

## University Teaching Committee

**Minutes of the Meeting held on 15 May 2025, 09:30-12:30, in BS/104, Berrick Saul and via video conference.**

### Meeting Attendance

Members present:

Tracy Lightfoot, Pro-Vice-Chancellor for Teaching, Learning and Students (Chair)

Steve King, Associate Pro-Vice-Chancellor for Teaching, Learning and Students (Deputy Chair)

Duncan Jackson, Head of Academic Quality and Development (Secretary)

Jan Ball-Smith, Head of Student Success

Claire Hughes, Interim Associate Pro-Vice-Chancellor, Associate Dean for Teaching, Learning and Students (Sciences)

Jill Webb, Interim Associate Pro-Vice-Chancellor, Associate Dean for Teaching, Learning and Students (Social Sciences)

Sam Hellmuth, Associate Dean for Teaching, Learning and Students (Arts and Humanities)

Tom Banham, Academic Registrar and Director of Student Education and Experience

Jen Wotherspoon, Deputy Director: Student Services

Petros Kefalas, Vice-President Learning and Teaching, CITY College

Louise Thurston, Associate Director for Careers and Employability

Paul Bishop (representing Sciences)

Simon O'Keefe (representing Sciences)

Michael Bate (representing Sciences)

Daniel Keith (representing Social Sciences)

Claire Ball-Smith (representing Professional Programmes)

Richard McClary (representing Arts and Humanities)

Zoe Devlin, Head of Online Partnerships

Fenella Johnson, York SU Academic Officer

Kaitlyn Beattie-Zarb, York SU Activities Officer

In attendance:

Sally O'Connor, Academic Quality (Assistant Secretary)

Eloísa Monteoliva García, Director Professional Language Training [UTC.24-25/87]

Monika Schmid, Head of Department, Language and Linguistic Science [UTC.24-25/87]

Deb Ward, Head of Internal Communications and Engagement [UTC.24-25/88]

Jess Penn, Head of Inclusive Education [UTC.24-25/90]

Claire Wilkinson, Disability Services Manager [UTC.24-25/90]

Adrian Lee, Academic Quality Policy Manager [UTC.24-25/91]

Aimée Yeoman, Policy Officer, Academic Quality Team [UTC.24-25/92-93]

Apologies: Kirsty Lingstadt, Director of Library, Learning, Archives and Wellbeing; Michelle Alexander (representing Arts and Humanities)

### Section 1: Standing Items

#### Welcome

24-25/169 The Chair welcomed the Committee.

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

24-25/170 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 27 March 2025 [UTC.24-25/83]

24-25/171 The Committee confirmed the minutes of the meeting held on 27 March 2025 as an accurate

record.

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

24-25/172 No updates were noted.

**Report of Chair's and Deputy Chair's Action taken since the last meeting [UTC.24-25/84]**

24-25/173 The Chair (Pro-Vice-Chancellor Teaching, Learning and Students) has taken the following action on behalf of UTC:

1. **Endorsed** the dissolution of the following Boards of Studies (for onward approval by Senate):
  - a. Centre for Women's Studies Board of Studies
  - b. MA Social Research Board of Studies

The Sociology Board of Studies will take responsibility for overseeing the provision previously overseen by these Boards of Studies.

2. **Approved** an interim policy statement and guidance on reasonable adjustments in assessments for taught students (see category 2 paper).
3. **Approved** a new Partnership with Queen Ethelburga's College as an initial teacher training lead partner, recruiting in 2025/26 for start 2026/27.

24-25/174 The Deputy Chair (Associate Pro-Vice-Chancellor Teaching, Learning and Students) has taken the following action on behalf of UTC:

1. **Approved** (subject to conditions) variants of 3-year undergraduate programmes at CITY ULE to be delivered as 4-year programmes:
  - a. BA Business Studies
  - b. BSc Computer Science
  - c. BSc Psychology
  - d. BA English Language, Linguistics and Literature
  - e. BA Communication and Digital Media.

24-25/175 The Chair thanked Steve King and the Academic Quality team for their work on the CITY ULE approvals.

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

24-25/176 The Chair **reported**:

1. A new campus in Mumbai, India, is planned which will deliver both teaching and research. The intention is to deliver a fixed number of programmes in specific disciplines across all faculties with a strong emphasis on employability. The first intake of undergraduate and postgraduate students is planned for 2026/27.
  - a. The Pro-Vice-Chancellor will set up meetings with Academic Quality, Schools/Departments, the Associate Pro-Vice-Chancellor and the Associate Deans to discuss the operational plans for approving and delivering these programmes.

**Action:** Pro-Vice-Chancellor Teaching, Learning and Students

- b. Ambrose Field, Pro-Vice-Chancellor for Global Strategy, will hold briefings for some professional services departments, including Student Education and Experience and Library, Learning, Archives and Wellbeing. These will be coordinated by the Academic Registrar.

**Action:** Academic Registrar

2. David Barrett has been appointed as Associate Dean for Sciences, to take up the role at the

start of the 2025/26 academic year. He will be invited to attend the June or July UTC meeting.

**Action:** UTC Secretary

3. Senate has approved the change of name from University Teaching Committee to University Education Committee, to take effect from the start of the 2025/26 academic year. The change will be updated in handbooks and other University documentation.
4. The suffix “Teaching, Learning and Students” in the titles of the Pro-Vice-Chancellor, Associate Pro-Vice-Chancellor and Associate Dean roles will change to “Education and Student Experience” from the start of the 2025/26 academic year.
5. Senate approved the piloting of Department/School Education Committees in 2025/26. Further discussion with the Dean of York Graduate Research School (YGRS) will be undertaken in regard to the relationship between Department/School Education Committees and YGRS.

**Action:** Pro-Vice-Chancellor Teaching, Learning and Students

6. Following an interim review of semesterisation in Autumn 2024, the Academic Registrar will lead a full review commencing June 2025. Recommendations arising out of the review will be brought to UTC (then University Education Committee) and Senate in Spring 2026. The review group requires two academic members of UTC and members who are interested should contact Sally O’Connor, Assistant Secretary of UTC. The Chair thanked Tom for his work on the interim review.

**Action:** UTC members

#### **Deputy Chair’s report [oral report]**

24-25/177 There were no items to report from the Deputy Chair.

#### **Student Representative’s report [oral report]**

24-25/178 Fenella Johnson, York SU Academic Officer, **reported:**

1. As a result of availability issues with Taylor and Francis journals, the Library has been assisting students to access materials via other avenues.
2. Kirsty Lingstadt, Director of Library, Learning, Archives and Wellbeing, is reviewing reading lists and will be asked if she would like to bring an update to the June UTC meeting.

**Action:** UTC Secretary

3. The new academic officer is going to be Aya Haidar.
4. York SU Student Voice team is hosting a staff networking event on 17 July, to which UTC members will be invited.

**Action:** York SU

#### **NSS update**

24-25/179 This item was merged with 24-25/181.

#### **AI update**

24-25/180 In his capacity as Chair of the UTC AI Working Group, Steve King, Associate Pro-Vice-Chancellor, **reported** that:

1. A “one stop” AI information hub web page is being developed, linking to resources and guidance.

2. An AI assessment integration framework is being piloted in the Marketing programme in the School for Business and Society, outlining what level of AI usage is acceptable for particular assessments. The pilot will be expanded School-wide next semester and, if successful, more pilots will be implemented before expansion of the approach across the whole University. Student and staff views will be considered at each stage. The pilots will also involve workshops for staff on AI literacy.
3. An institutional position statement on the use of AI in learning and teaching has been drafted and was presented for approval.
4. The Committee **observed** that clarity is needed on whether the statement covers all use of AI, or just generative AI, and agreed that it should be generative AI only.
5. UTC **approved** the draft institutional position statement subject to the addition of confirmation that the statement relates to generative AI only.
6. Louise Thuston, Associate Director for Careers and Employability, reported that their JISC-funded research project into applying for jobs and generative AI has recently been completed. This would be shared with the UTC AI Working Group.

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

## Section 2: Strategic Development, Performance Monitoring and Student Insight

### NSS Prioritised Areas [UTC.24-25/86]

24-25/181 Claire Hughes, Interim Associate Pro-Vice-Chancellor and Associate Dean (Teaching, Learning and Students) for Sciences, **reported** that:

1. Interventions have contributed to an improved NSS 2025 response rate of just under 75%; the highest response rate attained over at least the last 6 years.
2. Four new priority areas have been identified for action: Engagement/communication; Organisation; Teaching Leadership and NSS Strategy.
3. Actions will be defined under each priority area, to be brought back to UTC July 2025 and with the intention of bringing about improvement from NSS 2026.
4. The NSS Steering Group will liaise with existing project teams to embed objectives aimed at improving NSS scores.

24-25/182 UTC **approved** the priority areas for action.

24-25/183 The Committee **observed**:

1. KPIs around student experience are broader than the NSS, which only involves undergraduates. Noting that current OfS consultations on the future of TEF include postgraduate taught as well as undergraduate programmes provision, objectives around improving student experience should take account of all levels of provision.
2. It would be useful to see the KPIs that will be reported to Senate and Council in September.

**Action:** UTC Secretary

3. The NSS Steering Group should produce some wording around incorporating KPIs into relevant projects.

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

4. The NSS Steering Group may find it useful to consider what work is already being undertaken at School/Department level in relation to its priority areas.

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

5. Planned work around module evaluation for 2025/26 should assist in embedding NSS terminology throughout the student journey.
6. More generally, the committee **observed** that an improved web presence could highlight how projects across the institution are contributing to the student experience.

#### **Sustainable Institution Wide Language Provision [UTC.24-25/87]**

24-25/184 Sam Hellmuth, Associate Dean (Teaching, Learning and Students) for Arts and Humanities, Eloísa Monteoliva García (Director Professional Language Training) and Monika Schmid (Head of Department, Language and Linguistic Science) **reported:**

1. A proposed change to how language provision at York is provided - specifically, that credit and non credit bearing provision be merged, and that module delivery takes place over two semesters.
2. The need for a specific *Institution Wide Language Provision* (IWLP) Policy.
3. A change to accounting practices whereby IWLP costs and income are calculated under the existing LFA cost centre and separately from Language and Linguistic Science.

24-25/185 The Committee **observed:**

1. Budgetary and accounting issues are not in the remit of UTC, and these should be referred to the Dean of the Faculty of Arts and Humanities.
2. This could be a good pilot to investigate the student experience when credit and non credit bearing provision is co-delivered, more of which may be required in the future for CPD and other provision.
3. This provision may provide a route into PGCE language programmes.
4. Other kinds of language learning (for instance, computer programming languages) and other Schools/Departments (for instance, the Centre for Medieval Studies) may also benefit from the ability to teach over two semesters, however this exemption is specific to these particular modules due to the co-teaching of credit and non-credit bearing provision. There may be scope to investigate if other Schools/Departments in the faculty such as the Centre for Medieval Studies could utilise this provision.

**Action:** Associate Dean (Teaching, Learning and Students) for Arts and Humanities

5. The uneven workload across semesters is a concern, and it would be useful to see a sample module descriptor to see how the workload distribution would work in practice.

**Action:** Associate Dean (Teaching, Learning and Students) for Arts and Humanities

6. As part of the semesterisation review, it would be useful to benchmark where other institutions allow “long thin” modules.

**Action:** Academic Registrar

7. Some practicalities need clarifying, including identifying the point at which students need to confirm if they will be taking the credit or non credit bearing option, and how assessment timetabling will be organised.

**Action:** Associate Dean (Teaching, Learning and Students) for Arts and Humanities and Deputy Director: Student Services

8. This provision should be promoted across the institution and also externally to maximise applications and highlight the career opportunities this may engender for students.

**Action:** Associate Dean (Teaching, Learning and Students) for Arts and Humanities

24-25/186 The Chair thanked the Task and Finish group for their work.

24-25/187 The Committee **approved** the proposal, subject to satisfactory completion of point 7.

**Proposed Updates to the Together York Community Declaration [UTC.24-25/88]**

24-25/188 Deb Ward (Head of Internal Communications and Engagement) **reported** that:

1. A proposed review of the *Together York Declaration* in response to new Office for Students E6 regulation and to make it more inclusive of the range of students we have at York.
2. Work undertaken to date, including a comprehensive review of the content of the declaration in consultation with key stakeholders, has resulted in some minor proposed revisions and additions.
3. If approved, the Declaration is to be published in July 2025.

24-25/189 The Committee **observed**

1. The declaration should be reviewed annually for audit purposes, although it was also noted that, in representing our values, it is not expected to change frequently.
2. It would be useful to share the Declaration with the Professional Programmes Forum to ensure it aligns with professional requirements.

**Action:** Chair of Professional Programmes forum

3. The statement on engaging proactively with challenge and criticism should not be removed.
4. The statement on staff training relating to conduct and respect should be reconsidered, as it may be difficult to uphold.
5. Consideration should be given to which team(s) should take responsibility for the Declaration going forward.

24-25/190 The Committee **approved** the rationale for updating the declaration, and **approved** the proposed revisions, subject to the changes noted in points 3 and 4 of 24-24/189 and minor typographical editing.

24-25/191 An updated document will be circulated when final revisions have been made.

**Action:** UTC Secretary

**Proposed York Education Academy [UTC.24-25/89]**

24-25/192 Duncan Jackson, Head of Academic Quality and Development, **reported** that:

1. The fragmentation of institutional-level educational development activity and the dissolution of the Learning and Teaching Forum has reduced opportunities for sharing good practice.
2. The proposal is to create a 'York Education Academy': a central web-based portal that will enable staff to more easily engage with a range of educational development activity and access information on strategic projects.
3. A proposed re-introduction of an Education Conference in 2025/26.

24-25/193 The Committee **observed:**

1. Further consideration should be given to the governance of the Academy, including the inclusion of academic representation. An Operations, Steering and/or Task and Finish group may be useful to support the project.

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

2. The proposed Academy may offer the opportunity to access funding and collaborations, and to generate external revenue.

24-25/194 The Committee **approved** the proposal subject to further updates in due course.

### Section 3: Policy and Regulatory Matters

#### Policy on Reasonable Adjustments in Teaching, Learning and Assessment [UTC.24-25/90]

24-25/195 Jess Penn, Head of Inclusive Education and Claire Wilkinson, Disability Services Manager, **reported** on the development of the proposed policy, which fills a policy gap and takes account of the findings of the Abrahart case.

24-25/196 The Committee **observed**:

1. Disability Services maintain primary responsibility for determining adjustments, but the University more broadly has responsibilities in this area.
2. While competency standards may provide grounds for exemption from the requirement to make reasonable adjustments, this is unlikely to apply to modes of assessment. Further work in relation to competency standards is to be undertaken.
3. Student consent is not required to share SSPs with Schools/Departments. This may help to prevent delays in implementing arrangements.
4. The policy should be shared with the Professional Programmes Forum to consider its intersection with professional requirements.

**Action:** Chair of Professional Programmes forum

5. It may be useful for the policy authors to see the Russell Group ITT network's guidance on reasonable adjustments.

**Action:** Chair of Professional Programmes forum

6. The policy authors are consulting with the University's Data Protection Officer to ensure compliance, noting issues around sharing details with third parties such as placement providers.
7. Clarification is required on the circumstances in which students are considered to have notified the University of a disability; if, for instance, informing a Graduate Teaching Assistant or a placement supervisor would suffice.
8. The policy should be shared with colleagues in HR for their advice on how it can be embedded in core practice.

**Action:** UTC Secretary

9. MRAO will need to update the Terms and Conditions for students.

**Action:** UTC Secretary

10. HYMS have their own policy on reasonable adjustments and this should be checked for alignment to, and compliance with the proposed policy.

**Action:** UTC Secretary

11. It is important to ensure clarity on whether collaborative provision and partnerships are in scope, to ensure all students have equivalent opportunities, student experience and award quality.

**Action:** Associate Pro-Vice-Chancellor Teaching, Learning and Students

12. Paul Wakeling, Dean of YGRS, has provided feedback on how the policy may impact on research vivas. His comments are to be shared with the policy authors.

**Action:** UTC Secretary

24-25/197 The Chair thanked the policy authors for their work.

24-25/198 The Committee **approved** the proposal.

#### **Assessment and Feedback Proposals [UTC.24-25/91]**

24-25/199 Adrian Lee, Academic Quality Policy Manager, **reported** a summary of the progress made thus far on updating Assessment and Feedback Policies, and asked the Committee to:

1. **Approve:**
  - a. Key Assessment Vocabulary Definitions
  - b. Policy on Scheduling Assessments
  - c. Policy on Assessment Lengths and Timeframes
  - d. Policy on Managing the Delivery of Closed and Open Book Examinations.
2. **Discuss** what the marks and feedback turnaround policy should be for 2025/26 and to note this policy will be reviewed further for 2026/27.

24-25/200 The Committee **noted:**

1. That the primary motivation of policy drafting has been to prepare existing policy in the agreed new format with minimal changes to existing policy, unless more significant changes have been deemed necessary, for example as a result of Changing the Work.
2. That currently each proposal is presented as a separate document in line with the agreed approach to structuring ASMF documentation. This approach may be reviewed using stakeholder feedback to consider if combining any related policies is more appropriate.
3. That in writing these proposals, attention has been paid to EDI considerations, and issues around reasonable adjustments.

24-25/201 In relation to the *Key Assessment Vocabulary Definitions* document, the Committee **observed:**

1. It has the status of policy and so should be titled as such.
2. The definition of “viva” should be revised to distinguish between taught and research assessments, and to remove reference to duration.
3. The wording “urgent and severe” should be changed to “urgent or severe”.

**Action:** Policy Manager (items 1-3)

4. Some revisions are already planned to clarify issues around “live” and “recorded” delivery of presentations and vivas.

24-25/202 The Committee **approved** the policy subject to the clarifications discussed.

24-25/203 In relation to the *Policy on Scheduling Assessments*, the Committee **observed:**

1. A consistent institutional assessment schedule template, that will be approved by UTC, is required for use by all Schools/Departments.
2. Discussions around which central professional services team(s) will schedule which forms of assessment are outside the remit of UTC and should be considered separately.

**Action:** Academic Registrar; Deputy Director: Student Services

3. York Online are not fully compliant with the policy on providing notice of upcoming reassessments as it is currently written. Amended wording can be provided.

**Action:** Head of Online Partnerships

4. Clarity is required on the inclusion of reassessment as part of this policy.

**Action:** Policy Manager

24-25/204 The Committee **approved** the policy subject to minor typographical revisions and the clarifications discussed.

24-25/205 In relation to the *Policy on Assessment Length and Timeframes*, the Committee **observed:**

1. “Collaborative provision” should be adopted as the term for all collaborative and validated partnerships and provision.
2. Collaborative provision should be in scope of the policy, providing exemptions are permitted. However, differences in assessment lengths and timeframes for those students studying under collaborative provision should not impact on their ability to achieve awards of equivalent quality.
3. Wording around word count strategy and policy should be clarified.
4. References to Chairs of Boards of Studies should include “or the Chair of an alternative appropriate committee”.
5. References to University Teaching Committee/UTC should be updated to University Education Committee/UEC for 2025/26.

**Action:** Policy Manager (items 3-5)

24-25/206 The Committee **approved** the policy subject to minor typographical revisions and the clarifications discussed.

24-25/207 In relation to the *Policy on Managing the Delivery of Closed and Open Book Examinations*, the Committee **observed:**

1. No change to the current calculator policy is proposed, however SCA is continuing work with Schools/Departments and the Exams team on the implementation of associated procedures.
2. Where dictionaries are permitted, these will now be provided by the Exams Office and students are not permitted to bring their own.
3. Clarity is needed regarding item 10(a); whether it is still necessary to specifically allow English language dictionaries when proficiency in a language other than English is being assessed. It would be useful to check this with relevant Schools/Departments.

**Action:** Associate Dean (Teaching, Learning and Students) for Arts and Humanities

24-25/208 The Committee **approved** the policy subject to the clarification discussed.

24-25/209 The Committee discussed the *Marks and Feedback Turnaround Policy* and **observed:**

1. SCA supported maintaining the policy of a 25 day maximum, and supported a review for 2026/27 onwards.
2. The priority for students is having a clear timeframe that is adhered to; this is more important to them than what the duration actually is.

3. Open comments from the NSS, plus sector research, may be useful to inform further revision of feedback policy.
4. Results of the review of semesterisation may impact on this policy.

24-25/210 The Committee **approved** the policy remaining at 25 days until the planned reviews.

#### Section 4: Quality Assurance Processes

##### Postgraduate Taught External Examiners Report [UTC.24-25/92]

24-25/211 Aimée Yeoman, Policy Officer presented a summary of PGT external examiner reports from 2023/24 (158/159 received) for consideration and comment. It was **reported**:

- Overall, the majority of examiners agreed standards were being upheld.
- Assessment formats, skills development, employability and inclusivity were praised. A small number of examiners questioned the effectiveness of some assessment formats.
- The majority of examiners praised the clear, fair and rigorous processes and the quality of feedback provided to students. However, some concerns were raised around the consistency and reliability of marking, moderation and feedback.

24-25/212 The Committee **observed**

1. A comment was received relating to modules at different levels having identical assessments, which should be investigated.

**Action:** Associate Dean (Teaching, Learning and Students) for Arts and Humanities

2. There are high numbers of examiners, without a unified approach across Schools/Departments as to whether examiners are appointed per module, stage or programme. This should be investigated by SCA with a view to the possibility of employing examiners across disciplines.

**Action:** Chair of SCA

24-25/213 The Committee **approved** the actions recommended by SCA, as outlined in the proposal.

##### Academic Misconduct Analysis [UTC.24-25/93]

24-25/214 Aimée Yeoman, Academic Quality Policy Officer presented a summary of academic misconduct data from 2023/24 for consideration and comment, and **reported**:

- There was a 0.6% overall decrease in the number of AM cases 23/24 compared to 22/23 (to 1.5% of the student population).
- Overseas students accounted for 72.7% of cases 23/24, compared to 69.7% in 22/23.
- Cases involving AI doubled from the previous year, of which 72.9% were from overseas students.
- Plagiarism remains the most common offence but false authorship - introduced as an offence in 23/24 - is also high.

24-25/215 The Committee **observed**:

1. SCA is planning to ask the Academic Quality team and the Exams and Graduation team to review the data recording system to identify data recording issues and also areas of data that would be beneficial to record in the future, such as demographic data, protected characteristics data and enrolment/tariff data. This should result in more effective and

granular analysis being possible. The Inclusive Education team should also be involved in discussions around demographic data.

2. It would be interesting to investigate any correlation between academic misconduct cases and the completion of the academic integrity tutorial, however data on this is not available.
3. Further work may be required to support international students to complete the academic integrity tutorial and to access additional language support. Jill Webb is setting up an international students expert panel; this group could work with the Inclusive Education team and York SU on supporting students in these areas.

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

4. Significant further work would be required to fully investigate the relationship between the English language proficiency of applicants and student outcomes. Discussions with the Strategic Insight and Analysis team are taking place, and may inform such work in the future.

24-25/216 The Committee **approved** the actions recommended by SCA, as outlined in the proposal, with the caveat that it will be difficult to investigate whether a reduction in the number of cases is a by-product of undetected AI use in assessment.

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

*No Items*

## 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.]

- |           |  |
|-----------|--|
| 24-25/217 | Interim Policy Statement on Reasonable Adjustments for Taught Students UTC.24-25/94  |
| 24-25/218 | Standing Committee on Assessment: <ul style="list-style-type: none"> <li>● Summary of the meeting held on 2 May 2025 UTC.24-25/95</li> </ul>                     |
| 24-25/219 | Faculty Learning and Teaching Groups: <ul style="list-style-type: none"> <li>● Summary of the meeting: Sciences held on 18 February 2025 UTC.24-25/96</li> </ul> |
| 24-25/220 | IPC Programme Management Board <ul style="list-style-type: none"> <li>● Minutes of the meeting held on 26 March 2025 UTC.24-25/97</li> </ul>                     |
| 24-25/221 | Apprenticeship Monitoring Board <ul style="list-style-type: none"> <li>● Minutes of the meeting held on 10 December 2024 UTC.24-25/98</li> </ul>                 |

Sally O'Connor, Academic Quality  
May 2025