

University Teaching Committee

[Unconfirmed] Minutes of the Meeting held on 4th July 2024, 09.30-12.30, 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 (Deputy Chair)
 Duncan Jackson, Head of Academic Quality and Development (Secretary)
 Jan Ball-Smith, Interim Head of Academic Affairs
 Claire Hughes, Associate Dean for Teaching, Learning and Students (Sciences)
 Tom Cantrell, Associate Dean for Teaching, Learning and Students (Arts and Humanities)
 Patrick Gallimore, Chair of Standing Committee on Assessment
 Cytherea Shen, GSA Vice-President, Academic
 Tom Banham, Interim Academic Registrar
 Jen Wotherspoon, Deputy Director, Student Services
 Kirsty Lingstadt, Director of Library, Archives and Learning Services
 Petros Kefalas, Vice-President Learning and Teaching, CITY College
 Louise Thurston, Associate Director for Careers and Employability
 Zoe Devlin, Head of Online Partnerships
 Michael Bate (representing Sciences)
 Simon O'Keefe (representing Sciences)
 Paul Bishop (representing Sciences)
 Claire Ball-Smith (representing Social Sciences)
 Richard McClary (representing Arts and Humanities)
 Matthew Perry, Director of the International Pathway College (co-opted member)

In attendance:

Caroline Ollier, Academic Quality (Assistant Secretary)
 Aimee Yeoman - Academic Quality
 Niall Booth, Interim Head of Strategic Insight and Analysis
 Anthony Sinnott, Access and Procurement Development Manager
 Elle Stockdale, Academic Engagement Manager
 Richard Walker, Head of the Digital Education Team
 Ruth Hail - Project officer to Pro Vice Chancellor
 Adrian Lee, Academic Quality Policy Manager

Apologies:

Jill Webb, Associate Dean for Teaching, Learning and Students (Social Sciences)
 Lisa O'Malley (representing Business School)
 Scott Slorach (representing Social Sciences)
 Janine Bradbury (representing Arts and Humanities)

Section 1: Standing Items

Welcome

23-24/173 The Chair welcomed members to the meeting and noted apologies as recorded above.

1. Welcome to Fenella Johnson, the new York Students Union Academic Officer.

2. The Chair thanked Tom Cantrell on behalf of UTC for his service as AD TLS for Arts and Humanities; Patrick Gallimore for his work as Chair of SCA and ex-officio member of UTC; and Cytherea Shen for her work as GSA Vice-President representing postgraduate students.
3. It was noted that Steve King would assume the role of Chair of SCA from September 2024, whilst continuing as APVC TLS.

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

23-24/174 Members were invited to declare any potential conflicts of interest relating to the business of the meeting. None were declared.

Unreserved minutes of the last meeting held on 16th May 2024 [UTC.23-24/95]

23-24/175 The Committee **confirmed** the minutes of the meeting held on 16th May 2024 as an accurate record with the noted corrections:

1. Scott Slorach should have been marked present.
2. 23-24/147 in the action 'Interim Director Academic Affairs' should be changed to 'Interim Head Academic Affairs'.

Action tracking and matters arising from the minutes not covered elsewhere on the agenda [UTC.23-24/96 , Open]

23-24/176 The Committee **received** a log of progress on actions arising from the minutes. It was **reported** that several pre-existing actions were updated or closed since circulation. Closed actions were to be archived and the format changed going forward. Corrections were noted for the action log 23-24/122.

Action: Amend structure of action log to a spreadsheet and archive completed actions

Assistant Secretary

Report of Chair's action [UTC.23-24/97]

23-24/177 The Chair reported on decisions taken by Chair's action since the last meeting:

1. The Deputy Chair confirmed the approval of two new appointments at City College not previously noted.
2. The Deputy Chair approved for 2024/25 an option of a practical project, alongside the existing research-focused dissertation to the Individual Project module individual project module on the BA Communication and Digital Media.
3. The Deputy Chair approved the BA Architecture programme after resolution of UTC conditions.
4. The Chair approved the Institutional *Principles of Assessment and Feedback* after revisions in response to UTC and SCA comments.
5. The Chair endorsed a report on Student Consumer Protection Measures that will now be submitted to the Audit and Risk Committee.

Chair's report [oral report]

23-24/178 The Chair **reported**:

1. Thanks to the work of the UTC committee and teams across the university who have supported the successful transition to modularisation and semesterisation (M&S).

2. Becky Huxley-Binns, the institutional examiner, has produced a report for the academic year 2022/23, which includes observations on York's Degree Outcomes Statement for 2021/22. This is included as a Category 2 paper (6.8).
3. NSS 2024 results are to be published on the 10th July 2024.
4. An update of the University's Admissions Policy will be circulated by email on 12 August 2024. UTC members were asked to comment by 30th August 2024 and the policy would be brought to the Committee for approval at its meeting on 26 September 2024.

Action: Circulate Admissions Policy to UTC members for comment 12 August 2024.

Assistant Secretary

23-24/179 The Committee **observed:**

1. Wherever practicable, policies, or changes to policies, requiring UTC consideration should be presented to a timetabled UTC meeting to avoid having to be reviewed over the summer, and to allow preparation for the following academic year.
2. An evaluation of the impact of M&S should be undertaken in 2024/25, the scope of which will be defined and brought to UTC in November 2024.

Action: To define the scope for the evaluation of the mods and sems project for discussion at November's UTC.

PVC TLS, APVC TLS, Head AQ&D

Deputy Chair's report [oral report]

23-24/180 No updates were given.

Student Representatives' reports [oral reports]

23-24/181 Cytherea Shen, the GSA Vice-President (Academic), **reported** that the new Students Union officers were undertaking training in the context of the amended structure of the York Students Union. Concerns were raised over the closure of King's Manor and the impact on PGR study spaces in the Berwick Saul building. The Committee **observed** that students are represented on the project board overseeing changes to Kings Manor.

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

Changing Academic Work [Verbal Report]

23-24/182 The Chair **reported** that:

1. The Associate Deans TLS collaborated with the Academic Quality Team to implement an efficient and risk-based process for considering and approving programme changes, whilst maintaining adherence to regulatory requirements. This included a streamlined Google Form approach to submitting modifications which was positively received by departments. One hundred and eighty proposals were reviewed within a 3-day period following discussions between departments/schools and the ADs TLS and AQ. Many innovative changes were brought forward, including increased interdisciplinarity and the sharing of modules.
2. Further guidance on implementing a programme-level approach to assessment, within the context of the holistic student experience, would be released in due course.
3. Terms of reference for a Senate task-and-finish group to review department/school Boards of Studies(BoS) have been agreed. These will be shared with the Committee after being reported to Senate.

Action: Share terms of reference of the BoS task and finish group established under Senate as part of the changing the work framework

Assistant Secretary

- 23-24/183 The Committee **observed** that:
1. It would be useful for the corporate risk register to be made available for UTC members to enable consideration of risks when considering papers.

Action - To check whether the corporate risk register can be circulated to UTC members

Assistant Secretary**Update on TEF 2027 Plans (Verbal Update)**

Chaired by APVC

- 23-24/184 The Committee **received** a verbal update from the Head of AQ&D. It was **reported** that:
1. A number of publications relating to TEF 2023 had been published by OfS, QAA and Advance HE, and these would be reviewed over the summer.
 2. A working group comprising key professional services staff and faculty representatives would be convened to coordinate preparations for the next TEF from 2024/25. Immediate priorities for the group will be to:
 - a) Co-ordinate preparation around the key themes, tied to the institutional strategy and an Education that Empowers, that will underpin our TEF story.
 - b) Contribute to the definition of what Educational Gain means at York and how we should measure it.
 - c) Monitor OfS metrics in relation to TEF indicators (updated annually) to flag areas of potential concern.
 - d) Contribute as appropriate to the evaluation of key institutional learning and teaching initiatives so that they are informed by TEF expectations.
 - e) Identify a process for supporting the development and collation of case studies that align to the key themes. This will include engaging with departments directly, and through annual review, as well as working with PS teams responsible for supporting learning and teaching innovation and scholarship.
 - f) Develop a website to promote and communicate TEF to the wider University community.

- 23-24/185 The Committee **observed** that the Access and Participation Plan has an effective methodology for evaluation which could be utilised in evaluating projects where appropriate.

Degree Outcomes Analysis 2022/23 [UTC.23-24/98]

- 23-24/186 The Committee **received** a report from Niall Booth, the Interim Head of Strategic Insight and Analysis. It was **reported** that:
1. The release of degree outcomes data by HESA for 2022/23 has been delayed, meaning sector analysis of degree outcomes for UTC is not possible at this time. Because of the delay, 2022/23 degree outcomes data will be omitted from Guardian league tables that are due to be published in September 2024.
 2. A Tableau Workbook allowing analysis of internal degree outcome data has been made available to UTC members for feedback prior to dissemination to departments.
 3. SIA has begun work on the internal analysis of degree outcome data for UG and PGT students beyond simple degree classification, including consideration of students who withdrew or obtained an exit award, as well as the impact of IELTS scores on degree award. This internal analysis would be brought to UTC in September 2024.

- 23-24/187 The committee **observed** that:

1. The PGT data is a priority and it will be important to include analysis of whether students have studied a prior degree at an English-speaking university given the changes being made to entry criteria.
2. HESA degree outcomes data only includes HEP students that are normally resident in the UK, thereby omitting significant numbers of students studying HEP programmes.
3. The Kaplan International College London students should be disaggregated from the IPC students, as they are not associated with the University.
4. It would be useful for FLTGs to add an agenda item to discuss degree outcomes.
**Action: Add a discussion of degree outcomes to FLTG agendas
ADs TLS**
5. It will be important to consider how degree outcomes data relates to other available data sources, such as that deriving from the APP, within the Annual Review process. This work needs to be undertaken before the Tableau data on degree outcomes is circulated to departments.
**Action: Review how degree outcomes data aligns with the
Annual Review process
APVC TLS, Academic Quality Manager and ADs TLS**
6. A UTC working group should be set up to identify what data is required to effectively monitor learning and teaching at the University.
**Action: UTC members to contact PVC TLS if they are interested in being
part of the data working group
UTC Committee Members**

Proposal for Mandatory Reading Lists [UTC.23-24/99]

Chaired by APVC

- 23-24/ 188 A report was **received** from Anthony Sinnott, the Access and Procurement Development Manager in Library, Archives and Learning Services, outlining the benefits of mandating reading lists, which include an improved student experience, efficient deployment of resources, promotion of interdisciplinarity, and enabling data-driven decisions to be made on where to target support.
- 23-24/189 The committee **observed** that:
1. Not all modules / VLE courses will require a reading list. Where exceptions are requested, these should be considered and approved by the relevant AD TLS.
 2. The particular demands of professional programmes will need to be taken into account in mandating reading lists, given, for example, that PSRB requirements mean VLE courses don't always correlate directly with modules on such programmes.
- 23-24/190 The Committee:
1. **Approved** making reading list software mandatory.
 2. **Endorsed** that the library be notified when a reading list is not required.
 3. **Endorsed** priority tags be used in compliance with reading list guidelines

Annual Report on Academic Skills Steering Group [UTC.23-24/100]

Chaired by APVC

- 23-24/191 The Committee **received** a report from the Director of Library, Archives and Learning on a plan for Academic Skills provision. It was **reported** that:
1. Academic Skills support offered to students would continue to include a range of approaches, including;
 - a. Student facing initiatives, online resources, workshop programmes, departmental provision, one to one and email support.

- b. Specialist areas of skills support for areas including maths and statistics.
 - c. Support for specific cohorts of students requiring tailored provision, including online students and international students.
 - d. Enhanced links between faculties and skills provision in the development of core provision, for example around assistive technologies and embedding AR and VR.
2. There has been confused messaging about the purpose of Consolidation and Refresher Weeks in 23/24, resulting in inconsistent engagement with skills support during those weeks. The aim going forward will be to develop a learning pathway, with Consolidation Week focusing on core skills and Refresher Week focusing on developing advanced skills.

23-24/192 The Committee **observed** that given it is not permitted to undertake many academic activities during Consolidation and Refresher Weeks, encouraging students to engage with skills development during these times may be a cause of confusion, therefore clarity of messaging will be essential.

Action: To develop a statement defining the purpose of Consolidation and Refresher Weeks.

PVC TLS, APVC, ADs TLS

Update: Assessment and Feedback Project [UTC.23-24/101]

Chaired by APVC

23-24/193 The Committee **considered** a report on the Assessment and Feedback Project by the Interim Head of Academic Affairs. It was **reported** that:

1. Phase 1 of the project had identified principles that will underpin our approach to Assessment & Feedback going forward.
2. Phase 2 involves a broadening of the scope of the project, involving several work packages and work streams. These include an ongoing review and reformatting of the Guide to Assessment, Standards, Marking and Feedback into policy, procedure, codes of practice and guidance. This work will encompass the requirements of CAW 24/25 and 25/26, and will be informed by the Assessment & Feedback Principles defined in Phase 1, as well as the work of dependent projects such as the SSP project.
3. The Revised A&F policy and procedure will be brought to UTC in December 2024 for comment, and February 2025 for approval. This will incorporate policy changes to be implemented for 2025/26 as part of the CAW framework (due to be circulated to departments/schools in July 2024).

23-24/194 The Committee **observed** that:

1. It will be important to ensure close collaboration between the Assessment and Feedback Project Board and SCA to ensure appropriate allocation of responsibilities and efficiency of work in the Assessment and Feedback area.

23-24/195 The Committee **endorsed**:

1. The outputs for the phase 2 of the Assessment and Feedback project
2. The next steps for enabling phase 2 of the project.

Annual Review of VLE site design principles [UTC.23-24/102]

Chaired by APVC

23-24/196 The Committee **received** an update by the Head of the Digital Education Team on the VLE site design principles and their application. It was **reported** that an evaluation of the application of the design principles in ULTRA undergraduate modules (excluding the professional programmes) had demonstrated broad support for the changes implemented.

- 23-24/197 The Committee **observed** that:
1. It is essential that the VLE templates are used appropriately. Where students encounter inconsistency (for example, in where assessment information is located), it results in confusion and dissatisfaction. Departments should be strongly advised to adhere to the VLE templates for 2024/25, with a view to mandating their use in policy from 2025/26.
 2. The Ultra Advisory Groups (UAGs), as part of a quality assurance process, could usefully sample VLE courses in their departments/schools to check for coherence and feedback results to the VLE team, who would then be able to feedback to UTC.
Action: Liaise with the UAGs to encourage them to sample VLE courses in departments/schools and to feedback results to the VLE team.
Head of the Digital Education Team
 3. An updated report on the effective implementation of VLE site principles, including an evaluation of their use on professional programmes, should be brought to UTC in 2024/25 semester 2.
Action: Provide further update on the application of VLE site design principles to UTC including an evaluation of professional programmes usage in 24/25
Head of the Digital Education Team
- 23-24/198 The Committee **endorsed** the proposal that department/school Ultra Advisory Groups (UAGs) take responsibility for QA and template adherence.

Section 3: Policy and Regulatory Matters

Congregation for Awards In Absentia

- 23-24/198 The Committee acted as an extraordinary, private Congregation to confer awards *in absentia* for students unable to attend graduation ceremonies in July 2024. The Chair acted as the Presiding Officer.

Revised Exceptional Circumstances Policy and Process [UTC.23-24/103]

- 23-24/199 The Committee **considered** an update of the Exceptional Circumstances Policy and Process from the Chair of SCA.

- 23-24/200 The Committee **observed** that:

1. Delegating the decision-making process for exceptional circumstances to trained professional services staff would allow more consistency and improve efficiency.
2. Further work is needed to determine whether there is the resource to be able to embed the Exceptional Circumstances process within SITS for 2025/26.
Action: Assess the priority of embedding the Exceptional Circumstances process in SITS against other SITS development work.
Interim Registrar
3. The Exceptional Circumstances Policy should require departments to refer Exceptional Circumstances applications to PS staff, with the opportunity to consult with academic or other colleagues as appropriate.

Academic Misconduct Policy Update [UTC.23-24/104]

- 23-24/201 The Committee **considered** an update on the Academic Misconduct Policy from the Chair of SCA.

- 23-24/202 The Committee **observed** that:

1. It is essential that the University adopts a consistent approach in how it communicates assessment results to students where investigations into whether there is an academic misconduct case to answer remains unresolved. This approach must account for the diversity of programme types upon which students are studying.

Actions:

(a) Explore what approach to the release of marks could be adopted in 2024/25, consulting with student representatives and representatives from non-standard programmes, and considering both *whether* marks should be released pending decisions as to whether there is an academic misconduct case to answer, *and* if marks are to be released in such a circumstances, what the communication to students should be.

(b) Generate interim central communications to students, pending outcomes of (a).

Chair SCA liaising with student representatives and representatives from non-standard programmes.

2. It would be a straightforward process to embed completion of the Academic Integrity Tutorial (AIT) in the Academic Progression and Award rules.
3. The AIT will need to be developed including, for instance, to cover the use of AI in assessment. Student input would be useful, not just in relation to content but in relation to presentation, where it might fit within the curriculum, and how academic integrity is supported in main programme curricula

**Action: To recruit interns to support the development of the AIT in 2024/25.
Interim Head Academic Affairs**

4. Further consideration will need to be given to how to address the issue of existing students who have not completed the AIT in the first year of their study. Further, clarity is needed on whether graduate students who completed the AIT as part of their undergraduate degree will be required to complete the training in the postgraduate study. It was noted that this may depend upon the regularity with which the AIT is updated going forward.

Action: Review how to address the situation of existing students who have not completed the AIT in their first year of study.

Chair SCA

5. The Academic Misconduct Policy will be updated in the summer in light of the UTC discussion and circulated by email to SCA and UTC members.

Action: Circulate the updated Academic Misconduct Policy by email over the summer via the Secretary to SCA and Assistant Secretary to UTC.

Chair SCA

23-24/203 The Committee:

1. **Approved** the removal of the poor practice cap.
2. **Approved** the change in process whereby a department/school will determine whether there is a case to answer, and cases will be referred by local Professional Services teams responsible for assessment.
3. **Approve** Chair's action of minor amendment to the Academic Misconduct policy in relation to these changes.

Assessment of Technical Proficiency in the English Language [UTC.23-24/105]

23-24/204 The Committee **received** a report from the Interim Head of Academic Affairs on initial considerations for how the university might approach the OfS requirement that students' technical proficiency in the English language is assessed.

23-24/205 The Committee **observed** that:

1. There is a lack of clarity on what is expected by this OfS condition, which means there is not currently a consistent approach within the sector in how it is being addressed.
2. With regard to professional programmes, there are PSRB practice requirements in relation to English proficiency in addition to the OfS condition which is concerned with the academic programme.

23-24/206 The Committee **approved** the recommendation to undertake further work through 2024/25 as part of the A&F project to determine how York will address the OfS requirement on assessment of technical proficiency in the English language from 2025/26.

Student Academic Engagement Wellbeing and Check-In System [UTC.23-24/106]

23-24/207 The Committee **considered** an update on the Student Engagement and Wellbeing Policy and the implementation of the Check-In system by Elle Stockdale, the Academic Engagement Manager. It was **reported** that procedures had been amended to bring them into line with policy and UKVI legislation. The check-in system has given departments improved data on student welfare and wellbeing and has enabled support to be more effectively targeted.

23-24/208 The Committee **observed** that:

1. There is the possibility of bringing professional programmes, apprenticeships and York Online programmes into scope of the check-in system in the future. However, development in this area will need to take account of the specific study formats of such programmes, as well relevant compliance requirements. It will therefore be necessary to work closely with the Professional Programmes Forum, the Apprenticeship Unit, and York Online to make progress in this area.

Consult with Claire Ball-Smith (Chair of Professional Programmes Forum), Sarah Farrell (Deputy Head of Apprenticeships), and Simon O'Keefe (Computer Science online) and Liz Matykiewicz (SBS online) to explore the expansion of the check-in system to non-standard programmes.

Academic Engagement Manager

2. Attendance at timetabled teaching sessions only represents a small proportion of student engagement and it is important to consider what other engagement metrics might be brought into scope in the check-in system, and the timescales for doing so.

Assess which other forms of engagement outside of timetabled sessions might be included in check-in, and the timescales for including these other forms of engagement.

Academic Engagement Manager

3. It would be useful if the Academic Engagement Manager could attend the Personal Supervision Project Board to ensure that inclusion of supervision in check-in is considered within the context of the Personal Supervision Project.

Academic Engagement Manager to attend a meeting of the Personal Supervision Project Board to discuss the possibility of including supervision meetings as part of check-in.

Interim Head Academic Affairs

4. It is important to plan how the check-in system can link with other technological systems that collect data on student engagement, for example the VLE, and to consult with the Digital Education Team on next steps in taking this forward.

Action: Discuss with Richard Walker, the Head of the Digital Education Team, how check-in might link up with the VLE.

Academic Engagement Manager

5. The proposed use of QR codes is unlikely to be workable in many teaching contexts. It was noted that the six-digit codes currently used would remain available as an alternative approach to QR codes.

Consult with ADs TLS to inform the ongoing development of practical guidance on using check-in.

Associate Deans, Academic Engagement Manager

6. The Educational Technology Steering Group should provide oversight of the governance and further development of the Check In system going forward.

Action: Educational Technology Steering Group will receive updates on the check-in system and the group should be used to discuss next steps and further changes to the Student Academic Engagement System

Director of Library, Archives and Learning Services

Remote Study Delivery: UKVI Draft Policy Response [UTC.23-24/107]

23-24/209 The Committee considered a report by The Deputy Director, Student Services on proposed changes to the UKVI policy governing international student visas and immigration, whereby no more than 20% of standard provision is permitted to be delivered online.

23-24/2110 The Committee **observed** that:

1. Non compliance with the UKVI recommendations would risk the university's licence for students with visas, therefore a review of programmes to ensure they comply with UKVI policy should be undertaken.

Action: Determine whether there are any non-online programmes at risk of non compliance with UKVI remote study policy.

Deputy Director Student Services, AQ&D team

Action: Investigate whether there are students studying online programmes who hold visas and if so what type of visa, and review if there are any implications in light of UKVI policy.

Deputy Director Student Services, York Online.

23-24/211 The Committee **approved** the UKVI Board's recommendation:

1. To not pursue remote study routes.
2. All York programmes will comply with a new less than 20% online rule for standard UKVI sponsorship and check compliance of current programmes.

Section 4: Quality Assurance Processes

MBA Healthcare Management [UTC.23-24/108a, UTC.23-24/108b]

23-24/212 The Committee **considered** a proposed MBA Healthcare Management, a new HEP online programme located within the School of Business and Society but developed collaboratively with the Department of Health Sciences. The programme was reviewed on behalf of UTC by Richard McClary and Simon O'Keefe.

23-24/213 The Committee **observed** that:

1. The programme fills a clear space in the market and builds on existing strengths and proven programme structures. It is interdisciplinary and can be delivered within current resourcing.
2. There were no external examiner comments available for consideration at the time of review.

23-24/214 The Committee **approved** the MBA Healthcare Management, subject to receipt of satisfactory reports from the external examiners and, if appropriate, resolution of

recommendations within those reports. Resolution of this condition should be passed to Academic Quality for approval by the Chair.

PGCert Health Statistics [UTC.23-24/109a, UTC.23-24/109b]

Chaired by APVC

23-24/215 PGCert Health Statistics was not presented.

Action: To arrange a meeting between the Department of Health Sciences and the allocated UTC reviewers to further discuss the proposed programme

Caroline Ollier (Quality Support Officer, Academic Quality Team)

Weald and Downland Living Museum Revalidation of Partnership Report [UTC.23-24/110]

23-24/216 The Committee **received** a report from the Academic Policy Manager on the Weald and Downland Living Museum (WDLM) Revalidation Report and Action Plan.

23-24/217 The Committee **observed** the strong partnership between WDLM and the Department of Archaeology, and noted further opportunities to involve more departments with the Museum beyond the Department of Archaeology

23-24/218 The Committee **noted** that the recommended validation and partnership renewal will be for three further cohorts (2025-2032), with an interim review in 2027.

23-24/219 The Committee **approved:**

1. The Weald and Downland Living Museum Revalidation of Partnership Report and the decision to continue to validate the two masters programmes.
2. The Weald and Downland Living Museum Action Plan to meet the panel's conditions and recommendations.

23-24/220 The Committee **endorsed** the recommendation that an updated Handbook of *Validated Provision Policies and Procedures* and a validated agreement template be approved by Chair's action.

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

23-24/221 No updates were given.

Section 6: Category 2 Items

Items for Information

[Secretary's Note: With regard to its Category II agenda, UTC was provided with the following Category 2 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.]

23-24/222 **City College Approved Teaching Staff [UTC.23-24/111]**

23-24/223 **Principles of Assessment and Feedback [UTC.23-24/112]**

23-24/224 **Exceptional Circumstances Policy - Appendix 1 [UTC.23-24/113]**

23-24/225 **PGCert Health Statistics_External Assessor Comment Form [UTC.23-24/114]**

- 23-24/226 **WDLM Revalidation and Partnership Report Appendices: [UTC.23-24/115]**
Revalidation Visit Report (appendix 1)
Revalidation Visit Action Plan (appendix 2)
- 23-24/227 **Minutes from FLTGs on 22 May 2024: [UTC.23-24/116]**
Sciences
Arts and Humanities
- 23-24/228 **York Online Quality Review Group Report from the York-HEP Joint Monitoring Board
23 April 2024 [UTC.23-24/117]**
- 23-24/229 **Institutional Examiner Report 2022-23 [UTC.23-24/118]**
- 23-24/230 **Student Support Plans Project: Disability Services Review Update [UTC.23-24/119]**
- 23-24/231 **OIA Complaints Annual Report [UTC.23-24/120]**
- 23-24/232 **Update on the Implementation of the Progression and Award Rules Project
[UTC.23-24/121]**
- 23-24/233 **Revisions to Policy regarding Assessment adjustments under SSPs.
[UTC.23-24/122]**

Caroline Ollier, Academic Quality Team