

La Trobe University
Academic Board
Curriculum, Teaching and Learning Committee

Minutes of the twelfth meeting of the
Curriculum, Teaching and Learning Committee held at 2.00 pm on
Wednesday, August 25th 2010, in the Council Chamber, John Scott Meeting House, Bundoora

Committee members present:

Professor Belinda Probert	Deputy Vice-Chancellor, (Chair)
Professor Tom Angelo	Pro Vice-Chancellor (CAP)
Mr Bruce Carboon	Director, Academic Services
Ms Stephanie Chard	Manager, Equity & Student Services
Mr Rob Cook	Chief Information Officer
Professor Ainslie Dewe	University Librarian/ Chair, LeST Committee
Assoc Prof Kerry Fitzmaurice	Associate Dean (Academic) [FHS]
Dr Julie Jackson	Pro-Vice Chancellor (QE)/ Chair, Programs Committee
Dr Elizabeth Johnson	Associate Dean (Academic) [FSTE]
Dr Hester Joyce	Lecturer, Cinema Studies Program
Mr Jacob Mildren	SRC representative
Professor David Spencer	Associate Dean (Academic) [FLM]
Dr Suzanne Salmon	Senior Lecturer, School of Accounting [FLM]
Dr Jennifer Sheed	Associate Dean (Academic) [FEJ]
Assoc Professor Kay Souter	Associate Dean (Academic) [FHSS]

In attendance:

Dr Ric Canale	Assoc Director, Flexible Teaching & Learning Development
Mr Dermot O'Sullivan	Infrastructure and Operations
Mr Damien Bonnice	Infrastructure and Operations
Ms Sally Went	Office of the Deputy Vice Chancellor
Ms Robyn Sinclair	Secretariat

Apologies:

Dr Lilit Thwaites	Director, Language & Academic Skills
Ms Margaret Saltar	LUPA Representative
Ms Katherine Nix	President, Bendigo Student Association
Mr Shem McDonald	Lecturer [Fed}

PART A. PROCEDURAL MATTERS

12.1. Welcome & Apologies

The Chair, Professor Belinda Probert, welcomed all members to the meeting, with a special welcome to Dr Jennifer Sheed attending her first meeting of the Curriculum Teaching and Learning Committee.

On behalf of the Committee, the Chair acknowledged the contributions of Professor Noel Gough who had recently relinquished his membership of the Committee.

Apologies were duly noted.

12.2 Approval of Agenda

The Committee approved the agenda, CTLC10/76(A), with the following addition:

- item 18.1- Update on Timetabling Software Upgrade.

The Chair invited the starring of items, and the following items were starred; 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17 and 18.

The Committee resolved that all remaining, non-starred items on the agenda be adopted without discussion and the actions recommended to be taken or the information therein noted.

12.3. Matters Approved Out-of-Session

The Committee received paper CTLC10/75 entitled *Matters Approved Out-of-Session on Behalf of the Curriculum, Teaching and Learning Committee*.

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

- Major Revision to Bachelor of Information and Bachelor of Information Technology [FSTE];
- Course Closures- Master of Software Engineering, Master of Computer Networks, Master of Mobile and Pervasive Computing and Bachelor of Software Engineering [FSTE];
- Overseas Articulation Agreement LTU/Gateway International [FSTE]
- Overseas Articulation Agreement LTU/NIIT [FSTE]
- Significant Course Revision- Master of Counselling and Human Services/Graduate Diploma in Counselling and Human Services [FHS]; and
- International Agreement Peking University /LTU Master of Health Administration [FHS].

The following Articulation Agreement will be reported to the September meeting of Academic Board:

- International Agreement Anahuac University (Queretaro) /LTU B.Bus [FLM].

12.4. Report of the Chair

The Deputy Vice-Chancellor, Professor Probert, provided a report to the Committee on the following items:

University Graduate Capability Reference Group [UGCRG]:

The UGCRG – which was foreshadowed to the Committee at its April meeting with the presentation on the *Core Graduate Capabilities for Undergraduate Students Policy* – is in the process of being established. The Group will comprise academics from each Faculty who are well respected and knowledgeable in the field of academic standards. The aim of the Group is to coordinate and moderate the definitions of and standards for achievement of the University's six graduate capabilities across faculties

External Academic Standards Projects

Current external projects related to academic standards include the following:

- [Australian Learning and Teaching Council](#) (ALTC) project to define academic standards within discipline communities. A trial in Accounting has resulted in the publication of Threshold Learning Outcomes for Bachelor and Master coursework degrees and it is anticipated that similar projects will be undertaken in Mathematics, Australian History and Media. La Trobe University staff have been participated in the Accounting trial
- ACER [Australian Council of Research] has also recently announced its proposed study into OECD's Assessment of Higher Education Learning Outcomes (AHELO). This project is concentrating on Engineering learning outcomes, in the first instance.

The Chair concluded her report by informing the Committee that the Higher Education Supplement of *The Australian*¹ contained an article written by the Deputy Vice-Chancellor about how the Design for Learning is being used to develop explicit standards of achievement.

PART B. MATTERS FOR APPROVAL

12.5. Confirmation of Minutes

The Committee confirmed the minutes of the eleventh meeting held on 26 May 2010 CTLC010/75(M) as a true and accurate record.

12.6. Academic Misconduct Report 2009

¹ Probert, B "How to Measure Learning" *The Australian*, 25 August, 2010

The Committee received paper CTLC10/78 entitled *Report to the Curriculum Teaching and Learning Committee –Academic Misconduct for the Academic year 2009*.

Mr Bruce Carboon, Director Academic Services, informed the Committee that the Report presented the aggregated data on cases of academic misconduct recorded in the Student Information System for 2009. During his presentation, Mr Carboon highlighted the following salient points of the Report:

- the withdrawal of University Regulations 16.2 and 21.2 which proscribed the rules for handling misconduct created some challenges for those overseeing the procedures;
- the penalties available under the new *Academic Misconduct Statute 2009* had been limited by withdrawing the provision for suspension of students enrolled in coursework programs, which in turn, resulted in little variation in the penalties available for minor and serious offences;
- the data indicates that there were fewer cases of academic misconduct in 2009, in comparison with the previous years, with the Sydney campus still continuing to represent a disproportionate number of cases;
- the majority of the appeals to the Academic Misconduct Review Committee were upheld and of the two cases progressed to the La Trobe University Ombudsman and Ombudsman of Victoria, the University was found to have complied with all relevant procedures in both instances;
- the instances of cases at the first year level indicate that more programs about academic misconduct may be need to be focused on this cohort; and
- 2009 represented a very difficult year for staff, with the changing of the rules mid-stream.

The Committee undertook a discussion about the challenges posed by the easy availability of online services which students can pay to submit academic work on their behalf. Mr Carboon advised the Committee that it was unclear how the University will protect itself against this type of academic misconduct by legislative measures in future. Diversification of assessment appeared one of the mitigating strategies to this area of outsourcing.

The Chair thanked the Academic Services for the comprehensive report on Academic Misconduct for 2009.

12.7. Subject Lifecycle Policy and Procedures

The Committee received paper CTLC10/79 entitled *Subject Lifecycles Policy Suite*.

Dr Julie Jackson, Pro Vice-Chancellor (QE) spoke to the policy and procedures, highlighting the more contentious aspects, for the benefit of the Committee. The Committee was advised that the *Subject Design Policy* adheres to the AQF and University requirements for subjects at different levels to have qualitatively different learning outcomes. This will prevent the future development of multi-level subjects and require proponents of subject aliases to provide an educational rationale for their adoption to the Curriculum Teaching and Learning Committee.

The Committee provided the following feedback on the *Subject Lifecycles Policy Suite*:

- :
- in four year degrees students undertake a range of disciplines that require subjects to be undertaken over two years and that all subjects are badged at the third year. This may lead to some concerns about compliance with subject learning outcome descriptors being proposed under the AQF;
 - resourcing on regional campuses often requires different levels of subjects to be run in the same room but with different learning outcomes. It was acknowledged that the policy was silent on this matter;
 - the subject business case was not intended to move the approval of subjects from the Faculties, nor were they intended to set the criteria for course viability in relation to load planning; and
 - many subjects are aligned to majors rather than courses and the Subject Design policy does not appear to recognise this model.

Action: The Pro Vice-Chancellor (QE) agreed to consult further on the matter of subject costing and subject business cases raised by Committee members in relation to the aforementioned comments. She further noted that:

- the new Student Information System may address previous scenarios which had facilitated the proliferation of subject aliases;
- the alignment between the subject template and the range of outputs would be a functional requirement for any proposed centralised course and subject database;

- currently, there was considerable subject data dispersed through the Faculties and it will be important to capture all this data prior to the development of any centralised systems;
- the specified deadline of six months lead time for any changes to subject details should only pertain to certain aspects and not minor modifications of an administrative type. The Director of Academic Services is currently investigating strategies of collecting the data for the new student system; and
- in light of the importance of learning outcomes, it may be prudent to amend Major subject revision definitions and processes in the *Subject Revision Procedures* to identify that any changes to subject learning outcomes trigger a major revision.

The Chair concluded discussion on this matter by inviting members to provide further feedback on the policy and procedures suite directly to Dr Jackson, prior to its transmission to the Academic Board.

Resolution 12.7

The Committee endorsed the *Subject Lifecycle Policy and Procedures* and referred them to the Academic Board for its approval, subject to further minor revisions as noted.

PART C. STANDING REPORTS INCLUDING MATTERS FOR APPROVAL

12.8. Report and Minutes of the Programs Committee held on 17 June 2010

The Committee received paper CTLC10/80 entitled *Report and Attachment- Revision to Course Lifecycle [Course Review Procedures] of the Programs Committee held on 17 June 2010*.

Dr Jackson advised the Committee that the course proposals and articulation agreements emanating from this meeting had been approved by the Chair of the Curriculum Teaching and Learning Committee out of sessions.

The Committee was informed that the *Course Review Procedures* [Attachment Two to the report CTLC10-80] had been necessitated by the establishment of the Course and Load Planning Sub-committee (CALPS) of the Planning and Resources Committee. The revisions reflect the role of the CALPS in the strategic review of courses.

Resolution 12.8

The Committee agreed to the proposed revisions to the *Course Review Procedures*.

12.9. Report and Minutes of the Programs Committee held on 19 July 2010

The Committee received paper CTLC10/81 entitled *Report and Minutes of the Programs Committee, 19 July 2010* and tabled paper CTLC10-90 entitled *Handbook Entry HZPHID Master of Public Health and Master of International Development*.

The Committee was informed by the Chair of the Programs Committee that, in response to the Programs Committee's request to "AQF future proof" the new double degree *HZPHID Master of Public Health and Master of International Development*, the proponent had restructured the double degree to incorporate the full 120 credit points of the Master of International Development which is currently a 12-month Master degree.

Resolution 11.9

The Curriculum Teaching and Learning Committee approved the following new double degree and referred it to the Academic Board for ratification:

- HZPHID Master of Public Health/Master of International Development

The Curriculum Teaching and Learning Committee endorsed the following major revision:

- HBNP Bachelor of Nursing (Post Registration).

In relation to the Bachelor of Nursing (post Registration course), the Committee was informed that the amount of credit being proposed had been queried by the Course and Load Planning Committee and, as a

consequence, the proponents had amended the initial credit arrangements to comply with the maximum credit being awarded for a degree.

12.9.1 Bachelor of Nursing Courses and Pathways

Dr Jackson informed the Committee that the matter of credit being proposed in the aforementioned Nursing course, had reinstated action commenced in late 2009 for the Faculty to review its suite of Nursing courses. The Faculty currently offered a range of nursing courses offering a single degree, but with multiple pathways. The Chair advised that this created confusion about the requirements of a degree course and foreshadowed that this matter will be considered by the Faculty of Health Sciences and the Programs Committee, with a report being presented to a subsequent meeting of the Curriculum Teaching and Learning Committee.

12.10 Report and Minutes of the Programs Committee held on 12 August 2010

The Committee received paper CTLC10/82 entitled *Report and Minutes of the Programs Committee held on 12 August 2010*.

Dr Jackson informed the Committee that the nomenclature of one the new courses, Master of Financial Analysis (Financial Analysis), being referred to the Curriculum Teaching and Learning Committee had been the focus of further deliberation in light of the lack of differentiation of the specialisation. As a result of this consultation two potential names had been tendered by the proponent: Master of Financial Analysis (Equity Analysis and Performance Measurement) and Master of Financial Analysis (Investment).

The Curriculum Teaching and Learning Committee endorsed the shorter nomenclature.

Resolution 12.10

The Curriculum Teaching and Learning Committee endorsed the following submissions and agreed to refer to the Academic Board for approval:

New Courses and Significant Course Revisions

Faculty of Law and Management

- LMFA Master of Financial Analysis*
- LMFAF Master of Financial Analysis (Investment)
- LMFAM Master of Financial Analysis (Financial Risk Management)
- LMFAP Master of Financial Analysis (Financial Planning)
- LMFAI Master of Financial Analysis (Islamic Finance)
- LMFAR Master of Financial Analysis (Research Methods)
- LMFAPAMaster of Financial Analysis/ Master of Professional Accounting*
- LMFAIB Master of Financial Analysis/Master of Islamic Banking and Finance*
- LYFABAMaster of Financial Analysis/Master of Business Administration;
- LYFAIM Master of Financial Analysis/ Master of International Business;
- LGCF Graduate Certificate in Finance
- LGDF Graduate Diploma in Finance
- LGCM Graduate Certificate in Financial Risk Management
- LGCP Graduate Certificate in Financial Planning

*significant course revisions

Faculty of Health Sciences

- Diploma in Health Sciences
- Changes to the HBHS HBHSB, HZHSB, AZAHS, and HZHSID and the creation of the following new award titles:
 - Bachelor of Health Sciences (Public Health)
 - Bachelor Health Sciences (Environmental Health)
 - Bachelor of Health Sciences (Human Anatomy and Physiology)
 - Bachelor of Health Sciences (Ergonomics, Safety and Health) and
 - Bachelor of Health Sciences (Rehabilitation Counselling).

Faculty of Education

- Bachelor of Teaching (Primary)
- Bachelor of Teaching (Secondary)
- Bachelor of Outreach and Community Education

The Curriculum Teaching and Learning Committee approved the following submissions and agreed to refer to the Academic Board for information only:

Faculty of Law and Management

- Double Degree with Group Sup de Co Montpellier

Course Suspension

Faculty of Law and Management

The Curriculum Teaching and Learning Committee noted the advice from the Faculty Board of Law and Management about its intention to suspend the following courses at the Bendigo campus effective from 1 January 2011 to 1 January 2013:

- LMBACB Master of Business Administration:
- LGBAB Graduate Diploma of Business Administration; and
- LCBAB Graduate Certificate of Business Administration.

12.11 Report and Minutes of the Student Admissions, Retention and Success Committee held on 18 May 2010

The Committee received paper CTLC10/83 entitled *Report and Minutes of the Student Admissions, Retention and Success Committee held on 18 May 2010* and noted its contents.

12.12 Report and Minutes of the Committee for Admissions and Success for Students held on 20 July 2010

The Committee received paper CTLC10/84 entitled *Report and Minutes of the Learning Spaces and Technologies Committee held on 17 May 2010* and noted its contents

12.13 Minutes of the Learning Spaces and Technologies Committee held on 12 July 2010

The Committee received paper CTLC10/85 entitled *Minutes of the Learning Spaces and Technologies Committee held on 12 July 2010* and noted its contents.

12.14 Report and Minutes of the Spaces and Technologies Committee held on the 9 August 2010

The Committee received paper CTLC10/86 entitled *Report and Minutes of the Learning Spaces and Technologies Committee held on 9 August and tabled Attachment entitled Draft Teaching and Learning Spaces Policy*

12.14.1 Teaching and Learning Spaces Policy and Procedures

Professor Ainslie Dewe spoke to the Teaching and Learning Spaces Policy and Procedures, in her capacity as the Chair of the Learning Spaces and Technology (LeST) Committee, and in so doing, highlighted the following matters:

- pursuant to the endorsement by the Learning Spaces and Technology Committee, the policy and procedures have been refined as a consequence of input from the Office of the Pro Vice-Chancellor (QE), the Deputy Vice-Chancellor and the Executive Director (Infrastructure and Operations);
- the policy aims to provide the pedagogical and academic framework to guide the development and management of teaching and learning spaces in the University;
- the policy and procedures need to be augmented by guidelines that include standards for teaching and learning spaces. The current *Space Planning Guidelines*

provide standards for office spaces and are silent on standards for teaching and learning spaces and some further work in the development of teaching and learning space standards is required: and

- in order to maintain relevance, the policy and procedures do not proscribe matters such as high and low technology.

The Chair reiterated her shared concern with the Executive Director of Infrastructure and Operations that once the procedures and policy attempt to specify spaces and technology, there emerges a risk that the design of effective and contemporaneous spaces may be encumbered. Notwithstanding this risk, the policy and procedures do commit to a principle that teaching and learning spaces be designed with academic input. The Committee noted that this collaborative approach had been utilised in many projects currently underway.

Resolution 12.4.1

The Committee endorsed the *Teaching and Learning Spaces Policy and Procedures* subject to further consultation with the Executive Director of Infrastructure and Operations.

PART D MATTERS FOR DISCUSSION AND/OR INFORMATION

12.15 Academic Spaces Update

The Committee received confidential paper CTLC10/87 entitled *Teaching and Learning Spaces Update- Current and Future Projects*.

Mr Dermot O'Sullivan spoke briefly to introduce this item and Mr Damien Bonnice, Project Director, Estates Development Division.

Mr Bonnice covered the following salient points during his presentation:

- the steps to progress major teaching and learning include the development of a robust decision making and consultation framework that ensures academic input;
- the investment in teaching and learning spaces at the University is significant, totalling approximately \$100m and requires that the University adopt an appropriate consultative process;
- the current projects include: the La Trobe Institute of Molecular Science (\$30m), the Pilot Collaborative Learning Space (\$0.25m), the Western Lecture Theatre (\$1.75m), Eastern Lecture Theatre (\$5-10m) and the New Academic Building (\$40m)
- the concomitant issues for the development of new learning spaces are timetabling demands, curriculum changes, current and preferred pedagogies and enrolments;
- the proposed consultative process enunciated in the report identifies the individual roles of Learning Spaces and Technologies and Curriculum Teaching and Learning Committees and ensures that Faculties are accorded the opportunity to provide input into projects before they are progressed into development stage;
- architectural consultants have been engaged to work collaboratively with academic representatives through the design process on major projects currently in the pipeline.

During the general discussion that ensued, the University Librarian advised that new Library space included significant collaborative space and that it would be efficacious to ensure that a working group considering collaborative teaching and learning space include a Library representative. Mr Bonnice noted the comment and the Committee was informed that each project will have its own governance structure.

The Chair advised that the provision of flow charts and diagrams clarifying how the decisions are made was most useful and that the report provided a valuable first step in outlining the processes around the governance of teaching and learning capital projects. The Chair concluded discussion on this item by thanking Mr Dermot O'Sullivan and Mr Damien Bonnice for their presentation.

Resolution 12.5

The Committee endorsed the report and the recommendations contained therein.

12.16 Moodle Implementation Update

The Committee received table paper CTLC10/91 entitled *Report on LMS2011 Moodle Implementation Project*

Dr Ric Canale, the Associate Director, Flexible Learning and Teaching, provided a brief update on the progress of implementing Moodle 2. The Committee was advised that significant progress has been made pursuant to the previous report provided to the May 2010 meeting of the Curriculum Teaching and Learning Committee, inter alia:

- the establishment of a core project team including the appointment of a Project Manager;
- the establishment of a reference group;
- the finalisation of a services contract with NetSpot; and
- the review of the implementation strategy to accommodate the delayed release of Moodle 2 has incorporated the initial migration of data to Moodle 1.9 and then moving to Moodle 2 when it becomes available.

The Chair informed the Committee about recent sector wide feedback on the impact of learning management systems on the student experience. The student representative advised that the inconsistency of LMS usage by academic staff was noted as a concern for students.

The Committee was informed that the Project Team has commissioned UsabilityOne to conduct student focus groups on accessibility and usability and further, that the implementation strategy included the engagement of students in a quality assurance role.

The Committee was advised about the selection of subjects to be trialled and the process to identify the subjects for pilot. Dr Canale informed the Committee that more definitive advice will be presented to staff after the pilot migration has been conducted. The role of "Moodle Mentor" will be informed by clear guidelines and support for academic staff in transitioning current subjects to Moodle 2 will be undertaken by Project staff and not the Moodle Mentor. It is predicted that the annual training for Moodle will be undertaken in January to February with specific dates to be released late September.

The Chair informed the Committee that communications with staff would be critical and invited Faculties to identify what support they required to implement Moodle. The Faculties are required to nominate students to train and act as the support services.

Professor Tom Angelo advised that risk mitigation has been developed and that if there existed any doubts about implementing Moodle 2 successfully the University will proceed with Moodle 1.9.

Action: the Executive Officer to consult with the SRC representative to facilitate the appointment of a student representative on the Moodle Reference Group.

12.17 Update on Learning and Academic Skills Review

The Committee received paper CTLC10/88 entitled *Report on Update on the Reorganisation of Academic Language and Learning (formerly known as Language and Academic Skills-LAS)*

Ms Sally Went, Executive Officer, Office of the Deputy Vice-Chancellor provided the Committee with an update on the reorganisation of Academic Language and Learning, and in so doing, highlighted the following matters:

- currently the review team is rewriting the position descriptions for all positions with a view to making these generic academic positions with a slightly different focus on the research component, dependent upon the discipline area;
- it is foreshadowed that the OCIS will be published next month;
- from 2011 all resources for language and academic skills will be managed by the Director of Academic Language and Learning and will be embedded in the Faculties;
- more consultation about how support for students with disabilities is to be managed is to be undertaken with the Manager, Equity and Diversity and further strategies to ensure that students are well supported during the time of transition will be developed; and
- the Library will be included in discussions about the academic support to be provided after hours.

Professor Angelo provided the Committee with a brief outline of discussions to date on the matter of providing academic support services at night and/or on weekends.

12.18 Other Business

12.18.1 Update on Timetabling Software Upgrade

The Committee received paper CTLC10/88 entitled *Syllabus Plus Upgrade to Enterprise*

Mr Bruce Carboon, Director Academic Services, provided a brief update on the Syllabus Plus Upgrade to Enterprise Project which was designed to improve the level of service in the creation of the timetable for teaching spaces and the responsiveness to the changing curriculum.

The Committee was informed that progress on this project had been impeded by the need to assign resources to the implementation of the new Student Information System (SISOne) and accordingly, the timetable will be spilled for 2012.

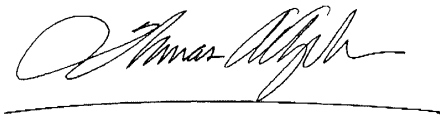
The Chair thanked Mr Carboon for his presentation.

Next Meeting

The next meeting will be held on Wednesday 29 September 2010, 2.00-4.00pm. Library Seminar Room, Level 1, Library, Bundoora campus.

**Signature of approval
CTL Committee Chair**

Date 7 September 2010



Professor Tom Angelo, PVC (Curriculum & Academic Planning)
for Professor Belinda Probert, DVC