



University of London

The twenty second meeting of the University of London International Academy Academic Committee (Confirmed)

Friday, 19 May 2017

MINUTES

PRESENT:

Dr M Stiasny (Pro Vice-Chancellor, International, and Chief Executive, International Programmes; Chair, Academic Committee)
 Dr S Anderson (Chair, Complaints Resolution Panel)
 Mr S Askey (Director, Undergraduate Laws Programme, International Academy)
 Dr J Clark (Chair, Quality Assurance & Student Lifecycle Sub-Committee)
 Prof Mike Cook (External member. Professor of Healthcare Leadership and Management, University of Bedfordshire)
 Mr J Ginman (Chair, Learning Teaching and Assessment Sub-committee)
 Mr C O'Callaghan (Director of Operations and Deputy Chief Executive, International Academy)
 Prof C Rust (Emeritus Professor of Higher Education, Oxford Brookes University)
 Dr S Wilson (Director, QSG, International Academy and Executive Secretary, Academic Committee)
 Prof N Pachler (Pro-Director: Teaching, Quality and Learning Innovation, Institute of Education)
 Dr J Stockdale (Chair, Assessment Offences Committee)
 Prof W Morrison (Professor of Law, Queen Mary University of London)
 Prof Della Freeth (Pro-Director (Learning & Teaching), LSHTM)
 Prof R Deem (Vice-Principal, Education, RHUL)
 Ms Hannah McHugh (UG student member – LLB graduate)
 Prof R Lingwood (Vice-Principal, Student Experience, Teaching & Learning, Queen Mary)
 Mr N Deyes (Chair, Systems and Technologies Sub-committee)
 Sam Brenton (City University of London, Cass Business School, City University of London)
 Prof R Jackman, (Interim Academic Director of the International Programmes Office, LSE)
 Dr K Baker (Chair, Inclusive Practice Panel)

IN ATTENDANCE

Mr J Berry (Head of Student Affairs, International Academy, Secretary)
 Ms A Asare (Programme Manager, International Academy, Assistant Secretary)
 Ms P Roberts (Director of Student Recruitment & Enrolments, International Academy)
 Mr Tim Wade (Director of Student Services, International Academy)
 Dr Linda Amrane-Cooper (Strategic Educational Consultant)
 Ms Inger-Lise Moen (Deputy Director of Quality, Standards and Governance, International Academy)

APOLOGIES

Dr N Poole (Chair, CeDEP Board of Examiners, SOAS)
 Prof J Broadbent (Chair, Institutions Sub-committee)
 Ms Rachel Knight (PG student member – Postgraduate Diploma in Law)
 Prof F Macmillan (Dean, Undergraduate Laws Programme)
 Dr P Frantz (Chair, EMFSS Board of Examiners, LSE)

APOLOGIES FOR ABSENCE

2091. The apologies for absence are recorded above.

ANNOUNCEMENTS BY THE CHAIR

2092. The Chair noted the attendance of Dr Linda Amrane-Cooper (Strategic Educational Consultant), present in support of the governance review addressed at item 16, and Ms Inger-Lise Moen (Deputy Director: Quality, Standards and Governance) in attendance to present item 17.
2093. The Chair gave thanks to Prof Della Freeth (Member with committee responsibilities – Chair, Student Scholarships, Bursaries and Awards Panel), noting that she is due to start a new role at the Royal College of Physicians and that this would therefore be her final Academic Committee meeting.
2094. The Chair noted that the current Assistant Secretary to Academic Committee will be taking maternity leave this summer and a new assistant secretary will be appointed for the next meeting in October.
2095. The Chair noted the late circulation of two papers:
- HESA return (AC 22/6)
 - Minutes of the Inclusive Practice Panel (IPP) (AC 22/10).
2096. The Chair informed members that a number of programme approvals were due to take place over the summer, outside of the usual Committee cycle. In order to enable launch dates in September, and pending successful approval events, it was proposed that an extraordinary meeting of the Learning, Teaching and Assessment Sub-committee (LTAS) would take place to consider the approvals, and that Academic Committee would subsequently consider recommendations to the Board by correspondence. It was confirmed that since Chair's Action would be required from the Board, which does not meet until November, this proposal ensures that successive Chair's Actions would not be taken. Members endorsed the proposal.

[Secretary's note: Further discussion took place following the meeting of Academic Committee, and it was agreed that rather than schedule an extraordinary meeting, the June meeting of LTAS would be rescheduled to allow the programmes in question to receive full consideration.]

MINUTES

Received

2097. The minutes of the twenty first meeting of the Academic Committee held on 03 March 2017 (Paper AC 22/1), were received by Academic Committee.

Noted

2098. The Chair noted a typographical error on the agenda, which referred to minutes for the sixteenth meeting of the Academic Committee. It was clarified that the item did refer to the minutes of the twenty-first meeting, held on 3 March 2017.
2099. The Chair referred to the action sheet, providing an update for action 1969 ("That the Assessment Quality Panel and, in due course, the Chairs of the Boards of Examiners work on developing a community of assessment practice"); it was stated that this is a long-term piece of work, following the recommendations from the Marking Practices and Guidelines Working

Group, and which was being monitored by the Assessment Quality Panel. Initial revisions to Terms of Reference for each Board of Examiners were expected to be complete by the end of 2017, after which a comparability exercise will be undertaken. The matter will also be on the agenda for the next Chairs of the Boards of Examiners meeting in September 2017.

2100. It was also noted, with reference to action 1997, that the Academic Approvals Process was endorsed by the Board of UoLIA in March and that a launch event will be held for stakeholders on 16 June 2017.

Agreed

2101. **That the minutes of the twenty-first meeting of the Academic Committee, held on 03 March 2017, be approved.**

MATTERS FOR DISCUSSION

Period of Registration

Received

2102. Paper AC 22/2 'Period of Registration' was presented to the Academic Committee by the Director of Student Recruitment and Enrolments.

Noted

2103. That following the decision to reduce the maximum period of registration for the Undergraduate Laws programme from eight years to six years at the last meeting of the Academic Committee (minutes 1998 - 2010 refer) members were asked to consider the issue with reference to all undergraduate programmes.
2104. Members were advised that the current eight year maximum registration period came into effect in the 1970s, where previously students had been registered for life. It was noted that some programmes had indicated they were in favour of a move to a shorter maximum registration period and others wished to maintain the status quo for various reasons listed in the paper. It was also noted, with reference to the completion statistics included in the paper, that the majority of students completed their studies in three or four years.
2105. A member noted the access mission of the International Programmes, stating that one of its attractions was the flexibility offered to students, and that in this sense it would be a shame to remove the freedom to complete over a longer period.
2106. It was confirmed that the proposal did not preclude the granting of extensions to periods of registration if appropriate.
2107. Noting that currency of knowledge was presented as a rationale for reducing the maximum period of registration, members questioned the relevance of this argument for programmes such as Philosophy and Divinity, both of which also had longer than average completion rates. It was however noted that currency of knowledge is vital for other programmes.
2108. The view was also offered that students who were taking longer were not necessarily completing and that remaining active and paying continuing registration fees may not be in their best interests and could be considered exploitative.
2109. A member noted that this proposal could not be viewed in isolation, making particular reference to paper AC 22/6 HESA Return and the pressing requirement to consider how the International Academy records and manages student registration data. It was suggested that the advice provided to students at module registration would become increasingly important and that this may change students' perspective on their study and consequently impact

positively on the student experience. Managing risk with regards to CMA guidance and future engagement with the Teaching Excellence Framework (TEF) should also feature in considerations. In addition, it was queried whether postgraduate registration also need to be examined in this context.

- 2110. A member commented that students could feel that there is a level of unfairness if some programmes have longer maximum registration times than others.
- 2111. The Academic Committee was in broad agreement that a reduction in the maximum registration period for undergraduate programmes should be recommended where possible, but that the change should not be imposed. There was some caution urged over managing a diversity of approaches.
- 2112. The Director of Student Recruitment and Enrolments stated that it was not envisaged a change in registration periods would present substantial operational difficulties.

AGREED

- 2113. **That Academic Committee endorses the proposal that undergraduate programmes should, at their discretion, be permitted to reduce the maximum period of registration to six years.**
- 2114. **That the operational aspects of the change are referred to QASL for consideration, including the identification of an appropriate review period.**
- 2115. **That minutes of the Academic Committee discussion should be provided to the Programme Deans and Directors Forum for consideration.**

Quality Mechanisms and the Student Experience

Received

- 2116. Paper AC 22/3 'Quality Mechanisms and the Student Experience' was presented to Academic Committee by the Director of Quality, University of London.

Noted

- 2117. That this paper was completed at the request of the Board of UoLIA and it was considered important that Academic Committee have the opportunity to consider it before submission to the Board in June. Reference was made to the ongoing alignment of policy and procedure under the University of London's Single Quality Framework and the increasing quality remit of the Board of Trustees.
- 2118. A member noted that the issue of accessibility was not directly addressed in the document. In response, it was clarified that the matter is already embedded within the International Academy's quality processes, being a standard feature of APPR, PPR and programme approval processes.
- 2119. Members suggested that the document may benefit from a clearer articulation of how quality processes impact the student experience, perhaps through the inclusion of a case study. It was also suggested that further clarity, to overcome the complexity of quality and governance structures, may be beneficial if presenting to a wider audience.
- 2120. A member, noting the inclusion of MOOC approvals, queried whether there was any other non-award bearing activity that should be captured in the document. It was confirmed that although this may change in the future, at the present time there was not.
- 2121. The Director of Quality welcomed further comments to be submitted by email.

AGREED

2122. **That the Academic Committee endorses the paper, subject to modifications prior to submission to the Board.**

Assessment Offences

2123. Paper AC 22/4 'Assessment Offences' was presented to Academic Committee by the Chair of the Assessment Offences Committee.

Noted

2124. That the annual report summary showed an overall increase in assessment offences allegations, with a notable upward trend for plagiarism cases. It was noted that the MSc Professional Accountancy, which launched in 2016, received a total of 2,500 assignment submissions in its first year and referrals from this programme contributed to the higher number of plagiarism investigations.
2125. That procedural changes were required to respond to the increased workload. The Chair of the Assessment Offences Committee praised the Student Affairs Team for their hard work.
2126. That there were two 'contract cheating' investigations during 2015-16 and the issue presents particular difficulties in terms of detection.
2127. That updated guidance to invigilators was issued and a further review of material issued to examination centres is ongoing, under the guidance of the Assessment Quality Panel. Two further projects are in progress at the present time, regarding the effect of penalties under the procedure and preventative measures
2128. A member requested clarification on the term 'Permitted material irregularity,' which referred to annotations or amendments to materials allowed in the examination hall, such as statute books for law papers. It was also clarified that comparative and contextual statistics for all programmes were provided in the full report that was submitted to QASL.
2129. Another member queried whether all Member Institutions made comparable use of Turnitin text-matching software, noting that it can also be used as an aid by students. It was stated that not all programmes featured coursework as a form of assessment and that use of Turnitin by programmes is understood to vary. It was confirmed that 'Track C' programmes do allow for formative use of the software.
2130. That the Assessment Offence Regulations were presented, with some minor amendments, for continued use in the 2017-18 academic year. It was also noted that School of Advanced Study governance is currently considering the alignment of their Academic Misconduct Policy with the International Academy's Assessment Offence Regulations under the University of London Single Quality Framework. It is proposed Chair's Action is taken in due course to approve the final aligned document.
2131. A member noted that paragraphs 22 (defining membership of the Assessment Offences Committee) and 25 (stating that in exceptional circumstances business can be conducted by two members), seemed at odds with each other. It was confirmed by the Chair of the Assessment Offences Committee that there were no known instances of paragraph 25 being utilised, nor was it desirable. It was agreed that paragraph 25 should be removed.

AGREED

2132. **That Academic Committee approved the continued use of the Assessment Offence Regulations for 2017-18, subject to the removal of paragraph 25.**

2133. **That Chairs Action is taken to approve the subsequent transition to a single set of University of London Assessment Offence Regulations for 2017–18, once SAS governance have considered the proposal.**

Assessment toolkit

2134. Paper AC 22/5 'Assessment Toolkit II: Time-constrained examinations' was presented to Academic Committee by the Chair, Learning Teaching and Assessment Sub-committee (LTAS).

Noted

2135. That LTAS gave thorough consideration to the toolkit at the most recent meeting, recognising it to be a concise and focussed document which was equally helpful for both new and experienced programme designers. It places emphasis on tailoring the precise means of assessment to the learning outcomes and providing creative methods for achieving this.
2136. That consideration is being given to appropriate methods of dissemination for the toolkit, within the University of London and beyond, taking both commercial and open source approaches. Members agreed that these considerations should not delay initial distribution of the document to core stakeholders.
2137. A member commented that time constrained examinations are currently under-researched and this provides an opportunity to consolidate the International Academy's unique position and expertise in distance learning.
2138. A member, in commending the toolkit, suggested that it should be provided to all Chief Examiners and those responsible for paper setting, recognising that many of the mistakes or structural deficiencies identified at question paper checking stages could be avoided if setters had read and digested this document fully. Another member questioned whether a focused summary could be provided to make it more likely that paper setters would engage with the key points of guidance.
2139. Areas in which the Toolkit could be further improved were suggested, including giving assessment validity greater prominence, to ensure that opportunities for rote learning are reduced and that you assess what you say you will assess.
2140. It was noted that accessibility issues and special examination arrangements, addressing conditions such as Dyslexia, were not included, and that the issue of time was especially pertinent in that context. With reference to reasonable adjustments made under inclusive practice provisions, a member stated that further guidance would be welcome as there may be occasions where additional time or extended examination periods may be appropriate, and others where it may not be and could even amplify a disability.
2141. The value of time constraints in written examinations was further queried, considering whether it could be limiting the nature of the task. Another member added that the time constraint could be an intrinsic part of the task and directly related to a specific learning outcome.
2142. A member welcomed the inclusion of moderation as a section in the toolkit, but cautioned that the listed methods were not problem-free and that a developing a community of assessment practice was key to ensuring fairness across the system.
2143. A member suggested that examiners and paper setters could be made more aware of cultural and environmental factors that contribute to the experience of taking an examination for an International Programmes student, for example where the examinations are held.

2144. The Academic Committee were advised that there is the intention for the Toolkit to reside in a shared virtual space, making it a dynamic document that programme teams can contribute to in order to increase the body of knowledge.

AGREED

2145. **That the Toolkit's authors be commended for their valuable work.**
2146. **That the Academic Committee's comments on the Assessment Toolkit II are provided to LTAS who will continue to maintain oversight of its development and further dissemination.**

STATUTORY RETURNS

Received

2147. Paper AC 22/6 'HESA Return' was presented to Academic Committee by the Director of Operations and Deputy Chief Executive, International Academy.

Noted

2148. That from the 2019/20 academic year the International Academy will make HESA returns for UK students.
2149. That International Academy student registration practices do not fit the standard academic model as understood by HESA, where students will usually begin studies in October and take an examination in the summer. There is not presently a process in place for establishing International Programmes students' study intentions at the start of the academic year.
2150. That there is a risk that students who do not complete a module that they registered for, which is acceptable practice under the current model and embodies the International Programmes' flexibility, would be returned to HESA as failures. As such, any data submission could be published in a way that would not reflect the strengths of the International Programmes. It was noted that progression rates differed widely along many variables, including programme and jurisdiction.
2151. That it is not proposed that the International Academy will make changes to the registration model at the current time, but that messaging associated with registration will be reviewed to encourage students to more carefully plan their studies, and avoid selecting modules that they do not intend to be assessed in.
2152. A member stated that it was the sensible way to proceed, but that it was important to have a clear communication plan across all programmes. Encouraging students to declare their study intentions upfront may have positive implications, contributing to improved expectation management. It was suggested that a pilot could be conducted.
2153. A member noted that the new MSc Professional Accountancy, and Track C in general, could be considered a pilot, as it requires that students who register for a module sit the exam and that absence equates to failure. Early indications are that a very low number of absences have been recorded.
2154. A member commented that there are potential implications for TEF metrics too, should the International Academy participate in the next round.

AGREED

2155. **That the proposals to strengthen messaging to students around expectations of study time and effort are endorsed.**

2156. **That a review of the TEF position will be presented to the next meeting of Academic Committee**
2157. **That any further comments regarding the International Academy's HESA return be sent to the Director of Operations and Deputy Chief Executive, International Academy**

SUB - COMMITTEES AND PANELS OF THE ACADEMIC COMMITTEE

Institutions Sub-Committee

Noted

2158. The confidential minutes of the Institutions Sub-Committee meetings held on 17 May 2017 (ISC 34) will be presented at the next meeting of the Academic Committee.

Quality Assurance and Student Lifecycle Sub-Committee

Received

2159. The minutes of the Quality Assurance and Student Lifecycle Sub-Committee meeting held on 28 April 2017 (AC 22/7– QASL 38) were received by Academic Committee

Noted

2160. That QASL considered reports and discussions on a number of topics including:
- Examination Centre Policy
 - MOOC Annual Monitoring Report 2016
 - Assessment Quality Panel
 - Heythrop Programmes
 - Periodic Programme Report from:
 - MSc Infectious Diseases 2016
 - Annual Programme Reports from:
 - UG Laws 2015-2016
 - Divinity and Theology 2015-16
 - BA History 2015-16
 - MSc Organizational Psychology & MSc Human Resource Management 2015-16
 - MA Refugee Protection and Forced Migration Studies 2015-2016
 - MRes Educational and Social Research 2015-2016
 - MBA/MSc International Management/International Business 2015-2016
2161. That the 'Key Principles of Provision for Examination Centres', discussed at the last Academic Committee (minutes 2064 - 2071 refer), was further considered by QASL which revealed that earlier concerns had not been fully addressed and that the student and institutional audiences had been conflated. Revisions have been requested.

AGREED

2162. **That the remaining minutes, recommendations and agreed actions of the 38th meeting of QASL be endorsed.**

Systems and Technologies Sub-Committee

2163. The minutes of the Systems and Technologies Sub-Committee meetings, held on 24 April 2017 (STSC 33 – AC 22/8), were received by Academic Committee.

Noted

2164. That the STSC considered reports and discussions on a number of topics including:

- UOLIA's usage and investment in SITS/Tribal
- IT strategy, innovation and forward-thinking
- Activity taken forward by UOL ICT & CoSector on behalf of UOLIA
- Identity and Access Management (IAM) Project
- User Experience Working Group
- Business Case Schedule and other workflows

AGREED

2165. **That the minutes, recommendations and agreed actions of the Systems and Technologies Sub-Committee meeting on 24 April 2017 be endorsed.**

Learning, Teaching and Assessment Sub-Committee**Received**

2166. Academic Committee received the following papers:

- The minutes of the Learning, Teaching and Assessment Sub-Committee meeting held on 27 April 2017 (AC22/9 – LTAS 27)
- MSc Global Corporations and Policy programme approval (AC 22/9a)
- MA Understanding and Securing Human Rights programme approval (AC 22/9b)

Noted

2167. That LTAS 27 considered reports and discussions on a number of topics including:

- Good Practice Digest 2015 - 16
- Assessment Toolkit Volume II: Time Constrained Examinations
- MSc Global Corporations and Policy
- MA Understanding and Securing Human Rights

2168. A member requested clarification on whether minutes 1526 – 1530 were oral reports as it was not clear from the minutes. It was confirmed that LTAS was receiving formal reports and that efforts would be made to include a deeper flavour of discussions in the minutes.

AGREED

2169. **That the following new programmes be recommended to the Board of UoLIA for approval:**

- **MSc Global Corporations and Policy (SOAS)**
- **MA Understanding and Securing Human Rights (SAS)**

2170. **That the minutes, recommendations and agreed actions of the Learning, Teaching and Assessment Sub-Committee meetings held on 27 April 2017 be endorsed.**

SUBJECT COMMITTEES OF THE ACADEMIC COMMITTEE**Laws Programme Board****Noted**

2171. That the minutes of the Laws Programme Board meeting, held on 10 May 2017 (LPB 8), will be received at the next meeting of the Academic Committee.

International Foundation Programme Board

Noted

2172. That the minutes of the International Foundation Programme Board (IFPB3), to be held on 25 May 2017, will be received at the next meeting of the Academic Committee.

PANELS OF THE ACADEMIC COMMITTEE

Inclusive Practice Panel

Received

2173. The minutes of the Inclusive Practice Panel meeting held on 25 May 2017 AC 22/10 (IPP 13) were received by Academic Committee.

Noted

2174. IPP considered reports and discussions on a number of topics including:
- Range of disabilities and access requirements disclosed by students
 - Inclusion of accessibility and VLE surveys in the APPR process
 - Thematic Review of Special Arrangements
 - Special Examination Arrangements records on SITS
 - VLE Accessibility Policy

AGREED

2175. **That the minutes, recommendations and agreed actions of the Inclusive Practice Panel meeting held on 20 April 2017, be endorsed.**

Scholarships, Bursaries and Awards Panel

Noted

2176. That the minutes of the Scholarships, Bursaries and Awards Panel meeting, to be held on 14 June 2017, will be received at the next Academic Committee.

MATTERS ARISING

VLE Inclusive Practice Policy and Guidance

Noted

2177. To note that, following discussion at Academic Committee 20 (minutes 1894-1904 refer) a working group of members from the Inclusive Practice Panel, the Learning Technology team and the Quality, Standards and Governance Directorate is drafting the VLE inclusive practice policy and accompanying guidance document. Work is scheduled to be completed over the summer, with final consideration by IPP in September and approval subsequently recommended to Academic Committee in October.

Governance Review

Received

2178. An update on the Governance Review as received by Academic Committee (AC 22/11)

Teaching Institutions Recognition Framework Review

Received

2179. An update on the review of the Teaching Institutions Recognition Framework (TIRF) presented by the Deputy Director: Quality Standards and Governance. (AC 22/12)

Noted

2180. That following identification of key principles of a revised TIRF, as noted at Academic Committee in March 2017 (minutes 2058-2063 refer), programme teams and Member Institutions have been consulted and a working group has been managing a number of overlapping work streams looking at the requirements for a future framework.
2181. That the most recent meeting of the ISC, held on 17 May 2017, had given the view that the principles and procedures of the current TIRF should be adhered to until the new framework is implemented. It was clarified that the ISC will be presented with draft proposals in September 2017.
2182. A member expressed concern that the current processes are resource intensive, that there is a difficulty agreeing on appropriate panel members and the reliance on retired academics was not ideal. The view was also given that it may be appropriate to suspend the current TIRF pending the outcome of the review.
2183. Another member offered a counter-view, suggesting that the institutional memory, on-the-ground experience and stature of retired academics was an invaluable and proven resource.
2184. A member, referencing a previous review linked to the TIRF, noted that tutorial support was not included on the list of work streams in the paper.

AGREED

2185. **That the minutes of the Academic Committee discussion should be provided to the TIRF working group for consideration.**

UNIVERSITY OF LONDON GOVERNANCE

Board of the University of London International Academy and Collegiate Council

Noted

2186. Discussions from the Board of the University of London International Academy on 30 March 2017 highlighted:
- Development of Health related programmes
 - HESA
 - Teaching Excellence Framework
 - Graduation Ceremonies
 - Tax issues

Collegiate Council

Noted

2187. Discussions from the Collegiate Council meetings on 5 May 2017 highlighted:

- Finances
- Federal Subscriptions

International Academy Finance Committee

Noted

2188. Discussions from the International Academy Finance Committee's meetings held on 10 May 2017 included:

- Finances
- Costs
- Growth of Programmes
- Risk Register

MATTERS FOR REPORT

Logo for Candidate Institutions

Noted

2189. That a 'Candidate Institution' logo has been introduced to support the recognition process for teaching institutions, and to complement those currently approved for use by 'Registered' and 'Affiliate' centres under the Teaching Institution Recognition Framework.

General Regulations

Received

2190. Paper AC 22/13 'General Regulations' was received by Academic Committee.

Noted

2191. That an amendment has been made under the new heading of 'Awards in Exceptional Circumstances' in the General Regulations 2017-18.

Enhanced Student Card

Received

2192. Academic Committee received an oral update from the Director of Operations

Noted

2193. That work has been undertaken to establish the feasibility of providing an enhanced student card for International Programmes students, which would include a photograph and provide access to various discounts and other benefits.

2194. That the proposal is to join the International Student Identity Card scheme (ISIC), which provides benefits globally, and that students will be provided with a virtual card accessible

online or through smartphones. The cost of providing the card, which would be passed on to the programmes, has been negotiated down significantly following early discussions. Negotiations are ongoing and initial feedback from Member Institutions has been positive. Implementation work will continue over the summer.

AGREED

2195. That Chair's Action will be taken to approve the introduction of the card over the summer, once operation aspects have been finalised.

CHAIR'S ACTIONS

Noted

2196. Members were asked to note that Chair's Action was taken on the following matters:

- 20.03.2017: Updates to the Academic Programme Approvals paper submitted to Academic Committee 21 (minutes 1987 - 1997 refer), clarifying;
 - (a) that LTAS will convene a panel, if required, and recommend approval to Academic Committee under the QSG-led model only
 - (b) that the Member Institution-led model would utilise on-campus processes
 - (c) that Academic Committee would retain oversight and recommend approval to the Board in all instances, regardless of who had led the approvals process.
- 12.04.2017: The nomination of academic representatives for Periodic Programme Reviews for the following programmes:
 - Philosophy (Birkbeck)
 - MSc Global Health Policy (LSHTM)
 - MSc Clinical Trials (LSHTM)
 - MSc Public Health (LSHTM)

2197. Members were asked to note that Chair's Action has been taken to approve suspensions of regulations for :

- LSE: 10

2198. Members were reminded that full details of all suspensions of regulations are reported to Academic Committee annually, at the first meeting of the academic year.

ANY OTHER BUSINESS

Dates of forthcoming Academic Committee meetings

2199. Members were asked to note the dates of forthcoming meetings for 2017-18:

- Friday 20 October 2017
- Friday 23 February 2018
- Friday 18 May 2018

RESERVED ITEMS OF BUSINESS

[AC Minutes 2200-2204 are considered exempt from disclosure in accordance with Part II of the Freedom of Information Act 2000.]