

# CONFIRMED

## LIVERPOOL HOPE UNIVERSITY

### JOINT MEETING OF ACADEMIC COMMITTEE & LEARNING & TEACHING COMMITTEE

Wednesday 26<sup>th</sup> October 2016

**PRESENT:** Dr I. Vandewalle and Dr P. Haughan (Joint Chairs), Dr N. Almond, Dr J. Bennett, Dr L Bourke, Ms K. Cox (student representative), Mr G. Donelan, Professor G Mair, Mr N. McLaughlin Cook, Ms S. Murray, Professor A. Nagar, Revd. Professor K. Newport, Dr C. Penketh, Professor N. Rees, Dr C. Walsh, Professor M. Ziessler

**By Invitation:** Mrs G Mair

**Apologies:** Mrs S. Cronin, Dr B. Evans, Ms C. Harvey, Mr P Shakya

**Secretariat:** Mr D. Dykins

#### 1. Minutes of the previous meeting

Members had received the minutes of the meeting of Academic Committee held on 1<sup>st</sup> June 2016. These were **APPROVED** as an accurate record. Members also received the minutes of Academic Committee held on 8<sup>th</sup> June 2016. These were **APPROVED** as an accurate record, subject to a correction to the External Examiner nomination for Robert Dean to read *BA Creative and Performing Arts*.

#### 2. Matters Arising

- (i) Exit Certificate for Students with fewer than 120 Level C credits (actum7i, 1<sup>st</sup> June 2016)

Mr McLaughlin-Cook noted that the certificate had been approved at Senate last July and actioned over the summer.

- (ii) Programme Design and Approval (actum 1, 8<sup>th</sup> June 2016)

Members noted that the University web pages relating to academic quality needed to be updated with the new processes and forms approved at University Council in July 2016; Dr Vandewalle and Mr Donelan agreed to ensure that this was done.

- (iii) Postgraduate Taught Courses: Redefining Core and Exclusive Elements (actum 4, 8<sup>th</sup> June 2016)

Mr McLaughlin-Cook circulated a brief paper which proposed a definition of core as being modules which are “taken by all students on that programme and its constituent Postgraduate Certs and Postgraduate Dips and, where appropriate, by students taking a cognate 60-credit block within 2-subject Masters degrees”. Any department wishing to propose a single-subject Masters degree in which the core comprises less than 60 credits should present a rationale via the Programme Design and Approval procedure.

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Professor Newport queried whether this definition would work for the proposed revised structure for the MEd Professional Practice Degree (see 11. AOB). Mr McLaughlin-Cook said this would be covered by the definition. Professor Newport also asked whether this would cause issues with three different MA award titles which all shared a common core. Mr McLaughlin-Cook said that the case for any exceptions could be argued at the programme proposal stage.

### 3. Regulatory Changes to Awards

Members had received the Registrar's document outlining proposed amendments to academic regulations to reflect curriculum developments. The first change concerned the realigning of the BA QTS from a 4-year programme to a 3-year one giving it equivalent regulations to those in place for BA Social Work. These included:

- FT option only
- assessment, progression and completion to following undergraduate degrees, including assessment of placement learning; a zero-credit block in Practical Placement Learning, the failure of which will lead to the student transferring to BA Primary Education without QTS
- classifications being determined as other undergraduate degrees, except for clauses which refer to a dissertation, as the curriculum does not include one.

The second change is to allow the introduction of an integrated Masters award including an optional sandwich year, initially for BEng and MEng programmes. Full regulations will be presented to Senate in Spring 2017, but immediate changes to manage the first cohort which has just started include:

- four awards to cover BEng and MEng with options for a sandwich year in both
- applying standard regulations for assessment and progression at Level C[4]
- BEng classifications based on standard regulations, with the sandwich year excluded.

Criteria for MEng Classifications will be presented at Senate in Spring 2017, but will be based on undergraduate division rather than those for standard Masters awards.

Mr McLaughlin-Cook noted that once these interim regulations are approved, students will be transferred to one of the four programmes accordingly. He added that the MEng structure was recognised by funding bodies and UK/EU students were entitled to a fourth year of loans.

Members **RECOMMENDED FOR APPROVAL** the changes to regulations, as appended to these minutes.

### 4. Dean's Annual Review & Enhancement (ARE) Reports for 2015-16

#### (i) Faculty of Education

The Committee had received the Report. Professor Newport noted that this had largely been a positive year for the Faculty. He drew attention to the Risks and Mitigation section highlighting issues inherent with the School Direct model where the Faculty did not manage all elements of the programme.

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This was the Faculty's first report under the new procedure and format, and Professor Newport noted that, although the process was effective, he found the word-count limiting. There were also issues with ensuring the data aligned properly for the Faculty; disentangling issues could be problematic if there were such concerns, including how the Network of Hope (NoH) was captured. Consequently, he felt the overall analysis could be improved in future years.

Mr Donelan asked other Faculty Deans whether the structure and format were appropriate for their Faculty. Professor Nagar felt that the new format worked better than previous formats, but that a review was needed to ensure that any immediate improvements could be built in for 2016/17 reports. He added that Departmental AREs were working well and reflected the data that had been captured. Overall, Professor Rees agreed that the new format worked well and he looked forward to reviewing the process and the availability of data.

Dr Vandewalle explained how the new model had been agreed and developed from February this year, with its focus primarily on data and data-informed reflection. During the development it had been agreed that the postgraduate taught, PGCE and Network of Hope courses would be reported at the March 2017 meeting when a complete set of data would be available, together with an update on actions taken since the October meeting. However, in the meantime, HEFCE had clarified the governance process and announced that University Council would need to provide an assurance statement relating to *all* programmes in November. This meant that the Academic and Learning & Teaching Committees had had to bring forward the AREs relating to Postgraduate Taught, Postgraduate Research and Network of Hope to this meeting.

Dr Penketh said she appreciated the shift in focus to data, but that discussion and planning around the metrics was still required. Dr Haughan advised that she was working with Mr Donelan on an appropriate presentation format where data and commentary would be recommended for approval by Senate before being approved by University Council. She reported that a Data Group had been created to oversee the development of the dashboard using live data.

Professor Newport noted that it was important for next year's ARE reports to give the Committee more assurance than he felt was currently available in reports. For example, in the Science ARE some statistics suggested some areas were struggling, but this is not reflected in the Dean's comments, which are largely positive. Under any QA system this would be queried, though he accepted that the Departmental ARE may have the detail. However, this is not captured in the Faculty ARE suggesting assurance may be limited. Dr Vandewalle noted that one of the purposes of the joint meeting was to bring together senior Senators who were actually involved at Departmental and Faculty level to give both Academic and Learning & Teaching Committees that assurance. Professor Nagar felt that the Science Faculty ARE had distilled reporting from Departmental AREs at Faculty Boards and that the statistics which were less favourable were addressed.

Professor Rees said it was important to see the data in Faculty reports to observe trends and he found the composite data helpful in this respect. He suggested combining items 4 and 5 as currently these cannot be accommodated on the dashboard.

Dr Almond felt a different approach was required in the *Enhancement of Provision* section, as often commentary was describing routine good practice, rather than innovation and plans for the future.

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Dr Vandewalle said that similar debates in relation to assurance had taken place within University Council at their recent Reflective Meeting, where Council had viewed some of the data available to Deans. At that meeting there was further debate about how Council would gain assurance via Senate. The Chairs agreed to review and further refine the process.

(ii) Faculty of Science

The Committee had received the Report. Professor Nagar commented that the Faculty had commendable points of good practice and achievements, mainly noted in External Examiner reports. These included clear evidence of research-informed teaching, employability enhancement and the establishment of an annual Science Week. He also noted that Faculty members were engaging well in the University's 15k Challenge.

(iii) Faculty of Arts & Humanities

The Committee had received the Report.

Professor Rees noted that many Departments in the Faculty had achieved excellent NSS results and overall the Faculty had achieved good undergraduate and Postgraduate classifications. External Examiner reports highlighted the quality of teaching and the student experience, with student achievement comparable to the sector; they also noted the effectiveness of the integrated curriculum. Moving on to risks, Professor Rees noted that he aligned risks with those in the University's risk register, adding that a lot of work had already been undertaken on postgraduate taught.

On enhancement, Professor Rees agreed with Dr Almond's view concerning items which qualify as enhancement. He noted that his Faculty had a very wide range of practices to capture. University-wide issues included staff changes in certain departments, which had been highlighted as issues by HoDs and in the Faculty External Examiner report.

Mr Donelan said that the purpose of the ARE was to review the student experience and outcomes and in this respect he found the format of the Arts & Humanities ARE very helpful. Dr Almond said that a number of University-wide issues could usefully feed into the Communities of Practice (CoPs) and Professor Rees suggested *employability* should also be explored by CoPs.

Dr Vandewalle advised that he would be taking all comments on the ARE from today's meeting to Rectorate Team.

### 5. **Faculty External Examiner Reports for 2015-16**

(i) Faculty of Education

The Committee had received the report of the Faculty External Examiner and the Dean's response, which was overall positive. Professor Newport noted that one issue raised was a lack of consistency in feedback at NoH, but that was currently being addressed via an action plan which also captured issues raised by the Faculty's "mocksted" review.

(ii) Faculty of Science

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Professor Nagar advised that, despite repeated requests to the Faculty External Examiner, the report had not yet been received. He agreed to circulate it to members electronically as soon as it was available, and take Chair's Action where appropriate. He queried whether the Faculty External Examiner report was a useful document for review by the Committee. Professor Rees said that although Arts & Humanities had a more diverse portfolio of courses than other Faculties, he still found the Faculty External Examiner's report useful. Professor Newport agreed, adding that it provided important feedback to the Faculty, including on its process. Mr Donelan said it was important to get both the report and the Dean's response as both formed an important part of the quality assurance process. Dr Almond said it was a good platform from which to share good practice, though Professor Nagar felt these were already being captured in a number of platforms.

As these fed into the ARE process, the discussion returned to the ARE reports. Dr Vandewalle said he would discuss this and the ARE reports individually with Faculty Deans. Professor Newport said that the ARE report was important to identify issues and implement systems to address these. It was also a good way of capturing best practice within the Faculty. Dr Haughan noted that Learning and Teaching Committee would consider good practice and enhancement activities arising from the reports.

Dr Haughan advised that Learning & Teaching Committee pick up such issues from the Joint Meeting, though Dr Almond suggested that more granular reporting was needed as some issues were currently unclear. Mr Donelan noted that such reports were connected to the governance of the University. Professor Newport felt that more clarity was needed with explicit links to forums so Learning & Teaching Committee had a clear understanding to take the issue forward. Dr Vandewalle agreed that more formal links would assist clarity and support Learning & Teaching Committee in fulfilling its remit. Dr Walsh added that it would also be useful to link actions to FQLTs to allow follow-through and sharing between Faculties. Mr Donelan reminded members of the commendations from the HER report confirming that enhancement was clearly a feature of the University's strategy.

### (iii) Faculty of Arts & Humanities

The Committee had received the report. Professor Rees noted that academic achievement in the Faculty was comparable to the sector in all areas. Dr Bennett advised that the 50/50 split between theory and practice in creative and performing arts programmes continued to be questioned by external examiners. Professor Rees noted that the split was a deliberate step by the University to ensure the academic rigour of the programmes and was made explicit at approval events where it often led to vigorous debate. Professor Rees also noted the suggestion that Faculty develop criteria for awarding marks within the 80-100 range, and Mr McLaughlin-Cook said this was on the SSCA agenda, to be picked up after the current round of assessment boards. He added that borderline criteria would also be reviewed by SSCA.

Mr Donelan noted that the issue of External Examiner access to Moodle was raised several times and asked if this was something that could be put into place easily. Dr Vandewalle and Professor Nagar confirmed that it could be and would take this forward.

## 6. **Curriculum Overviews & New Programme Proposals 2017/18 and 2018/19**

### (i) Education

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Members had received for consideration the proposed curriculum overview from the Faculty of Education which covered both years. Dr Vandewalle queried the suggestion in the notes for BA Education to relabel the award as “Global Education”. Professor Newport advised that this was still under review, but that the proposed new label was recognised within the Education sector. Professor Rees suggested there could be an issue with how this would slot into UCAS and suggested checking with Ms Harvey. Professor Newport also noted changes being proposed to the structure for the MEd/MA Professional Practice, which would be discussed under AOB.

(ii) Sciences

Members had received for consideration the proposed curriculum overviews. It was noted that the MSc Data Engineering was no longer being pursued.

(iii) Arts & Humanities

Members had received for consideration the proposed curriculum overviews from the Arts & Humanities Faculty. Professor Rees advised that two new programmes would be presented at the next Rectorate Team meeting: BA Popular Music Studies; and MA Mysticism and Religious Experience. He also proposed relabelling certain awards for 2018/19:

- BA Single Hons Drama **to Drama & Theatre Studies**
- BA Major Drama & Theatre Studies **to Drama**
- BA Single Hons Media & Communication **to Media & Film and Visual Culture**  
(NB. **BA Major to remain as Media and Communication**)
- BA Major World Religions **to Religious Studies**

Dr Vandewalle suggested that the Drama and Media changes were acceptable, but queried the change from World Religions to Religious Studies. Professor Rees said the current title lacks nuance and the new title would align with terminology used at A-level. Professor Newport confirmed that the current title was no longer widely used. Dr Vandewalle felt that if the current title was contentious, then it was reasonable to amend it. However, he was reluctant to condone such a change without checking that the current curriculum aligned with the new title. Professor Rees agreed to forward relevant comments from External Examiners together with a fuller rationale for the name change.

Mr Donelan noted that at the approval event for the Film and Visual Culture which he had chaired, the external panel members had discussed the different variants of the titles and he suggested getting comment from the External Examiners before the change is agreed. Dr Haughan felt that this was also the case for the change in title to Drama.

Action: Professor Rees to submit a rationale for changes, including external examiner comments.

Professor Rees noted the suspension of the PG Dip Radio & Online Journalism for 2017/18; the MA Christian Leadership would also not have a January 2017 entry point, but would recruit again in September 2017.

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### 7. External Examiner Nominations

Members had received for consideration the following new nominations:

Subject	Name	Institution	Commence	Comments
BA Single Honours Fine Art	Mr Andrew Bick	University of Gloucestershire and Kingston University	October 2016	RECOMMENDED FOR APPROVAL
MA Business & Management	Dr Anthony John Samuel	Cardiff University Business School	September 2016	RECOMMENDED FOR APPROVAL
PostgraduateT Interdisciplinary Studies in Education	Paul Miller	Brunel University	September 2016	RECOMMENDED FOR APPROVAL

*Post-meeting note: The Science Faculty requested an extension of the duties for the following External Examiner. This was approved by Chair's Action.*

Subject	Name	Nature of Request
<i>MSc Ecology and Environmental Management</i>	<i>Dr Liz Price</i>	<i>Extension of Tenure</i>

(i) Arts & Humanities

It was noted that Mr Bick did not have a PhD, but members were reassured by the extent of Mr Bick's background in the subject area and in his external examining experience. Dr Samuel had relevant qualifications and external examining experience.

(ii) Education

Although Mr Miller had appropriate background and external examining experience, Mr Donelan noted that he not only was an external examiner for three other institutions, but he was also supervising four PhD students. Professor Newport said that his role in this area was more supportive alongside an established external examiner already undertaking work for the Faculty.

(iii) Science

Professor Nagar noted that certain documentation for Dr Martin Degg was still outstanding, and would require Chair's Action as soon as it was available.

*Post-Meeting Note: Dr Degg's documentation has now been received and approved by Chair's Action.*

### 8. Collaborative Provision Sub-Group

Members had received for information the minutes of the meeting held on 20<sup>th</sup> October 2016. Mr Donelan drew members' attention to the discussion of ARE reports from

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collaborative partners, noting that the report from Maryvale Institute had not yet been received. He added that the report from Schools Direct was very impressive and detailed. He also noted that the Group had received an updated Professional, Statutory and Regulatory Body register, which now included the BSc Environmental Science and MSc Ecology and Environmental Management as being accredited by the Chartered Institute of Ecology & Environmental Management.

### 9. Standing Sub-Committee on Assessment

- (i) Members had received for information the minutes of the meeting held on 13<sup>th</sup> September 2016.
- (ii) Members had received the timetables of Examiners Meetings for undergraduate and Postgraduate. Mr Donelan asked whether there had been any significant changes; Mr McLaughlin-Cook explained that the timetable of the previous year was used as a starting point, updated for the current year, followed by a consultation with External Examiners.

The timetables were **RECOMMENDED FOR APPROVAL**.

### 10. Faculty Boards

- (i) Arts & Humanities Faculty Boards

Members had received for information the minutes of meetings held: on 11<sup>th</sup> May 2016; 29<sup>th</sup> June 2016; and 12<sup>th</sup> October 2016. Focussing on the most recent set of minutes, Professor Rees highlighted the Faculty's move to electronic marking which would contribute to vastly reduced printing and support the University's sustainability strategy. Professor Rees also noted the schedule for co-design workshops for new and revised provision; Mr Donelan felt this was a useful item and should be a standing item for each Faculty Board, so that Academic Committee and Learning & Teaching Committee would subsequently be able to track approvals.

Mr Donelan noted that the Faculty Board had considered the situation in the Department of Social Work, Care & Justice where External Examiners who had resigned as part of UCU's national pay campaign had not been able to be replaced. Professor Rees said a similar situation might occur in Drama, Dance and Performance Studies. The Registrar commented that summer assessment boards had used contingencies to cover resignations, but that a longer-term solution may be needed. Dr Vandewalle suggested reviewing current External Examiner backgrounds for cognate disciplines and Dr Walsh suggested contacting Dr Matthew Almond; the Science Faculty had contact details for him as he had been an external examiner for the Faculty's Health and Wellbeing course. Dr Vandewalle would discuss further with Professor Rees and the Registrar so that suitable processes would be in place for January assessment boards. Professor Mair noted UCU was currently consulting members on future industrial action and the matter may be resolved before January.

- (ii) Education Faculty Boards

Members had received for information the minutes of meetings held on: 23<sup>rd</sup> May 2016; 9<sup>th</sup> June 2016; and 12<sup>th</sup> October 2016. Dr Penketh queried whether all the Vice Chancellor's PhD Scholarships had all been awarded. Professor Nagar confirmed that they had.

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### (iii) Science Faculty Boards

Members had received for information the minutes of the meeting held on 17<sup>th</sup> May 2016. Professor Nagar noted that a number of accreditation events were planned for this academic year, and that the Faculty were working closely with Mrs Ursula Boote on its submissions.

## 11. Any Other Business

Professor Newport distributed a summary report to explain proposed changes to the MEd and MA Professional Practice degrees. It was confirmed that the only new module would be the compulsory 'Advanced Pedagogy' (30 credits), with other modules available from the current suite of validated MEd provision or else being permitted on account of the wording of the original definitive document which allows for new options to be added.

Dr Vandewalle queried whether there were opportunities to align modules with FHEA accredited Postgraduate Cert LTHE course and Dr Almond suggested that the structure could include that Postgraduate Cert as one of the blocks to align with plans to introduce a Masters for that provision. Professor Newport did not think this would fit with the original school-teacher focus of the proposal, but he would explore this further with Dr Almond. Professor Newport added that this major modification was very much a response to externality, particularly from external examiners and students where practical school-based work could form an integral part of the syllabus. Dr Vandewalle welcomed this, but asked that the Registrar confirm that the new structure could be managed within the University's current regulations.

Members **RECOMMENDED FOR APPROVAL** the proposal as appended to these minutes. As this was a major modification, the Faculty of Education would take forward the proposal subject to Senate approval.

Dates for next meetings:

### **Academic Committee**

- Wednesday 1st March 2017 at 2.15 pm
- Wednesday 31st May 2017 at 2.15 pm

### **Learning & Teaching Committee**

- Wednesday 23rd November 2016 at 2.15 pm
- Wednesday 22nd February 2017 at 2.15 pm
- Wednesday 24th May 2017 at 2.15 pm

<p>Academic Committee: 26 October 2016 <i>Proposed Amendments to the University's Academic Regulations to reflect Curriculum Developments</i></p>
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Two major curriculum developments requiring regulatory amendments have been implemented for the Advent Term 2016. Academic Committee is asked to **RECOMMEND** the amendments to Senate.

1. **BA QTS**

[a] **Background**

- This programme has operated for several years as a 4-year degree in "Primary Teaching with X", in which "X" is a Specialist Subject taken only at Levels C[4] and I[5], and Year 4 comprises 60 credits at Level H[6] and 60 credits at Level M[7].
- With effect from September 2016, students have been admitted to a 3-year degree in Primary Education, with no Specialist Subject and no provision at Level M[7].
- In the new degree, students take, at each Level, a single 120 credit block based on academic work, plus a zero-credit block in Practical Placement Learning.
- The macrostructure of the new BA QTS degree is identical to that for BA Social Work, and so the points below will create equivalent regulations for the two degrees.

[b] **Regulations**

- The programme will only be available on a full-time basis.
- The University's standard regulations governing the duration of undergraduate degrees, and the University's standard regulations and conventions governing assessment, progression and completion of undergraduate degrees [including the assessment of placement learning] shall apply to the three-year BA QTS.
- Students who, at any level, pass the 120-credit block but who, following any approved redemption opportunities, do not pass the zero-credit block, shall be required to transfer to BA Primary Education [without QTS recommendation].
- Classification of degrees shall be based solely upon performance in the 120-credit blocks. Classifications shall be determined in exactly the same way as for other three-year undergraduate degrees, except that, as the curriculum does not include a Dissertation or equivalent, those clauses in the classification regulations that refer to marks for the Dissertation or equivalent shall not apply.

2. **Bachelor of Engineering [BEng] and Master of Engineering [MEng]**

[a] **Background**

- The first students were admitted in September 2016.
- The BEng has a standard structure, except that it is available in two versions: a standard three-year degree and a four-year degree in which Year Three comprises a Year in Industry.
- The MEng is the University's first "Integrated Masters"; the first 3 years are identical to the BEng, and the 4<sup>th</sup> year is at Level M[7].
- Currently, discussions are taking place with the Faculty of Science around the details of the operation of the Year in Industry.

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## Appendix 2

### The MEd (and MA) Professional Practice Degree at Liverpool Hope<sup>1</sup>

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At present the MEd has a very tight structure. However, in the light of a number of changes in the external environment, as well as some developments within the University itself, it is clear that we need a much looser structure for the MEd degree. It also needs to be sharpened significantly in terms of its presumed audience so that it is explicitly designed as part of our overall move towards full engagement with the teaching profession on a life-long basis. Our revised MEd will be built along the following lines:

1. The degree is MEd Professional Practice without a named pathway
2. There is one compulsory module: Advanced Pedagogy (30 credits)
3. Students may choose the remaining 150 credits from elsewhere in the suite of validated MEd provision (other than the structural one given in point 4 below). This will include at least one 60 credit block.
4. The student will agree the precise route that is taken through the MEd with the award director. This will require the preparation of a non-credit bearing written account of c. 1500 words. Important here is the student's ability to explain how, in the context of his or her own previous professional experience, present role and future ambition, the route taken through the course makes overall programme-level sense and relates directly to professional practice. The principle here is that cohesion of the programme is driven as much by the context in which it is studied as the actual curriculum spread.
5. Normally by the time of completion of the MEd the student will have at least two years of relevant professional experience.
6. There is an option to move to the MA Professional Practice. The process by which this can be achieved and the regulations that pertain are outlined in the full paper.

The only new provision in the above is the creation of the module Advanced Pedagogy, which will be done via Faculty Board. The remaining changes represent a reconfiguring of what is already available within the approved provision. In the process of bringing this material into line with the new requirements, the opportunities for delivery of an MEd in partnership with Infinite Learning in the UAE needs to be factored in.

#### The Process

These proposed changes have already been discussed briefly with the Chair of Academic Committee and the Chair of Senate. It is agreed that the Dean will provide a summary to Academic Committee and also give assurances relating to any CMA implications. The route is hence:

- Faculty Board (October 12<sup>th</sup>, 2016)
- Report by Dean to Academic Committee (October 26<sup>th</sup>, 2016)

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<sup>1</sup> This is a summary paper prepared for Academic Committee. The full discussion paper is available from Eileen Kavanagh should any member of the committee wish to see the detail of these proposals.

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- Approval by Senate (November 11<sup>th</sup>, 2016)
- Updating of definitive documentation and sign-off by Dean (by 1 December, 2016)

### **CMA Implications**

The changes above represent a significant loosening up of the, at present, very tight structure. However, the existing MEd route is still available as one of what will now be an expanded range of options. Therefore, no existing student will be placed at a disadvantage or be required to undertake a course of study that was not part of the original MEd degree to which he or she was admitted. Any student may, of course, take the decision to move to the new structure if he or she so wishes.

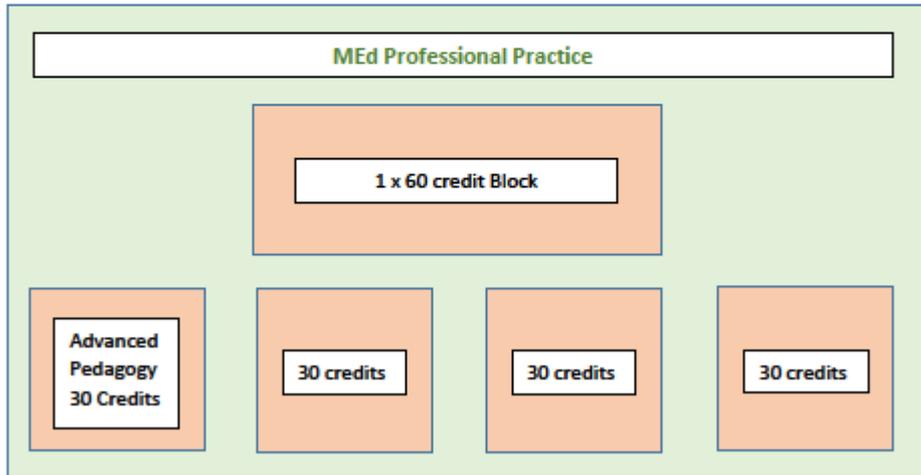
KENNETH G.C. NEWPORT

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## Route Map

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**EITHER**



**OR**

