

La Trobe University
Academic Board
Curriculum, Teaching and Learning Committee

Minutes of the ninth meeting of the Curriculum, Teaching and Learning Committee
held at 2.00 pm on Wednesday February 24, 2010,
in the Council Chambers, John Scott Meeting House, Bundoora

Committee members present:

Professor Belinda Probert	Deputy Vice-Chancellor, (Chair)
Professor Tom Angelo	Pro Vice-Chancellor (CAP), (Deputy Chair)
Mr Bruce Carboon	Director, Academic Services
Dr Peter Cartwright	Lecturer, Molecular Sciences
Ms Stephanie Chard	Manager, Equity & Student Services
Mr Rob Cook	Chief Information Officer
Assoc Pro Kerry Fitzmaurice	Associate Dean (Academic) [FHS]
Dr Julie Jackson	Pro-Vice Chancellor (QE)/ Chair, Programs Committee
Dr Elizabeth Johnson	Associate Dean (Academic) [FSTE]
Ms Katherine Long-Davidson	President, SRC
Mr Shem Macdonald	Educational Designer [FED]
Mr Jacob Mildren	Education Officer, SRC
Dr Kay Souter	Associate Dean (Academic) [FHSS]
Professor David Spencer	Associate Dean (Academic) [FLM]

In attendance:

Ms Robyn Sinclair	Secretariat
Mr Geoff Payne	Associate University Librarian Infrastructure Services- <i>vice</i> , Prof A Dewe
Dr AnaMaria Ducasse	Lecturer, <i>for item 15</i> .
Dr Ric Canale	Assoc Director, Flexible Teaching & Learning Development <i>for item 7</i> .

Apologies:

Professor Ainslie Dewe	University Librarian/ Chair, LeST Committee
Dr Hester Joyce	Lecturer, Cinema Studies Program
Dr John Shannon	Senior Lecturer, School of Economics and Finance
Professor Noel Gough	Associate Dean (Academic) [FED]
Ms Katherine Nix	President, Bendigo Student Association

PART A. PROCEDURAL MATTERS

9.1. Welcome & Apologies

- 9.1.1. The Chair welcomed all members to the meeting and in particular, Mr Jacob Mildren who was attending his first meeting as the SRC Education Officer and Ms Lilit Thwaites, Director, Language and Academic Skills. The Chair noted that Ms Kate-Long-Davidson was attending in her substantive position of SRC President.
- 9.1.2 **Resolution:** the Committee resolved to co-opt Ms L Thwaites, Director, Language and Academic Skills to the Committee and agreed to transmit its decision to Academic Board.
- 9.1.3 Apologies were duly noted.

9.2 Approval of Agenda

- 9.2.1 **Resolution:** The Committee approved the agenda, CTLC10/01(A), with the following amendments:
- to change the order of item 15 to follow item 4 and
 - to include item 16.1 Course Lifecycle Forms under Other Business.

9.2.2 The Chair invited the starring of items, and the following items were starred; 3, 4, 5, 6, 7, 8, 9, 12.13, 14, 15 and 16.1.

Resolution: The Committee resolved that all items on the agenda and not starred be adopted without discussion and the actions recommended to be taken or the information therein noted.

9.3. Matters Approved Out-of-Session

The Committee received paper CTLC10/02 entitled *Matters Approved Out-of-Session on Behalf of the Curriculum, Teaching and Learning Committee*.

9.3.1 The Committee noted that the CTLC and Academic Board had approved the following:

- return to practice component of Initial Registration of Nurses (IRON) non-award course; and;
- the offering of the existing Master of Nursing course in Singapore.

Minor changes to the Master of Biotechnology and Master of Business Administration were also noted.

9.4. Report of the Chair

9.4.1 The preceding months have witnessed a Federal Government policy deluge with the release of a large number of significant policies, guidelines and discussion papers, including,

- *Implementing the Higher Education Review;*
- *Measuring the Socio-economic Status of Higher Education Students, and an Indicator Framework for Higher Education Teaching and Learning Performance Funding.*
- *Higher Education Participation and Partnership Program (HEPPP) Guidelines* and
- *Issues paper, The Review of Regional Loading - Issues for Regional Provision*

The Indicator Framework for Higher Education Teaching and Learning Performance Funding Discussion Paper focuses on negotiating targets for growth and identifying measures of student participation, experience and attainment. Issues explored in this paper are, inter alia: the need to identify better indicators to measure quality learning outcomes and student experience and strategies to align the indicators with the Federal Government's participation targets. La Trobe University appears to be on track with many of these measures through its adoption of DfL and work on Graduate Capabilities. Links to these major policy documents can be found on the DVC's Website.

9.4.2 In terms of 2010 enrolments, LTU will meet its undergraduate load targets, but may not meet its international targets. Overall, it is anticipated that It will meet its Student Load targets for 2010.

9.4.3 Capital works projects, including the re-design of the Library and the Student Hub, appear to be on time or are anticipated to be completed prior to scheduled deadlines.

9.4.4 The review of Student Services under the Administrative Change Program, is progressing in a positive and efficient manner with the review of the Student Engagement, Enrichment and Development area preceding other Student Services areas.

9.4.5 The 2010 Curriculum Teaching and Learning objectives have been published in the *La Trobe University Operational Plan 2010* and are currently available on the intranet https://intranet.latrobe.edu.au/matrix/_data/assets/pdf_file/0014/3821/ltu-operational-guide.pdf

PART B. MATTERS FOR APPROVAL

9.5. Confirmation of Minutes

9.5.1 **Resolution:** the Committee confirmed the minutes of the eighth meeting held on the 18 November 2009 CTLC09/78(M) as a true and accurate record.

9.6. Review of Student Feedback Processes

The Committee received paper CTLC10/04 entitled *Review of Student Feedback Processes*

9.6.1 The Pro Vice-Chancellor (Quality Enhancement) informed the Committee that the revisions to the Student Feedback Procedures and Policies, as presented in paper CTLC10/04 were the work of a review working party which had been convened throughout December 2009 and January 2010. Pursuant to a trial of the processes in 2009 and an extensive consultation process, the revised policies and procedures were being presented to the Committee for its endorsement and referral to Academic Board.

9.6.2 Under the conditions of the Learning and Teaching Performance Funding Agreement, it was incumbent upon the University to publish its response to student feedback on teaching and learning. The Faculties were seeking more explicit direction on where and how the information was to be housed on the University website
Action: the PVC (QE) to consult with the Associate Deans (Academic) with regards the posting of Faculty responses to student feedback and report to a subsequent meeting of the Committee.

9.6.3 With regards the proposed revisions to the Student Feedback on Subjects and Teaching Policies and Procedures, the Committee provided the following:

- given the stipulation that first year postgraduate subjects must be surveyed at least once a year as enunciated in *section 6 Frequency* of the SFS Procedures, there existed the potential for survey overload for students undertaking postgraduate courses,
- it would be prudent to allow the Faculties to decide which organisational level (Faculty or School) should assume oversight for the operational matters enunciated under the *Procedures*; and
- the reference that evaluations are to take place in lectures should be replaced with other terminology that reflects a formal session, inclusive of tutorials, laboratory sessions and other formal classes.

9.6.4 **Resolution:** after due deliberation, the Curriculum, Teaching and Learning Committee agreed to refer the Student Feedback on Subjects Policy, Procedures and Guidelines and Student Feedback on Teaching Policy, Procedures and Guidelines.

[*Secretarial note: The Pro Vice-Chancellor (Quality Enhancement) agreed to distribute another iteration of these documents prior to seeking final endorsement and recommendation to Academic Board.*]

9.7. e-Portfolio Business Case

The Committee received paper CTLC10/05 entitled *Business Case Implementation of e-Portfolios*.

9.7.1 In introducing this item, the Associate Director, Flexible Teaching & Learning Development, Dr Ric Canale, acknowledged the contributions of Ms R di Corpo and Mr J Brown, in the development of the e-Portfolio Business Case. The ePortfolio Working Group had commissioned trials of PebblePad in 2008 and 2009 to identify issues that may emerge with full implementation. It has become apparent to the Working Group that the trial situation would not be able to adequately identify the technical training and support required for full implementation or the required projects to support the uptake and use of like technologies. The project approach as enunciated in the e-Portfolio Business Case was deemed necessary as the conditions of the trials are hard to replicate once the technology is generally available. The project aims to facilitate an agreed approach to the use of e-portfolios via the development of a set of guidelines.

- 9.7.2 The Committee was informed that Learning Spaces and Technologies Committee has attempted to identify technological solutions to support the curriculum changes heralded by the DfL and to establish concomitant timelines and targets.
- 9.7.3 The Chair advised that it would be useful for the Curriculum Teaching and Learning Centre and the LeST Committee to develop an outputs papers to identify resources to support the objectives of the curriculum changes, ensuring that the tools of support are kept open at this stage.
- 9.74 The Chair concluded discussion on this matter by thanking the Working Group for its contributions.

PART C. STANDING REPORTS INCLUDING MATTERS FOR APPROVAL

9.8. Minutes of the Programs Committee held on January 21 2010

The Committee received paper CTLC10/06 entitled *Minutes of the Programs Committee held on the 21 January 2010*.

- 9.8.1 **Resolution:** The Curriculum Teaching and Learning Committee approved the following course submissions for referral to Academic Board:
- New course: Graduate Diploma in Corporate Responsibility and Master of Corporate Responsibility [CTLC1017]
 - New course: Bachelor of Business Event Management) [CTLC10/016]
 - Major course revision and change of nomenclature: Bachelor of Business (Sport and Leisure Management) [CTLC10/15]

[Secretarial note; course submissions were available to the meeting but not distributed with agenda and papers.]

- 9.8.2 The Curriculum Teaching and Learning Committee noted the following Articulation Tables:
- a) Local Articulation Agreement between La Trobe University and Kaplan Business School Australia Pty Ltd; with accompanying Tables Kaplan-LTU (001), (002), (003), (004), (005).
 - b) Local Articulation Agreement between La Trobe University and Study Group Australia Pty Ltd; with accompanying Tables Study Group – Taylors College-LTU (001) and (002).
- 9.8.3 The Chair advised that the Course Lifecycle Forms (minute 7.1 of the Programs Committee minutes) would be considered under Other Business.

9.9. Report of the Programs Committee held on 17 February 2010

The Committee received paper CTLC10/07 entitled *Report and Minutes of the Programs Committee held on the 17 February 2010*.

- 9.9.1 **Resolution:** The Curriculum Teaching and Learning Committee approved the following course submissions for referral to Academic Board:
Faculty of Science, Technology and Engineering;
Changes to the core subjects of the following courses to meet the accreditation requirements of the ACS [CTLC10/18]:
- SPCS Postgraduate Diploma in Computer Science
 - SMCSC Master of Computer Science
 - SMCN Master of Computer Networks
 - SMICT Master of Information and Communication Technology
 - SMIS Master of Information Systems
 - SMIT Master of Information Technology
 - SMITCN Master of Information Technology (Computer Networks)
 - SZITBA Master of Information Technology/Master of Business Administration

- SMMPCC Master of Mobile and Pervasive Computing (Computer Networks)
- SMSE Master of Software Engineering
- SGCS Graduate Diploma in Computer Science

Faculty of Health Sciences

The introduction of the following new program:

- Bachelor of Health Sciences and Master of Dietetics [CTLC10/19]:

Faculty of Law and Management

Changes to remove Maths pre-requisites for the Bachelor of Business, Bachelor of Accounting and some double degrees [CTLC10/20]

[Secretarial note; course submissions were available to the meeting but not distributed with the agenda and papers.]

- 9.9.2 The Chair of the Programs Committee, Dr Julie Jackson, informed the Committee that the implementation of the removal of Maths pre-requisites may not occur until 2013 due to VTAC restrictions in relation to VICTER information. The Committee noted that the removal of pre-requisites would not be disadvantageous to applicants and that the proposal to offer bonuses to applicants who enrolled in VCE Maths rather than other preferred subjects that may have resulted in a higher Study Score, could be considered a credible option. It was agreed that the matter of the timing of the removal of Maths prerequisites should be canvassed further with VTAC, through LaTrobe University's representative on the VTAC Management Committee.

Action: the Chair of the Programs Committee to consult with the DVC- International and Future Students, Professor Rosenberg.

- 9.9.3 The Curriculum Teaching and Learning Committee noted the following Articulation Tables:

- IDEA-LTU (002) 21874VIC Diploma of Graphic Design to RBVG Bachelor of Graphic Design
- IDEA-LTU (003) 21873VIC Advanced Diploma of Graphic Design to RBVG Bachelor of Graphic Design
- IDEA-LTU (004) 21886VIC Diploma of Visual Arts to RBVA Bachelor of Visual Arts
- RP-LTU (001) Diploma in Outdoor and Adventure Learning (Republic Polytechnic) to Bachelor of Arts (Outdoor Education).
- Kangan Institute-LTU (017) Diploma of Information Technology (Software Development) to Bachelor of Computer Science
- Kangan Institute- LTU (018) Advanced Diploma of IT (Network Security) to Bachelor of Computer Science
- Kangan Institute-LTU (016) Diploma of Information Technology (Software Development) to Bachelor of Information Systems
- Kangan Institute-LTU (015)- Advanced Diploma of IT (Network Security) to Bachelor of Information Systems

- 9.9.4 Dr Julie Jackson spoke to the Coursework Masters Policy and Procedures, Attachment 2 to the Report of the Programs Committee, and in so doing, highlighted the following matters:

- the development of this policy emanated from the need to ameliorate the issue of appointing 2 external examiners for the Minor theses in Coursework Masters and the lack of clarity around the thesis component in general.
- the previous guidelines had been drafted at a time when the University did not deliver many Coursework Master courses and the new policy and procedures reflected the current situation; and
- the Programs Committee had also recommended some changes to the format of theses and this will be incorporated into the next iteration of the Guidelines (not presented.)

The Committee noted that the Policy indicated that subjects pertaining to the coursework component should be of a fourth or fifth year level. In relation to a concern raised by the Committee with regards the relative ranking of the Masters coursework

and Honours students for PhD admission, the Pro Vice-Chancellor informed the Committee that this is a matter to be considered by the Higher Degrees Committee. **Action:** the PVC to canvass the matter of PhD entry ranking with the Higher Degrees Committee. **Resolution:** the Curriculum, Teaching and Learning Committee agreed to refer the Masters by Coursework Policy and Procedures to Academic Board for endorsement.

9.10. Minutes of the Learning Spaces and Technologies Committee held on the 30 November 2010

The Committee received paper CTLC10/08 entitled *Minutes of the Learning Spaces and Technologies Committee* and noted its contents.

9.11. Minutes of the Student Admissions, Retention and Success Committee held on 26 November 2009

The Committee received paper CTLC10/09 entitled *Minutes of the Student Admissions, Retention Committee* and noted its contents.

PART D MATTERS FOR DISCUSSION AND/OR INFORMATION

9.12 Advanced Standing, Articulation and Credit Transfer Policy, Advanced Standing and Credit Transfer Procedures and Advanced Standing and Credit Transfer Guidelines

The Committee received paper CTLC10/10 entitled *Advanced Standing and Credit Transfer-amendments to Policy, Procedures and Guidelines*.

9.12.1 The Pro Vice-Chancellor (QE) Dr Julie Jackson, informed the Committee that the Advanced Standing, Articulation and Credit Transfer Policy, Advanced Standing and Credit Transfer Procedures and Advanced Standing and Credit Transfer Guidelines have been forwarded to the GPPU (Governance, Policy and Planning Unit) for posting on the University's website and were being presented to the Committee for information only.

9.12.2 The revisions of the policies, procedures and guidelines were made to attain clarity and to incorporate international agreements. Currently, LTU has 38 agreements into 80 different programs. Ms Peggy lu has been engaged to develop a University articulation database.

9.13 Draft Report and Recommendations of the Design for Learning Working Groups

The Committee received paper CTLC10/11 entitled *Making Design for Learning Work*.

9.13.1 The Pro Vice-Chancellor (Curriculum and Academic Planning), Professor Tom Angelo, advised the Committee that the proposals contained in paper CTLC10/11 had been informed by a recent Curriculum Teaching and Learning colloquium and a consultative process including Faculty staff. The feedback provided was consistent and generally positive.

9.13.2 It was apparent that each Faculty was currently at a different stage in terms of developing appropriate specific versions of design criteria and identifying diagnostic screening and therefore, the next stage included the Why? How? And by When?

9.13.3 In terms of resourcing the recommendations, the Committee was advised that the Faculties have been provided resources and a meeting scheduled for 12 March 2010 will shore up Faculty activity and agreement on timelines and processes.

9.13.4 The Committee was informed that the final iteration of the recommendations supporting the Design for Learning will be presented to the March meeting of the Curriculum Teaching and Learning Committee prior to its transmission to Academic Board in April.

9.14 Curriculum, Teaching and Learning Committee Self-Assessment

The Committee received paper CTLC10/12 entitled *Curriculum, Teaching and Learning Committee Self-Assessment Survey (2009)*.

The Committee agreed to defer this item to a subsequent meeting.

9.15 Language Learning Working Party.

The Committee received paper CTLC10/03 entitled *Report of the Working Party into Language Learning at La Trobe University*.

- 9.15.1 Ms A Ducasse spoke to the paper, and in so doing, highlighted the following matters:
- one of the recommendations emanating from the Green Paper, *Design for Learning* was the establishment of a Working Group to identify strategies and mechanisms to make language learning more accessible and attractive to students;
 - the Report presented to the meeting contains an overview of the current state of language teaching and learning at LTU, with some specific examples of student experiences;
 - the Working Group had developed a set of principles supporting the establishment of targets;
 - the principles developed by the Working Party included:
 - the freeing up of the curriculum and coordination of learning pathways across all Faculties, so that all students have access to major sequences of languages;
 - the structuring of courses so that students can enter language learning based upon proficiency level and not year level; and
 - students being accorded the opportunity to undertake some part of their undergraduate degree program through exchange arrangements with overseas institutions where English is not the language of instruction.
- 9.15.2 It was noted that there was no Auslan representative on the Working Group and as a consequence, the Report did not provide the data on this area.
- 9.15.3 Professional accreditation bodies often prescribed the details in such a way that there was little opportunity for students to undertake a major sequence in languages. Flexible and block mode delivery would, in some instances, address these problems, however this would need to be considered in accordance with HESA regulations and rules.
Action: The Director, Academic Services, to consult with the Working Group with regards the principles enunciated in the Report with a view to identify how they may be impacted by on the Student Learning Entitlement and HECS rules.
- 9.15.4 The Chair concluded discussion on this item by thanking the members of the Working Group for their contributions in advancing this matter and articulating the next phase of the project. The Committee was advised that more data will be required to inform the deliberations of the sub-projects emanating from this preliminary work.

9.16 Other Business

9.16.1 Course Lifecycle Forms.

The Committee received paper CTLC10/13 entitled *Course Lifecycle Forms*.

- 9.16.1.1 The Pro Vice-Chancellor (Quality Enhancement). Dr Julie Jackson advised the Committee that the suite of Course Lifecycle documentation provided comprehensive support for staff wishing to develop a new course, revise an existing course or close or suspend a course. This should be seen as

work in progress, with the Business Case documentation still being revised.

9.16.2 The Committee was advised that due to the flexible design of the course templates, they can be further modified to incorporate the outcomes of the Design for Learning recommendations and therefore, it was appropriate to proceed with the revised documents.

9.16.3 The Chair concluded discussion on this item by thanking Dr Jackson and staff involved in the development of this documentation.

\9.17 Next meeting

The next meeting will be held on Wednesday 24 March 2010, 2.00-4.00pm. The venue is to be confirmed.

Signature of approval
CTL Committee Chair

Date
