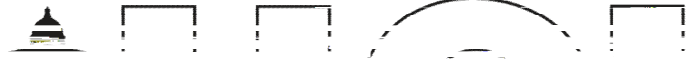


CONFIRMED



PART II: MATTERS FOR DISCUSSION

73 LAWS LLM REVIEW: PROPOSED NEW PROGRAMME STRUCTURE

- 73.1 **Received** – the proposals at EDCOM 5-02 (18-19) presented by the Dean of the Faculty of Laws.
- 73.2 The Faculty of Laws had undertaken a major review of its Masters provision, which had included extensive consultation with current students, recent alumni, recruiters and faculty staff. In order to facilitate a new programme structure, the Faculty wished to seek endorsement both for the direction of travel and for two specific regulatory variations which required EdCom's approval:
- a) A shorter programme duration of ten months, which would give students the opportunity to take up summer internships with some of London's most prestigious law firms, and
 - b) The ability to include 'half credits' e.g. modules with a 22.5 credit value. This would allow the dissertation to be reduced from 60 to 45 credits (in line with changes to UCL policy in 2018-19), and the taught modules to be extended from 15/30 credits to 22.5/45 credits, allowing subjects to be studied in more depth.
- 73.3 EdCom welcomed the move to enhance students' employability and endorsed the direction of travel. The regulatory variations were approved in principle and it was noted that the Faculty would need to work with ARQASC to amend the Qualifications and Credit Framework for the 2020-21 academic session.

Action: Academic Regulations Manager

74 STUDENT CASEWORK ANNUAL REPORT

- 74.1 **Received** – the annual report for 2018 at EDCOM 5-03 (18-19) presented by the Head of Governance.
- 74.2 **Noted** – There had been an increase in the number of formal complaints from 120 in 2017 to 178 in 2018. 189 complaints were closed and 141 Completion of Procedures and Outcome Letters were issued, which had also addressed the backlog of 'legacy cases' noted in the previous two years' reports. The number of complaints progressing to the OIA was higher than UCL's institutional benchmark. It was hoped that the recent proposals to implement an internally-chaired appeals st9 (w)25.7 (e)2.2 (d)12 (p)12 (9)12.1 () TJ)2.7 (h)2ch oesue then curpe (r)7..5 (e)16.9 (

75.3 EdCom discussed the following:

- a) Overall there appeared to be broad support for removing the 70% requirement, as I-3.,I6bent5

77 DEGREE APPRENTICESHIPS PILOT

- 77.1 **Received** – the paper at EDCOM 5-06 (18-19) presented by the Assistant Registrar & Senior Policy Adviser (Academic Partnerships).
- 77.2 UCL had been approved as an apprenticeships provider and a pilot of two Masters programmes in MAPS and Brain Sciences had been initiated. Work was now underway to develop a regulatory framework to underpin the much more intensive requirements for administration, monitoring and data returns involved in delivering apprenticeships which would require the creation of three additional posts in Student and Registry Services. Departments interested in developing any further apprenticeships were being asked to ensure that resource allocation for these central posts was included in their proposals. EdCom members were encouraged to pass expressions of interest were onto OVPESA as this would help to create a critical mass and provide evidence of demand.

Action: Faculty Tutors

78 HARMONISING MODULE EVALUATIONS PROJECT

- 78.1 **Received** – the paper at EDCOM 5-07 (18-19) presented by the Director of Education Planning.
- 78.2 The report outlined the aims of a pilot to test a new harmonised approach to module evaluation. The project team had consulted each faculty on their requirements and had explored the pros and cons of centralised versus local question-setting. The project was proposing five core questions – three on a likert scale and two free-text – which were aligned to the NSS and PTES, and the development of a bank of additional questions for departments to choose from. It was suggested that only the core questions would be analysed centrally, although further discussion was needed on the viability of analysing a high volume of free-text data.
- 78.3 EdCom welcomed the development and noted that it would provide a valuable tool in understanding NSS and PTES outcomes. Faculty representatives emphasised the importance of including free-text questions, and many central departments said that they would find the free-text data very valuable. It was recognised that only broad themes could be covered in the small number of questions, but EdCom suggested that the core questions should include a question directly covering assessment. The committee also discussed whether it would be possible to disaggregate departmental, faculty and UCL responsibilities with regards to organisation and management, and whether the word ‘quality’ might be too nebulous. The pilot would provide an opportunity to test the questions’ validity.
- 78.4 EdCom also discussed concerns about replacing paper forms with electronic systems – anecdotal evidence suggested that this could have a considerable impact on response rates, although the recent introduction of an electronic system at the IOE had yielded response rates of 80-90%. A common solution was to use technology to get students to complete surveys in class. Scanning equipment had been considered but was felt to be disproportionately expensive.
- 78.5 **Approved** – EdCom approved the pilot aims. The core questions were broadly supported,

81.3 **Endorsed** – EdCom recommended that Academic Committee approve the creation of the new qualification of Master of Public Health.

PART III: OTHER MATTERS FOR APPROVAL OR INFORMATION

82 CHAPTER 2: QUALIFICATIONS AND CREDIT FRAMEWORK 2019-20

82.1 **Approved** – the changes to the Academic Manual 2019-20 detailed at [EDCOM 5-11 \(18-19\)](#).

83 CHAPTER 3: REGISTRATION FRAMEWORK FOR TAUGHT PROGRAMMES 2019-20

83A Withdrawing from a Programme (Student Transfers)

Approved – the changes to the Academic Manual 2019-20 detailed at [EDCOM 5-12 \(18-19\)](#).

84 CHAPTER 4: ASSESSMENT FRAMEWORK FOR TAUGHT PROGRAMMES 2019-20

84.1 **Approved** – the changes to the Academic Manual 2019-20 detailed at [EDCOM 5-13 \(18-19\)](#).

85 CHAPTER 6: STUDENT CASEWORK FRAMEWORK 2019-20 5-14 (18-19)

85.1 **Approved** – the changes to the Academic Manual 2019-20 detailed at [EDCOM 5-14 \(18-19\)](#).

86 CHAPTER 7: PROGRAMME AND MODULE APPROVAL AND AMENDMENT FRAMEWORK 2019-20

86.1 **Approved** – the changes to the Academic Manual 2019-20 detailed at [EDCOM 5-15 \(18-19\)](#).

87 APPROVAL OF NEW PROGRAMMES OF STUDY 5-16 (18-19)

87.1 **Approved** – the programmes of study recommended by PMAP at [EDCOM 5-16 \(18-19\)](#).

88 MINUTES OF SUB COMMITTEES AND WORKING G6.6 (2)12 (a)22 (t)1icS2 TJ ET EMC

90D Thank You

The Chair thanked the Director of Education Planning, Dr Clare Goudy, for her contribution to EdCom. Clare would be taking up a new post as Chief of Staff to the Provost. The Chair also thanked Professor Tim McHugh for his work in chairing QRSC – this would now be chaired by the new Pro-Vice Provost (Student Experience).

91 DATES OF MEETINGS FOR 2018-19

91.1 **Noted** – the reserve meeting on Thursday 18 July 2019 was cancelled.

LIZZIE VINTON

Secretary to Education Committee

Academic Regulations Manager | Academic Services | Student and Registry Services

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18 June 2019