Education Committee

3 December 2020

Confirmed Minutes

Present:
Professor Anthony Smith (Chair)

Dr Simon Banks; Mr Ayman Benmati; Professor Clare Brooks; Ms Yasmeen Daoud; Mr Ian Davis; Mr Ashley Doolan; Dr Julie Evans; Dr Jo Fraser-Pearce; Ms Megan Gerrie; Professor Deborah Gill; Professor Alistair Greig; Ms June Hedges; Professor Arne Hofmann; Professor Jane Holder; Ms Gunay Karimova; Mr Zak Liddell; Ms Blathnaid Mahony; Ms Viktoria Makai; Dr Helen Matthews; Mr Derfel Owen; Professor Norbert Pachler; Professor Aeli Roberts; Mr Mike Rowson; Dr Bill Sillar; Professor Sam Smidt; Dr Hazel Smith; Dr Fiona Strawbridge; Professor Olga Thomas and Ms Lizzie Vinton.

In attendance: Mr Dan Derricott (observing the meeting); Dr Alison Sturrock (Item 26); Ms Joanne Moles (Items 27 and 28); Professor Simon Walker (Item 27); Mr Simon To (Item 29) and Mr Rob Traynor (Secretary).

Apologies for absence were received from: Ms Wendy Appleby; Professor Nora Colton and Mr Jim Onyemenam.

Part I: Preliminary Business

22. Amendments to Terms of Reference, Constitution and Membership 2020-21

22.1. Received - the paper at EDCOM 2-01 (20-21).

22.2. EdCom noted that at an Academic Board (AB) Special Meeting (14 July 2020), the recommendations of the Commission of Inquiry were approved, which included amendments to EdCom's terms of reference and membership. At its meeting on 19 November 2020 Academic Committee (AC), as the parent body of EdCom, approved some amendments to EdCom's terms of reference and membership.

22.3. The amendments to the terms of reference were as follows:

- Insertion of a new term of reference, moved from AC: "To consider and advise the Council, through powers delegated by the Academic Board, on all

academic matters and questions affecting the educational policy of UCL, the organisation of teaching, examining, and courses of instruction" (Term of Reference 1);

- To reflect the new relationship with AB in the light of the above: "On behalf of Academic Board and Academic Committee, to define, monitor and review UCL strategy, policy and procedure in respect of taught students..." (Term of Reference 2); and
- Insertion of an additional Term of Reference: "To report to the Academic Board on the use of its delegated powers both through the minutes of its meetings and by presentation to the Board of an annual report by its Chair and of periodic reports on specific issues when requested" (Term of Reference 14).

22.4. With respect to the EdCom membership, it was noted that the number of elected AB academic representatives would increase to twelve. To ensure that EdCom's membership was regularly refreshed, it was suggested to stagger the election of the twelve representatives over a three year cycle, with four new representatives elected each year. The term of service would be for three years. However, in order to establish this pattern, the initial twelve elected AB members would need to be staggered in the length of their term of service as follows:

- Four elected members to serve on EdCom for one year
- Four elected members to serve on EdCom for two years
- Four elected members to serve on EdCom for three years.

22.5. Clarification was being sought on whether the three already serving elected AB academic members would be included in the twelve, particularly as they had only started their term of service from this session. It was further suggested that as these three members had expected to serve EdCom for two years, they might form three of the four members to serve that length of time in the proposal above. Clarification was being sought with AB officers if the staggered terms of service for the initial cohort of elected AB members would be acceptable.

22.6. The Chair had sought the views of the EdCom sub-committee chairs, as their memberships were drawn from the EdCom membership, on how best to accommodate the new nine elected academic members on the sub-committees. Whilst it would ostensibly appear simplest to divide the twelve elected members evenly between the four EdCom sub-committees, this was complicated by the less frequent meetings of the Academic Partnerships Review Group (APRG) and the flexible membership of the Programme and Module Approval Panel (PMAP). PMAP attendees were drawn from the pool of wider EdCom members and changed each meeting depending on the agenda, to ensure that those scrutinising the programme proposals were from separate faculties. The Academic Regulations and Quality Assurance Sub-Committee (ARQASC) and the Quality Review Sub-Committee (QRSC) met regularly with fixed memberships. Further discussions would be held on how the new AB representatives might match the EdCom sub-committees.

22.7. It was noted that a proposal for the EdCom chair to also be elected was not accepted by AC, as it took the view that continuity was important given the challenging external environment. Furthermore, it was an important part of the Vice-Provost (Education and Student Affairs) role to chair the meetings, both in terms of meeting the wider regulatory framework for UCL and in providing essential oversight of educational and student experience matters.

22.8. Agreed – that EdCom supported the changes to its terms of reference and membership. The Chair and Secretary to continue to seek further clarification of the academic powers delegated from AB and of the additional membership.
Action – the Chair and Secretary.

23. Minutes of the Previous Meeting

23.1. Approved – the Minutes of the previous EdCom meetings held on:

- 6 October 2020 [EdCom Minutes 1-21, 2020-21] at EDCOM 2-02 (20-21)
- 30 October 2020 [EdCom Special Meeting Minutes 1-2, 2020-21] at EDCOM 2-03 (20-21).

24. Matters Arising from the Minutes

24A Entry Tariff Anomalies
[Minute 8, EdCom 06.10.2020]

24A.1 EdCom had discussed problems with how the Higher Education Statistics Agency (HESA) calculated entry tariff data which presented a misleading picture on the Office for Students' (OfS) Unistats website for prospective undergraduate (UG) students and in UK league tables. UCL was disproportionately affected due to the profile of its students and how HESA and UCAS treated "non-tariff" qualifications, such as the new International A levels.

24A.2 EdCom had agreed that the Deputy Director (Head of Student Data) of Academic Services (AS) provide the Chair with a summary detailing the qualifications tariff concerns, for the Chair to discuss with Russell Group peers to ascertain whether the concerns were shared and the feasibility for joint high level representation to UCAS and the OfS to address the issue. The summary of the issues was provided to the Chair, who was now seeking the opportunity to discuss the concerns with the Russell Group peers. EdCom would be kept informed of progress.

24B Undergraduate Degree Classifications
[Minute 9, EdCom 06.10.2020]

24B.1 The Director of AS confirmed that following liaison between the Students' Union (SU), the Office of the Vice-Provost (Education and Student Affairs – OVPESA) and the

Academic Regulations Manager (AS), the rationale for modifying the approach to no detriment in assessment in 2020-21 had been incorporated on a new webpage, [Your Assessments in 2020-21](#) on the Students website.

24C   Register UCL Update
[Minute 10, EdCom 06.10.2020]

24C.1 The Registrar was unable to attend the last meeting to present the Register UCL Update and EdCom requested that a brief note with key points be provided instead. This was circulated to members and included in the papers at EDCOM 2-02 (20-21). It was noted that the Student Attendance Policy Working Group had been re-established and that the Attendance Policy was being re-drafted. It was intended to submit this to a future meeting of EdCom for consideration.

25.   Chair's Action taken since the Last Meeting

25A   Amendments to Online Transcript Rubric Arising from COVID 19

25A.1 Received – the paper at EDCOM 2-05 (20-21) which outlined Chair's Action taken to approve two requests for changes to the online transcript rubric in response to the COVID 19 pandemic. Chair's action was sought as both amendment requests had required urgent action and as the Examinations and Assessment Contingency Panel (EACP), which had approved such actions on behalf of EdCom, no longer met.

25A.2 The Director of AS briefly outlined the two requests:

a) The first request followed a student complaint about the way a result for an excluded module was displayed and from discussion with the Casework Team. New text was added to the rubric section on Teaching and Assessment to clarify that in some cases where alternative assessments were not possible, but there was sufficient evidence that learning outcomes were met elsewhere, the assessment was cancelled and the module excluded from progression and award requirements. This was approved by EdCom Chair's Action on 22 October 2020.

b) The second request related to students on language programmes unable to take the Year Abroad due to COVID 19, thus completing a three year programme instead of the usual four years. This was urgent as some students were applying for further study and requesting interim transcripts. The rubric was amended to reflect this change, though making it clear that the students were able to meet the learning outcomes through alternative arrangements. This was approved by EdCom Chair's Action on 18 November 2020.

25A.3 EdCom formally noted the Chair's Action taken to approve the two requests.

Part II: Matters for Discussion

26.   Request for Adjustments to MBBS Assessments in 2020-21

26.1.   Received - the paper at EDCOM 2-06 (20-21) presented by the Head of the MBBS Assessment Unit, UCL Medical School.

26.2.   The MBBS programme had been affected by the COVID 19 pandemic and there was a need to enable adjustment of its assessments, balancing the needs of the NHS, students and staff and ensuring their safety. Years 1 and 2 students have summative assessments at the end of the academic year to determine progression to the next year, which usually included an Objective Clinical and Practical Examination (OCaPE). Year 6 final examinations were scheduled for March 2020, with two written papers held in an invigilated external venue and a face-to-face Objective Standardised Clinical Examination (OSCE) examined by senior NHS doctors.

26.3.   The programme requested that EdCom approve the following:

   i.   Withdraw the Year 1 and 2 OCaPE assessments.
   ii.   Hold the Year 6 written papers on-line with remote proctoring.
   iii.   Delay the OSCE to May, if it proves necessary, due to circumstances arising from the pandemic, such as a further lock-down.

26.4.   EdCom supported the proposed adjustments to the MBBS assessments, though it noted that further thought might be given to creating a wider UCL mechanism to consider such requests, where in session changes were necessitated to assessments arising from pressing or external circumstances.

26.5.   Approved – the adjustments to the MBBS 2020-21 assessments requested in EDCOM 2-06 (20-21).

27.   Digital Assessment Project Update (Standing Agenda Item)

27.1.   The Examinations Manager (AS) and the Academic Lead, UCL Arena provided EdCom with an update on the Digital Assessment Project (DAP), a major five year initiative intended to enhance assessment at UCL.

27.2.   EdCom noted the following:

   a)   The project had made good progress and a positive working relationship established with UNIwise, the preferred platform providers. The project has now identified volunteers to engage with Proof of Concept (PoC) and early testing commencing in January 2021. Training on all roles in the platform had

        been delivered to members of the project and to the Digital Assessment Delivery Working Group.

b) Around forty colleagues had expressed interest in the PoC and the Pilot scheduled for next term. The pilot would run end to end processes on a small number of exams to capture lessons learnt. The Mathematics Department were early adopters testing the functionality for authoring, delivery and marking in a live environment for exams. The Department had identified risks and Moodle was on hand as a contingency in case of any problems.

c) The platform will be called Assessment@UCL. The project will not be mandatory, but rather work on the principle that it is "compelling not compulsory" attracting departments to use it for the benefits it will bring. All centrally managed exams will be delivered on the assessment platform but the methodology of departments providing examination papers will remain unchanged (unless included in the Pilot)

27.3. EdCom was reminded that aside from its role in the governance of the project (i.e. with the Working Group and Project Board reporting to it), its members had an important role too in supporting and increasing awareness of the project. A number of Faculty Tutors and Vice-Deans (Education) were involved in the DAP and the ARQASC and QRSC chairs were members of the Project Board.

27.4. The DAP would continue as a standing item on the EdCom agenda, with regular reports on its progress. The slides from the presentation are available on the EdCom MS Teams site and SharePoint.

28. Remote Online Examinations 2020-21

28.1. Received - the paper at EDCOM 2-07 (20-21) introduced by the Examinations Manager and the Director of AS.

28.2. EdCom was asked to consider for approval the operating model for centrally managed examinations in 2020-21. The report was informed by responses to a survey conducted after the 2019 examinations, which received over 80 staff responses and over 900 student responses. The options presented in the paper had been discussed with the SU, Faculty Tutors and the Digital Assessment Delivery Working Group.

28.3. EdCom was asked specifically to consider:

- The 2021 Operating Model for centrally managed examinations and to approve the amalgamation of rest breaks and additional writing time for students requiring an examination adjustment.
- Whether a grace period should be applied to the operating models and what that grace period should be.
- The recommendation to include technical failures as a ground for Extenuating Circumstances (EC).

- Whether in cases where the assessment pattern for a module has changed, the assessment pattern for 2020/21 may apply for reassessments instead of centrally managed online assessment where the department considers appropriate without the need to seek individual approval.

28.4. The three suggested operating models to consider were as follows:

1) 24-hour open book only – the model used for the 2019 examinations on Moodle, which received broadly positive student feedback as they found it less stressful than timed examinations. However, there had been staff concerns with greater opportunities for collusion and the increase in time that students spent on the examinations and the often increased volume of work produced, which would have been limited by a timed examination.
2) 24-hour window with timed element – this model would set an examination within a 24 hour period but allow departments to set a timed examination during that period, with the clock ticking once the student started. A staggered approach could be used to enable students in different time zones to start at different points in the 24 hour period. This would address staff concerns with the time spent on the exam but could still allow for collusion, though that could be addressed by using multiple papers, with different papers taken at different starting points. This approach would mean duplication of work effort from departments and central examinations team and was not recommended.
3) Timed examinations with all students sitting at the same time based on British Summer Time (BST). In this model examinations would start at the same time which would greatly reduce collusion opportunities, but would mean students in further away time zones taking the examinations at unreasonable times.

It was noted that the three models were not necessarily mutually exclusive. However, operating model two would be able to facilitate exams with a duration of 1-24 hours.

28.5. There was broad support for Option 2 during the EdCom discussion, though still some concerns with the ability for students to collude and pass on papers to peers when starting the examinations later. The ability to use multiple papers for each of the starting points was thus favoured by some members who suggested that this approach might be encouraged. However, other members were concerned that doing so might create further problems, as many departments had already prepared their examination papers and based them on the 24 hour open book model. It would create a heavy burden if they were expected to produce multiple papers. Another view aired was that collusion was not a very widespread problem and that UCL's overall position should be to trust the students to behave correctly. This cohort had after all experienced a highly disrupted university experience and largely accepted it with patience and good grace. A concern was also raised with consistency as students on joint programmes might compare different departmental practice and complain about fairness, particularly if some chose the default 24 hour period whilst others selected timed examination periods.

28.6. EdCom considered whether a grace period would be required for the examinations once the option was chosen. This was a safety measure to allow extra time following

the examination for students to save and upload their work to the assessment platform. An hour's grace was provided during the 2020 examinations to allow for connection or technical problems. It was suggested that this would not be needed where 24 hour examinations were used as students would have plenty of time to upload their papers. Although some members suggested a 45 minute grace period, it was agreed that for simplicity and consistency with examination practice in 2020, a one hour grace period should be available following the timed examinations.

28.7.   It was noted that examinations in the timed format would be less inclusive for disabled students requiring reasonable adjustments and extra time. It would not be possible to monitor the extra breaks and additional time required for these students and it was suggested to give all students with Summaries of Reasonable Adjustments (SoRAs) the full 24 hour duration to complete the examination.

28.8.   The paper suggested that should an option for timed examinations be chosen, then due to the increased risk of technical failure, this should be added as grounds for Extenuating Circumstances (EC). Whilst there was understanding of the reasons for this requests, some members were also wary as there was a high increase in EC requests in 2020 (a ten-fold increase in one faculty) which had led to severe pressure on academic and professional services staff. There was also questions as to how a technical failure would be defined, and whether it would include problems with the UCL platforms and/or the student's own home set-up. The Academic Regulations Manager noted that IT problems had been raised as an issue in the recent EC staff survey and offered to host a small informal MS Teams group to consider these issues in more detail and to help inform the Examinations Team.

28.9.   EdCom noted the "road map" of key dates for the examination schedule. The first key date (4th December) was for the collection of examination data from programmes to enable timely production of the examination timetable. The data collection would close on 16th December. A series of training sessions for departments was offered from 4th to 11th December. The examination timetable would be released to students on 1 March 2020, with the main examination period held from 26 April to 28 May 2021.

28.10. Agreed - that EdCom adopt Option 2, with 24 hours set as the default examination duration. Departments would be able to set timed examinations within that time-frame should they choose. Students with SoRAs would automatically be given a 24 hour examination.
Action – Examinations Manager and EdCom members to note (following the meeting the Operating Model for 2021 was communicated to staff, with communication to students to follow in January 2021).

28.11. Agreed – that a grace period of one hour be applied to timed exams to enable students to submit their work. No grace period to be required for 24 hour timed examinations.
Action - Examinations Manager and EdCom members to note

28.12. Agreed – that the Academic Regulations Manager host an informal group on MS Teams to consider the inclusion of technical failure in the EC regulations. Members interested in participating to contact Ms Lizzie Vinton (l.vinton@ucl.ac.uk).
Action – Academic Regulations Manager and EdCom members

28.13. Agreed - that in cases where the assessment pattern for a module has changed, the assessment pattern for 2020/21 may apply for reassessments where the department considers appropriate without the need to seek individual approval.
Action – Examinations Manager and EdCom members to note

29.   Student Academic Representatives Annual Report 2019-20

29.1. Received - the paper at EDCOM 2-08 (20-21) introduced by the SU's Education Officer and the Leadership, Development and Change Manager.

29.2. It was reported that in the 2019-20 session, 1960 Academic Representatives were appointed, covering 96% of SSCCs. 88% of SSCCs appointed a Lead Department Representative (LDR) and 100% of Faculty Representative roles were filled. 794 Academic Representative completed a handover document for their successor (+60%) and 828 received recognition certificates. 1746 Academic Representatives undertook the SU training, the highest ever figure. The SU extended their thanks to faculties and departments for their continued support in improving academic representation at UCL.

29.3. 2019-20 had been a very difficult and challenging session for the SU due to the impact of COVID 19 and the closure of SU shops and services, considerably reducing its income streams and resulting in losing staff. This greatly affected the SU's capacity to provide support to the academic representatives, which made the figures above all the more remarkable. The SU would require support to ensure that it could continue to help equip students to engage in the Academic Representative roles and provide an effective partnership for change with UCL.

29.4. EdCom noted the importance of the SU and the Academic Representatives in working with UCL to deal with the challenges raised by the pandemic and in effectively providing it with the student voice to inform and shape its overall response. This partnership approach had been vital to how UCL had dealt with the pandemic. It was important that the SU was supported to be able to continue to this work.

29.5. It was also noted how well the Academic Representatives had worked with the Careers Service and Arena to help define and improve provision. The Student Quality Representatives, also managed and trained by the SU, played a key role in working on new initiatives for Connected Learning and programme development, helping to shape the curriculum. An ambition of the new Education Strategy which was being developed would be to change the perception of student representatives from

"consultative" to "co-creators" of the UCL academic offer. The newly appointed Head of Academic Policy and Quality Assurance, a guest at the meeting, commented that the UCL partnership with the SU and wider student body was highly impressive and a key reason in attracting him to his new role.

29.6. EdCom reiterated its' support for the SU's business partnering model and their delayed funding application to invest in academic representation activities with departments.

30. Undergraduate Progression 2020

30.1. Received - the paper at EDCOM 2-09 (20-21) introduced by the Director of AS. This paper followed on from the previous meeting where EdCom considered the impact of the no detriment policy on degree classification and summarised the 2020 UG progression data to enable EdCom to consider the impact of COVID-19 mitigating actions on student progression.

30.2. The EACP had agreed changes to the 2019/20 progression and condonement regulations to mitigate the impact of Covid-19 on student progression. For progression from Year 1 to Year 2, the remaining assessments and examinations were replaced by the pass/fail capstone assessment. For Year 2 to Year 3 and for longer programmes, a more flexible approach was adopted to enable students to progress provisionally whilst trailing a small amount of failure to mitigate for the absence of a late summer re-sit period. Previously non-condonable modules were re-designated as condonable (except for some modules linked to PSRB requirements).

30.3. It was reported that the data for 2019/20 progression was similar to 2018/19. The Year 1 progression rate had increased by 3.8%, most likely due to the introduction of the capstone assessment. For the later years, the changes to condonement criteria enabled a small number of students to progress who would have otherwise have resat in the late summer assessment period. It was further noted that UCL's UG progression rate was usually very high, due to the high calibre of students enrolled. Only a small number of students progressed trailing failure into the next academic year (105 students from Years 2-3 and 29 from Years 3-4). These figures will be considered by ARQASC.

30.4. It was noted that the data would also be included at department level in the Annual Student Experience Reviews (ASER) data to be released soon, which will allow departments to examine their progression figures in more detail.

31. Academic Integrity Charter

31.1. Received - the paper at EDCOM 2-10 (20-21) presented by the Director of AS, who reported that the Quality Assurance Agency (QAA) and the UK Academic Integrity

Advisory Group had recently published an Academic Integrity Charter. This set out seven principles which UK universities were invited to sign up to in 2020-21.

31.2. Signing up to the Charter represented an institutional pledge to implement its principles and commitments, which focussed on working with staff and students and, in collaboration across the sector, to protect and promote academic integrity and take action against academic misconduct. This reflected QAA and sector wide concerns with the growth of essay mills and contract cheating. The Charter's seventh principle on institutional autonomy, required universities to take responsibility for the integrity of their provision as a first line of defence against academic misconduct. Institutions should provide the tools and understanding for students to have confidence in independent learning and thus be steered away from academic misconduct.

31.3. The Director of UCL Arena informed EdCom of forthcoming events on academic integrity, which were open to all UCL staff involved in designing assessment at UCL. The two events featured input by two leading Australian academic experts who had led cutting edge research into academic misconduct:

- Designing out Contract Cheating" on 9 December 2020, with Dr Christine Slade from the University of Queensland.
- Detecting Contract Cheating" on 16 December 2020, with Dr Phil Dawson, University of Melbourne.

31.4. Agreed – that EdCom endorsed signing up UCL to the QAA Academic Integrity Charter.
Action – Director of Academic Services

32. Suspensions of Regulation Annual Report 2019-20

32.1. Received - the paper at EDCOM 2-11 (20-21) presented by the Secretary. The report summarised the requests for suspensions of regulations (SoRs) and other regulatory decisions which required approval by the Vice-Provost (Education and Student Affairs) and EdCom Chair. The requests were reported to EdCom during the 2019-20 academic session.

32.2. It was noted that consideration and approval of the cases is delegated to the Director of AS and the Head of Academic Policy and Quality Assurance. During 2019-20, an AS SharePoint for faculties to log their higher approval and SoR requests was introduced. This was well received by Faculty Tutors, who noted greater efficiency in receiving decisions since its introduction.

32.3. A total of 247 cases were reported to EdCom in 2019-20, considerably less than the total figures for the previous sessions (344 and 433). EdCom's approval of changes to the regulations over previous years had enabled greater decision making at faculty level and a significant reduction in central input. This had helped to improve the total

figures and thereby the student experience by reducing waiting times and enabling swifter decisions. This trend should continue next year, as Faculty Tutors were able to approve more requests, such as re-opening of student records and with new Interruptions of Study procedures coming live in Term 2.

32.4.   EdCom noted that a new category of Material Irregularity (MI) was added for 2019-20 to record cases under the UCL Material Irregularities Procedure, relating to administrative or procedural errors which adversely affected student summative assessment. MI cases are considered for approval by faculty boards of examiners in consultation with AS officers and in previous years, would have appeared under other categories. The MI procedure and Late Extenuating Circumstances requests were frequently used during 2019-20 to help UCL respond to the Covid-19 pandemic.

32.5.   Approved - the Suspensions of Regulations Annual Report 2019-20 at EDCOM 2-11 (20-21.

32.6.   Agreed - that ARQASC consider how the SoRs report might help to inform on-going reviews of the academic regulations and whether there was further scope to expand decision-making at faculty level.
Action: the Secretary and Chair of ARQASC

Part III: Other Business for Approval or Information

33.   Exam Board Mitigation for External Examiners' Non-Attendance (PALS)

33.1.   Approved - the paper at EDCOM 2-12 (20-21).

33.2.   The paper outlined the action taken to mitigate for non-attendance by an external examiner at the MRes Applied Research in Human Communication Disorders Exam Board (Division of Psychology and Language Sciences - PALS). It was agreed that appropriate action was undertaken and that academic standards had been maintained.

34.   UCL Qatar Final Update

34.1.   Received - the paper at EDCOM 2-13 (20-21).

34.2.   EdCom noted that this was UCL Qatar's final report, as it was closing on 31 December 2020 and had completed its contractual operations on 31th October 2020. A two month extension was separately negotiated with the Qatar Foundation to 31st December 2020 to facilitate a complete administrative wind-down. UCL Qatar will not provide any further updates to EdCom as all mandatory student and academic work was now complete.

34.3. The Chair gave thanks to Dr Sam Evans (Director of UCL Qatar), Ms Gemma Martin (Head of Student and Academic Services, UCL Qatar) and their team for their dedication and professionalism in managing the UCL Qatar Teach-out and in ensuring that the final students were well supported.

34.4. EdCom also received thanks in turn from the UCL Qatar Team for its support during the last few years. The Team also wished to note their appreciation for the flexible support provided by AS and the wider Registry during the winding down period.

35. Internal Examiners

35.1. The Regulations Manager (AS) reminded EdCom of the UCL wide Internal Examining Consultation on the roles and responsibilities of Internal and Assistant Internal Examiners. This was currently underway and members were asked to encourage their colleagues, teaching committees and board of examiners to respond to the discussion paper and feedback form provided on the webpage.

35.2. The consultation period is open until **Monday 1 February 2021** to allow colleagues and committees time to meet and provide feedback.

36. Approval of New Programmes of Study

36.1. Approved - the programmes of study recommended by PMAP at EDCOM 2-14 (20-21).

37. Minutes of Sub-Committees and Working Groups

37.1. Approved the minutes of PMAP held on 9 July 2020 at EDCOM 2-15 (20-21).

37.2. Approved the minutes of PMAP held on 1 October 2020 at EDCOM 2-16 (20-21).

37.3. Approved the minutes of QRSC held on 24 September 2020 at EDCOM 2-17 (20-21).

38. Any Other Business

38.1. It was asked whether there would be an announcement on students leaving UCL for the Christmas Break and on arrangements for the next term, such as face to face teaching. It was noted that this was under discussion by the UCL Senior Management Team, following Department for Education guidance, and that an announcement on the arrangements would be made soon.

39. Dates of Next Meeting

39.1. The dates of the EdCom meetings for the rest of the 2020-21 session are:

- Tuesday 23 February 2021 10.30am
- Tuesday 27 April 2021 10.30am
- Thursday 10 June 2021 10.30am
- RESERVED MEETING Thursday 22 July 2021 10.30am

Meetings to be held on MS Teams.

Rob Traynor
Secretary to EdCom

Policy Adviser (Education Governance)
Academic Services [telephone 0203 108 8213, UCL extension 582123, email:
r.traynor@ucl.ac.uk]

January 2020