A special meeting of the Learning and Teaching Committee was held at 10.00am on Monday 20 July 2009 in Room 2.02, Bray Centre (N54), Nathan campus.

### 1.0 Attendance

**Present:**
- Professor Kerri-Lee Krause (Chair)
- Professor Paula Baron
- Associate Professor Peter Bernus
- Professor Sally Borbasi
- Professor Nick Buys
- Associate Professor Glenn Finger
- Professor Lorelle Frazer
- Dr Robyn Hollander
- Associate Professor Wendy Loughlin
- Associate Professor Reza Monem
- Professor Bofu Yu

**By invitation:**
- Ms Barbara Buckley (Item 6.0)
- Ms Debbie Slater-Bonnell
- Observer: Ms Sharon Clifford
- Secretary: Ms Karen van Haeringen

**Apologies:**
- Dr Kevin Ashford-Rowe
- Associate Professor Mary Keyes
- Professor Parlo Singh
- Professor Sue Spence
- Mr John Swinton

**Absent:**
- Associate Professor Rod Barrett
- Ms Renae Carrigg
- Ms Cassandra Graham
- Ms Kathy Grbic
- Ms Carol Joy Patrick
- Professor Keithia Wilson
- Nil

### Welcome

The Chair welcomed Associate Professor Wendy Loughlin as a member of the Learning and Teaching Committee in her role of Dean (Learning and Teaching) for the SEET Group.

### SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE AND ITS SUB-COMMITTEES

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<tr>
<td>Assessment Committee</td>
<td>The Learning and Teaching Committee recalled that at its (2/2009 meeting) it had considered a proposal to establish an Assessment Committee (2009/0003274) with a wider brief than the existing Committees of the Chairs of the Assessment Boards (2007/0003274). On that occasion members of Learning and Teaching Committee queried the need for an Assessment Committee with a wider remit at</td>
<td>Resolution</td>
<td>The Committee’s recommendation to be forwarded to the Academic Committee.</td>
<td>Secretary, Learning &amp; Teaching Committee</td>
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<td>the University level. As a result Learning and Teaching Committee agreed to initiate via the Committee of the Chairs of Assessment Boards some stakeholder consultation about issues relating to the governance structures supporting the University's assessment activities. The Committee of the Chairs of Assessment Boards (2/2009 meeting) considered a paper discussing University, Faculty and School governance structures for assessment and resolved to send it out to faculties and schools for comment. These comments were considered at the 3/2009 meeting of the Committee of the Chairs of Assessment Boards which identified that further work is required at the faculty and school level around governance of assessment issues. However the Committee recommended the following to the Learning and Teaching Committee: • the establishment of a new Assessment Committee and the disestablishment of the present Committee of Chairs of Assessment Boards. • Section 1.4 of the Assessment Committee constitution be reworded to &quot;Considering assessment matters that arise from Groups and Faculties that require investigation at a broader institutional level&quot; • The committee’s membership include such roles as Deans and Deputy Deans (Learning and Teaching), Chairs of Faculty Assessment Boards, Manager of Learning@Griffith, Director of GIHE or nominee, Director of Student Administration, Head of Secretariat and up to two members of academic staff with specialist assessment expertise, co-opted by the Pro Vice Chancellor (Quality and Student Outcomes) • The Chair of the committee to be elected from its membership. These recommendations had been incorporated into the Assessment Committee constitution (2009/0003278) that was before Learning and Teaching Committee for discussion. Discussion focused on the inclusive nature of the Committee's membership, in particular the inclusion of the Deans/Deputy Deans (Learning and Teaching). A number of the Committee's members supported a larger more inclusive membership for the Assessment Committee on the basis that it allows for the different configurations that are represented in the four</td>
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<td>Committee: • the establishment of the Assessment Committee as described in (2009/0003278) from 1 October 2009 and, • disestablishment of the Committee of the Chairs of Assessment Boards from 30 September 2009.</td>
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<td>groups and the diversity of roles responsible for assessment across the Groups. The view was expressed that it is important at this point in time when the University is being asked to respond to developments around assessment, moderation and standards at a national level that all disciplines of the University are represented on the Assessment Committee. There was unanimous support from the Learning and Teaching Committee that an Assessment Committee constituted in the manner set out in (2009/0003278) be established from 1 October 2009.</td>
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## SECTION B: ACTION UNDER DELEGATED AUTHORITY

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<td>Course Outline System (Agenda Item 5.0)</td>
<td>The Learning and Teaching Committee was advised that Griffith’s Course Outline system, implemented in 2006, acts as the point of collection, approval and publication of Course Outlines in Learning @ Griffith, the Course Catalogue and the Course Outline website. Recent issues associated with the robustness of the Course Outline System has resulted in the Deputy Vice Chancellor (Academic) initiating a project to: • redevelop Griffith’s Course Outline System using the University of Queensland (UQ) Course Profile System and • extend the Course Outline System to undertake curriculum mapping of learning outcomes, graduate attributes, internationalization, WIL and blended learning. The Course Outline System redevelopment is one of a number of projects being undertaken in the Learning and Teaching portfolio under Program EAGLe (Evaluation &amp; Assurance of Griffith Learning). Barbara Buckley, the EAGLe Project Manager and Debbie Slater-Bonnell were welcomed to the meeting to demonstrate a rebranded version of the UQ Course Profile using the Course Outline – 7901AFE – Sem2 – Gold Coast Campus – In Person. For the purpose of comparison members of the Learning and Teaching Committee had before them the existing Course Outline for 7901AFE produced via the Griffith Course Outline System. The UQ Course Profile system has four roles: 1. designer which is equivalent to the Course Convenor role in the Griffith system. 2. previewer which is equivalent to the Program Convenor role in the Griffith system. It was noted that this role does not have edit access. 3. reviewer which is equivalent to the Head of School and Dean roles in the Griffith System.</td>
<td>Resolution</td>
<td>The Learning and Teaching Committee resolved to: • Express its appreciation to Barbara Buckley and Debbie Slater-Bonnell for the demonstration of the proposed new Course Outline System, • Consider the policy issues associated with the introduction of this system and a new course and teaching evaluation system with a view to revising the Course Approval and Review Process.</td>
<td>Secretary to prepare a discussion paper itemizing the policy issues the Committee needs to consider in relation to the Course Approval and Review Process.</td>
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4. *unit administrator* which is equivalent to the School Administrative Officer role in the Griffith System.

The designer view has the following navigation:
1. Course Information
2. Aims & Objectives
3. Learning Resources
4. Learning Activities
5. Assessment
6. Policies & Procedures
7. Learning Summary

Barbara Buckley walked the Committee through the seven sections of the designer view highlighting optional fields that can be completed and that may not be apparent from the printed version of the Course Profile. These included:
- Assumed background
- Previous student feedback
- Additional Timetable Information
- Additional Griffith graduate attributes
- How assessment feedback is given in the course

Some of the functions that were highlighted in the demonstration include:
- General course information being pre-populated from the PeopleSoft Student System.
- An *i* icon within every field showing that the help function is embedded in the system.
- Teaching staff are added to the Course profile via the system looking up the PeopleSoft HR system to populate the field.
- Learning Objectives can be edited, reordered and grouped into subsets.
- Learning Objectives can be mapped to graduate attributes.
- Learning Resources provide booklists for the bookshop and reading lists for the library.
- Learning Activities are displayed using dates not teaching weeks, reflecting a more flexible approach to the academic calendar.
- Matrices of learning activities can be created either by type or timing.
• Learning Resources, Assessment and University policy lock down at a particular time, all other sections may change across the semester and students are provided with a log of changes made.
• The Clone from Wizard feature allows the Course Profile to be copied for the next semester.
• Learning Summary allows the creation of a set of courses to map the use of learning resources, assessment and graduate attributes – these sets are only viewable by the designer.
• Learning Summary of graduate attributes can be transferred to Excel.
• A Student Board is available to post notices for students.
• Both a Public Profile and a Student Profile of the Outline are produced.

Following the demonstration, the Chair invited comments and questions from Learning and Teaching Committee members.

One member expressed the view that the system demonstrated is not a Course Outline System as it includes functions that are currently part of the Learning Management System and the timetabling system Syllabus Plus. The question was put to the EAGLe Project Manager as to whether other systems will be decommissioned or the data they collect rationalized so that data is not being duplicated in multiple systems. Advice was given that Student Administration is interested in collecting exam data through the Course Outline System and will try to avoid duplicating information. Navigation in Learning@Griffith will need to be reconsidered in the context of the introduction of the new Course Outline System. The comment was made that the introduction of a comprehensive Course Outline System as demonstrated may undermine the use of Learning@Griffith.

A member asked the question ‘what is a course’ – a code, learning mode or offering. Advice was given that in the UQ Course Profile a course is at the class or offering level, which would result in the production of significantly more Course Outlines. However the EAGLe Project Manager has identified the possibility of limiting the production of Course Outlines to different Learning Modes. Another member commented that the way the University is moving with blended learning, this will still result in multiple course outlines per
The Committee reaffirmed that the goal is to retain one Course Outline regardless of learning mode or location.

A question was asked about the strategy for moving Course Outlines from the existing system to the new system. The EAGLe Project Manager advised that the DVC (A) has agreed to provide resources to employ a number of casual staff to copy over Course Outlines into the new system for editing by the Course Convenor. Another strategy being considered is that casual staff sit alongside Course Convenors and train them to prepare their Course Outlines in the new system. It is proposed that a number of Schools pilot the system in semester 1, 2010 before university-wide roll-out in semester 2, 2010.

The comment was made by one member and reinforced by a number of others that students will view the Course Outline as produced by the new system as a regression in terms of its look and layout. Members made a number of suggestions about how the clarity of the Outline as produced by the new system could be improved. Firstly that in the Assessment Section, items 5.1, 5.4 and 5.5 be brought together in a table as they are in the current Griffith Course Outline. That the table includes the facility to add the weighting of assessment items to 100%. The view was expressed that the Learning Objectives appear to be repeated throughout the Course Outline, mapped once using numbers and a second time using dots. Members queried the value of this information to students. There was a general view that the sections of the new Outline Template should be reordered and in particular members did not like University policy being interspersed throughout the operational information specific to the course. A preference was expressed for the clear delineation of sections A, B and C in the current Course Outline Template with the last one being University policy.

The EAGLe Project Manager indicated that it may be difficult to change the ordering of sections in the Template as the new system uses html rather than Word. The level of effort ($) to move sections may make it prohibitive. Advice was given that students can select what sections they want to print of the Course Outline, so they can in some senses modify the order of the content.
Members expressed some disquiet at the fact that students could pick and choose what aspects of the Outline to print. They were similarly concerned about the ability to continually change the Outline with the exception of the assessment and the learning resources. A view was expressed that it is this ability to continually modify the Course Outline that may undermine the use of Learning@Griffith, on the other hand the point was made that it is quicker to place a note on Learning@Griffith about a change rather than update a database driven Course Outline. The Committee expressed the view that the Course Outline should be locked down when it is published as per the University’s existing policy. The view was also expressed that to compensate for students printing and reading only parts of the Course Outline that a statement should be incorporated into the System for replication on each Outline that “The University via the publication of the Outline will deem that all students enrolled in the course have read the Course Outline in its entirety.” It was suggested that a similar statement be included in the Student Charter stating it is the student’s responsibility to read the Course Outline in its entirety.

Another area of concern was the number of fields in which information is required and which may not be available in time for the publication of Course Outlines for example the inclusion of teaching team details, where sessional staff may not as yet been included on the PeopleSoft HR system.

Members had a number of questions about the schedule of activities, these included could it be both a weekly and daily schedule for intensively taught courses, is there the ability to scroll a calendar to locate dates and then automatically populate the schedule with the dates selected in the calendar. Advice was given that as the schedule is date driven, it can be either weekly or daily.

A question was asked about the system’s ability to capture and map data about a range of course attributes e.g. WIL, internationalisation, Aboriginal and Torres Strait Islander Content and blended learning. The EAGLe Project Manager commented that these are enhancements planned for the current system and a meeting is scheduled for next month to discuss these. A member also noted that unlike the Griffith Course Outline there are no fields in the new system identifying the health and safety risks associated with
undertaking the course and could an additional field be introduced into the system to capture this information.

Other features of the system which were identified during this discussion was its ability to:

- Generate reminders to Course Convenors who have not completed their Course Outlines
- Include dates on new versions of the Course Outline, if and when they change during the semester
- Allow attachments for the purpose of including images etc.

Members of Learning and Teaching Committee commented that while they liked the graduate attribute mapping, consideration needs to be given to the fact that many courses serve multiple programs and as a result across a program that is not highly structured there may be a lot of replication of the same types of attributes, taught and assessed at the same standard and in similar ways.

Another member asked whether the Student Feedback field could be made mandatory rather than optional. The comment was made that this is a policy issue that needs to be determined in the context of the Course Approval and Evaluation Policy (2007/0000056), which members had before them, along with the Course Outline Requirements (2005/0025004) and the Course Outline Template. The introduction of the UQ Profile system has a number of policy implications for Course Outlines, Course Evaluations and Learning@Griffith and these will be explored through a discussion paper that will be available for members at the next meeting of Learning and Teaching Committee on the 17 August.
### SECTION C: OTHER RECOMMENDATIONS AND REPORTS [TO PERSONS/COMMITTEES OTHER THAN THE PARENT COMMITTEE(S)]

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<td>Other Business (Agenda Item 8.0)</td>
<td>A member of the Committee requested that the issue of the staggered enrolment process be discussed under the item of other business. The member highlighted that there are two dimensions to this issue, firstly the later date for enrolment and secondly the staggered nature of the enrolment. In terms of the later date for enrolment the process has impacted on a number of downstream processes such as the employment of sessional staff, and due to delays in this process, the majority of sessional staff will miss the GIHE induction program for new staff. The point was made that the majority of Schools would know only today the size and number of their classes in order to appoint staff. In terms of the staggered nature of the enrolment concern was expressed about the impact on restricted courses and equity issues where due to staggered enrolment not all students had an equal opportunity to enrol in the course. Another member reported on the recent Australian Universities Quality Forum (AUQF 2009) and agreed to forward the website URL for the Forum’s papers.</td>
<td>Resolution The Learning and Teaching Committee resolved to ask the Director, Student Administration to conduct an evaluation of the effectiveness of the staggered enrolment process with a view to reporting back to Learning and Teaching Committee at a future meeting</td>
<td>Secretary, Learning &amp; Teaching Committee</td>
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### SECTION D: MATTERS NOTED, CONSIDERED, OR REMAINING UNDER DISCUSSION

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| Chair’s Report (Agenda Item 3.0)                                             | The Chair reported on:  
  - *Learning & Teaching in Australian Universities – A Thematic Analysis of Cycle 1 AUQA Audits*, which presents a range of factors identified by AUQA Audits as conducive to effecting quality assurance for learning and teaching.  
  - *ALTC Grant Program* – highlighting that the outcome for two Leadership grants is pending.  
  - *ALTC Citations* – congratulating the nine Citation recipients and recognizing the support they received from a team of people in putting together their Citation applications. The Chair commented that this outcome was the best in the sector and equal with the University of Melbourne.  
  - *ALTC Australian Awards for University Teaching* – noted four applications were recently submitted and wished applicants all the best.  
  - *Griffith Grants for Learning and Teaching* – noted that the 2009 Griffith Grants for Learning and Teaching scheme was recently launched and encouraged applications from Groups, faculties and schools. | Noted      |                    |                    |
<p>| Educational Excellence Committee (Sub-Committee Reports – Agenda item 7.1)  | The 3/2009 Action Sheet was noted.                                                                                                                         | Noted      |                    |                    |
| Learning Environment Committee (Sub-Committee Reports – Agenda item 7.2)    | NIL                                                                                                                                                    |            |                    |                    |
| Student Orientation and Engagement Committee (Sub-Committee Reports – Agenda item 7.3) | NIL                                                                                                                                                 |            |                    |                    |
| Committee of the Chairs of Assessment Boards (Sub-Committee Reports – Agenda item 7.4) | The 2/2009 and 3/2009 Action Sheets were noted.                                                                                                       | Noted      |                    |                    |</p>
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<td>Griffith Work-Integrated Learning Working Party (GWIL)</td>
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<td>(Sub-Committee Reports – Agenda item 7.5)</td>
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<td>English Language Working Party (Agenda Item 7.6)</td>
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<td>Aboriginal and Torres Strait Islander Inclusive Curriculum Development and Implementation Working Party (Agenda Item 7.7)</td>
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<td>Next meeting</td>
<td>The next meeting is scheduled for Monday 17 August at the Gold Coast campus, Room 2.02 at the Chancellery.</td>
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Chair’s signature: ___________________________________________________________ Date: __________________________