised at examination boards regarding accuracy of marks and difficulty in spotting errors where the candidate's name was not known. It was noted that these were largely system and process issues which would be addressed by the new academic model project.
- 38.4 There was still a concern that where the cohort size was small, anonymity could not be guaranteed even with anonymous marking in place. It was also suggested that with Boards becoming increasingly algorithmic, the need for anonymity was reduced. It was stressed that the key principle is the significant reassurance to students in knowing that their work will be marked anonymously, thus minimising the risk of unconscious bias in marking decisions. It was also noted that there is still significant Board discretion at marking borderlines even with algorithmic calculations.
- 38.5 Members considered possible improvements, which included improving the export and import of marks, bridging the gap between Grade Book, Moodle and Portico, to minimise transposition errors, and providing more staff training on how to anonymise assessments and marking. It was suggested that the Digital Education team could develop a training seminar or webinar to address this.

- 38.6 **Agreed** – that Faculties would consider the policy and feedback their responses for the June meeting of Education Committee.

### **39 ASSESSMENT REVIEW PROJECT UPDATE**

- 39.1 **Received** – a progress report on the UCL Assessment Review project EDCOM 3-07 (16-17)
- 39.2 The Director of Education Planning reported that the key strands of activity had been scoped and a project management team had been identified. A pilot collection of assessment data which is indicative of effective assessment practices (based on findings from the research literature and TESTA project) was underway. Members noted that efforts to gather this information centrally (from Portico and departmental handbooks) have proved prohibitively time intensive and the team was now scoping a potential information gathering exercise at programme level, asking teaching administrators to provide a general overview and will report on progress to a future meeting of Education Committee.
- 39.3 It was noted that the project would look at the features of programmes which scored highly on assessment and feedback in the NSS to consider their assessment practices. It was noted that the aim was to deliver a series of workshops in the 2017-18 academic year. Members recommended that issues of assessment load and volume be considered as a priority and that guidance on this would be welcomed. The need to ensure that the review was joined up with the connected curriculum was stressed and it was noted that the workshops would be rooted within the connected curriculum principles but that the review itself was intended to look in more detail at the whole pattern of assessment across each programme.
- 39.4 A need for more guidance on good assessment design was noted, with more emphasis on collaborative assessment development. Members were reminded that a series of Assessment Quick Guides were available on the Teaching and Learning Portal, and that the Assessment and Feedback discussion form on Moodle also provided a source of information and debate.
- 39.5 The need for SITS to accurately reflect the assessment pattern and load was highlighted and members were reminded that this information needed to be available to students in order that they can make informed choices about module selection. It was confirmed that the academic model project would seek to address this and would help to uncover issues relating to component requirements which were not currently held in system.

### **40 ASSESSMENT REGULATIONS UPDATE AND CONSEQUENCES OF FAILURE REGULATIONS 2017-18**

- 40.1 **Received** – a progress report on the amendments to the assessment regulations for 2018-19 and consequences of failure regulations for 2017-18 EDCOM 3-08 (16-17).
- 40.2 EdCom was reminded of the timescales for the introduction of the new assessment regulations. New regulations for progression, award and undergraduate classification would be introduced in 2018-19 but would be submitted to Education Committee for approval in June 2017 to allow sufficient time for departments to implement the new regulations and update their handbooks and course information. It was noted that the timing was deliberate in order to align the new regulations with the launch of the new academic model in SITS. A comprehensive data collection exercise, led by the expanded SRS team would be conducted from September 2017-February 2018 which would work with programmes and departments individually in order to produce the data needed to build programme information in SITS anew, including covering component details and confirming condonable and non-condonable modules.
- 40.3 Members noted that the new Consequences of Failure regulations would need to be introduced from 2017-18 in order to support the full implementation of late summer assessments. It was clarified that the cap on classifications (for students holding a fail, resit or condoned mark) would be removed in 2017-18 along with the introduction of capping fails at the pass mark. Members discussed whether resits without tuition should be subject to a fee. It was noted that this had been policy at UCL previously but following a benchmarking exercise some years' prior, UCLBE had decided to remove these fees. A number of universities dropped their resit fees at the start

of the 2012 fee regime. It was suggested that collection of these fees was more costly than the income generated by the fees themselves. It was noted that resources would be available on Moodle for resitting students and confirmed that the policy to condone failed marks before resit would be introduced in 2018-19.

#### **41 SPECIAL EXAMINATION ARRANGEMENTS DEADLINES**

- 41.1 **Received** – a proposal setting deadlines for late applications for special examination arrangements EDCOM 3-09 (16-17).
- 41.2 EdCom considered a proposal to set the deadline for late applications for special examination arrangements of seven calendar days. Historically, there has been no clear process for late applications with applications often being received the night before the assessment. This has resulted in an inconsistent approach with some requests being fulfilled and others not. A clearer process with SDS has been agreed so that late referrals are no longer made, but communications with students was also critical. It was noted that the examinations team would be working with UCLU and SDS to communicate the new deadline and this would be reiterated in exam timetable communications to students. It was requested that this also be communicated to departments. Members noted that the extenuating circumstances procedure would need to be used where an adjustment was required after the deadline.
- 41.3 **Approved** – the deadline for submitting late applications for special examination arrangements with effect from the summer 2017 examination session.

### **PART III: OTHER MATTERS FOR APPROVAL OR INFORMATION**

#### **42 LATE SUMMER ASSESSMENT UPDATE**

- 42.1 **Noted**– an update from the project team on the pilot of the late summer assessment project for 2016-17 EDCOM 3-10 (16-17).

#### **43 APPROVAL OF NEW PROGRAMMES OF STUDY**

- 43.1 **Approved** – the programmes recommended by Programme and Module Approval Panel for approval at EDCOM 3-11 (16-17).

#### **44 APPROVAL OF NEW ACADEMIC PARTNERSHIPS**

- 44.1 **Approved** – the new academic partnerships recommended by Academic Partnerships Review Group for approval at EDCOM 3-12 (16-17).

#### **45 MINUTES OF SUB COMMITTEES AND WORKING GROUPS**

- 45A **Approved** - Minutes of the Academic Regulations and Quality Assurance Sub Committee held *22 November 2016* and *30 January 2017* at EDCOM 3-13 (16-17) and EDCOM 3-14 (16-17).
- 45B **Approved** – the Minutes of the Academic Partnerships Review Group held on *26 October 2016* at EDCOM 3-15 (16-17).
- 45C **Approved** – the Minutes of the Programme and Module Approval Panel held on *17 November 2016* at EDCOM 3-16 (16-17).
- 45D **Approved** – the Minutes of the Quality Review Sub Committee held *5 September 2016* and *28 November 2016* at EDCOM 3-17 (16-17) and EDCOM 3-18 (16-17).
- 45E **Approved** – the Minutes of the StARs Steering Group held *08 November 2016* at EDCOM 3-19 (16-17).

**46 SUSPENSIONS OF REGULATIONS**

46.1 **Approved** – The anonymised suspensions of regulations report at EDCOM 3-20 (16-17).

**47 ANY OTHER BUSINESS**

47A The Chair drew members' attention to the two communications about the NSS (one for staff and one for students) which had been recently circulated.

47B The Chair noted that this was the last Education Committee meeting for the Faculty Tutor for MAPS, Caroline Essex, who was leaving to take up a new post at Nottingham. Members expressed their sincere thanks for her contribution.

**48 DATES OF NEXT MEETINGS:**

- 25 April 2017, 2.00–4.30, Haldane Room, Wilkins Building
- 13 June 2017, 2.00–4.30, Haldane Room, Wilkins Building
- 25 July 2017, 2.00–4.30, Haldane Room, Wilkins Building

MELANIE MULLIN, on behalf of

LIZZIE VINTON

Secretary to Education Committee

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20 April 2017