

UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held on 7 December 2017

Present: Professor J Robinson (Chair)
Mr N Dandy
Dr S King
Mr E Braman
Ms C Chamberlain (GSA representative)
Dr G Chitty
Professor B Fulton
Professor J Hudson
Professor A Hunt
Professor T Lightfoot
Dr E Major
Professor G Ozkan
Mr J Porch (YUSU representative)
Dr K Selby
Professor D Smith

In Attendance: Jane Iddon (ASO, Secretary)
Jenny Brotherton (ASO, Minute Secretary)
Julia Hampshire (ASO Administration Manager)
Bernie White (Administrator for External Examiners)
Liz Waller (for M17-18/53)
Jeremy Bennet (for M17-18/58)

Apologies were received from Professor S Bell, Professor J Buchanan, Mrs K Dodd, Mr J Fagan, Dr B Lee and Professor R Waites .

CATEGORY I BUSINESS

M17-18/53 Minutes and Matters Arising

The Committee **approved** the minutes of the meeting held on 9 November 2017 (UTC.17-18/**38**) subject to a correction with respect to the attendance list (Dr Chitty and Prof. Fulton were both absent from the meeting).

The Committee **considered** an update on matters arising from the minutes (UTC. 17-18/**38 Appendix 1**).

- The proposal to discontinue Combined Boards of Studies and amendments to the Policy for Student Representation in Learning and Teaching activities in Academic Departments would be considered for approval by Senate at its meeting in January.
- The external assessor reports and revised documentation for the MA in Social Research had been received by the Academic Quality Team (AQT) contact who had provided some further feedback; the final revised documentation would be considered for approval by the two UTC reviewers (Dr Barry Lee and Prof. John Robinson) in due course and the Committee would be advised of their decision at February's UTC.
- The Chair had met with the Head of Department for Health Sciences to discuss the Department's NSS results. He had been reassured that the Department's response to

the NSS would be joined up with its Period Review Action Plan and that addressing concerns around assessment and feedback would be prioritised.

- The Chair had discussed communal space for students in Alcuin departments with the Head of Estates and had raised the issue at the Space Management Group. The Chair had asked for preparation of a spreadsheet of work with respect to embedded student space. The Chair noted that progress had been made in the last 18 months for example a room had been made available for Health Sciences in Alcuin and plans to provide a space for Economics were being discussed.
- The UTC Social Science vacancy on the panel for the Vice-Chancellor's Teaching Awards would be filled by Prof. Jacco Thijssen (a previous award recipient).

M17-18/54 Oral Update from the Chair

The Committee **received** an oral update from the Chair

(Liz Waller, Deputy Director of Information Services, attended to provide an update on the development of an Inclusive Teaching, Learning and Assessment Policy)

- Liz Waller provided an update on the development of an Inclusive Teaching, Learning and Assessment Teaching Policy. A draft Inclusive Learning and Teaching Policy had been considered by UTC in May 2017. UTC had suggested a number of amendments and agreed that a revised draft should be brought back in the Autumn Term, following consideration by Faculty Learning and Teaching Groups. The FLTGs had considered the revised draft and, whilst supportive of the Policy, had raised concerns regarding the implementation, notably around lecture capture and e-submission. It had been decided that further work was required and a framework for the Policy would be presented to UTC in the Spring Term. This framework would not include changes in relation to University Policy on lecture capture or e-submission. An Inclusivity Steering Group (including representation from each FLTG) was being established which would develop the framework into a Policy. The Faculty Deans had each been asked to nominate a pathfinder Department to advise the Steering Group on the suitability and resource implications of the standards and guidelines articulated in the framework. The Pathfinder Departments would test the Framework over a 12 month period, after which it would be developed into a Policy by the Steering group. A further iteration of the Policy would be provided to UTC for consideration in summer 2019. Members were supportive of the process which had been described.

The Chair noted the concerns raised by FLTGs regarding around lecture capture, including issues around intellectual property and student participation (some students may feel uncomfortable being recorded during seminars for example). The Chair expressed his disappointment that it had been necessary to decouple lecture capture from the Inclusive Learning and Teaching Policy given that it was a good example of an inclusive practice. Collective Student Voice mechanisms indicated strong support for an Institution-wide Opt-Out Lecture Capture Policy. The Chair reported that he had asked the Head of the E-Learning Team Development to produce a proposal for an Opt-Out Lecture Capture Policy for consideration by UTC in February.

The Committee considered whether the timetable, which proposed submission of a draft policy to UTC in the summer 2019, allowed for implementation of the Policy at the start of 2019/20. Liz Waller explained that, in order to fully test the feasibility of the new policy, it was important that work with pathfinder departments capture a complete academic cycle. Liz explained that if there were opportunities to accelerate the timetable these would be taken and that a phased implementation of the policy, with some elements roll-out more quickly, was possible.

The Chair thanked Liz Waller for providing the update.

- Members were thanked for their invaluable contribution to the PGT Pedagogy Approval events. It was reported that twenty-six approval events had been held to date and a further six were scheduled before the end of the year. A small number of meetings would take place in the New Year.
- The suggestion made at the meeting in October (M17-18/12 refers) that 'Student Voice' be used to describe all appropriate student liaison mechanisms such as Staff Student Forums had been discussed by the Chair and the UTC student representatives. It had been agreed that the University should try to adopt 'student voice' as common terminology but that nothing should be renamed formally at this stage. A proposal to this effect would be brought to UTC in due course.
- Funding for Associate Deans for Learning and Teaching had now been approved by UEB. One would be appointed for each Faculty and the recruitment process would begin shortly.
- The three Together York Projects (M17-18/29 refers) were underway and the objectives for each project were being defined.
- A re-validation review visit for Masters programmes delivered by the Weald and Downland Living Museum had taken place on 31 October. It was reported that the Panel had recommended that re-validation for the programmes be for a further four years. The Chair asked if members were happy for him to approve the report in order that the recommendation could be made to Senate in January. Members were happy for the report to be approved by Chair's action. It was noted that the report (and the action plan arising) would be submitted to UTC's February meeting.

M17-18/55 Update from the Student Representatives

The Committee **received** an oral report from the YUSU representative as follows:

- Preparation for Periodic Reviews was going well.
- Faculty and Department Representatives had established project groups on areas where there was potential for impact, including employability and supervision. The Groups had established key outputs, for example the supervision project aimed to produce an information pack for supervisors, bringing together information that was currently stored in a number of places and difficult to find. A video on students' experiences of supervision was also being considered. Members agreed that the project sounded extremely useful.
- YUSU had held a roundtable event with Nicola Dandridge. The discussion had been interesting, on issues including value for money in relation to student fees and the TEF.

The Committee **received** an oral report from the GSA representative as follows:

- The GSA had been working to provide student representation at each of the Pedagogy approval events; this had gone well.
- Course and Faculty representatives had been appointed.
- Some exam timetabling issues had been reported to the GSA. There was particular concern about exams late on a Friday or early on a Saturday. Students with disabilities and those with caring responsibilities found these issues particularly challenging to manage.
- The GSA had been working with the Careers Service and an event had recently been held on postgraduate career options.

M17-18/56 Special Cases Policy for responding to persistent enquiries

Dr Jen Wotherspoon, Assistant Registrar: Student Progress, attended for this item.

UTC had requested that a review of the Special Cases Policy for responding to persistent enquiries be undertaken at the end of the academic session 2016/17. The Committee received (as UTC.17-18/39) a review of the Policy.

The Committee was advised that the Policy had proved useful in explaining to parents that the Special Cases Team could not discuss student matters with them (the Special Cases Team was considering expanding this approach to complaints and individual arrangements). It was noted that the Special Cases Team had used its discretion in certain cases where a student had given consent for a third party to be involved, and that there had not yet been need to use the mechanisms in the Policy for limiting communication with a student. There had been no complaints from students or from third parties about the Policy.

The GSA representative requested a further review of the Policy in a year's time; the Assistant Registrar confirmed that she would be happy to arrange this with the Special Cases Team. The GSA representative expressed concern about a possible inequity, in that students' solicitors or legal advisors were not permitted to discuss appeals with the University directly, whereas the University was able to involve its legal team in defending an appeal. Dr Wotherspoon confirmed that the University would not involve its legal advice team unless the student pursued the appeal with the OIA. The Committee was satisfied, on that basis, that there was no unfairness.

The Chair thanked Dr Wotherspoon for presenting the update on the Policy.

***M17-18/57 TEF 3 submission**

Minute Commercial in Confidence

M17-18/58 Degree Entry and Attainment Profiles for Undergraduate Students (UTC.17-18/41)

Jeremy Bennett (Business Analyst, BIU) attended for this item.

The Committee considered a report on the degree entry and attainment profiles for UG students. The report provided an update to the statistical analysis work carried out by Professor Martin Bland in 2015. The analysis covered five entry cohorts and used a multinomial logic regression method rather than the linear regression approach used in 2015. (The 2015 report had considered the degree outcomes of the 2013/14 and 2014/15 graduating cohorts).

The report had been considered by SCA at its meeting on 24 November. The Chair of SCA reported that:

- the SCA had welcomed the analysis, particularly the use of a larger sample of students, compared to the previous report; however, it had suggested that a longitudinal analysis would also be helpful;
- if possible, the SCA would also find it useful to see data at a department level;
- it would be useful if leave of absence, which stood out as a key factor in non-completion and completion without a good degree, could be explored in greater detail, potentially the existing codes for leave of absence could be used;
- the SCA had noted that it would be highly valuable for the University's TEF submission to use the data to analyse the impact of specific University initiatives;
- it would be useful to see the data for 'good degrees' separated for 1st and 2:1s, in order to explore the variables which affect higher degrees;
- if possible, the SCA would find it useful if the variables which impact overseas

students, such as IELTS tariff, entrance from the IPC, or qualifications in home country could be explored.

UTC welcomed the analysis and considered the approach which had been taken. It was suggested that in addition, a binominal approach could be useful and that a linear analysis of degree end column marks could be undertaken. It was noted that the charts presented in the report only showed the variables with statistically significant effects.

The significant impact of a leave of absence on the likelihood of a withdrawal or good degree was considered. It was noted that the report had also been provided to Valerie Cotter, Director of Student Services, who was undertaking some analysis of leave of absence students. It was suggested that leave of absence was really a leading indicator rather than a causal factor; in that the reason for the leave of absence was likely to be the reason for the withdrawal or poor degree outcome.

During discussion it was noted that it would be useful to understand whether the fee increase in 2012 had any impact on the withdrawal rates. It was reported that although the data had not been included in the report, withdrawal rates for each year had been considered when the report was compiled and there had not been an obvious, immediate impact. Further analysis would be required to determine if there was any delayed impact.

Members discussed the possibility of analysis at departmental level. Whilst this could be helpful in identifying areas of good practice and helping to determine Policy, it was noted that the analysis would need to be drawn from a larger time period and that this may limit its usefulness.

The data showed that ethnicity had a significant impact on the likelihood of achieving a good degree at the University. Members noted that while the University compared well against comparator institutions in terms of the outcomes of students from BME groups there was still work to be done.

Members agreed that it would be useful to see the data benchmarked against sector averages.

It was agreed that some further analysis, taking comments from SCA and UTC in to account, should be undertaken. Members were asked to contact the Chair if they would like to participate in a group that would consider, and agree, the priorities for the further analysis which would be undertaken by BIU.

The Committee thanked Jeremy for presenting the report.

Action: Chair / BIU

M17-18/59 Undergraduate External Examiner Reports

The Committee **received** a summary report of the undergraduate external examiners' reports for 2016/17 (UTC.17-18/42). Since the circulation of papers reports from HYMS & Health Sciences had been meaning that only 8 reports remained outstanding. All externals had confirmed that standards were appropriate, that student performance was comparable with similar programmes in other institutions and that processes for assessment and the determination of awards were fair.

Members considered the summary report which highlighted themes that had emerged from the reports:

- compared with previous years, there were fewer comments regarding the clarity of

the roles undertaken by the different type of Exam Boards;

- there were still concerns about the absence of programme level data at Module Boards and the impact of this on external examiners' ability to make judgements about standards. It was noted that this had also been highlighted in the University-wide Assessments and Examinations Support process review and that SCA would be considering, during 2017/18, whether these types of reports (showing cohort-level programme results and degree classifications) should be provided for Module Examination Boards;
- several External Examiners commented positively on the Pedagogy and the way in which transferable / employability skills are embedded in provision;
- a number of External Examiners reported that moderation / reconciliation practices were unclear;
- as in previous years there were some concerns about inconsistencies in the quality of feedback however a lot of good practice was also highlighted;
- the pressure on external examiners arising from short timeframe between the end of the summer exam period and Exam Boards was also noted.

While all External Examiners had confirmed that standards were appropriate to the level of the qualification, there were a number of comments relating to a high number of firsts (relative to other similar HEIs), overly generous marking in some modules and assessment questions with insufficient challenge. Responses to these standards issues had been reviewed by the Academic Quality Team; in all cases Departments had identified specific actions that would be taken in response to the concerns. The importance of avoiding any grade inflation was emphasised by the Committee.

The SCA had considered the report at its meeting on 24 November. The Chair of SCA informed members that, in addition to the areas noted above, discussion had focussed on the concern raised by one of the External Examiners for the IPC regarding the operation of the Board of Examiners. The Chair of SCA reported that many of the issues highlighted in the external's report related to the integration of IPC to University systems; the Chair of SCA was satisfied that these issues were being addressed. It was also noted that the overall tone of the suite of external examiner reports for the IPC had been complimentary.

M17-18/60 The York Management School: distance learning programme proposals

Further to discussion at its last meeting (M17-18.34 refers), the Committee **considered** a revised proposal from the York Management School for three new distance learning programmes to launch on 13 April 2018 (UTC.17-18/43).

MSc Finance, Leadership and Management (UTC.17-18/43a)

MSc Innovation, Leadership and Management (UTC.17-18/43b)

MSc International Business, Leadership and Management (UTC.17-18/43c)

The revised proposals had been reviewed in advance by Professor John Hudson and Dr Gill Chitty. The revisions had also been reviewed by the Head of E-Learning Development, Dr Richard Walker. It was reported that a pre-meeting had been held between the Academic Quality Team contact (who had supported TYMS to address the comments made by members at the November meeting), the UTC reviewers and the TYMS programme team, to discuss the revisions made.

Prof. Hudson and Dr Chitty reported that the issues raised by members at the last meeting of UTC had been addressed, either in full or with a clear indication of work in progress, and they therefore recommended that the programmes be approved subject to a number of

conditions. Prof. Hudson explained that, whilst some concerns remained, these were focused on programme delivery rather than programme design. Subsequent to UTC's November meeting, the Online Learning Project Monitoring Board (which comprises representatives from Higher Ed Partners UK and the University), had decided not to propose an accelerated route for the programmes for at least 12 months. Members noted that this decision removed a number of challenges discussed during November's UTC.

During discussion of the proposals the following points were raised by members:

- the tight timescale until launch;
- the significant resources needed for module development (for example video production);
- the Head of E-Learning Development would be a member of the module review team and, in order to provide additional scrutiny, it would be valuable for a member of UTC to participate in the process of module build review;
- as the modules are built on the VLE platform it was likely that amendments to modules would be necessary;
- the need for clarity around the respective responsibilities of the University and TYMS regarding programme administration, management and governance (it was reported by Prof. Hudson, the UTC departmental contact for TYMS, that these concerns had also been raised during the APR meeting);
- in the light of the additional risks associated with the implementation of the proposals it was important that UTC maintain a 'watching brief' on the academic development of the programmes, with a focus on key academic issues such as the format of the induction module, building an effective community of learners (within the carousel model of delivery), skills audit and development, preparing students for independent research, module tutor training and monitoring, and the role of academic supervisors.

UTC **decided to approve** the programmes *subject to*:

- consultation with the Chair of the Standing Committee on Assessment and the E-Learning Development Team (ELDT) regarding the proposals for open examinations to ensure that they can be conducted in a manner which minimises the potential for academic misconduct;
- minor amendments to the documentation, including a check for consistency between Programme Design Documents and module descriptions, and correction of typographical errors;
- further work to articulate more clearly students' progressive development towards the achievement of PLOs for the exit awards (specifically the progression statements should capture what a student who has achieved a PGCert/PGDip *is able to do*).

UTC also **agreed to recommend** that the programme team give further consideration as to how PLO5 might be further developed within the MSc in Finance, Leadership and Management.

Teaching Committee decided that the proposals should be refined accordingly and be subject to final sign-off by the lead UTC reviewer and the Chair of UTC.

In the light of the issues raised by members (above) the Committee also **agreed** that the Online Project Implementation Group:

- share the carousel model, once finalised, with UTC;
- liaise with the ELDT regarding good practice in the training and monitoring of

- online tutors (in addition to drawing on the experience of Higher Ed Partners UK);
- provide a regular update to UTC on the implementation, and development, of the proposals, specifically to include a focus on key academic issues (e.g. the induction module, building an effective community of learners, skills development, module tutor training and monitoring).

In the light of the high volume of module amendments (arising from the VLE build) likely to be needed subsequent to UTC consideration it was agreed that, further changes to the programmes, including minor modifications that would normally be subject to Board of Studies approval only and major modifications for which FLTG would typically approve, should be referred (after each Board of Studies meeting as required) to the Chair of UTC for approval. This additional scrutiny would be beneficial in providing assurance that a large number of modifications did not lead to misalignment between modules and PLOs or 'curriculum drift'.

In line with University requirements for provision deemed to be higher risk, these programmes would be subject to a UTC Three Year Review Visit.

M17-18/61 The Department of Archaeology: new programme proposals

The Committee **considered** proposals from the Department of Archaeology for two new masters programmes.

MSc Material Culture and Experimental Archaeology (UTC.17-18/**44a**)

MA Material Culture and Experimental Archaeology (UTC.17-18/**44b**)

Both proposals were for full time (over one year), or part time (over two or three years) on campus programmes to be introduced in September 2018. Possible exit awards were a PGDip in Material Culture and Experimental Archaeology and PGCert in Material Culture and Experimental Archaeology. The programme had received planning approval from the Faculty Learning and Teaching Group for Arts and Humanities.

The programmes had been reviewed in advance by Mr Ed Braman and Dr Katherine Selby. The proposals had also been reviewed by two external assessors. The first external assessor had been supportive and had recommended approval with minor changes (UTC.17-18/**44ii**) and the Department had responded appropriately to the external's suggestions (UTC.17-18/**44iii**). The second external assessor had also been supportive and had recommended approval without further amendments (UTC.17-18/**44iv**).

The reviewers reported that, in advance of UTC, they had asked the Department to provide a number of minor clarifications and a response to two notable concerns. Firstly the level of differentiation between the Programme Learning Outcomes for the MA and the MSc was queried; it was noted that the PLOs were identical with the exception of some slight nuancing with respect to PLOs 7 and 8. It was reported that the PLOs had been written to reflect the interdisciplinary nature of the discipline and the subtle difference between the MSc and the MA PLOs was, in this disciplinary context, appropriate. Secondly the distinctiveness of the content of the MA and the MSc was queried; all options are available to both MA and MSc students with the only definitive distinction being the 80 credit ISM (which would either have an arts or a science focus). The first external assessor had also questioned whether there was enough course content justified an MSc route (UTC.17-18/**44ii**). It was noted that 80 credits was a substantial part of a 180 credit programme and that the Department offered guidance as to which modules would be best suited to either the MA or the MSc route. Furthermore the Department had explained that one of the unique selling points of its provision was optionality and that this flexibility with respect to

module choice was highly valued by students. The UTC reviewers were satisfied with the Department's response to both of these issues.

During discussion members noted that there were a several typographical errors and that the information contained within the 'global statement' progression section of the Programme Design Documents did not clearly articulate the extent of the achievement of the PLOs, specifically what a student who has achieved a PGCert/PGDip *is able to do*. The UTC reviewers explained that the PDDs had been revised, in the light of their feedback and that of the Academic Quality Team contact, subsequent to the circulation of papers and that these issues had been addressed to their satisfaction. The Chair of the Standing Committee on Assessment noted that the examination board dates for the MSc were incorrect and would need correcting on the final version of the PDD.

UTC **decided to approve** the two programmes (with no conditions).

M17-18/62 Proposal from the Standing Committee on Assessment: re-assessment, compensation and merit award rules

The Committee **received** (UTC.17-18/50) a recommendation from the SCA to amend the existing PGT Progression and Award Rules for online masters programmes delivered in partnership with Higher Education Partners UK (previously referred to as Academic Partnerships). The suggested amendments were as follows:

- Reassessment should not be limited in credit volume. Typically a student's eligibility for reassessment would not be determined until all taught modules had been completed and this would not be practical over the potentially much longer study duration of the distance learning programmes (and the carousel model).
- Compensation maxima should be 30 credits rather than 40. It would not be practical to offer compensation for 40 credits as the programmes were structured around 15 credit modules. Reducing the amount of compensation rather than increasing it balanced it against the proposed reassessment rules (which were more generous).
- A merit should be awarded with a maximum of 15 failed credits rather than 20. Again, a change was required due to the 15 credit structure of the programmes. Given the more generous reassessment rules proposed, SCA had recommended that it would be more appropriate to reduce the amount of failed credit permitted for a merit to 15 rather than to increase it to 30 credits.

The Committee **approved** the recommendations made by the SCA that the following rules apply to masters programmes delivered in partnership with Higher Ed Partners UK:

- reassessment is not limited in credit volume;
- the maxima for compensation be 30 credits;
- the number of failed credits allowed for a student being awarded a merit be 15.

CATEGORY II BUSINESS

M17-18/63 Modifications and Withdrawals

The Committee **received** a report on modifications to, and withdrawals of, programmes of study approved by Chair's action between 8 November 2017 and 16 November 2017 (UTC.17-18/45), as follows:

International Pathway College

Approval to amend the format of an exam for Skills for Study 2, for the 2017/18 academic year.

The School of Politics, Economics and Philosophy

Approval to withdraw the full postgraduate taught programme portfolio from 2018/19:

MA Philosophy, Politics and Economics

MA Philosophy, Politics and Economics: Economics and Development

MA Philosophy, Politics and Economics: Economics and Philosophy

MA Philosophy, Politics and Economics: Economics and Politics

MA Philosophy, Politics and Economics: Philosophy and Public Affairs

MA Philosophy, Politics and Economics: Political Economy

MA Philosophy, Politics and Economics: Political Research

MA Philosophy, Politics and Economics: Politics and Development

M17-18/64 Pedagogy Approvals

The Committee **received** a report on the decisions of York Pedagogy Approval Panels approved by Chair's action between 6 November and 23 November 2017 (UTC.17-18/46).

M17-18/65 University Handbook of Validation Procedures

The Committee noted that the Chair had approved amendments to the University's Handbook of Validation Procedures.

M17-18/66 Department of Mathematics: Year in Industry

The Committee noted that the Chair had approved a new, five year MMath Mathematics with Year in Industry programme in the Department of Mathematics, with the Year in Industry as a pass / fail additional year between Stages 3 and 4. This will be available for transfer for current Stage 2 students, entering industry in 2019/20. As part of this proposal, the Chair also approved the creation of a new exit award for integrated masters students in Mathematics exiting having passed Stage 3 but failing or choosing not to continue to Stage 4, a BSc Mathematical Science, to be applied for 2017/18 implementation.

M17-18/67 Consultation on the new Quality Code

The Committee **received** a draft Institutional response to the consultation on the new Quality Code (UTC.17-18/47).

M17-18/68 Standing Committee on Assessment

The Committee **received** a report on the minutes of the meeting of the Standing Committee on Assessment held on 24 November 2017 (UTC.17-18/48).

M17-18/69 Faculty Learning and Teaching Groups

The Committee **received** reports of meetings of the Faculty Learning and Teaching Groups:

- Arts and Humanities meeting held on 10 November 2017 (UTC.17-18/49a)
- Social Sciences meeting held on 15 November 2017 (UTC.17-18/49b)
- Sciences meetings held on 6 November 2017 (UTC.17-18/49c)

M17-18/70 Periodic Reviews

The Committee **noted** that the Chair had approved Dr Steven Vaughan (University College London) as an external assessor for the Periodic Review of Law (23 February 2018).

M17-18/71 Collaborations

The Committee **noted** that the Chair had approved a collaboration between the Department of Health Sciences and Harrogate and District NHS Foundation Trust (HDFT) to create a bespoke UCAS admissions route for the BSc Nursing (Adult) from 2018/19. Under this route students would undertake all but one placement with HDFT and secure guaranteed employment with HDFT should they pass the programme. Applicants will be required to sign a 'Commitment Agreement' with HDFT which indicates that they accept to pay back certain costs to HDFT if they choose not to undertake that employment or leave employment within 24 months. The University took legal advice on this issue and inserted clauses into this Agreement to protect students against financial penalties in the event of academic failure or withdrawal from the programme due to personal circumstances. All other details of the programme (such as learning outcomes and modules) are the same as the standard BSc Nursing (Adult) programme.

M17-18/72 Dates of Future Meetings

The Committee **noted** that the dates of future meetings in 2017/18 were as follows:

- Thursday 8 February 2018, 9.30-13.30
- **Thursday 15 March 2018, 13.30-17.30**
- Thursday 17 May 2018, 9.30-13.30
- Thursday 21 June 2018, 9.30-13.30