The final 2011 meeting of the Learning and Teaching Committee was held at 10:00am – 1:00pm on Monday 7 November 2011 in the Council Chambers, room 2.02, Bray Centre (N54), Nathan campus.

Lea-Anne Stafford
Secretary

MINUTES

PRESENT:
Chair – Professor Sue Spence
Professor Lewis Adams
Dr Kevin Ashford-Rowe
Professor Gillian Bushell
Ms Rebecca Curran
Mr Jesse Fieldwebster
Associate Professor Glenn Finger
Professor Lorelle Frazer
Ms Kathy Grgic
Dr Robyn Holland
Dr Cathy Jenkins
Professor Alf Lizzio
Associate Professor Wendy Loughlin
Professor Keithia Wilson

Secretary – Ms Lea-Anne Stafford

APOLOGIES:
Associate Professor Peter Bernus

INVITED
Dr Duncan Nulty (for agenda item 8.0)
Ms Karen van Haeringen (for agenda item 8.0)
Ms Mary Hassard (for agenda items 9.0 and 10.0)

1.0 CONFIRMATION OF MINUTES

1.1 The minutes the 5/2011 meeting of the Learning and Teaching Committee were taken as read and confirmed.

2.0 MEMBERSHIP

2.1 The Committee welcomed Professor Alf Lizzio to his first meeting as the Director of the Griffith Institute for Higher Education.

2.2 The Committee expressed its appreciation to the following outgoing Committee members for their contribution to the work of the Committee:
   a) Associate Professor Peter Bernus (SEET academic staff representative)
   b) Professor Keithia Wilson (as Health Group academic staff representative) – Professor Wilson remains an ex officio member of the Committee as Chairperson of Educational Excellence Committee.
   c) Ms Rebecca Curran (undergraduate student representative)
   d) Mr Jesse Fieldwebster (postgraduate student representative).

2.3 The Chair expressed her appreciation to all members for their engagement with the work of the Committee during 2011.
SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE

3.0 ASSESSMENT POLICY

3.1 An urgent recommendation from AUQA’s 2008 Audit of the University was that more attention be paid to ‘moderation policy and procedures and the calibration of standards for the awarding of grades.’ The University Assessment Committee has been responding to this recommendation through the development of a new Assessment Policy and the implementation of the Governance of Assessment and Academic Achievement Standards procedure.

3.2 The Chair of the Assessment Committee introduced this item by highlighting the critical need for momentum around academic standards and the pivotal role Assessment Policy changes would play in this regard. Members welcomed to the meeting Dr Duncan Nulty, GIHE and Ms Karen van Haeringen, Head of the Secretariat for this item. Members noted that consultation on the new Assessment Policy during and after Learning and Teaching Committee’s 5/2011 meeting indicated the academic community was not ready for substantial change in assessment but for incremental adjustments. As a result some amendments were proposed to the University’s existing Assessment Policy as set out in (2011/0002814) to address the issues of:

- moderation and calibration of standards (see Section 4) – AUQA recommendation and TEQSA’s proposal for externally referenced learning standards (to drive academic standards)
- student privacy and posting results (see Section 10) – Student Liaison Group request to address issues of privacy for students.
- feedback on end of semester exams (see Section 13) - Student Liaison Group request and in response to Course Experience Questionnaire feedback about ensuring timely feedback around final assessment.

3.3 Other changes such as those in Section 2 ‘Roles’ and the deletion of the Responsibilities of the Chair of Assessment Board are proposed to align the University’s existing Assessment Policy with the Governance of Assessment and Academic Achievement Standards adopted by Academic Committee at its 2/2011 meeting.

3.4 Learning and Teaching Committee members endorsed the revised Assessment Policy and incremental approach subject to two changes:

a. As assessment roles are described in detail in the Governance of Assessment and Academic Achievement Standards procedure document, Learning and Teaching Committee recommended the Assessment Policy reference simply refer to that document (in Section 2.0 Roles)

b. It was suggested it would be helpful to course convenors and examiners to re-locate the section on ‘Responsibilities of Examiners and Course Convenors’ (section 13.0) earlier in the policy, immediately after section 4.0 on ‘Moderation Processes’.

3.5 The Committee was informed of the addition of a section in the Course Profile template (available to staff only) that will be used to determine the extent to which a course convenor has implemented consensus moderation practices. Members noted that change management activities are being coordinated through GIHE and include revisions to the GIHE Assessment Matters website to complement the Principles to Promote Excellence in Learning and Teaching Practices. Committee members noted the value of well-implemented moderation processes in demonstrating evidence of good assessment outcomes.

3.6 Learning and Teaching Committee was advised that implementation of the Governance of Assessment and Academic Achievement Standards procedure has uncovered that a number of assessment decisions allocated in policy to the Dean or the School Assessment Board had been delegated to other people (a number of whom are not in a designated role) and inconsistently across the schools in the same Group. To address this issue the University Assessment Committee (6/2011 meeting) added a schedule to the Governance
of Assessment and Academic Achievement Standards procedure (2011/0002822) listing approving authorities and their delegates for student assessment matters. This schedule reflects existing good practice and will enable the University to respond promptly and efficiently to student assessment matters.

3.7 Ongoing consultation and further review of student assessment matters is underway via the University Assessment Committee, Group Boards and a working party that has been established to consider Griffith grading schema. As a result, further Assessment Policy refinement will occur in 2012.

3.8 The Committee expressed its appreciation to all involved in the revision of Griffith’s Assessment Policy including University Assessment committee members and in particular, Ms van Haeringen and Dr Nulty.

Resolution

3.9 The Learning and Teaching Committee resolved to recommend to Academic Committee

   a) amendments to the University’s existing Assessment Policy as described in (revised document 2011/0002828) subject to the revisions described in paragraph 2.4 above, and
   b) amendments to the University’s existing Governance of Assessment and Academic Achievement Standards as described in (2011/0002822)

for implementation in semester 1, 2012.

4.0 PROPOSED AMENDMENTS TO THE CREDIT TRANSFER POLICY

4.1 In response to a report from the Queensland Ombudsman entitled *An investigation into the Griffith University’s response to an application for Recognition of Prior Learning* dated 29 June 2011 (extracts provided with agenda), Learning and Teaching Committee at its 5/2011 meeting discussed a range of options to address the Ombudsman’s following recommendations:

   1. The University amend the Credit Transfer Policy to advise students to contact the relevant staff within the appropriate school to discuss the particular matters that are taken into account when considering Credit Transfer applications
   2. Where a school or faculty practice is applied in the assessment of credit transfer applications, such a practice must be in writing and made available on the University website
   3. The University amend the Credit Transfer Policy to require that full and proposer reasons for decisions made under it are provided in writing to an applicant.

4.2 The Academic Registrar introduced proposed revisions to the *Credit Transfer Policy* (2011/0002812 section 14.0 extract provided with the agenda) to address the Ombudsman’s recommendations to improve transparency in communicating credit outcomes and Learning and Teaching Committee recommendations (5/2011) around suitable timing of this advice. The Committee noted policy additions describe the timing and form of advice to be conveyed to an applicant after their request for a review of a credit decision is unsuccessful.

4.3 Members did not support the proposal that students be directed to the program convenor to discuss matters taken into account when a credit request is considered. Instead, to facilitate consistency of advice and ease of access, it was determined that students be directed to the Credit Transfer Office to provide advice to students in consultation with program convenors as appropriate. This will provide applicants with sufficient information to enable them to determine whether to exercise their right to appeal to the University Appeals Committee.
4.4 Investigation by the Manager, Academic Credit Transfer is ongoing to further guide staff and students and document established group credit arrangements as part of Griffith’s credit precedent database.

Resolution

4.5 The Learning and Teaching Committee resolved to recommend to the Academic Committee adoption of the revised Credit Transfer Policy as described in revised document 2011/0002823 (section 14.0 extract) incorporating the change described in paragraph 4.3 above for immediate implementation.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

5.0 REVIEW OF DOMESTIC UNDERGRADUATE PREPARATORY PROGRAMS FOR 2012

5.1 The University is able to enrol students who are not proceeding towards a degree in individual courses. These students are described as non-award, miscellaneous students and they may undertake individual courses or a coherent package of courses for reasons of general or specific interest, knowledge and skills update, career development, preparation for university study or upgrade of entry qualifications. Enrolment is on a fee-paying basis. The University currently has a range of offerings (a table was provided with agenda describing Offers and Enrolments in Graduate Certificates by Group 2009 - 2011 and details of bridging/preparatory programs, continuing education certificate programs and miscellaneous non award study options):


5.2 The Academic Registrar introduced this item by commenting that policy changes in the tertiary sector including deregulation of the tertiary market in 2012, a strategic focus on low SES enrolments and transition pathways, and promulgation of a new Australian Qualifications Framework suggest there is an opportunity to review, rationalise, differentiate and more creatively package and market non-award preparatory study options at Griffith. An alternative to the current approach could be to introduce a more formal foundation year program for example, http://www.flinders.edu.au/enrolling/foundation-course.

5.3 Members welcomed Ms Mary Hassard, Manager Academic Credit Transfer, to the meeting for this discussion.

5.4 Committee members made the following comments about the optimal suite of preparatory programs in light of the sector changes:

a) continuing education certificates were designed some years ago to facilitate University access. In the current environment, members commented that due to increasing fees and a broader range of pathway options at Griffith and elsewhere they may no longer serve their original purpose

b) students who are unsuccessful in gaining a place in a Griffith award program are informed about the range of non-award options available. It was noted that many students who commence their studies at Griffith in a non-award certificate often complete an award program

c) it was suggested that potential consolidation of Griffith’s preparatory programs be investigated to optimise marketing and enable alignment with recent pathway developments such as the Griffith Online strategy. An audit of Griffith’s short courses, professional courses and other preparatory offerings, with due consideration for Australian Qualifications Framework developments was identified as a way forward
d) it was recommended that each Group be invited to consider rationalising its preparatory and continuing certificate options and to plan an appropriate Group preparatory program profile in liaison with the Academic Registrar and the Manager, Academic Credit Transfer.

Resolution

5.5 The Learning and Teaching Committee resolved to ask Deans, Learning and Teaching, in liaison with the Academic Registrar and Manager, Academic Credit Transfer, to review and rationalise Group preparatory and continuing certificate options and to propose a revised Group preparatory program profile.

6.0 IDENTIFYING AND SUPPORTING STUDENTS WHO ARE AT RISK OF ACADEMIC FAILURE

6.1 Student success is of fundamental importance to Griffith University, with clear strategies towards this goal set down in the University’s Strategic Plan and Academic Plan 2011-2013. The First Year Experience Working Party, building on the work undertaken by the Students At Risk Working Party, provided the paper, Identifying and supporting students who are at-risk of academic failure (2011/0002817), that was before the Learning and Teaching Committee members recommending that:

By 2013 Griffith will have implemented an effective and sustainable university-wide strategy for identifying and supporting students who are considered to be at risk of academic failure or attrition.

6.2 The Director, Griffith Institute for Higher Education introduced the paper which describes a multi-layered approach to supporting Griffith’s at-risk students through an escalating series of interventions that begin by supporting the success of all students and progressively identifying strategies that may be appropriate as the perceived level of student risk increases. It identifies potential markers for identifying and monitoring at-risk students and proposes a set of working principles to guide the University’s approach to monitoring and supporting these students.

6.3 Learning and Teaching Committee members endorsed the proposed five risk markers as both relevant and appropriate, and considered how they might be used and advanced by all sections of the University. It was noted that the early risk markers potentially identify early non-engagement and latter markers are likely to be more effective predictors of student success.

6.4 Committee members discussed the challenges in implementing such a large scale initiative and welcomed a planned trial of available technology to enable automation of actions where possible. It was noted that the Learning@Griffith upgrade is likely to introduce functionality to support strategy implementation. Members also acknowledged and discussed the challenges for Groups in attempting to address issues for ‘at-risk’ students where retention and engagement is related to complex social issues rather than academic capacity. Further consideration of these issues is recommended as the strategy is implemented.

6.5 Existing methods used by Committee members to monitor indicators of risk and retention were discussed. Starting@Griffith survey data indicates that strategies employed locally at the school and course level are observed as having the most significant impact on retention.

6.6 As the first step in operationalising the strategy, the Committee endorsed the following actions:

a) Given the different risk factors and program arrangements across and within each Group, it is proposed that the Director, GIHE work with the Deans, Learning and Teaching to develop an individual Group approach to implementation including the identification of large programs and courses that would most benefit from
operationalising these strategies. Development of a cost-benefit plan regarding the level of support required for large impact courses and programs is recommended to inform Group Pro Vice Chancellors. ]

b) is also suggested that further discussion be held with the Deputy Chair, Academic Committee regarding ways of addressing OUA retention issues, and with the Director, INS (Learning and Teaching) regarding technical solutions to support implementation.

c) ongoing identification and consideration of non-academic issues impacting on retention is supported. To assist in this area, the following suggestions were discussed:

- invigoration of the First Year Advisor role and increased support for such roles
- consideration of future potential markers that monitor social issues affecting retention and student success
- increased central administrative services involvement at pivotal points in the academic calendar, eg. prior to commencement of each semester and during progression and exclusion rounds.

d) it is recommended that Professor Keithia Wilson present results on first year teaching, improved grades, satisfaction and retention to a future Academic Committee meeting to foster awareness of student retention and success factors. Sharing of good practice across the University is strongly supported.

Resolution

6.7 Learning and Teaching Committee, on the recommendation of the First Year Experience Working Party, resolved to:

a) endorse the proposed working principles, goals and actions to identify and support students who are at risk of academic failure as described in, Identifying and supporting students who are at-risk of academic failure (2011/0002817).

b) Ask the Director, GIHE to liaise with Groups via Deans, Learning and Teaching and Group Pro Vice Chancellors to identify specific courses for which intensive support will be given to facilitate implementation of the strategy in 2012, and report back to a future meeting; initiate actions as described in paragraph 6.6 above.

7.0 DEVELOPMENT OF STANDARDS FOR LEARNING AND TEACHING SPACES

7.1 Under its constitution, the Learning and Teaching Committee is responsible for “providing advice on the strategic development of learning and teaching practices (pedagogy) and educational resources (physical spaces, technological and information) in support of The Griffith Academic Plan and its supporting strategies”.

7.2 Learning and Teaching Committee members recalled discussion at the August 2011 meeting about the development of standards to inform and manage technology resources within Griffith’s physical learning and teaching environments. Since that time further contributions has been provided by Committee members and Group representatives to refine the draft Principles document.

7.3 The resultant Principles to inform the design of learning and teaching space at Griffith University (2011/0002815) before the Committee have been prepared by the Director, INS (Learning and Teaching).

7.4 The Director, INS (Learning and Teaching) introduced this item by describing the consultation process to date and further liaison to occur with the Dean (Learning and Teaching) from SEET regarding wet/dry laboratory spaces. Ergonomic design principles and principles about safe and easy access for students with a disability are also to be considered as part of document revisions. Once agreement on the principles has been reached, a checklist will be prepared for the use of architects.
Resolution

7.5 The Learning and Teaching Committee resolved to consider the revised Principles to inform the design of learning and teaching space at Griffith University, that take into account the issues described in paragraph 7.4 above, at a future meeting.

SECTION C: RECOMMENDATIONS AND REPORTS TO OTHER COMMITTEES

Nil

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

8.0 GRIFFITH LIBRARY CLIENT SURVEY OUTCOMES

8.1 The Director, INS (Scholarly Information and Research), Ms JoAnn Sparks, presented the results of the recent Griffith Library Services Client Survey to the Committee, a summary of which was outlined in a report before the Committee.

8.2 As a vital part of the student experience, members noted the importance of the biennial Library Client Satisfaction Survey in allowing Griffith to evaluate student satisfaction with equipment, facilities, collections and services with feedback enabling the identification of areas for improvement. Overall improvement in student satisfaction has been noted since last survey.

8.3 Members were informed about the range of initiatives being implemented as a result of client feedback. A response to survey results is being posted to the library website to inform Library clients of planned improvements. Ms Sparks advised that her team are investigating ways of boosting the future survey return rate. Committee members suggested a breakdown of data by year of study, type of program (eg higher degree research, undergraduate), discipline and native language would also enhance future survey significance.

8.4 Members were pleased to note the library feedback link will remain on its website at all times.

Resolution

8.5 The Learning and Teaching Committee members noted the Griffith Library Client Survey results and expressed their appreciation to Ms Sparkes for her presentation.

9.0 SERVICE LEARNING AT GRIFFITH

9.1 Learning and Teaching Committee members were informed in May of a project exploring the viability of introducing a Service Learning free elective course. Ms Carol-joy Patrick, Service Learning Coordinator, GIHE was welcomed to the meeting to speak to members via teleconference on progress towards implementing the Service Learning free elective course - 5902GIH Community Internship, a key feature of which is a service activity or placement. The 5902GIH Community Internship course profile and a student information flyer were provided with the agenda.

9.2 Members noted the Course Profile for the internship is currently being considered by all Groups but that assessment details are still under development. As GIHE host a number of courses, the need for a school/assessment board and equivalent Group-level Board was identified to fulfil the University's commitment to quality.
9.3 In discussing the community-based project component of the course, Learning and Teaching Committee members expressed concern about the proposed requirement for 75 hours of work in addition to class contact time. It was suggested that 50 hours might be more appropriate but could be negotiated through a student learning contract.

9.4 A number of typographical errors were identified for amendment in the flyer.

9.5 It was suggested that the course development team investigate fee options and other course design and assessment adjustments required for the course to be offered intensively during future summer/winter semesters. The Committee also commented that benefits could be gained from analysing prospects for OUA students where non-Brisbane based project opportunities exist.

Resolution

9.6 The Learning and Teaching Committee noted the service learning course profile and offered the above advice to the Course Convenor.

10.0 REPORTS ON THE USE OF FUNDING TO ENHANCE BLENDED LEARNING IN 2011

10.1 In March 2011, the Deputy Vice Chancellor (Academic) allocated funding to enhance blended learning, to support the Open Universities Australia initiatives at Griffith, to promote flexible delivery of learning resources, and improve the quality of online learning and teaching resources.

10.2 Blended Learning Funds – Curriculum Resource Design and Development

10.2.1 An allocation of $100,000 was awarded to each Group for dispersal by Deans (Learning and Teaching) to direct towards blended learning activities that support the Academic Plan and its quality teaching goals.

10.2.2 Each Dean (Learning and Teaching) provided a brief report to Learning and Teaching Committee regarding the expenditure of these funds during 2011. The following reports were provided to Committee members: AEL report 2011/0002818; GBS report 2011/0002819; and Health report 2011/00028. SEET report (tabled).

10.2.3 Deans commented that the appointment of Blended Learning Advisors had enabled more collaborative and focussed implementation of blended learning goals, providing clear data about impact and dissemination across each Group.

10.2.4 The Chair advised that in 2012, blended learning funds would need to be allocated with an increased emphasis on developing curriculum tools to place courses online.

10.2.5 Members strongly supported the use of funds to enable a range of blended learning initiatives to continue in addition to online course conversion, particularly where projects are already significantly progressed. The Committee agreed that Deans (Learning and Teaching) will discuss with Director, INS (L&T) the range of blended learning projects for possible funding, and that the Dean, INS (L&T), Director, GIHE and Chair will subsequently produce an integrated report for the consideration of the Vice Chancellor.

10.3 Additional Funds for Open Universities Australia (OUA) Course Renovation

10.3.1 In 2011, funds of up to $200,000 were also set aside for one year only to support the renovation of course content and presentation methods, allocated as needed by the OUA Committee, using criteria determined by that committee.
10.3.2 The Deputy Chair of Academic Committee and Chair of the OUA Committee provided a report on the use of OUA course renovation funds towards OUA orientation activities and improving performance around learning activities.

Resolution

10.4 The Learning and Teaching Committee noted the reports provided by Deans (Learning and Teaching) and the Deputy Chair, Academic Committee on the use of 2011 blended learning funds.

10.5 Learning and Teaching Committee resolved to ask the Chair and Director, INS (Learning and Teaching), in consultation with the Director, GIHE to prepare a report for the consideration of the Vice Chancellor on the future use of blended learning monies.

11.0 COMMON-USE COMPUTER LABORATORY USAGE

11.1 An audit of the current usage levels of existing computer laboratory spaces was conducted in August and September 2011 to inform the Chairs of Portfolio Boards about funds allocated to ‘Learning Centre Technologies’ in 2012.

11.2 The Director, INS (Learning and Teaching) analysed the audit results and identified a range of issues set out in a discussion brief (2011/0002816) presented to the Learning and Teaching Committee. Members noted the recommendations proposed in the paper had been used to support decisions of Chairs of Portfolio Boards regarding the Electronic Infrastructure Capital Plan.

11.3 Additionally, a report on the Audio Visual Upgrade Project projected 2012 Expenditure – A discussion brief (2011/0002821) was provided to members for information.

Resolution

11.4 The Learning and Teaching Committee noted the issues raised in the discussion papers, Common use Computers – statistics and usage (2011/0002816) and Audio Visual Upgrade Project projected 2012 Expenditure (2011/0002821).

12.0 GRIFFITH GRANTS AND FELLOWSHIPS FOR LEARNING AND TEACHING 2011 OUTCOMES

12.1 The Griffith Grants and Fellowships for Learning and Teaching are a two-tiered approach to support innovation projects in learning and teaching at the University level and the Academic Group level.

12.2 Selected in accordance with the Guidelines for Griffith Grants and Fellowships for Learning and Teaching, the Learning and Teaching Committee noted the 2011 Griffith Grants for Learning and Teaching recipients listed in the table provided with the agenda.

13.0 MATTERS ARISING FROM PREVIOUS MEETINGS

13.1 Assessment – Privacy and Release of Grades

Changes have been incorporated into the draft Assessment Policy as recommended at the 5/2011 Learning and Teaching Committee meeting.

The Director, INS (Learning and Teaching), in consultation with the Head of the Secretariat will coordinate a change management, communication and education strategy for Groups involving Blended Learning Advisors as part of the overall Assessment Policy implementation plan.
The Director, INS (Learning and Teaching) will report on current and future configuration options to enable links between My Grades, PeopleSoft and the Marks Entry Spreadsheet, and to improve My Grades functionality generally.

13.2 Guidelines for Engaging with Learning@Griffith

Consultation is ongoing between the Director (INS), Learning and Teaching, Secretariat staff and Academic Groups to inform a revised set of good practice principles that will be returned to the Committee at a future meeting.

14.0 CHAIR’S REPORT

14.1 Celebrating Excellence in Teaching Week

The Chair expressed her appreciation to organisers of the Celebrating Excellence in Teaching Week Program. The overall program and gala nights were very well received with good attendance.

Members discussed the publication of Griffith Award for Excellence in Teaching recipients in The Courier-Mail.

15.0 GRIFFITH INSTITUTE FOR HIGHER EDUCATION (GIHE) REPORT

15.1 The Director, GIHE, Professor Alf Lizzio updated Committee members on learning and teaching activities being undertaken with GIHE’s involvement since the last meeting. The Committee was informed of the key themes of the recent Council of Academic Development Unit forum; namely: learning and teaching quality, academic standards and benchmarking, and the Australian Qualifications Framework. It was noted these issues had also been identified as significant by participants of the recent Chairs and Secretaries of Academic Boards Conference.

16.0 REPORTS FROM SUB-COMMITTEES/ WORKING PARTY

16.1 EDUCATIONAL EXCELLENCE COMMITTEE

The minutes of the 5/2011 meeting were noted.

16.2 UNIVERSITY ASSESSMENT COMMITTEE

Nil.

16.3 ABORIGINAL AND TORRES STRAIT ISLANDER INCLUSIVE CURRICULUM DEVELOPMENT AND IMPLEMENTATION WORKING PARTY

Nil.

16.4 FIRST YEAR EXPERIENCE WORKING PARTY

Nil.

17.0 2012 MEETING DATES

17.1 Meeting dates for 2012 appear below. Meetings are scheduled from 10.00am to 1.00pm. The first and final meeting of the year will be face-to-face at the Nathan campus or Gold Coast campus with the remaining four meetings held via videoconference.
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Minutes confirmed by:

Professor Sue Spence, Chair

27 February 2012

Date