



## EDUCATION COMMITTEE

Tuesday 30 April 2013

### MINUTES

*Present:*

Prof Mike Ewing (*Chair*)

Mr David Ashton  
Ms Karen Barnard  
Professor David Bogle  
Dr Brenda Cross  
Dr Caroline Essex  
Dr Julie Evans  
Mr Marco Federighi  
Dr Arne Hofmann  
Dr Christine Hoffman  
Ms Bella Malins  
Ms Giulia Mari  
Mr Dante Micheaux

Dr John Mitchell  
Mr Edwin Clifford-Coupe  
Ms Kathleen Nicholls  
Dr Hilary Richards  
Dr Ruth Siddall  
Ms Donna Swann (*vice: Dr Fiona Strawbridge*)  
Ms Olga Thomas  
Professor Derek Tocher  
Ms Susan Ware  
Dr Paul Walker (*vice: Mr Ken Marsden*)  
Dr Andrew Wills

*In attendance:* Professor Michael Worton and Ms Lorraine Dardis (for Minute 50); Ms Irenie Morley; Ms Sandra Hinton (Secretary).

*Apologies for absence were received from:* Mr Jason Clarke; Ms June Hedges; Ms Valerie Hogg; Ms Helen Matthews; Mr Ken Marsden; Mr Gergely Raccuja; Ms Paula Speller; Dr Fiona Strawbridge.

#### *Key to abbreviations*

APL	Accreditation of Prior Learning
EdCom	Education Committee
ISD	Information Systems Division
MAPS	Mathematical and Physical Sciences
OfIA	Office for International Affairs
PMASG	Programme and Module Approval Steering Group
RRG	Regulation Review Group

#### **48 MINUTES OF THE MEETING OF 12 MARCH 2013**

##### ***Confirmed:***

48.1 The Minutes of the meeting of EdCom held on 12 March 2013<sup>1</sup> [*EdCom Mins. 33 - 47, 12.03.13*].

<sup>1</sup> These minutes were circulated with the agenda.

**49 MATTERS ARISING FROM THE MINUTES** [see also Minute 52 below]

**49A Electronic Resources for Re-Sit Students** [EdCom Min. 45A, 12-13]

**Noted:**

49A.1 On 12 March, EdCom agreed that the Director of Student Services would make initial contact with Library Services to request that it recognise the two enrolment categories of: Interrupting – Resitting and Interrupting – Resitting (Final Year) in order to allow access to learning materials. Email correspondence subsequently established that the Library very much wanted students to be able to access its resources without infringing (nationally-negotiated) licence agreements and agreed that it was now a matter of liaison with ISD to make the necessary adjustments.

49A.2 eJournal access was controlled by the groups to which ISD assigned the student user IDs; no reference was made to the students' status in the interface between Portico/SITS and the Library. Different eJournals had different levels of access rights with some being far tighter than others. Any changes would need to be developed between the Library and ISD and the matter had therefore been referred to ISD.

**Received:**

49A.3 The Director of Student Services reported that matters could be resolved simply by ensuring that the 'expected end date' of a student's studies was changed as appropriate.

**50 INTERNATIONAL STRATEGY 2012 -2017**

**Received:**

50.1 At EDCOM 4/36 (12-13) a paper, introduced by the Vice-Provost (International).

50.2 The International Strategy Summary at: <http://www.ucl.ac.uk/global/international-strategy>. Copies of this were available at the meeting.

**Reported:**

50.3 In order to support faculties and staff in their internationally-related work, the Vice Provost (International), Professor Michael Worton, and his team in the Office for International Affairs invited feedback from members of EdCom about which areas of activity should be seen as priorities, for views on implementing the UCL International Strategy 2012-2017 and for suggestions as to how OfIA might best work with faculties and departments in support of UCL's international agenda. A note with a series of questions which members of EdCom had been invited to consider was at EdCom 4/36 (12-13).

50.4 Professor Worton noted that at the meeting of the International Strategy Board in March 2013, the OfIA had been asked to group the International Strategy under three main headings:

- Students – UCL should look to (i) increase the quality of its international students, (ii) develop a more international mindset amongst its students, (iii) increase the number of students undertaking study abroad by at least 10%.

- Partnerships – UCL should encourage its staff to focus on long-term strategic partnerships.
  - Positioning – UCL should improve its global position and be seen as an internationally recognised area of teaching excellence with innovative programmes of study.
- 50.5 It remained key to the implementation of the Strategy that the internationalisation of all UCL's processes and practices should continue. Examples given included that UCL should be able to pay staff in foreign currencies and that potential tax liabilities should be better recognised when setting up international activity as other countries had internal revenue services equally observant to those in the UK.
- 50.6 Advice and guidance was available to departments from the OfIA regarding how to set up programmes with international components.
- 50.7 The Chair of EdCom noted that it had set up a working group on study abroad, although this had not met recently. Professor Worton requested that a member of the OfIA, Mr Nigel Percival, be added to the membership of the working group. It was envisaged that the percentage of students studying abroad be increased from 25% to 35% in line with the commitment to which both UCL Council and Academic Board had signed up.
- 50.8 Three priority areas for the future were India, Latin America (a summer school was planned for 2013-14 in Colombia), and, as a matter of priority, China, where it was envisaged that UCL would have established a physical presence by 2017.

**Discussion:**

- 50.9 The main points were as follows:
- As evidence had shown that money was often lost on short term, opportunistic collaborative partnerships EdCom endorsed UCL's intention to move towards longer term, strategic relationships.
  - A high priority in the Faculty of Engineering Sciences was to build a network of engineering schools supported by industry. Erasmus Mundus was very helpful in this respect. The Faculty would appreciate more help with the drafting of Memoranda of Understanding and would benefit from increased collaboration between the OfIA and the office of the Vice-Provost (Enterprise).
  - The Vice-Provost (International) confirmed that UCL was still not prepared to offer joint degrees<sup>2</sup>.
  - A working group of EdCom<sup>3</sup> on regulations concerning non-standard degree programmes and blended learning would be looking at many of the international programmes. The sooner regulations could be brought in which could be used to identify issues with potential partnerships, the better.
  - It would be useful if more information on International Student orientation sessions could be included on the International Students' web-pages, as much work had been done in this area.

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<sup>2</sup> Defined by the QAA as 'an arrangement under which two or more awarding bodies together provide a programme leading to a single award made jointly by both, or all, participants. A single certificate or document (signed by the competent authorities) attests to the successful completion of this jointly delivered programme, replacing the separate institutional or national qualifications'.

<sup>3</sup> See EdCom Min. 45C, 12 March 2013.

- EdCom welcomed the UCL Cultural Consultation Service (see <http://www.ucl.ac.uk/ccs>) which would assist with orientation and help students who were experiencing difficulties in assimilating, due to cultural differences.

**RESOLVED:**

50.10 The consultation was an ongoing process. EdCom members were therefore invited to forward any further observations on the International Strategy to Professor Worton and his team in OfIA. **[Action: EdCom members to note]**

**51 MATTERS ARISING FROM REGULATION REVIEW GROUP 18 APRIL 2013**

**51A Academic Regulations 2013-14**

**Reported:**

51A.1 The Chair reported that the Academic Regulations for session 2013-14 would be finalised by the end of May 2013, approved by Chair's Action and circulated to EdCom members. **[Action: Professor Mike Ewing/Mr David Ashton/Ms Irenie Morley]**

**51B Student Learning Contracts and Barring**

**Received:**

51B.1 At EDCOM 4/37 (12-13) a paper from the Faculty Tutor, Faculty of Arts and Humanities and Social and Historical Sciences.

**Reported:**

51B.2 The paper had been a collaborative effort and represented substantial reform to the existing regulations on barring. It anchored Student Learning Agreements as pastoral care tools and inverted the way in which barring was handled by ensuring that the barring was introduced early on and offering a Learning Agreement both as a way out and as a source of help and support. The revised procedure also sought to address the issues of timing and back-loaded attendance problems which had rendered the previous procedure unworkable.

**Discussion:**

- 51B.3 EdCom broadly welcomed the policy. There was some discussion concerning:
- whether its supportive intentions were sufficiently explicit and whether further guidance text, including examples of support available should be added to the policy text itself;
  - whether it was sufficiently clear from the outset that students under a learning agreement should continue to attend and submit coursework;
  - whether the document should make clear that there was a separate procedure for research students.
- 51B.4 EdCom agreed that to make the text longer by inclusion of further guidance and examples might make the policy seem more difficult for departments to understand and implement. It was also important to note that support would be individually

tailored to the student. Examples would therefore be potentially misleading. EdCom also felt that to reword the text to further emphasise its supportive intent might unintentionally invite students to take the possibilities of barring and suspension less seriously.

**RESOLVED:**

51B.5 That the text should be revised to (i) contain a link to the separate procedure for research students (ii) make it sufficiently clear from the outset that students under a learning agreement should continue to attend and submit coursework. **[Action: Dr Arne Hofmann]**

51B.6 That EdCom endorse the policy, subject to revisions listed at 51B.5 above.

51B.7 That the revised policy be forwarded by Dr Arne Hofmann for publication in the UCL Academic Manual. **[Action: Ms Sandra Hinton]**

51B.8 That both the revised policy and the cultural change which it represented be fully publicised to departments by Faculty Tutors. **[Action: Faculty Tutors]**

**51C APL for PGT students**

**Received:**

51C.1 At EDCOM 4/38 (12-13), a paper, introduced by the Chair.

**Reported:**

51C.2 The RRG<sup>4</sup> had recommended that UCL should not allow credit for modules already used to obtain a qualification outside UCL. Students must study at UCL for 60, 120, and 180 credits respectively for a PGCert, PGDip, and a Masters. Furthermore only 15 credits' worth of core credits could be used in adjusting a student's Diet for a programme.

**RESOLVED:**

51C.3 That EdCom endorse the RRG's recommendation at 51C.2 above.

51C.4 That the Regulations for 2013-14 be amended accordingly. **[Action: Professor Mike Ewing/Ms Irenie Morley]**

**52 SCHOOL OF PHARMACY – EDUCATIONAL IMPLICATIONS OF MERGER** [EdCom Min. 23, 12-13]

**Reported:**

52.1 The Faculty Tutor of the Faculty of Life Sciences reported that the very success of the recent accreditation of the School of Pharmacy (preparation for which event had previously been cited as a reason for the School's delay in joining the Harmonised Scheme) was now making it even more difficult to persuade them to fall into line with UCL norms.

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<sup>4</sup> See RRG Min. 23, 18 April 2013.

**Discussion:**

- 52.2 EdCom wished to register its concern at the School of Pharmacy's lack of engagement with the Faculty of Life Sciences and UCL.

**53 MINUTES FROM STEERING GROUPS ETC.**

**53A UCL Board of Examiners**

**Noted:**

- 53A.1 At EDCOM 4/39 (12-13) – the minutes of the meeting of 6 January 2013.

**54 ANY OTHER BUSINESS**

**54A Attendance Monitoring**

**Noted:**

- 54A.1 Monitoring took place in many individual departments and faculties but UCL possessed no central mechanism for this purpose. Attendance monitoring had not been put forward as a project for the 2013-13 session.

- 54A.2 The Faculties of Arts and Humanities and Social and Historical Sciences would be submitting a bid for Portico-supported monitoring and canvassed expressions of interest from other faculties. MAPS and Life Sciences expressed an interest. Needs would have to be clearly defined at the outset and sufficient information gathered to make a compelling bid.

**RESOLVED:**

- 54A.3 That the Arts and Humanities and Social and Historical Sciences' Faculty Tutor would take this further. **[Action: Dr Arne Hofmann]**

**55 DATES OF NEXT MEETINGS 2012-13**

**Noted:**

- 55.1 The final meeting of EdCom is scheduled as follows: Meeting 5: Tuesday 25 June 2013, 2pm - 4.30pm

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