

UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held on 18 June 2020

Present: John Robinson (Chair)
Jane Baston
Michael Bate
Mike Bentley
Ed Braman (M19-20/135 to M19-20/136, M19-20/138 to M19-20/156)
Wayne Campbell
Gill Chitty
Sam Cobb
Nigel Dandy
Jen Gibbons (M19-20/135 to M19-20/136, M19-20/138 to M19-20/156)
Claire Hughes
Steve King
Barry Lee
Tracy Lightfoot
Sinéad McCotter
Giang Nguyen
Mark Nicholson
Lisa O'Malley
Matthew Perry
Andrew Pickering
Dave Smith
Jill Webb
Jez Wells

In Attendance: Elizabeth Allen (ASO, Minute Secretary), Jane Iddon (ASO, Secretary) and Matt Johnstone (incoming YUSU Academic Officer).

Apologies were received from Sabine Clarke and Tom Cantrell (incoming Associate Dean for Teaching, Learning and Students for Arts & Humanities)

CATEGORY I BUSINESS

M19-20/133 Welcome

The Chair noted that this would be the last meeting for Gill Chitty, the Associate Dean for Teaching, Learning and Students for Arts & Humanities, as Gill was retiring from the University at the end of June. The Chair thanked Gill for all her work and valuable contributions to the Committee. The Chair noted that Tom Cantrell, would be taking over the role on the 1 July. The Chair noted that this would also be the last meeting for Giang Nguyen, YUSU Academic Officer. Giang was thanked her for her valuable contributions to the Committee. The Chair welcomed Matt Johnstone, who was attending the meeting, and would be taking on the role of YUSU Academic Officer on 1 July.

M19-20/134 Minutes and Matters Arising

The Committee **approved** the minutes of the meeting held on 14 May 2020 (UTC.19-20/**108**).

The Committee **considered** an update on matters arising from the minutes (UTC.19-20/**108 Appendix I**).

- Periodic Review of Natural Sciences (M19-20/104). The revised action plan arising from Periodic Review of Natural Sciences had been reviewed by the Panel Chair. The Panel Chair was content that the revisions addressed members' comments. The action was now closed.
- MSc Advanced Clinical Practice (M19-20/124). The programme team, supported by the Educational Adviser (Apprenticeships), were currently working on the conditions. It was anticipated that the revisions would be completed, and submitted for review, by mid June.

M19-20/135 Oral Update from the Chair

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

- The Chair raised to the attention of the Committee the Category II paper, outlining a potential new partnership with an overseas educational institution (UTC.19-20/**121**). The Chair reported that University Executive Board (UEB) had endorsed the direction of travel and the paper had been received by Senate. The Chair noted that the paper was in commercial confidence and the details must remain confidential.
- The Chair reported that the Office for Students (OfS) had revised the publication date for the National Student Survey (NSS) results from 1 July to 15 July 2020, to allow additional time to assess the data. Having completed an initial assessment of the impact of the pandemic, the OfS had stated that they were confident that the NSS results for 2020 provided reliable information about the student experience, and therefore should be published. For full transparency, the OfS would publish its assessment of the data alongside the results. The Chair reported that the University internal analysis would be undertaken in line with previous years, and departments would be contacted in due course; this internal analysis would be cognisant of the potential impact of the pandemic.
- The Chair reported that the University's application to be an End Point Assessor Organisation for the Advanced Clinical Practitioner Degree Apprenticeship programme had been successful (M19-20/124 refers).
- The Chair provided an update on Enterprise Systems Strategy Group (ESSG) projects. Due to the COVID-19 pandemic, a decision had been made by UEB to prioritise the ESSG Assessment and Feedback project, and as a result of this, work on the Programme Module Catalogue had been paused, to free up resource to support the new project. The Assessment and Feedback project would encompass procurement and implementation of digital assessment and feedback solutions to further enhance support for teaching and learning in the forthcoming academic year. Whilst the development of the Programme Module Catalogue remained important, the need to enhance University systems for digital delivery of assessments and feedback was a higher Institutional priority in the pandemic context.
- The Chair congratulated recipients of the Vice-Chancellor's Teaching Awards:

Dr Aimee Little, Department of Archaeology

Dr Peter Mayhew, Department of Biology

Emma Rand, Department of Biology

Professor Paul Walton, Department of Chemistry

Dr Matthais Morys, Department of Economics and Related Studies

Dr Dominic Spengler, Department of Economics and Related Studies

Aidan Collins, Department of History
Dr Jon Howlett, Department of History
Dr Heidi Basler, Hull York Medical School
Dr Paul Pryor, Hull York Medical School
Dr Richard Powell, Department of Music
Dr Alex Reid, Department of Psychology
Dr Chris Corker, the York Management School
Dr Peter Harrison, the York Law School

Invitations for a second round of applications for the 2020 Vice-Chancellor's Teaching Awards were now open. The closing date for nominations was midday Friday 25 September.

- The Chair congratulated YUSU on the Excellence Awards ceremony (which had taken place online). Further details were discussed in YUSU's report (M19-20/136 refers).
- The Chair reported that the UTC contingency meeting, reserved for consideration of programme proposals (that cannot be accommodated in the cycle of term-time meetings), was likely to be needed (to consider the first programme arising from the York-Maastricht partnership) and was scheduled to take place on Thursday 16 July.
- The Associate PVC for Teaching, Learning and Students provided an update on the University Strategy. In the light of COVID-19 contingency planning, the Strategy development work had been temporarily paused. The Strategy work had now recommenced (via the reestablishment of four working groups) and would be presented to a UEB Think Tank on 30 June. A period of consultation (including with Senior Leaders, UTC, Senate) would follow; with the aim for approval of the Strategy in October.

M19-20/136 Update from the Student Representatives

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

- The YUSU representative thanked those members who had supported the YUSU Excellence Awards and congratulated the recipients of the Academic Officer's Award:
 - Winner: Mike Bentley, Chair of SCA
 - Highly Commended: Masud Khokhar, Director of Library and Archives
- The YUSU representative noted that work to develop a bank of student voice resources (M19-20/83 refers) had paused; it was hoped that this would be taken forward in due course.
- Following on from the GSA and YUSU statements released supporting the Black Lives Matter movement, an anti-racist York event had been organised ('How do we build an anti-racist student community in York?') to take place on 26 June. YUSU and GSA would be hosting the online event to continue the conversation about race in the University of York student community.

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

- GSA elections had closed on 29 May. The entire sabbatical team had been re-elected. Members congratulated the Vice-President: Academic on her re-election.

M19-20/137 Together York: International Student Integration project

Victoria Jack, Writing and Language Skills Centre Manager, attended for this item.

The Committee **considered** a report arising from the Together York: International Student Integration project (UTC.19-20/109). The International Student Integration project was

initiated two years ago, in response to concerns relating to the integration of international students into the University community. The project had subsequently been embedded into the Together York Summer 2020 initiative, which included the development of programme of academic skills, language and transcultural support for all students, in the form of an Academic Skills Community. It was reported that the Academic Skills Community was part of the Academic Skills Framework, presented to UTC at its May meeting (M19-20/120 refers).

It was reported that a series of 43 workshops, aimed to support students' development of academic skills, with a strong focus on inclusivity, had been developed in 2019-20. The workshops, to be delivered throughout the Summer, had expanded since last year, to include undergraduate as well as postgraduate taught students. Due to the COVID-19 pandemic, the workshops had been converted to online workshops for the remainder of the Summer. Content for a self-assessment tool had been prepared, which would enable students to assess their academic skills and to set goals to work on with their peers. Subject to securing the necessary resource, plans for 2020-21 included (i) the development of the self-assessment tool and platform and (ii) the recruitment and training of Graduate Teaching Assistant (GTA) Academic Skills Community Leaders.

During the discussion, the following points were raised:

- The Writing and Language Skills Centre Manager noted that the GTAs (to be recruited) would report to the Learning Enhancement Team (ASO) and be provided with training and professional development opportunities.
- Members commented on the impact on resources to support the larger cohorts of international students (for whom English was not their first language) within some departments. It was reported that remedial support would be offered, in the form of small groups and 1:1 sessions, as well as language support sessions (provided by the Writing and Language Skills Centre). Notwithstanding this provision (which was focused at the individual level), the importance of whole cohort integration, to help raise awareness of the benefits of a diverse student cohort and enable international students to build confidence in all contexts of the academic community, was highlighted.
- In the pandemic context (specifically its impact on opportunities for applicants to evidence English language ability) members noted that it might be problematic for additional language support to be voluntary (since greater cohort diversity in respect of English language ability was anticipated). It was reported that students would be encouraged to attend and would be guided to further support through various mechanisms, where required.
- Members noted that some departments were looking to embed a model whereby language skills were assessed within a module.

The Committee **endorsed** (i) the objectives of the Together York Summer 2020 provision and (ii) *subject to securing the necessary resource*, plans in respect of Academic Skills Community provision for 2020-21.

The Chair thanked Victoria for attending the meeting to present the paper.

M19-20/138 Inclusive Learning, Teaching and Assessment project

Jan Ball-Smith, Faculty Learning Enhancement Project Manager, and Jess Penn, Inclusive Learning Advisor, attended for this item.

The Committee **considered** a report arising from the Inclusive Learning, Teaching and Assessment project (ILTA) (UTC.19-20/**110**). The ILTA Project was established in 2018 as a two-year project, with funding for the first year of the project provided through the Strategic

Learning and Teaching Fund. The paper outlined the next stage of the project, with funding received through the Access and Participation Initiative Fund from 2019-2022. Funding had included recruitment of an Inclusive Learning Advisor (Jess Penn had started her post in April 2020) and student interns.

Eleven interns had been recruited and employed on a 12-week internship to help develop an ILTA toolkit. Due to the pandemic, the project had to move to online working from March 2020, which had led to a significant reconfiguring of the interns' work. The interns had carried out desk-based research and identified case studies of good practice within the University of York and other Higher Education Institutions as part of the development of the toolkit. The work with the pathfinder departments had paused (to enable focus on contingency planning).

It was reported that due to the current operating environment, priorities for next academic year would focus on inclusive learning in an online environment (drawing on the interns' own experiences of communicating and collaborating online for meetings and training sessions). In addition, the ILTA webpages would be developed and organised around the five thematic areas outlined in the ILTA Policy Statement. The webpages would include a toolkit of resources for each of the five thematic areas, with case studies and good practice guides. Self-assessment questions would be developed (for use by departments) to be trialled and evaluated initially in collaboration with pathfinder departments. Project work with the pathfinder departments would be re-established, to identify areas of focus for the 2020-2021 academic year.

During the discussion, the following points were made:

- Work with the pathfinder departments was not as well developed, as it had hoped to be, at this stage. Two Social Sciences departments (SPSW and Law) had carried out project work to explore experiences of students from Black and Minority Ethnic characteristic groups.
- Chemistry had developed a department-level (not specifically connected to the central ILTA project) initiative in relation to decolonising and diversifying the curriculum, and it was reported that other departments within the Faculty of Sciences were keen to be involved.
- Members suggested Faculty-wide themes and Cross-Faculty themes may be more beneficial, rather than departmental level. The importance of student engagement to ensure involvement of the diverse student community was emphasized.
- Members commented on the University response to the Black Lives Matter movement and queried if a stronger response (in respect of the University's position and a steer for departmental action) would be forthcoming. It was reported that a further response (led by the Vice-Chancellor working alongside the Head of Equality and Diversity) was in development and would be published imminently.

The Chair thanked Jan and Jess for attending the meeting to present the paper.

M19-20/139 Professional Programmes Forum

Jan Ball-Smith, Faculty Learning Enhancement Project Manager, attended for this item.

The Committee **received** a report on the establishment (in November 2019) of the Professional Programmes Forum (UTC.19-20/111). The Forum brought together colleagues who support professional programmes and apprenticeships to share good practice and consider common issues. It was an open forum and had been attended by programme leaders and teams from Nursing and Midwifery, Social Work and Education (PGCE), alongside colleagues from the Academic Support Office, the Apprenticeships Unit and Careers and Placements.

Members noted that due to the COVID-19 pandemic, there had not been an opportunity for a formal meeting to take place in the Summer term. That said, the forum had met informally and regularly over the period in order to discuss issues relating to contingency planning (for example placement provision). It was noted that the Spring term meeting did not include Student Representatives due to another (pre-arranged) commitment that clashed. The Secretary to the Forum would liaise with YUSU and GSA in respect of recruitment to the Student Representative membership vacancies and ensure that future meetings were scheduled to enable their attendance.

During the discussion, the following points were made:

- The forum was not exclusive to staff supporting professional programmes. Staff supporting programmes with work-based learning (for example those in the Department of Electronic Engineering) were welcome to join.
- Departments may need support from the Professional Programmes Forum in respect of Professional, Statutory and Regulatory Body (PSRB) requirements and contingency planning for 2020-21. It was reported that the Forum was working with the Academic Contingency Group regarding negotiations with PSRBs; issues raised in respect of PSRBs were being tracked.

The Committee **noted** the establishment of, and terms of reference for, the Professional Programmes Forum.

The Chair thanked Jan for attending the meeting to present the paper.

M19-20/140 Student Employability Strategy

Tom Banham, Director of Employability and Careers, and Nicola Clemmit, Faculty Employability Manager (Sciences), attended for this item.

The Committee **considered** a report on the progress of the Student Employability Strategy 2017-22 (UTC.19-20/112). The Student Employability Strategy 2017-2022 had been presented to UTC as part of the consultation process in 2017. The Strategy was further developed before obtaining approval from Senate in October 2017. The report provided a progress update and included adaptations made in response to the COVID-19 pandemic.

Members noted that the University had recently received the first data set for the York 2017-18 Graduate Outcomes survey. The HESA-administered survey captured graduate employment data 15 months post-graduation (instead of 6 months as with the Destinations of Leavers from Higher Education survey). An embargo was currently in place whilst institutions analysed the initial data. Competitor data had not yet been published; it was noted that this data would have limited value due the absence of a new employability indicator.

A high-concept infographic 'journey map' had been developed to help students engage with, and navigate, employability opportunities early within their programme. The Careers and Placements team had delivered sessions in departments that introduced first years to the employability journey as a starting point for accessing careers provision and opportunities.

It was reported that many students had responded imaginatively to the loss of internships and travel opportunities (arising from COVID-19) by undertaking online learning or voluntary activities instead. The Spring term York Strengths Development Days had seen a significant increase in student engagement. A comprehensive promotional strategy had been adopted and delivered with support from staff across the University and YUSU. In response to COVID-19 an online alternative for York Strengths (delivering the same learning outcomes as the

York Strengths Development Day) had been launched to all campus-based undergraduate and postgraduate taught students in May. The Director of Employability and Careers reported that Careers and Placements were now in a strong position to respond to the challenges of delivering a combination of adjusted face-to-face delivery complimented by online initiatives in the next academic year.

The Committee was provided with details on an initiative launched within the Faculty of Sciences to link employer engagement within the curriculum. Employers included the NHS, GSK, Netsells, NHS Digital and the Civil Service. The initiative included a day's workshop (involving York staff and employers) to identify gaps within key skill sets of graduate recruits. Three broad skill areas had been identified: adopting appropriate communication styles, taking responsibility for their own outputs and problem solving. The Group (Chaired by the Associate Dean for Sciences and Serviced by the Faculty Employability Manager for Sciences) had continued to meet to explore the most effective mechanisms whereby changes in employer messaging on skills could be used to inform curriculum development and delivery. In addition, the Group had started to examine good practice in the engagement and use of employer perspectives in teaching and learning.

The initiative aimed to introduce interventions within core modules, to ensure student engagement. Members noted that whilst York had some excellent examples of professional development across all faculties, these were sometimes confined to smaller, optional modules.

Members commended the initiative and welcomed the suggestion that it could be adapted and extended to the other two faculties. The Associate Dean for Arts and Humanities noted that the model would be of benefit to the Faculty as there were a large number of programmes with practice-based placements within Arts and Humanities. Members questioned whether the initiative could be developed to University-level. It was suggested that the most effective approach would be to embed within each Faculty; this would enable Associate Deans to help drive forward the initiative.

In respect of the two points for consideration within the report, the Committee **resolved** that there was scope for:

- further embedding professional development, specifically associated with the context of the workplace, to impact on all students regardless of their academic discipline;
- the Faculty of Sciences initiative (to link employer engagement within the curriculum) to be extended to Arts and Humanities and the Social Sciences.

The Chair thanked Tom and Nicola for attending the meeting to present the paper.

M19-20/141 Access and Participation

Stuart Bottomley, Evaluation and Evidence Manager, Access and Participation Monitoring and Evaluation Team, attended for this item.

The Committee **considered** a report from the Access and Participation Steering Group (APSG) on the impact of the COVID-19 pandemic on Access and Participation Activity (UTC.19-20/113). The report had been considered by the APSG at its May meeting (M19-20/153 refers). Members noted that institutions were still expected to meet their Access and Participation Plan (APP) commitments and must continue to work towards agreed targets, (albeit with temporarily relaxed monitoring requirements by the Office for Students as a result of COVID-19).

In the light of the pandemic the Office for Students (OfS) had suspended a number of mandatory returns (including the routine monitoring of the 2019-20 APP). Enhanced

Monitoring returns (due to be submitted in August 2020) had also been suspended. Along with approximately two thirds of English Higher Education Institutions, the University was under Enhanced Monitoring in 2019-20. It was reported that the University would continue to work to the scheduled (August) deadline and the draft Enhanced Monitoring return would be considered by ASPG at its July meeting. The University was still required to meet its commitments as set out in the APP (including outreach activities). If there were any discrepancies in the next APP return, the University would need to provide a clear rationale in respect of why the commitments had not been met. Members noted the increased challenges in the provision of outreach work with underrepresented groups (especially with the closure of schools). Online sessions and virtual events would continue to be delivered. The Chair reported that any underspend in funds committed for outreach activities would be re-distributed to the Emergency Student Support Fund.

The report provided an update on targets set in the APP using data released by OfS in May 2020. Members noted the positive increase in recruitment of students within the Polar4 Q1 category in 2019-20 (students from low participation areas). Notwithstanding this positive improvement (in student access from low participation areas) the report also highlighted an increase in the attainment gap for students of different Polar Quintile categories. It was noted that the data should be treated with caution (in terms of drawing inferences) as the numbers were small. The Chair reported that the departmental data would be analysed further by the Associate Deans for Teaching, Learning and Students as part of discussions within the Academic Contingency Group.

The Chair thanked Stuart for attending the meeting to present the paper.

M19-20/142 Autistic Spectrum Condition training for staff

Anne Haversham, Head of Open Door and Disability, and Laila Fish, Operations Manager (Open Door and Disability), attended for this item.

The Committee **considered** a paper on options for the provision of Autistic Spectrum Condition (ASC) training for staff (UTC.19-20/**114**). The paper reported that a specific request had been received in 2018 from a parent who requested the University provide ASC training to staff as a reasonable adjustment under the Equality Act 2010. A formal request had recently been received requesting that the University consider providing mandatory ASC training for all lecturers for next academic year. Higher Education Institutions have legal obligations under the Equality Act 2010 to ensure that students are not treated less favourably on account of their disability.

The training options included delivery through: (i) online training modules (provided, for a fee, by the National Autistic Society); (ii) scheduled presentations delivered by Disability Services, with priority given to departments with the highest number of students with an ASC (data indicated that this would be the Faculty of Sciences) (iii) external training providers.

During the discussion, the following points were made:

- The GSA representative supported the request for University ASC awareness training and noted that evidence suggested that ASC is underdiagnosed in females.
- Members were supportive of the recommendation for University-wide training provision. That said, it was noted that, in the light of resource constraints, it may be preferable to target high quality training to staff who would be teaching students with ASCs (rather than providing lower quality training to all staff).
- Members noted that training should be inclusive of all those who deliver, or support, teaching of students with an ASC condition (including, for example, Graduate Teaching Assistants and laboratory staff).

The Committee **agreed** that:

- ASC awareness training should be provided, in the form of presentations, to academic departments, starting with the Faculty of Sciences;
- training would be mandated through the Head of Department and should include Graduate Teaching Assistants for all departments with students diagnosed with an ASC.

The Chair thanked Anne and Laila for attending the meeting to present the paper.

M19-20/143 Work Package on Supporting Staff in Teaching and Learning

The Committee **considered** a summary report on the work package on supporting staff in teaching and learning (UTC.19-20/115). The paper provided the Committee with details of the remit and intended outputs of the Teaching and Assessment Staff Support (TASS) work package. The work package had been established by, and reported to, the Academic Contingency Group. It drew together a number of action areas to support COVID-19 scenarios, in particular to help departments prepare for the 2020-21 academic year.

The work package comprised four workstreams:

1. teaching, learning, and assessment design and delivery
2. governance, external requirements, programme modifications
3. technology support for staff and students
4. Online Learning Expert Panel

The Online Learning Expert Panel (OLEP) had been established as an advisory group to support the workstreams (notably workstream 1). The OLEP would advise on good practice in online learning, teaching and assessment; resources and priorities; and act as a pro-active body to help identify priorities from a department and student perspective. It was reported that good practice approaches to socially distanced face-to-face teaching were also being explored.

During the discussion, the following points were made:

- Synchronised teaching (in the light of closures / partial closures of schools and childcare providers) raised particular challenges for staff and students with childcare or caring responsibilities.
- The importance of clear expectations (for both staff and students) to support planning was noted.
- The prioritisation of the Assessment and Feedback project would allow procurement and implementation of digital assessment and feedback solutions to enhance support for teaching and learning (M19-20/135 refers).
- The Programme Design and Learning Technology team were thanked for their hard work in supporting staff to prepare for online teaching and learning.

CATEGORY II BUSINESS

M19-20/144 New programmes

The Committee **noted** that the Chair had approved a:

- BEng entry route to the existing suite of MEng Programmes (Department of Electronic Engineering) to commence in September 2020.
- Postgraduate Diploma in Economic Research that forms the taught component of the

Integrated PhD programme in Economics (Department of Economics and Related Studies) to commence in 2021-22.

M19-20/145 Validated Provision

The Committee **received** an update (in commercial confidence) on its validated provision (UTC.19-20/**116**).

M19-20/146 Annual Programme Review 2018/19

The Committee **received** an update on actions and issues arising from Annual Programme Review 2018/19 (UTC.19-20/**117**).

M19-20/147 Independent Adjudicator 2019 Annual Statement

The Committee **received** the University's Annual (2019) Statement from the Office of the Independent Adjudicator (UTC.19-20/**118**).

M19-20/148 Internal Audit

The Committee **received** the report arising from the Internal Audit of Governance over Compliance with Office for Students Ongoing Conditions of Registration (UTC.19-20/**119**).

M19-20/149 Schedule and Implementation for Teaching Modifications in 2020-21

The Committee **received** the Schedule and Implementation for Teaching Modifications in 2020-21 (UTC.19-20/**120**).

M19-20/150 Partnerships

The Committee **received** the Senate paper (S.19-20/31) (in commercial confidence) outlining a potential new partnership with an overseas educational institution (UTC.19-20/**121**).

M19-20/151 Exchange agreements

The Committee **noted** that the Chair had approved University-wide student exchange agreements between the Centre for Global Programmes and (i) Ritsumeikan University, Japan and (ii) Kyoto University, Japan.

M19-20/152 Professional, Statutory and Regulatory Bodies

The Committee **received** the confirmatory approval letter from the Nursing and Midwifery Council for the Independent and Supplementary Prescribing for Non-Medical Prescribers (Nurses, Midwives & Allied Health Professionals) Programme (UTC.19-20/**122**).

M19-20/153 Sub-Committees / Groups

Standing Committee on Assessment

The Committee **received** a report on the meeting of the Standing Committee on Assessment held on 1 May 2020 (UTC.19-20/**123**).

Secretary's post meeting note: the Committee is asked to note that the Chair had endorsed SCA's recommendation herein that the modified policy (UTC.19-20/36) (approved, for implementation in 2019-20, by the Chair of UTC, M19-20/42 refers) should be retained for future years (i.e. ongoing implementation) and that over the coming years the process of the University providing a calculator (to those students who do not bring one) be phased out.

Access and Participation Steering Group

The Committee **received** the minutes of the meeting of the Access and Participation Steering Group held on 21 May 2020 (UTC.19-20/124).

M19-20/154 Faculty Learning and Teaching Groups

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

- Arts and Humanities meeting held on 12 May 2020 (UTC.19-20/125a)
- Sciences meeting held on 16 April 2020 (UTC.19-20/125c)

It was **noted** that the reports of the Social Sciences meeting (held on 19 May 2020) and Sciences meeting (held on 20 May 2020) would be received by UTC at its October 2020 meeting.

M19-20/155 Future meeting dates

The Committee **noted** that the date of the contingency meeting, reserved for consideration of programme proposals, would be Thursday 16 July (M19-20/135 refers).

The Committee **noted** the dates of 2020-21 meetings:

- Thursday 8 October 2020, 13.00-17.00
- Thursday 12 November 2020, 09.30-13.30
- Thursday 26 November 2020 - *Annual Strategy meeting* 09.30-13.30
- Thursday 10 December 2020, 09.30-13.30
- Thursday 11 February 2021, 09.30-13.30
- Thursday 18 March 2021, 09.30-13.30
- Thursday 20 May 2021, 09.30-13.30
- Thursday 24 June 2021, 09.30-13.30
- Thursday 15 July 2021 - *contingency meeting (for new programme proposals)* 09.30-13.30.