UNIVERSITY LEARNING AND TEACHING COMMITTEE
Meeting No. 14

Minutes of the meeting held on Monday, 1 November 2021 by videoconference.

1. Welcome and Apologies

The Chair opened the meeting at 9.00am with an Acknowledgement of Country and welcomed members and attendees.

Members Present

Professor Janelle Wheat	Pro Vice-Chancellor (Learning and Teaching) (Chair)
Associate Professor Lucy Webster	Deputy Pro Vice-Chancellor (Learning and Teaching)
Ms Jacqueline Clements	Executive Director, Division of Student Success
Associate Professor Lucie Zundans-Fraser	Deputy Dean, Faculty of Arts & Education
Associate Professor Michael Kiernan	Deputy Dean, Faculty of Business, Justice and Behavioural Sciences
Professor Samuel Adeloju	Deputy Dean, Faculty of Science and Health
Associate Professor Jenny Kent	Associate Dean, Academic, Faculty of Business, Justice and Behavioural Sciences
Associate Professor Rachel Whitsed	Associate Dean, Academic, Faculty of Science and Health
Dr Susan Mlcek	Staff member from the Faculty of Arts & Education with expertise in learning and teaching
Dr Stacey Jenkins	Staff member from the Faculty of Business, Justice and Behavioural Sciences with expertise in learning and teaching
Dr Prue Gonzalez	Staff member from the Faculty of Science and Health with expertise in learning and teaching
Dr Matt Winslade	Staff member from the Faculty of Arts & Education with responsibility for workplace learning
Ms Tracy Macfarlane	Staff member from the Faculty of Business, Justice and Behavioural Sciences with responsibility for workplace learning
Associate Professor Narelle Patton	Staff member from the Faculty of Science and Health with responsibility for workplace learning
Dr Angela Fenton	Staff member nominated by the Provost and Deputy Vice-Chancellor (Academic) in consultation with the Executive Deans and Pro Vice-Chancellor (Learning and Teaching), with expertise in learning and teaching
Ms Jenny McIntyre	Faculty professional/general team member with expertise in grade administration
Dr Samuel Bowker	School level academic staff member, Faculty of Arts & Education
Ms Catherine McCarthy	School level academic staff member, Faculty of Business, Justice and Behavioural Sciences
Ms Celia Connor	School level academic staff member, Faculty of Science and Health

Attendees

Ms Raegan Petzel	Executive Officer, Division of Learning and Teaching
Ms Kim Sharp (minutes)	Governance Officer
Associate Professor David Smith	Representative, Division of Learning and Teaching

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Apologies

Professor Juanita Sherwood	Pro Vice-Chancellor (Indigenous Engagement)
Professor John Germov	Provost and Deputy Vice-Chancellor (Academic)
Associate Professor Chris Orchard	Associate Dean, Academic, Faculty of Arts & Education

2. Declaration of Interests

There were no interests raised or declared by members or attendees.

3. Confirmation of Agenda

The agenda was confirmed.

4. Previous Minutes

The Committee approved the minutes, subject to an editorial amendment to Item 12 to clarify that the Chair would investigate whether the ability for Course Directors to reduce a student's load when necessary remains in academic policy.

RESOLUTION ULTC14/1 The University Learning and Teaching Committee resolved to approve the minutes of the meeting held on 24 August 2021, as amended, as a true and accurate record.

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5. Action Sheet

The University Learning and Teaching Committee reviewed the Action Sheet and noted the following:

Item Ref	Action	Update
ULTC10/1	Liaise with the Deputy Deans and relevant Executive Directors to clarify the expected content of ULTC Annual reports.	Item in progress. This work is ongoing.
ULTC11/2	Discuss the next steps in validating the results of the HESF Compliance Self-Assessment with the Chairs of the Faculty Boards.	Item in progress. The Chair will follow up on progress with this item given the Director, Risk and Compliance has now left the University.
ULTC11/6	Liaise with the Manager, Course and Subject Accreditation to consider the proposed solutions around of end of session timing.	Item in progress.
ULTC13/2	Convene a meeting with the workplace learning (WPL) representatives from each Faculty to discuss the expected content of the WPL report by 11 October 2021.	Item to be marked complete. The Workplace Learning Report has been presented to the ULTC.
ULTC13/7	Convene a meeting with the Director, DSA, Deputy and Deans and the Assoc Deans (Ac) to discuss how a previous clause, giving Course Directors the ability to reduce a student's load might be reinstated into current policy.	Item to be marked as complete. The ability for Course Directors to reduce a student's load remains in policy.

6. **Annual Plan**

Members discussed the Annual Plan and agreed:

- to remove the Policy Implementation Reports from the Plan, noting that this work has been incorporated into policy reviews; and
- to remove the Deputy Deans as the report owners of the Consolidated Third Party Provider and Partner Report, as this work is coordinated by OGEP.

ACTION ULTC14/1 Forward amendments to the ULTC Annual Plan to the Director, Governance, by 29 November 2021. [Governance Officer]

RESOLUTION ULTC14/2 The University Learning and Teaching Committee resolved to approve the 2022 Annual Plan, as amended.

The Committee commented that the Student Performance Report and the Third Party Provider and Partner Report are listed on the Annual Plans for both the ULTC and the University Courses Committee (UCC). Members noted that the Chair will liaise with the Director, Governance to discuss the duplication of data in these reports and to recommend that future reports be submitted only to the most relevant of these committees.

ACTION ULTC14/2 Liaise with the Director, Governance to discuss the duplication of data in the Student Performance Report and the Third Party Provider and Partner Report and to request that future reports be considered only by the most relevant higher-level committees, by 29 November 2021. [Chair]

7. **Chair's Report**

The Deputy PVC (L&T) requested that the report be taken as read.

The Deputy PVC (L&T) acknowledged the huge amount of work around the implementation of the academic policy suite and thanked the Faculties, Divisions and staff for managing this work in a coordinated and collaborative way.

The Committee discussed a letter from TEQSA which outlines the provision of a database of 3,000 websites suspected to facilitate the provision of academic cheating and includes an alert that academic cheating services are approaching academics to provide ghost grading services. Members noted:

- that the University will now prevent students accessing these websites from the University network;
- details of the database have been circulated to the Faculty Academic Integrity Officers to allow them to cross check actions of cheating against these sites;
- that ghost grading services allow academics to outsource their marking; and
- David Smith will send the database to Michelle Jones, Chair of the Contract Cheating Working Party, noting that this group is working on a database system that will be searchable by academic staff.

Members discussed the status of the proposed Academic Quality Unit given the University is moving closer to TEQSA reregistration. The Chair agreed to meet with the University Secretary and the Chair, Academic Senate to discuss the proposal, noting that, as the Education Quality Framework is now in place and the policies have been approved, it may be timely to revisit the establishment of this Unit.

The ULTC noted that funding for Quality Officers in Division of Learning and Teaching (DLT) has been secured and advertising will commence shortly. These roles will initially support the Curriculum Design Accreditation and Publication (CDAP) but will also be able to move into a future Academic Quality Unit.

The Chair:

- reminded members that the ULTC is a key governance committee for learning and teaching quality and part of the role of the committee is to ensure policies and procedures are achieving desired outcomes in areas such as student success and third party arrangements; and
- invited members to make comment or raise any issues in relation to ULTC agenda papers, minutes and reports.

> **ACTION ULTC14/3** Arrange to meet with the University Secretary and the Chair, Academic Senate regarding a proposal to establish an Academic Quality Unit, by 29 November 2021. [Chair]

> **RESOLUTION ULTC14/3** The University Learning and Teaching Committee resolved to note the report from the Chair.

8. Faculty Workplace Learning Report (TOR 9.h)

The Deputy PVC (L&T) introduced the report and thanked the Associate Dean (Partnerships and WPL) for her work collating the relevant data from the Faculties and the Faculty Boards.

The Committee noted that the purpose of the report is to evidence the University's workplace learning (WPL) practices for 2020 including compliance with the Higher Education Standards Framework (HESF), professional accreditation and internal course accreditation requirements. The Associate Dean (Partnerships and WPL) advised that the report:

- aims to demonstrate to the ULTC and Academic Senate that the University is meeting standards that relate to workplace learning and the quality of student experience;
- has been structured to align with the relevant TEQSA Guidance Notes;
- that, even given the diversity of WPL across the faculties, the structure of the report has worked well;
- incorporates feedback from the Faculty Boards and advice from Elizabeth Harangozo, the Risk Advisor; and
- is still a draft report and any feedback on the content or structure would be welcomed.

The Associate Dean (Partnerships and WPL) acknowledged the assistance of the Communications team in ensuring high quality communications around WPL and for their role in updating the Student Portal.

The Committee noted that actions and recommendations from the Faculty of Science and Health included:

- a recommendation that the timing of the WPL report to the Faculty Board be changed from Quarter 4 to Quarter 1 to ensure timely corrective actions can be taken to address any issues identified;
- the implementation of Faculty wide WPL surveys via InPlace;
- a review of the mechanisms in place to ensure facilities where external placements are undertaken are fit for purpose;
- a review of student communication processes and templates;

- the successful completion of a huge amount of workplace learning during COVID; and
- a vote of thanks to the workplace learning academic and professional teams for their contributions.

The Committee noted that issues discussed by the Faculty of Business, Justice and Behavioural Sciences included:

- the successful completion of workplace learning placements through COVID, with the only exception being placements based in corrective facilities;
- data around placements for policing students, which has been included in the Faculty's report for the first time;
- timing around the report, noting that some of the data relating to completion and progress is lagged by up to three years; and
- that the Faculty is investigating if there may better ways of obtaining feedback from placement providers about student progress prior to the end of the placements.

The Committee noted that issues discussed by the Faculty of Arts and Education included:

- the successful completion of workplace learning placements, noting that very few Faculty placements have been delayed due to COVID;
- a crossover with risk reporting being conducted centrally by the Risk and Compliance Unit;
- the Faculty reported for the period from July 2020 to June 2021 to allow recommendations made and endorsed to be implemented from the beginning of 2022; and
- a recommendation that consideration be given to changing WPL reporting from mid-year to mid-year to align with the availability of data.

The Committee noted that the term 'critical incident reporting' may mean different things for different faculties. The Faculty of Arts and Education has developed a student placement support and review process (SPSRP) that provides guidance to manage critical incidents including student misconduct, placement breakdown or other critical events.

The Associate Dean (Partnership and WPL) reported on 'Protecht', a University critical incident management system which allows student to log critical incidents.

Members noted that InPlace is a good way to collect feedback on WPL placements from students. Academics can add core questions to the survey, enabling benchmarking across a faculty and across faculties. She confirmed that the WPL Technology Oversight Group, which has representation from all the faculties, and the Enterprise Architecture team are currently reviewing InPlace and are looking at how this work might be resourced in the future.

The ULTC agreed:

- that it is satisfied that current policy and procedures allow the ULTC to oversee workplace learning, placements and third party arrangements in the faculties;
- that future WPL reports might be presented as a single combined report rather than being divided by Faculty; and
- that more discussion is needed around the timing of future WPL reports, noting that the Chair will liaise with the Associate Dean (Partnerships and WPL) and the Deputy Deans to discuss this issue further.

The ULTC thanked the Associate Dean (Partnerships and WPL) for preparing the 2020 Workplace Learning Report and the Faculty representatives who prepared the Faculty contributions to the report.

ACTION ULTC14/4 Arrange a meeting with the Associate Dean (Partnerships and WPL) and the Deputy Deans to discuss the timing of Workplace Learning Reports, by 29 November 2021. [Chair]

RESOLUTION ULTC14/4 The University Learning and Teaching Committee resolved to note the draft 2020 Workplace Learning Report.

9. **Third Party Provider and Partner Reports (TOR 9.b, 9.c, 9.e, 9.h and 9.i)**

The Chair welcomed Eleanor Mitchell, the Director, Global Engagement to the meeting.

The Committee noted that the Third Party Arrangements: Bi-annual Update, year-to-date 2021 and the Third Party Arrangements Annual Review Summaries reports have been forwarded to the ULTC for consideration:

The bi-annual summary of TPAs provided ULTC with a summary of TPAs, inclusive of enrolment and revenue metrics and management committee reporting, as managed by the Office of Global Engagement and Partnerships (OGEP). Members noted the following:

- the report is a financial and management report rather than governance report;
- Study Group Australia (SGA) has experienced a severe decline in demand caused by market disruption associated with COVID-19 and the University's decision not to renew the partnership beyond December 2022;
- excluding the SGA partnership, the University saw an increase in total TPA enrolments in 2020;
- strong performing domestic partnerships included the IT Masters partnership;
- in addition to this report, OGEP facilitates annual reviews of partnership arrangements against the Higher Education Standards Framework (HESF) for Academic Senate; and
- the report has been considered by the Faculty Boards and will also be considered by the UCC, the Executive Leadership Team and Academic Senate.

ULTC discussed the Third Party Arrangements (TPAs) annual review summaries. The Committee noted:

- annual reviews are conducted across all the University's TPAs;
- the partners included in the 2021 annual review cycle were divided by faculty and contributions to the report were received from the faculties but also from OGEP, the Student Success Team and the Divisions;
- although not specifically listed in the report, the continuous improvement actions have been allocated to responsible owners and have timelines and action tracking associated with them; and
- that the partners have been collaborative with the University in providing evidence for the HESF self-assessment and the DSS student support service quality assurance review.

Members discussed the content of the reports and noted:

- they have limited coverage of the quality of learning and teaching activities such as assessment, student support, moderation and benchmarking which are the purview of the ULTC;
- that, while quality issues are covered in other reports such as the Academic Misconduct Report and Student Performance Report, more details in the reports forwarded to the ULTC would allow the Committee to better assure the learning and teaching activities of third party providers; and

- the reports have a strong focus on business side of the relationships, noting that a more holistic view of how our partners are performing is essential to ensure that risks can be identified and managed.

The Deputy PVC (L&T) agreed to liaise with the Director, OGEP regarding the content of future Third Party Provider and Provider reports to the ULTC.

The ULTC thanked the Director, Global Engagement for her presentation to the Committee.

> **ACTION ULTC14/5** Liaise with the Director, OGEP regarding the content of future Consolidated Third Party Provider and Partner Reports presented to the ULTC, by 29 November 2021. [Deputy PVC (L&T)]

The ULTC noted that the Ministry of Education in China has mandated that students enrolled through Chinese partnerships, who have failed a subject are entitled to an automatic resit. The Deputy PVC (L&T) advised that she will confer with the Deputy Dean (BJBS) to ensure this ruling is reflected in University policy.

> **ACTION ULTC14/6** Liaise with the Deputy Dean, FOBJBS to clarify if the offer of automatic resits to student enrolled through Chinese partners, as mandated by the Ministry of Education in China, is reflected in University policy, by 29 November 2021. [Deputy PVC (L&T)]

> **RESOLUTION ULTC14/5** The University Learning and Teaching Committee resolved to note:
> 1. the Third Party Arrangements Annual Review Summaries; and
> 2. the Third Party Arrangements: Bi-annual Update, year-to-date 2021.

10. Draft 2020-2021 Student Performance Report (TOR 9.e)

The Deputy PVC (L&T) introduced the Draft 2020-2021 University Student Performance Report and advised that:

- the report has been provided to the ULTC for feedback to the Office of the Provost and DVC (Academic) prior to submission to the Academic Senate;
- the report is an annual institution wide report that includes Faculty and institution level actions; and
- the Faculty Student Performance Reports were considered and endorsed by Faculty Boards at their meetings held in October and feedback from these meetings has been included in the overarching report.

Members discussed the report and noted:

- that members were encouraged to review the report with the TEQSA Guidance Note that relates to monitoring and analysis of student performance;
- that ULTC should consider the data and analysis presented and determine the top items of focus for 2022;
- the ULTC has a role in identifying students who are potentially at risk and making recommendations about what might be done to improve their experience;
- acknowledged that while ULTC can evidence for TEQSA that the committee is monitoring student performance, it is difficult to tell whether the actions have had an impact or will result in improvements;
- concerns that there is a substantial overlap with the timing and associated workloads for the Student Performance and Workplace Learning Reports;

- agreed that there are issues with the overlap and duplication of content in the Student Performance and Workplace Learning Reports particularly in relation to the annual course health checks;
- improvements in progression since last year, particularly in relation to some of the partners;
- difficulties assessing any improvements with attrition as the Faculties cannot confirm that actions taken 3-4 years ago are having an impact now;
- a suggestion that, to address duplication, the annual course check data be an annexure to future Faculty reports;
- that the Faculty of BJBS considered the annual health check data together with student performance data ensuring actions would reflect the discussions of these reports, noting that to ensure consistency for future institutional level reporting, the other faculties might also consider this data;
- that the Faculty of Science and Health advised that when current data is unavailable it is difficult to get a coherent picture of attrition;
- challenges around the field of education analysis as fields often extend across faculties;
- report owners would appreciate more guidance around the expected content of Faculty level reports;
- that the format of current reports is onerous and need to be simplified to prevent heavy workloads for staff;
- that the individual Faculty facilitated workshops were deemed useful and may help identify issues which can then be discussed with the other faculties;
- a recommendation that standard forms prefilled with relevant data, similar to those presented for the annual course checks and student misconduct reports, be prepared for the Student Performance Report to allow the faculties to more easily review the data and write an overarching narrative;
- the Faculty of Arts and Education's decision to have target dates pushed beyond twelve months as it is not possible to review impacts in a single year;
- an editorial amendment will be made to the Undergraduate Pathways section of the report to clarify that the Graduate Diploma of General Studies is not a fee free program;
- a suggestion that the duplication of materials evidenced in the various Faculty reports and the amount of data that is not used is a risk, noting the Faculty Boards may be able to play a larger role in the monitoring actions and outcomes;
- that Study Access Plan students are students at risk but noted that these students currently need to self-identify to access support services;
- that Academic Senate may prefer to consider an institutional level report which collates the data from all three faculties and includes an overarching narrative; and
- that the TEQSA guidance notes advises that a provider must be able to identify students that are at risk of not performing well, noting that this enables them to intervene early to support students and to mitigate against these risks appearing in the future.

The Executive Director, Division of Student Success raised concerns in relation to how data around First Nations students has been presented in the report. Members supported these concerns and noted that the feedback to the Office of the Provost and DVC (Academic) will include a recommendation that, in consultation with the Executive Director, Division of Student Success, the report be expanded to better reference the changes which have been made to support these students, including new services and the appointment of a new Social and Emotional Wellbeing Coordinator. The Committee also noted that in 2021 First Nations students have been more affected by COVID than other students as many have returned to their communities and had to cease their studies, and this has not been highlighted in the current version of the report.

The Committee agreed that priority focus areas for future Student Performance Reports being considered by the University Learning and Teaching Committee will include:

- the University's basis of admission for students coming in from the VET sector;
- First Nations students;
- nursing courses;
- education courses; and
- the Jilin University of Finance and Economics.

ACTION ULTC14/7 Forward ULTC discussion and recommendations in relation to the Student Performance Report to the Office of the Provost and DVC (Academic), by 29 November 2021. [Chair]

RESOLUTION ULTC14/6 The University Learning and Teaching Committee resolved to note the Draft 2020-2021 University Student Performance Report.

11. **Maintaining Academic Quality Through COVID – Draft Report (TOR 9.b and 9.c)**

The Committee discussed the Maintaining Academic Quality through Year Two of the COVID-19 Crisis Report.

The Deputy PVC (L&T) advised that the report has been prepared by members of the Learning and Teaching Leadership Team in response to Academic Senate action AS171/2 which requested a report on the impact of COVID-19 on teaching and learning, the ability for students to progress their courses, and the steps taken by the University to address any issues.

The ULTC is being asked to review the report and provide feedback prior to submission to Academic Senate. Members noted:

- that the report is a draft and further refinements will be made prior to submission to Academic Senate;
- that a meeting will be held with the Associate Deans (Research) and Sub Deans (Graduate Studies) to add more details to the report in relation to research training;
- a dip in Student Evaluation Survey (SES) satisfaction rates in some programs and modes of study;
- that the paragraph outlining student support and services available to First Nations students will be moved to a more appropriate section;
- the data shows that students were more satisfied with the support they received in 2020 compared to 2021 and that some of the reasons for this may be fatigue around studying online for a second year, the added complexity of lockdowns relating to geographical areas, the stop start nature of lockdowns and changes to financial support;
- that a vast number of students have applied for multiple leave of absences and this will have an impact on attrition data;
- the large number of IP grades in 2021 compared to last year;
- a strong decline in satisfaction from students in practical based subjects;
- the unique student cohorts at the university, which include a large number of mature age, First in Family and Indigenous students, and the need to contextualise this data in the report; and
- that the special consideration system may provide valuable data for the report as it highlights the number of students applying for special consideration for critical incident COVID-19 related issues such as mental health, financial, personal and work-related difficulties.

The Chair advised that she will follow up with the Director, Office of Planning and Analytics to clarify if there has been an increase in students seeking financial, emotional and academic support, noting that this data might give some context to the student satisfaction piece within the report.

The Deputy PVC (L&T) thanked members of the Learning and Teaching Leadership Team for their contributions to the report and Reagan Petzel for collating the responses into the report for ULTC.

> **ACTION ULTC14/8** Liaise with the Director, Planning and Analytics to clarify if there has been an increase in students seeking financial, emotional and academic support during the COVID period, by 29 November 2021. [Chair]

> **RESOLUTION ULTC14/7** The University Learning and Teaching Committee resolved to:
> 1. note the Maintaining Academic Quality through year two of the COVID-19 Crisis Draft Report; and
> 2. endorse the report for submission to Academic Senate pending incorporation of feedback.

12. Review of the Annual Plan, Membership and Terms of Reference

The Committee noted that the membership and terms of reference (MTOR) of the ULTC are reviewed annually to ensure that they remain relevant.

The Deputy PVC (L&T) thanked David Smith and Katherine Bell for conducting a desktop review of the MTOR of equivalent committees at six different universities.

Members agreed to support the following recommendations for minor changes to the membership and terms of reference of the ULTC:

- the current terms of reference be expanded to include a focus on education innovation and strategy; and
- the current membership be expanded to include representation from the Division of Library Services.

> **RESOLUTION ULTC14/8** The University Learning and Teaching Committee resolved to endorse the revised ULTC membership and terms of reference for approval by Academic Senate.

The Committee noted that the benchmarking report highlighted that the current ULTC terms of reference are lengthy and far more complicated than those at other institutions and supported the following additional recommendations:

- the Chair liaise with the Chair, Academic Senate to discuss the streamlining and consolidation of the terms of reference of the ULTC;
- that the review of the terms of reference of the ULTC be conducted in conjunction with reviews of the terms of reference of the University Courses Committee (UCC) and the University Research Committee (URC); and
- the review include consideration of the minor changes proposed to the membership and terms of reference of the ULTC as endorsed by the Committee at Agenda Item 12.

> **ACTION ULTC14/9** Arrange a meeting with the Chair, Academic Senate to discuss a review of the terms of reference of the University Learning and Teaching Committee and to recommend that this review be conducted in conjunction with reviews of the terms of reference of the UCC and URC, by 29 November 2021. [Chair]

13. Meeting Schedule 2022

> **RESOLUTION ULTC14/9** The University Learning and Teaching Committee resolved to note the 2022 Meeting Schedule.

14. Other Business

There were no items of urgent business.

15. Meeting Summation

The Chair thanked members for their participation during the meeting.

16. Next Meeting

The next meeting of the University Learning and Teaching Committee will be held from 9.00am to 11.00am on Monday, 7 March 2022 by videoconference. The agenda for this meeting closes on Thursday, 24 February 2022.

There being no further business, the meeting concluded at 11.00am.

Signed as a true and accurate record:

_____   <u>7 March 2022</u>
Chair   Date