

# University Teaching Committee

## Minutes of the Meeting held on 26 September 2024, 13:30-16.30, in HG/21, Heslington Hall and via video conference.

### Meeting Attendance

Members present:

Tracy Lightfoot, Pro-Vice-Chancellor (Teaching, Learning and Students) (Chair)  
Steve King, Associate Pro-Vice-Chancellor (Teaching, Learning and Students) and Chair of Standing Committee on Assessment (Deputy Chair)  
Duncan Jackson, Head of Academic Quality and Development (Secretary)  
Claire Hughes, Interim Associate Pro-Vice-Chancellor (Teaching, Learning and Students); Associate Dean for Teaching, Learning and Students (Sciences)  
Jill Webb, Interim Associate Pro-Vice-Chancellor (Teaching, Learning and Students); Associate Dean for Teaching, Learning and Students (Social Sciences) [M24-25/19 onwards]  
Sam Hellmuth, Associate Dean for Teaching, Learning and Students (Arts and Humanities)  
Kaitlyn Beattie-Zarb, University of York Students' Union (York SU) Activities Officer  
Tom Banham, Interim Academic Registrar  
Jen Wotherspoon, Deputy Director, Student Services  
Kirsty Lingstadt, Director of Library, Archives and Learning Services  
Jan Ball-Smith, Interim Head of Academic Affairs  
Louise Thurston, Associate Director of Careers and Employability  
Zoe Devlin, Head of Online Partnerships  
Petros Kefalas, Vice-President Learning and Teaching, CITY College  
Matthew Perry (co-opted member, Director of the International Pathway College)  
Paul Bishop (representing Sciences)  
Janine Bradbury (representing Arts and Humanities)  
Michael Bate (representing Sciences)  
Simon O'Keefe (co-opted member)  
Lisa O'Malley (representing Social Sciences)  
Daniel Keith (representing Social Sciences)

In attendance:

Amy Muckersie, Academic Quality Manager  
Tom Coward, Faculty Employability Manager (for M24-25/19-20 only)  
Jess Penn, Interim Head of Inclusive Education (for M24-25/21-23 only)  
Fran Hornsby, Access and Participation Plan Manager (for M24-25/21-23 only)  
Rebecca Harrington, Head of Admissions and Applicant Experience (for M24-25/26-28 only)

Apologies: Fenella Johnson (York SU Academic Officer); Claire Ball-Smith (co-opted member for Professional Programmes); Richard McClary (representing Arts and Humanities)

### Section 1: Standing Items

#### Welcome

24-25/1 The Chair welcomed new members to the Committee, noting that there had been an update to student representation following the merger of the previous University of York Students' Union (YUSU) and the Graduate Students' Association (GSA) into a single union known as York SU. The new SU would have a changed approach to academic representation to ensure a wide range of student perspectives would be brought to all relevant University Committees including UTC.

The Chair welcomed Sam Hellmuth to their first UTC as Associate Dean for Teaching, Learning and Students (Arts and Humanities), and Dan Keith to their first meeting representing the Faculty of Social Sciences. The Chair also noted that Michael Bate would continue a third term, and

Claire Ball-Smith would continue a second term, the latter henceforth attending as a co-opted member representing professional programmes, whilst Lisa O'Malley's membership had been extended to December 2024, in the first instance.

Scott Slorach (representing Social Sciences) had recently stepped down from UTC, and this would be the last meeting attended by Janine Bradbury (representing Arts and Humanities). Both were thanked for their contributions to the Committee.

### **Declarations of interest in items on the agenda [oral report]**

24-25/2 Members were invited to declare any potential conflicts of interest relating to the business of the meeting; none were declared.

### **Open] Committee Name, Terms of Reference and Membership [UTC.24-25/1 and UTC.24-25/2,**

24-25/3 The Committee **noted** revisions to the Committee membership and **endorsed** revisions to the Terms of Reference, subject to minor corrections to the list of groups from which UTC receives updates. It was noted that the Inclusive Learning Steering Group no longer meets and reporting is instead undertaken via the Access and Participation Steering Group.

**ACTION: Secretary**

24-25/4 The Committee **considered** a proposal to change the name of 'University Teaching Committee' to 'University Education Committee'. The Chair **reported** that:

1. The updated name would more accurately reflect the Committee's growing portfolio of different types of provision.
2. That a change in role titles from, for example, 'Pro-Vice-Chancellor (Teaching, Learning and Students)' to 'Pro-Vice-Chancellor for Education and Student Experience' is also being considered

24-25/5 The Committee **observed** that:

1. An updated name would align with sector norms and better reflect:
  - a. The Committee's stewardship of educational provision at the University beyond teaching delivery.
  - b. The Committee's consideration of varied student experiences, including for those undertaking non-traditional routes of study.
  - c. The shared work undertaken between UTC, the Standing Committee on Assessment (SCA) and the York Graduate Research School (YGRS).
2. Ordinances and regulations would need to be reviewed and updated to reflect a change in name. In view of this, it would be better to align the change with the broader governance review launching in the 2025/26 academic year.
3. Implementation of a new name may involve taking account of any department-level impact, such as coordinating with the Department of Education.

**ACTION: Associate Dean for Teaching, Learning and Students (Social Sciences)**

24-25/6 The Committee **endorsed** a review and update to the Committee name within the 2025/26 academic year, and would return to this no later than the first meeting of Semester 2 in 2025/26.

**ACTION: Secretary**

### **Unreserved minutes of the last meeting held on 4 July 2024 [UTC.24-25/3, Open]**

24-25/7 The Committee confirmed the minutes of the meeting held on 4th July 2024 as an accurate record, subject to minor corrections other than that noted below.

**ACTION: Secretary**

Minute UTC.23-24/211 stated that the Committee had approved the UKVI Board's recommendation that all York programmes would comply with a new less than 20% online rule for standard UKVI sponsorship and check compliance of current programmes. It was **reported** that this should be corrected to make clear that only on-campus programmes delivered in person would be expected to comply with the UKVI Board's recommendation.

### **Action tracking and matters arising from the minutes not covered elsewhere on the agenda**

24-25/8 The Chair **noted** that all members should update their completed actions. The Action Log would be reviewed to ensure that actions aligned with the minutes. Actions would be rephrased so that they could be closed once sufficiently progressed by Committee members.

**ACTION: Secretary**

### **Report of Chair's action [UTC.24-25/4, Open]**

24-25/9 The Committee **received** a report on decisions taken by Chair's action since the last meeting.

### **Chair's report [oral report]**

24-25/10 The Chair and Deputy Chair **reported** the following:

1. The Chair outlined temporary arrangements in place pending the recruitment of the new Chief Academic Support Officer (CASO). The Chair had taken on the role of Interim CASO on a 50% basis until 1st April 2025 or until a permanent appointment was made.
2. The Associate Deans (Teaching, Learning and Students) for Sciences and Social Sciences respectively had taken on the additional roles of Interim Associate Pro-Vice-Chancellors until the end of June 2025. The Deputy Chair / Associate Pro-Vice-Chancellor had taken the role of Chair of the Standing Committee on Assessment (SCA).
3. As part of 'Changing the Academic Work', the Associate Deans TLS and Academic Quality team had reviewed a total of 228 assessment modification proposals for the 2024/25 academic year and 50 programme modification proposals for the 2025/26 academic year. The proportionate approach adopted had balanced necessary efficiencies whilst complying with regulatory requirements and the protection of an overall high-quality student experience. The Chair thanked the Academic Quality Manager for the work of AQ in supporting the work in this area.
4. The Associate Dean TLS for Arts and Humanities would work with the Academic Quality Manager and Policy Manager to build on the modifications undertaken as part of 'Changing the Academic Work' by developing new policy and procedures regarding major modifications to programmes.
5. The Interim Academic Registrar and Deputy Director, Student Services had worked with senior leaders to determine future dates for summer graduation, which would now begin on the 19th July 2025, with the majority of ceremonies taking place the following week. This schedule would also apply for subsequent academic years. Dates for winter graduation

remained the same as previously: in the first full week of January. The Chair thanked both for their work in this area.

6. The confirmed graduation dates would be communicated to students as soon as possible following the meeting.
7. Departmental ratification deadlines would not change substantially. Heads of Departments had been informed of the full set of graduation dates and associated departmental ratification deadlines via email, and a notice would appear in the Staff Digest. Chairs of Boards of Examiners would also be informed.

**ACTION: Deputy Director, Student Services**

8. An exciting new development had taken place in collaboration with the under establishment CITY ULE whereby the first undergraduate programme had been jointly developed in a new department. A validation panel had approved the LLB Greek Law with Common Law with minor conditions; postgraduate programmes would be developed in due course.
9. The revalidation agreement with Weald and Downland Living Museum to continue the partnership for future years had been finalised and signed.

### **Student Representatives' reports [oral reports]**

24-25/11 in Kaitlyn Beattie-Zarb, York SU Activities Officer, **reported** upon the York SU plan for the year and particular, the Academic Officer's priorities, which included:

1. Exploring assessment bunching, which aligned with the 'Changing the Academic Work' initiative.
2. Creating a stronger community for online and distance-learning students.
3. Updating key employability sources for students and ensuring that the range of employment skills acquired by students on their graduate journey were reflected.

Student voice was a priority for the new York SU union in light of the new academic representative structures, and in particular to make sure that postgraduate voices were heard.

24-25/12 The Committee **observed** that:

1. There were synergies between student representatives' priorities and University strategy, and respective Committee members had already arranged meetings with York SU representatives to discuss shared priorities.
2. The new academic representation structure at York SU was an exciting development that would enable feedback from a wider variety of students; this would be discussed more fully at a subsequent meeting.

**ACTION: Secretary**

## **Section 2: Strategic Development, Performance Monitoring and Student Insight– items for consideration and/or decision**

### **National Student Survey Results 2024 [oral reports]**

24-25/13 The Chair **reported** that:

1. 'NSS update' had been added as a standing item for 2024/25, reflecting the strategic priority

to improve the University's position in the survey. In their capacity as Interim Associate Pro-Vice-Chancellor, Claire Hughes would take on responsibility for NSS preparation 2024/25.

2. NSS 2024 results had shown increases in absolute scores in the themes of Teaching, Academic Support, Learning Resources, and Student Voice. The Chair noted the good work of the Director of Library, Archives and Learning Services and team regarding the University's 3rd place in the Russell Group for library resources under the Learning Resources theme.
3. However, the University's performance relative to the sector had declined across all areas.
4. There had been a substantial drop in relative position for the Assessment and Feedback theme, which was also strongly represented in the negative open comments. The existing University Assessment and Feedback project would aim to address the issues raised.
5. Low scores in the Organisation and Management theme may have been caused by modularisation and semesterisation changes; the negative open comments reflected this.
6. The lowest-scoring question related to whether student feedback was acted upon, though other questions in the Student Voice theme scored more highly. There was work to do on closing the loop and informing students about actions taken as a result of their feedback.
7. NSS results reflected more than the teaching that students received, but also the sense of community and belonging that students feel in their department. Communicating with students was key.
8. Committee members needed to work consistently with Departments to raise the prominence of the NSS within the institution as a whole.

24-25/14 Claire Hughes, Interim Associate Pro-Vice-Chancellor, **reported** that:

1. A two-stage NSS Improvement Plan was proposed which would firstly focus on short-term improvements for NSS 2025, and secondly achieve long-lasting change to the University's NSS position via a UTC steering group. Details of the latter would be provided at a later meeting.
2. The short-term plan for 2025 would focus on:
  - a. Communications with students, which were key not just to the NSS results but generally for the student experience as a whole.
  - b. Department action plans related to the themes of Assessment and Feedback, Learning Opportunities, and Student Voice, where improvement in sector position was required.
3. Strategic Teaching and Learning leads in Departments would be provided with a tool kit to reflect on their practice around communications with students, and to aid them with action-planning to implement changes in Semester 1 of the 2024/25 academic year.
4. Slides would be circulated following the meeting.

**ACTION: Secretary**

24-25/15 The Committee **endorsed** the proposed approach and **observed** that:

1. Departments should be asked to prioritise actions within the NSS toolkit, rather than developing actions across all seven areas for reflection..

**ACTION: Claire Hughes, Interim Associate Pro-Vice-Chancellor**

2. Departments would be encouraged to use local data to understand where the small changes would have the largest positive impact on the greatest number of students.

3. Short-term NSS action-planning would directly feed into a more holistic approach to Annual Review which aimed to consider in the round conclusions drawn from existing data sets. There was no intention to duplicate workload.
4. In respect of the Assessment and Feedback theme, programme leaders were being encouraged and supported to consider assessment design and frequency at a programme level as part of 'Changing the Academic Work'.
5. Consideration of TEF and NSS impact could be better integrated into teaching and learning processes and procedures, including communication with students. This would be taken forward as part of developments around programme approval and modifications following 'Changing the Academic Work'.
6. The University should be strategic about its approach to the NSS in view of the impact the Survey has on York's position relative to its OfS TEF benchmark. The Head of Academic Quality and Development would share details of the benchmark comparator group at the next meeting. An update was forthcoming in January 2025 regarding a mock TEF result.

**ACTION (5-6 inclusive): Head of Academic Quality and Development**

7. It would be beneficial to inform UEB of the need to devise an appropriate comparator group comprising Russell Group and non-Russell Group institutions. This would help with data modelling to understand where to focus efforts to yield maximum impact.

**ACTION: Chair/Deputy Chair**

8. Improvements necessitated by the Access and Participation Plan would also contribute to improvements in the areas measured by the NSS.

**Assurance Report on Alignment to Office for Students B Conditions of Registration [UTC.24-25/6, Open]**

24-25/16 The Committee **considered** a paper outlining the University's alignment to the Office for Students (OfS) B Conditions of Registration 1 - 5. The Head of Academic Quality and Development spoke to this item and, in supplement to the details in the paper, **reported** that:

1. The paper demonstrated that the University met OfS B Conditions of Registration 1 - 5 as applied for taught degrees, and contained recommendations to enhance alignment, many of which were the focus of institutional projects. The paper drew upon external data such as NSS 2024 results and OfS B3 data, and internal evidence such as External Examiner reports.
2. Areas for improvement were noted as follows:
  - a. There were a number of individual NSS questions and themes where York was placed in the fourth quartile of sector rankings.
  - b. Most notable in respect of Condition B4: Assessment and Awards was the fact that York placed significantly below the benchmark for the NSS Assessment and Feedback theme. The institutional Assessment and Feedback project would be carrying forward key actions during the 2024/25 academic year.
  - c. Specific areas of concern for split indicators within Condition B3: Student Outcomes were:
    - i. Continuation data for postgraduate part-time students, where metrics relating to online Computer Science programmes skewed the overall picture for York, as noted in the last report. For the last year of entry (2021/22), full-time

Postgraduate Certificate in Education (PGCE) students also scored significantly below threshold.

- ii. Completion data for full-time integrated masters students, particularly those within the School of Physics, Engineering and Technology, though this was appearing to improve.
- iii. Progression data relating to postgraduate part-time graduates for History and Archaeology; though this was likely owing to OfS classification mechanisms regarding employment within the Heritage sector.

24-25/17 The Chair thanked the Head of Academic Quality and Development for their work on the paper. The Committee **observed** that:

1. The data regarding the full-time 2021-22 PGCE cohort may have been an aberration caused by an unusually high spike in demand during the Covid-19 pandemic.
2. Continuation rates for online Computer Science programmes could be related to the carousel model of study. Other providers noted similar drop-out rates.

24-25/18 The Committee **endorsed** the paper and its proposals:

1. To combine reporting of B Conditions for taught and research programmes into a single report from 2025/26.

**ACTION: Head of Academic Quality and Development**

2. To submit future B Condition assurance reports at a time to allow the integration of external examiner and Annual Review outcomes.

**ACTION: Head of Academic Quality and Development, in discussion with Deputy Chair**

3. That York Online Computer Science review their existing action plan to determine whether completed or ongoing actions are likely to address continuation challenges, or whether additional actions were needed.
4. That the Strategic Insight and Analysis Team (SIA), with the support of York Online and Academic Quality and Development as appropriate, model York Online Computer Science continuation data, taking into account the carousel model characteristic of York-HEP programmes.

**ACTION (3-4 inclusive): Head of Online Partnerships, in discussion with Simon O'Keefe (co-opted member)**

5. To request that the PGCE team reflect upon the below-threshold continuation results in respect to specific split indicators, and whether actions were required.

**ACTION: Claire Ball-Smith (co-opted member for Professional Programmes)**

6. To set up a task-and-finish group to define the University's approach to retaining students' assessed work (in compliance with Condition B4).

**ACTION: Deputy Chair / Chair of the SCA**

### **Graduate Outcomes Survey Results [UTC.24-25/7, Open]**

24-25/19 The Committee **considered** a paper summarising the results of the latest Graduate

Outcomes Survey, which related to 2021-22 graduates. Louise Thurston, Associate Director for Careers and Employability, and Tom Coward, Faculty Employability Manager (Social Sciences), spoke to this paper. In addition to the details in the paper, it was specifically **reported** that:

1. The 2021-22 survey showed positive results for York, improving relative performance in the Times Good University Guide by 5 places to 16th within the Russell Group, and by 6 places to 24th within the sector, which was the highest since the Graduate Outcomes survey had been introduced.
2. The result represented the highest York had reached above the TEF progression indicator benchmark and would be on track to be classed as outstanding.
3. However, progression gaps against several split indicators were increasing. It would be important that these gaps were monitored going forwards.
4. The Careers team would analyse the findings to assess the impact on Faculty and Department employability initiatives. These data and others such as NSS results would inform priority-setting going forward. A paper would be brought to the November UTC meeting for consideration.

24-25/20 The Committee **endorsed** the paper and **observed** that:

1. The paper related to all undergraduate and postgraduate taught students, including part-time and online students.
2. The Times Good University Guide referenced the positive impact of York Strengths as well as placement programmes. A deeper analysis on the numbers of students taking a placement year or otherwise engaging with Careers and Employability activities, and the impact on their graduate outcomes, would help the University focus its efforts on initiatives with the greatest positive impact for students.

**ACTION: Associate Director for Careers and Employability**

3. The response rate for international students had been low owing to changes in Higher Education Statistics Agency (HESA) data collection methods. Data for international students did not impact upon external reporting to the same extent but was important institutionally.
4. To aid with sourcing internal data on international student graduate outcomes, the Careers and Employability team would benefit from contacting the Office of Philanthropic Partnerships and Alumni (OPPA) regarding the existing York for Life initiative. Relevant existing data from the enrolment and graduation tasks could also be analysed.
5. The Careers and Employability team would also work with York SU regarding its engagement with international students and graduates.
6. Future reports should include postgraduate research data, in line with the Terms of Reference for UTC to monitor the standards of taught and research programmes.

**ACTION (4-6 inclusive): Associate Director for Careers and Employability**

**Access and Participation Plan, No Gaps and Inclusive Education [oral report]**

24-25/21 The Committee **received** an update on the new Access and Participation Plan (APP), and the institutional No Gaps project and Inclusive Education interventions that form part of the new plan.

Jill Webb, Interim Associate Pro-Vice-Chancellor (Teaching, Learning and Students) and the Interim Head of Academic Affairs spoke to this item, as well as Jess Penn, Interim Head of Inclusive Education, and Fran Hornsby, Access and Participation Plan Manager, who attended for the item. It was **reported** that:

1. The University's new APP for the next five years had been approved by the OfS in August 2024.
2. An 'APP Plus' approach has been adopted as part of University strategy to enable all students to benefit from interventions embedded in the APP, beyond solely undergraduate home students as mandated under OfS regulation.
3. The APP would be embedded across the whole University and integrated as part of institutional ethos.
4. OfS data showed that the largest equality gaps at York were seen in the outcome measures of Access and Awarding. The University's new APP had identified 5 key risks specific to York and developed associated intervention strategies across the student lifecycle.
5. The Strategic Student-Led Initiative Fund would enable partnership working with students to develop new interventions based on their own experiences. This would enhance the implementation of the APP by enabling flexibility in response to student feedback. There were plans to work with York SU to create a disbursement group that would incorporate a wide range of student voices.
6. The 'No Gaps' and 'Working Together' initiatives aimed to raise awareness of equality gaps and involvement in interventions among students, academic staff and professional services staff. The aim was to ensure that core teaching and learning activities and student services were inclusive by design.
7. The 'No Gaps' project would be embedded in departments so that they could consider their equality gap risks in the context of their own students and staff.
8. A pilot project had been completed in the School for Business and Society, with further pilots to follow across all Faculties ahead of an institutional roll-out in 2025/26. The School conducted data analyses and held focus groups with underrepresented students to understand what drove their equality gaps. Inclusive Education colleagues worked collaboratively with the School to develop specific intervention areas, action plans and evaluation plans.
9. Conclusions from No Gaps action and evaluation plans would be captured in the Annual Review exercise.
10. Work to address equality gaps at institutional and department level in light of student feedback aligned with strategic priorities to drive student satisfaction in NSS results.
11. Slides would be circulated following the meeting.

**ACTION: Secretary**

24-25/22 The Chair thanked the team for their work, and **noted**:

1. The good practice in the holistic approach taken and in embedding initiatives within existing procedures, as well as the innovative response to recent changes in funding arrangements.
2. That the plans set out were institutionally important to the University as well as being required for regulatory purposes.

24-25/23 The Committee **observed** that:

1. Department intervention strategies would need to work in tandem with existing University-level support in areas such as library skills, academic skills and mental health support.
2. Each student would experience equality gaps in differing and intersectional ways. Work in departments to look at their specific student profiles would enable targeted interventions to be made.

3. From the academic year 2025/26, the APP Learning and Teaching Intervention Fund would still be available and would be aimed at academic departments to carry out enhancement projects closely aligned with the No Gaps project. Owing to a reduction in available funding, collaborative bids around thematic areas of work would be encouraged.

### **YUSU Excellence Awards [UTC.24-25/8, Open]**

24-25/24 The Committee **received** a report from York SU on the Excellence Awards 2024. The awards had been held by YUSU prior to the merger into one single union. Kaitlyn Beattie-Zarb, York SU Activities Officer, spoke to this item. It was **reported** that:

1. Overall, there had been a substantial drop in the number of nominations, likely owing to the awards being held in the exam period as a result of the delay in student union elections.
2. Winners of the awards were detailed in the paper and included two Committee members: the Associate Dean for Teaching, Learning and Students (Social Sciences) and the Interim Head of Academic Affairs.
3. The awards 'Teacher of the Year' and 'Supervisor of the Year' had received the highest number of nominations. The highest number of unique nominations per department had been seen in Psychology and Biology.

24-25/25 The Committee **observed** that it would be beneficial to reflect upon the reasons why some departments might have received zero nominations, as well as to know about plans for the Excellence Awards 2025 under York SU, including information about shortlisting and judging criteria.

**ACTION: York SU Academic Officer**

## **Section 3: Policy and Regulatory Matters**

### **Recruitment, Selection and Admissions Policy for 2025 entry [UTC.24-25/9, Open]**

24-25/26 The Committee had **considered** updates to the Recruitment, Selection and Admissions Policy for 2025 entry by circulation. Rebecca Harrington, Head of Admissions and Applicant Experience, spoke to this paper. Beyond the details in the paper, it was **reported** that:

1. The change of name to the policy from 'University Policy on Admissions' to 'Recruitment, Selection and Admissions Policy' was in line with sector norms. The aim was to encapsulate how applicants were treated throughout the recruitment process.
2. The policy would be continually improved annually and would come to the Committee for review.

24-25/27 The Committee **observed** that:

1. The Chair and Secretary would work with the Head of Admissions and Applicant Experience to determine the optimum timing for annual updates to the Policy to come to the Committee for review.

**ACTION: Secretary**

2. Colleagues in the Admissions team were exploring areas that might be incorporated into future policy updates such as the use of Artificial Intelligence (AI), and diversifying educational provision. The Chair would provide details of a forthcoming workshop for professional

services leads regarding potential impacts of diversifying educational provision.

**ACTION: Chair**

24-25/28 **Resolved:**

**To approve the Recruitment, Selection and Admissions Policy for 2025 entry.**

## **Section 4: Quality Assurance Processes**

*[Secretary's Note: there were no items under this part of the agenda for this meeting]*

## **Section 5: Sub-committee Summaries and Meeting-related information**

### **Standing Committee on Assessment: Terms of Reference and Membership [UTC.24-25/10, Open]**

24-25/29 The Committee **considered** proposed revisions to the terms of reference for the Standing Committee on Assessment. The Deputy Chair **reported** that:

1. Under the new York SU structure, there were currently two student representatives. When academic representation structures within York SU were further determined, it would be important to have student representatives from all the areas under the remit of SCA; i.e. an undergraduate, postgraduate taught and postgraduate research representative.
2. The York SU Advice and Support Manager had been added to the Committee membership.

24-25/30 **Resolved:**

**To approve the Terms of Reference for the Standing Committee on Assessment.**

## **Section 6: Category II Items Items for Information**

*[Secretary's Note: With regard to its Category II agenda, UTC was provided with the following Category II Agenda Items which were provided for:*

*[a] information only, where UTC discussion is not required or anticipated, unless a request is made to escalate an item is from Category II to Category I for consideration OR as [b] supplementary information and data for items on the Category I agenda.]*

24-25/31 **Assurance Report on Alignment to Office for Students B Conditions of Registration**

Appendix 1: B3 Condition Summary [UTC.24-25/11]

Appendix 1: B3 Condition Areas of Concern [UTC.24-25/12]

24-25/32 **Standing Committee on Assessment: Terms of Reference and Membership (with tracked changes)** [UTC.24-25/13]

24-25/33 **Standing Committee on Assessment: Summary of the meeting held 13 September 2024**  
[UTC.24-25/14]

24-25/34 **Faculty Learning and Teaching Group: notes from the following meetings:**

Arts and Humanities, 9 July 2024 [UTC.24-25/15]

Social Sciences, 22 May 2024 & 24 July 2024 [UTC.24-25/16]

Sciences, 9 July 2024 [UTC.24-25/17]

24-25/35 **Apprenticeship Monitoring Board Minutes:**

April 2024 [UTC.24-25/18]

June 2024 [UTC.24-25/19]

Amy Muckersie, Academic Quality Manager  
30 September 2024