The 2/2013 meeting of the Learning and Teaching Committee was held via video conference at 10:00am – 1:00pm on Monday 29 April in room 2.06, Bray Centre (N54), Nathan campus, S01_2.37A South Bank campus and room 1.04, The Chancellery (G34), Gold Coast campus

Tasha Langham
Secretary

MINUTES

PRESENT:
Professor Alf Lizzio (Acting Chair)
Professor Nick Buys
Professor Glenn Finger
Professor Lorelle Frazer
Ms Kathy Grgic
Associate Professor Robyn Hollander
Professor Richard John
Associate Professor Don Lebler
Associate Professor Wendy Loughlin
Professor Keithia Wilson
Secretary – Tasha Langham

APOLOGIES:
Professor Sue Spence
Dr Michael Howes
Ms Linda O’Brien

INVITED
Mr Matthew Campbell
Ms Karen van Haeringen
Dr Christopher Klopper

1.0 CONFIRMATION OF MINUTES

The minutes of the 1/2013 meeting of the Learning and Teaching Committee were taken as read and confirmed.

2.0 MATTERS ARISING FROM PREVIOUS MINUTES

Nil.

3.0 MEMBERSHIP

3.1 The Acting Chair welcomed Associate Professor Heather Alexander to her first meeting as Chair of the University Assessment Committee.

SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE

4.0 ON-LINE ASSESSMENT APPLICATIONS

4.1 The University currently has an on-line assessment application – Application for Deferred Exams to which it has added for semester 1, 2013 the Review of Grade Applications and Application for Special Consideration.

4.2 The University Assessment Committee (1/2013 meeting) noted that a student may seek special consideration for an individual assessment task or for the course as a whole. The system workflows the application for consideration in the first instance by the Course
Convenor who makes a recommendation to the Chair, School Assessment Board, who records the decision and the reason for the decision in the application, which are then notified to students in writing via e-mail. In the instance where a student has requested special consideration for the course, the application will remain in the system with a status of pending until grades for that particular course have been finalised. Students have the facility (My Applications) via the Griffith Portal to view the status of all on-line assessment.

4.3 The University Assessment Committee further noted that in September 2012 the University received two recommendations from the Queensland Ombudsman in relation to failure to provide a written notice of decision and reasons for decision in response to all applications made by students under the Assessment Policy:

- Recommendation 1 – The University amend its Assessment Policy to include an express requirement to provide reasons for decisions, which would include the particular provisions of the University policies relied on in making a decision to grant or not grant a student's application, material facts relied on and reasons for the decision.
- Recommendation 2 – The University review the information on the Griffith Portal to ensure the information provided in relation to Special Consideration is consistent with the Assessment Policy and other relevant policies and procedures.

4.4 In light of the Ombudsman's recommendations Academic Committee at its 1/2013 meeting ratified the Chair's executive action in approving the following amendments in bold to the Assessment Policy:

Section 7 Supplementary Assessment

Students awarded a central supplementary exam shall receive email notification from Exams and Timetabling in Student Administration. As a general rule, central supplementary examinations are held in the designated deferred/supplementary examination periods as advised on the University's academic calendar.

Students awarded another form of supplementary assessment or a school-based supplementary exam shall receive notification of the form and timing of the supplementary assessment item from the School.

Section 8 Special Consideration and Deferred Assessment

Sub-section 8.5

Following submission of a completed application for Special Consideration Extension or Deferred Assessment and its consideration by the approving authority the student will be notified of the outcome. The method used to notify the student depends on the type of application submitted.

4.5 The Assessment Policy (2012/0008059) approved by Academic Committee’s 1/2013 meeting was reviewed by University Assessment Committee in light of existing processes and the new on-line assessment applications to assure itself that the Ombudsman's recommendation 1 has been addressed. In terms of Special Consideration and Deferred Assessment the on-line applications now provide for students to monitor the status of their application, receive formal notification of the decision and the reasons for the decision. The Committee was of the opinion that the change made to Section 8.0 of the Assessment Policy is sufficient.

4.6 The University in responding to the Ombudsman advised that at its June 2012 meeting University Assessment Committee had considered replacing Section 8.0 Special Consideration, Extensions and Deferred Assessment of the Assessment Policy with a new set of Special Consideration provisions and in its 2013 Work Plan had identified such amendments as remaining under consideration. The University Assessment Committee resolved that the online Special Consideration application had sufficiently streamlined this process addressing previous concerns of the Deans (Learning and Teaching) and that the proposal to consider a new approach to Special Consideration be removed from the Committee's 2013 Annual Work Plan.
4.7 Advice was received on 28 March 2013 from the Assistant Ombudsman that the Office's recommendations in relation to notifications for assessment applications have been addressed in the Assessment Policy adopted by Academic Committee at its 1/2013 meeting.

4.8 In reviewing the online application for deferred assessment after the 1/2013 meeting, the Senior Manager, Examinations & Timetabling and Deputy Academic Registrar considered whether the online application also has the potential to enable students to apply for an extension of time to submit an assignment as outlined in 8.1.2 of the Assessment Policy and also in the Assessment Submission and Return Procedures. The Senior Manager, Examinations & Timetabling advises the online application will allow students to submit an application to defer an assignment. This will ensure all applications regarding an assignment are recorded in PeopleSoft and managed in the same way as other assessment applications, including sending an email to students regarding the outcome. The University Assessment Committee (2/2013 meeting) resolved to approve the use of an online application process for recording applications for extension of time to complete an assignment.

Resolution

4.9 The Learning and Teaching Committee, on the recommendation of University Assessment Committee (1/2013), agreed to advise Academic Committee that:

- The changed Assessment Policy (2012/0008059) supported by the University's on-line assessment application processes responds sufficiently to the Ombudsman's recommendations;
- University Assessment Committee is no longer proceeding with proposals to revise the University's special consideration provisions; and
- an online application process for recording applications for extension of time to complete an assignment is to be deployed.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

5.0 ASSESSMENT COVER SHEET

5.1 The University Assessment Committee (1/2013 meeting) was reminded that at the time of adopting the University's Assessment Submission and Return Procedures the Deputy Chair Academic Committee had asked that a notation be put on the procedure that it does not apply to OUA students and asked Assessment Committee to review why OUA students would not be subject to this procedure, particularly now that the University has OUA CSP students.

5.2 Recently the Committee had become aware that the coversheet for OUA students submitting assessment tasks to Griffith has an academic integrity declaration that is inconsistent with the coversheet contained within Assessment Submission and Return Procedures. While the staff managing OUA students in Student Administration have now addressed this issue, they have suggested some changes to the declaration to address issues they have been experiencing. The changes proposed by OUA staff which were considered by the University Assessment Committee are underlined and in bold in the following text:

I, hereby certify that:
- I have not colluded with another student or person in the production of this assessment item in such a way as to undermine the purpose of this assessment task unless group work and collaboration is an expectation of the assessment item.
this assignment has not been submitted for assessment in any other course or at any other time in the same course at Griffith, or at any other University without the permission of the relevant Course Convenor.

The University Assessment Committee (1/2013) agreed to recommend these changes to the Learning and Teaching Committee provided that the following phrase is removed from the first statement set out above:

“in such a way as to undermine the purpose of this assessment task”.

Resolution
5.3 The Learning and Teaching Committee, on the recommendation of the University Assessment Committee (1/2013), approved the revised Assessment Submission and Return Procedures (2013/0006265) for immediate implementation.

6.0 GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING GUIDELINES

6.1 The Educational Excellence Committee conducts an annual, systematic review of the current GAET Awards process. At its 1/2013 meeting the Educational Excellence Committee considered a draft copy of the revised Griffith Awards & Citations for Excellence in Teaching guidelines and a summary of proposed changes to the Griffith Awards for Excellence in Teaching (GAET) for 2013.

6.2 Changes were made to the following categories:
- Links between GAET and Citations
- Timelines
- Award Categories
- Eligibility Criteria
- Nomination Process
- Selection Panels

6.3 Members were advised that due to the timing of meetings, the Chair, Learning and Teaching Committee had executively approved the revised guidelines (2013/0006755) on 28 March, 2013.

Resolution
6.4 The Learning and Teaching Committee ratified the Chair’s executive action in approving the Griffith Awards for Excellence in Teaching for 2013 as described in document 2013/0006755.

SECTION C: RECOMMENDATIONS AND REPORTS TO OTHER COMMITTEES

7.0 CREDIT TRANSFER POLICY

7.1 Requirement 3.3 of TEQSA Provider Course Accreditation Standards states ‘Credit for previous studies or skills (including articulation, recognition of prior learning and credit arrangements) is consistent with the Qualification Standards and preserves the integrity of the higher education award to which it applies’. In early 2012 the University assessed its compliance with this requirement of the TEQSA Threshold Standards and identified review of the Credit Transfer Policy is required as per AQF implementation plan.

7.2 The Learning and Teaching Committee was asked to take account of the AQF Qualifications Pathways Policy and the AQF Explanations November 2012.

7.3 Modifications to the Credit Transfer Policy (2013/0006512) and a memorandum dated 22 April 2013 setting out the reasons for the changes to the Policy were before the Committee.
7.4 In discussing this item members noted that significant changes were being proposed to the Credit Transfer Policy in order to enhance its compliance with the Qualification Standards. Of significance was the addition of a new section (6.6) Assessment of Prior Learning. Four criteria are specified for the assessment of prior learning – evidence provided is valid, authentic, current and sufficient. A form is currently under development to assist staff with assessing prior learning.

Resolution

7.5 The Learning and Teaching Committee noted that the revised Credit Transfer Policy would be referred to Group Boards for feedback.

8.0 STUDENT CHARTER – RESPONSE TO THE QUEENSLAND OMBUDSMAN’S REPORT ON COMPLAINTS MANAGEMENT

8.1 At its 2/2013 meeting, the University Assessment Committee considered a number of recommendations in relation to the Queensland Ombudsman’s Report on Complaints Management. The University Assessment Committee referred recommendation 21 which relates to the Student Charter, to the Learning and Teaching Committee for decision, as follows:

GU to amend the Policy to include a statement that:

- The University is alert to the needs of vulnerable clients.
- People with particular needs are assisted – for example people who are in any way disadvantaged by intellectual or physical disability, education, language ability or any other impairment.

8.2 The Learning and Teaching Committee, in considering recommendation 21, agreed that the Student Charter be amended to state both the University’s responsibilities in facilitating the resolution of complaints from students, especially those less likely to be empowered to make a complaint, and students’ responsibility in disclosing all information relevant to their studies at the University. Recognising that a range of complaints arise out of the University not being alert to accommodations needing to be made for students to undertake their studies, Learning and Teaching Committee recommended that a link be provided in the Student Charter to a Griffith University Disclosure Form that is in development.

Resolution

8.3 The Learning and Teaching Committee referred the Student Charter back to the University Assessment Committee and asked that the Student Charter be revised to include the University’s responsibilities in facilitating the resolution of complaints from students, especially those less likely to be empowered to make a complaint, and students’ responsibility in disclosing all information relevant to their studies at the University.

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

9.0 PRESENTATION – PEER ASSISTED COURSE ENHANCEMENT SCHEME

9.1 Dr Christopher Klopper, School of Education and Professional Studies gave a presentation on the Peer Assisted Course Enhancement Scheme (PACES). PACES is a developmental and confidential process in which two colleagues within a school collaborate to improve the quality of, or reinvigorate, a course. Using a collegial approach, strengthened through a series of centrally delivered workshops and informal discussions over coffee, the partners
develop an action plan to achieve the identified goals. Informal student feedback and peer observations are used during the semester as tools to enhance course quality.

9.2 A document outlining the scheme is available from the Secretary upon request.

10.0 REPORT INTO WORK INTEGRATED LEARNING AT GRIFFITH UNIVERSITY 2012 - 2013

10.1 The Report into Work Integrated Learning at Griffith University 2012 – 2013, authored by Mr Matthew Campbell from GIHE, was commissioned by the Deputy Vice Chancellor (Academic), in December 2012 to capture how the University is progressing towards its goal of providing work integrated learning opportunities to all students. The report was prepared in light of the recently published Griffith University 2013-2017 strategic plan that sets within its first goal an objective to create a definitive Griffith experience for students, characterised by: A transformational Griffith Experience that builds students’ self-confidence, employability, and capacity to apply their skills and knowledge to a range of contexts through one or more, for-credit learning experiences, including:

- Work-integrated learning
- Service learning
- A research project/practicum
- An international study experience

10.2 Mr Campbell advised members that the University’s current strategic objective to have Work Integrated Learning (WIL) available in all programs has essentially been achieved and that the University needs to reconsider its priorities within this area and move towards a new generation of WIL experiences.

10.3 Members noted that students are already engaged in the world of work and that the role of the University in developing professional (soft) skills needs to be further explored. Current employment, income and responsibilities presented as significant barriers to engagement in WIL placements. As such, the University needs to explore how to capitalise on these experiences as part of the ongoing WIL strategy.

11.0 UNIVERSITY EXPERIENCE SURVEY

11.1 The University Experience Survey (UES) has recently been published on The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education’s website.

11.2 Members noted the Institution Report Griffith University 2012, together with reports prepared by Louis Albert, GIHE, late last year using the University’s 2012 UES data.

12.0 FULL CLASS MANAGEMENT

12.1 Members noted that the Executive Group has approved the rule of opening a minimum of 80% of classes to facilitate seamless and efficient enrolment for students. Semester 1, 2013 enrolment was characterised by an increase in complaints from students unable to enrol due to full courses, resulting in communications from the Deputy Vice Chancellor (Academic) to Group Pro Vice Chancellor’s seeking support for more effective management of full classes.

12.2 In discussing this item members noted that Exams and Timetabling (EXT) will escalate those courses that have appeared on the EXT full course report for three to the relevant Head of School and request that immediate action is taken by that area. This action may include increasing the enrolment capacity of classes, releasing any hidden classes or scheduling additional classes. On some occasions however, it may be appropriate for a School to decide that a full course will have no further places made available for enrolment. In these cases, EXT will seek permission from the relevant Head of School (HOS) for the courses to remain full. If not approved by the HOS, additional places must be made available in the course.
12.3 The Academic Registrar advised that she would write to Heads of Schools and School Administration Officers advising of the changes to class management and the need to have close oversight of student numbers during the enrolment period to ensure that sufficient classes are available to meet demand.

13.0 ISSUES WITH BLACKBOARD 9 UPGRADE

13.1 The Dean (L&T) Griffith Business School raised her concerns regarding the Blackboard 9 upgrade and the level of support provided by INS to cope with the increased demand by academics during the phase-in period. The other Deans (L&T) agreed that there had not been enough support provided post implementation and that the Blended Learning Advisors within the Groups had seen a dramatic increase in enquiries.

Resolution

13.2 The Deans (L&T) agreed to consult with their Blended Learning Advisors regarding the issues associated with the Blackboard 9 upgrade and to provide a list of these through the Acting Chair to the Pro Vice Chancellor (INS) for consideration and future discussion.

14.0 SEMESTER 2, 2012 IMPLEMENTATION OF THE SCHOOL ASSESSMENT BOARD BRIEF

14.1 At its 4/2012 meeting the University Assessment Committee adopted a Brief for School Assessment Boards for implementation in semester 1, 2012 and at its 8/2012 meeting resolved that for semester 2, 2012 all Assessment Boards be conducted again in accordance with that Brief.

Resolution


15.0 COMMUNICATION STRATEGY FOR SEMESTER 1, 2013 ASSESSMENT CHANGES

15.1 At its 1/2013 meeting University Assessment Committee considered the Change Management Strategy for the Implementation of the Grading Schema Working Party Recommendations. The Committee was advised that in December the Learning and Teaching website was updated with information about the changes to grading, academic standing and supplementary assessment as was the Learning @ Griffith site and the Course Profile System primarily for an academic staff audience. Advice was given that a number of academic staff enquiries were fielded by Academic Services staff from December through to the start of semester 1, 2013 and since Orientation week there has been a decline in such queries. Banners and posters with a student focus are currently being printed and will be available in the very near future around each of the campuses. Advice to students about changes to the grading schema, supplementary assessment and academic standing was included in the Deputy Vice Chancellor's (Academic) week 2 student e-mail.

15.2 The Committee was reminded that the new grading schema has been used for the summer semester courses conducted in January 2013 and some students are already seeing numeric grades on their transcripts. Some members of the Committee felt that more explicit communication is required to students about exclusion as a consequence of failing the same course three times and that this communication should be undertaken by both Schools and Examinations and Timetabling (EXT). The Senior Manager, Examinations and Timetabling (EXT) advised that she would summarise the key changes to the Assessment Policy in a one pager to help schools clearly communicate the possible consequences of these changes to students.

Resolution
15.3 The Learning and Teaching Committee noted the change management strategy in relation to the Grading Schema Working Party’s recommendations for both staff and students is being effectively implemented.

16.0 REPORTING ARRANGEMENTS FOR UNIVERSITY ASSESSMENT COMMITTEE

16.1 The Deans (Learning and Teaching) Forum on the 12 March 2013 considered University Assessment Committee’s (UAC) November 2012 recommendation that its reporting arrangement be changed from Learning and Teaching Committee to Academic Committee. The outcome of the Forum is that UAC is to remain a sub-committee of Learning and Teaching Committee (LTC) and from 2014 UAC’s meetings are to be scheduled so that there is an expedient sequence from UAC to LTC (similar to the alignment of Academic Committee and Council).

Resolution

16.2 The Learning and Teaching Committee noted the outcome of the Deans (Learning and Teaching) Forum that University Assessment Committee remain a sub-committee of Learning and Teaching Committee and that the sequence from UAC to LTC be more expedient from 2014

17.0 CHAIR’S REPORT

17.1 The Acting Chair advised that the draft Academic Plan 2013-2017 Transforming the Student Experience was currently being circulated for comment and would be returned for discussion at the June Learning and Teaching Committee.

18.0 GRIFFITH INSTITUTE FOR HIGHER EDUCATION (GIHE) REPORT

18.1 The Director gave the following verbal report:

- A workshop on Programs that Enhance Student Learning will be held mid-June and a Symposium on Assessment will be held in Week 14.
- The Program Review Party is progressing well.
- Student success and retention teams will be launched shortly. SPSS analytics will be utilised to identify students at risk.
- Professional development modules on how to teach in online courses will be rolled out in 2014.

19.0 REPORTS FROM SUB-COMMITTEES/ WORKING PARTY

19.1 EDUCATIONAL EXCELLENCE COMMITTEE

The minutes of the 1/2013 meeting were noted.

19.2 UNIVERSITY ASSESSMENT COMMITTEE

The minutes of the 1/2013 meeting were noted.

19.3 ABORIGINAL AND TORRES STRAIT ISLANDER INCLUSIVE CURRICULUM DEVELOPMENT AND IMPLEMENTATION ADVISORY GROUP

Nil.

20.0 MEETING DATES - 2013

20.1 Members noted the meeting dates for 2013. All meetings are scheduled from 10:00am – 1:00pm.

24 June N54_2.06 / G34_1.04 (videoconference)
19 August  N54_2.06 / G34_1.04 (videoconference)
21 October  N54_2.06 / G34_1.04 (videoconference)
25 November  G34_2.02 (face-to-face)

Minutes confirmed by:

Professor Sue Spence, Chair  24 June 2013

Date