

La Trobe University
Academic Board
Curriculum, Teaching and Learning Committee

Minutes of the thirteenth meeting of the
Curriculum, Teaching and Learning Committee held at 2.00 pm on
Wednesday, October 20th 2010, in the Library Seminar Room, Level 1, Library,
Bundoora Campus.

Committee members present:

Professor Belinda Probert	Deputy Vice-Chancellor, (Chair)
Mr George Bath	LTSU Education Vice-President
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 Hester Joyce	Lecturer, Cinema Studies Program
Mr Shem McDonald	Lecturer [F Ed]
Mr Adrian McMillan	LTSU President
Dr Suzanne Salmon	Senior Lecturer, School of Accounting [FLM]
Dr Jennifer Sheed	Associate Dean (Academic) [FE]
Assoc Professor Kay Souter	Associate Dean (Academic) [FHSS]
Dr Lilit Thwaites	Director, Language & Academic Skills

In attendance:

Mr Greg Jamieson	Senior Lecturer, Finance
Mr Mark Reedman	Design for Learning Project Manager
Ms Randi Brooks	Executive Officer-Office of the Deputy Vice Chancellor
Ms Robyn Sinclair	Secretariat

Apologies:

Professor Tom Angelo	Pro Vice-Chancellor (CAP)
Dr Julie Jackson	Pro Vice-Chancellor (QE)/ Chair, Programs Committee
Dr Elizabeth Johnson	Associate Dean (Academic) [FSTE]
Professor John Rosenberg	Deputy Vice-Chancellor/ Chair CARSS
Professor David Spencer	Associate Dean (Academic) [FLM]

PART A. PROCEDURAL MATTERS

13.1. Welcome & Apologies

The Chair, Professor Belinda Probert, welcomed all members to the meeting and apologies were duly noted.

The new student representatives were welcomed upon arrival and introductions were made. The Chair commended all involved in the establishment of the La Trobe Student Union.

13.2 Approval of Agenda

The Committee approved the agenda, CTLC10/93(A) as circulated.

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

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.

13.3. Report of the Chair

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

DEEVR Performance Funding Indicators

It is anticipated that DEEVR will release its final iteration of the position paper *An Indicator Framework for Higher Education Performance Funding (2009)* during the forthcoming week. Whilst some of the indicators being proposed, were familiar to the sector, others, measuring the explicit outputs rather than inputs, will be considered more radical. Some of the more indicators have reignited the debates about the concepts of testing Graduate Skills measuring academic standards and introducing compulsory teaching qualifications for academic staff.

PART B. MATTERS FOR APPROVAL

13.4. Confirmation of Minutes

The Committee confirmed the minutes of the twelfth meeting held on 25 August 2010 CTLC010/92(M) as a true and accurate record.

13.5. Different Instances of a Subject Policy and Procedures

The Committee received paper CTLC10/94 entitled *Different Instances of a Subject Policy (v and Different Instances of a Subject Procedures*.

Prior to inviting feedback from the Committee on the *Different Instances of a Subject of Policy and Procedures*, the Chair invited the authors to review the language used in the policy with a view to ensuring that the sentiments being expressed be transferred to systemic processes. The definition of an instance of a subject should also be more clearly defined throughout the documentation.

The Committee queried whether the policy and procedures would extend to external organisations and partners, such as Navitas.

Action: the Director, Academic Services will consult further with appropriate units and staff and report back on this matter.

Other feedback included:

- the inconsistency in terminology used across the suite of policies and procedures being presented to the meeting;
- the need to distinguish between the implementation of academic governance practices across the University rather than proscribing positive behaviours through policy and procedures; and
- that the stipulations about moderation be aligned between the policy and procedures.

At the conclusion of the discussion, it was agreed that the policy and procedures be revised and re-presented to a subsequent meeting of the Curriculum Teaching and Learning Committee.

13.6. Responsibilities of a Subject Co-ordinator- Guidelines

The Committee received paper CTLC10/95 entitled *Responsibilities of Subject Co-ordinators – Guidelines (v2010-0810)*

During the general discussion on the Guidelines, it was noted that the dot point, “Ensure a copy of the subject learning guide is provided to all enrolled students in the subject in the first week of each teaching period” did not infer that this has to be a hard copy.

In relation to a query about plagiarism, the Committee was advised that whilst the *Academic Integrity Procedures* identified this as a responsibility of the Head of School and Faculties, it may be useful to include links to a list of important policies within the Guidelines for all new Subject Co-ordinators.

The Committee undertook a discussion about the role of the Course Co-ordinator to ensure that the subjects comply with accreditation requirements and agreed that the first dot point in the Guidelines ensured that the learning outcomes aligned to the relevant course learning outcomes.

13.7. Student Workload Policy, Procedures and Guidelines

The Committee received paper CTLC10/96 entitled *Student Workload Policy (v2010-09-22)*, *Student Workload Procedures (v2010-09-22)* and *Student Workload Guidelines (v2010-09-22)*

Mr Bruce Carboon, Director, Academic Services, provided a brief background on the rationale for the *Student Workload Policy, Procedures and Guidelines*, and in so doing, highlighted the fact that this documentation had been developed in response to staff requests for guidance about student workload and assessment.

The Committee noted that this draft increased the amount of hours per credit point as well as increased the word limit on assessment tasks. The Faculty representatives indicated that the workload did not appear commensurate with current practice.

The Chair informed the Committee that the *Student Workload Policy and Procedures* appeared to conflate the issue of assessment and learning outcomes with hours for credit points. The attainment of explicit standards is distinct from workload and assessment needed to be centred upon the former. The *Credit Points and Student Workload* policy provides the relationship between credit point and hours. The Chair informed the Committee that the intent of the policy and procedures should be to ensure that students are not overloaded.

The Committee noted that there was lack of clarity around indicative workload in light of references to assessment load and requested that this be addressed in the next iteration. It was important to ensure that policy can be complied with by setting appropriate workloads.

Resolution 13.7

It was agreed that the further consultation with the Associate Deans (Academic) should occur prior to the next meeting of the CTLC.

13.8. Subject Minimum Online Presence Policy and Procedures

The Committee received paper CTLC10/101 entitled *Subject Minimum Online Presence Policy and Procedures*.

The Chair of the Learning Spaces and Technologies Committee, Professor Ainslie Dewe, provided a brief update on the suggested changes to the policy and procedures emanating from the Learning Spaces and Technologies Committee held on the 17 October, including:

- ensuring that the LMS would mandate more information fields than the Online Handbook, with the latter constituting a sub-set of the former;
- including the Library Resources and Services, such as Lib Guide, Library Liaison, and subject databases in the minimum presence fields; and
- including the University Library as a key stakeholder in the relevant section of the policy.

The Associate Deans were invited to provide feedback on whether the LMS should include more information as a minimum than the Online Handbook. The Associate Dean (Academic) Faculty of Health Sciences, concurred that the LMS should include all necessary subject information and that the Online Handbook should be a sub-set of the same data.

The Committee was informed that all subject information is currently sourced from the Unit Database so that the minimum data comes from this source and the integrity and reconciliation between the additional information appearing on the LMS and the Online Handbook appeared to be the intent of the policy and procedures.

The Committee suggested that the policy and procedures limit to the minimum presence of the LMS and that the reconciliation with other subject data receptacles needed to be dealt with outside the policy. The

At the conclusion of the discussion on this item, the Chair recommended that the policy and procedures be refined in light of the Committee's and Associate Deans (Academic) feedback.

13.9 Draft meeting Dates for 2011.

The Committee received paper CTLC10/98 entitled *Draft Meeting Dates for 2011*.

Resolution 13.9

The Committee endorsed the meeting dates outlined in paper CTLC10/98.

PART C. STANDING REPORTS INCLUDING MATTERS FOR APPROVAL

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

The Committee received paper CTLC10/82.

Resolution 13.10

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

New Courses and Significant Course Revisions

Faculty of Health Sciences

- Master of Health Sciences

Faculty of Education

- Bachelor of Early Childhood Education

New non AQF award course

- Study Abroad Program

Articulation Agreement

The Curriculum Teaching and Learning Committee approved the following Articulation Agreement and associated Tables and agreed to refer to the Academic Board for information only:

- Agreement between Polytechnic West and La Trobe University:
Including the following tables:
LTU1 Polytechnic West -Associate Degree in Networking to Bachelor of Information Systems;
and
LTU2 Polytechnic West - Associate Degree in Networking to Bachelor of Information Technology.

13.11 Report and Minutes of the Programs Committee held on 14 October 2010

The Committee received paper CTLC10/102.

Minor Amendments

The Committee noted the following revisions to the Honours component for the following courses had been approved Acting Dean of the Faculty of Law and Management:

- LBBHR Bachelor of Business [Human Resource Management]
- LBBMK Bachelor of Business [Marketing],
- LBSL Bachelor of Business [Sport Management] Honours,
- LPM Post Graduate Diploma in Marketing and
- LPHRM Post Graduate Diploma in Human Resource Management

The Chair informed the Committee that it had been foreshadowed at the time of Academic

Board's establishment of the Programs Committee that it would review its Terms of Reference after a suitable time of operation.

13.12 Minutes of the Learning Spaces and Technologies Committee held on 13 September 2010

The Committee received paper CTLC10/99 and noted its contents.

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

This meeting had been cancelled.

PART D MATTERS FOR DISCUSSION AND/OR INFORMATION

13.14 Challenge Examinations

The Committee received paper CTLC10/100 entitled *Introducing Challenge Exams for Foundation Subjects: LMFA, LMIBF, LMPA, LMAFM, LMFAPA and LMFAIB*.

Mr Greg Jamieson, Senior Lecturer, School of Economics and Finance, provided the Committee with a presentation on the introduction of Challenge Examinations for the suite of Master of Financial Analysis courses, in which he highlighted the following salient points:

- currently students enrolling in one of the Master of Financial Analysis courses are required to undertake a foundation semester, comprising 4 core subjects which provide an introduction to Accounting, Economics, Finance and Statistics. The foundation semester is designed to deliver the necessary skills to students who have no prior learning in the related disciplines;
- research indicates that many of the students who have successfully been granted credit in the foundation subjects do not perform as well as students who undertake the foundation semester;
- in order to ensure that students skills are current and commensurate with those required to successfully complete the courses, the Faculty has implemented the concept of Challenge Examinations for the four foundation subjects. Students who apply to undertake an examination will be apportioned time to study and some support materials. To receive credit, students need to achieve a grade of 60% or higher;
- none of LTU's competitors, apart from the private provider Kaplan, offer Challenge Examinations; and
- the benefits of administering examinations include: the provision of an audit trail for decisions about RPL, a check on fluency in English and currency of learning and the facilitation of students to enter a course at the level commensurate with their prior learning.

During the discussion that ensued, the Committee raised the following:

- the concept of Challenge Examinations appeared to be consistent with the principles of Design for Learning (DfL), but had greater appositeness to certain disciplines;
- the examinations would need to ensure that the Graduate Capabilities are formally assessed; and
- marketing of the concept would require some careful honing.

The Chair concluded discussion on this matter by acknowledging the positive aspects of this initiative.

13.15 Other Business

There was no other business.

13.16 Next Meeting

The next meeting will be held on Wednesday 24 November 2010, 2.00-4.00pm. Library Seminar Room, Level 1, Library, Bundoora Campus.

**Signature of approval
CTL Committee Chair**

Date _____ 2010