A meeting of the Programs Committee was held on Thursday 5 July 2018 at 9.30am via videoconference in the Room 2.06, Bray Centre (N54), Nathan campus; Room 2.27, Information Services (L03) Logan campus and Room 4.09, Clinical Sciences 2 (G16), Gold Coast campus.

Present:

Professor Wendy Loughlin (Chair)
Professor Robert Ellis
Associate Professor Jane Evans
Ms Kathy Grgic
Professor Ross Guest
Dr Rene Hexel
Associate Professor Christopher Klopper
Dr Anita Love
Professor Fran Sheldon
Ms Maureen Sullivan
Mr Mark Fisher

Apologies:

Professor Nick Buys
Dr Jude Williams
Prof Michael Powell
Prof David Thiel
Ms Karen van Haeringen

Present by Invitation (item 13):

Dr Kirsten MacDonald
Prof Michael Sankey

University Committees SharePoint Web Address


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1.0 CONFIRMATION OF MINUTES

The minutes of the 3/2018 (7 June) meeting were taken as read and, with the following amendment, were confirmed.

Item 10 Undergraduate Admission Policy: The title of the newly established Schedule E of the Undergraduate Admission Policy should read: Year 12 Subject Adjustment Pathway.

2.0 DECLARATION OF INTERESTS

No members identified any conflict of interest, as outlined in the University policy, Conflict of Interest and Personal Relationships in the Workplace, which exists in respect of any of the items on the Agenda.
SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE AND ITS SUB-COMMITTEES

Nil

SECTION B: ACTION UNDER DELEGATED AUTHORITY

3.0 QCM NEW PROGRAM PROPOSAL 2018/1338.11
1609 BACHELOR OF CREATIVE ARTS

3.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Arts, Education and Law (26 June 2018), considered the new program proposal for the Bachelor of Creative Arts (1609) as described in 2018/1338.11, for implementation in Trimester 1, 2019.

3.2 The Bachelor of Creative Arts is a three year degree that will be offered on the Gold Coast campus to domestic and international students with intakes in Trimester 1 and Trimester 2. Majors will be offered in: ‘Sound Design’, ‘Drama’, ‘Creative Writing’ and ‘Photo Media’.

3.3 The University’s Standard English language requirements for admission to undergraduate programs will apply for this program.

3.4 To be eligible for the award of Bachelor of Creative Arts (BCTvA) Domestic students and International students not required to complete the English Language Enhancement course must acquire 240 credit points for core courses AND:
   - One 60 credit point major;
   - 30 credit points for arts and entrepreneurship courses;
   - 30 credit points for elective courses.

3.5 To be eligible for the award of Bachelor of Creative Arts (BCTvA) International students required to complete the English Language Enhancement course must acquire 240 credit points for core courses AND:
   - 5903LHS Language and Communication for Humanities and Social Science; and
   - One 60 credit point major;
   - 30 credit points for arts and entrepreneurship courses;
   - 20 credit points for elective courses.

3.6 The program has been developed through consultation with industry and maintains the creative arts presence on the Gold Coast campus following the withdrawal of the Bachelor of Popular Music.

3.7 Programs Committee members noted that, with consolidation of the trimester academic calendar, the expected default for all new program proposals was inclusion of admission for each trimester, unless a specific defensible justification was provided (to limit points of admission). In view of this, it was agreed to request that the Group undertake applicable mapping to appropriately assess factors that may impact on a Trimester 3 admission intake.

3.8 The Committee queried the name proposed for the program, particularly in view of the focus on industry partnerships and the intention for students to be instilled with an “entrepreneurial mindset” in the practice and business of the creative arts. Accordingly, members agreed to request that the program name be reviewed, noting Program Committee’s support for the preference of Bachelor of Creative Arts Entrepreneurship.

3.9 Subsequent to the meeting, the Pro Vice Chancellor, Arts, Education and Law Group advised the agreed title of the new program would be Bachelor of Creative Industries. Amendments to the Schedule of Abbreviations for University Awards (2018/9007020) were required as a result of the changed program title.
Resolution

3.10 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Arts, Education and Law (26 June 2018), resolved to approve the new program proposal for the Bachelor of Creative Industries (1609) as described in 2018/1338.11 and incorporating the points referred to above in section 3.7 and 3.8, for implementation in Trimester 1, 2019.

3.11 Programs Committee resolved to approve amendments to the Schedule of Abbreviations for University Awards (2018/9007020).

4.0 HSV NEW PROGRAM PROPOSAL 2018/1258.3

5730 MASTER OF SOCIAL WORK/MASTER OF MENTAL HEALTH PRACTICE

4.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching) Griffith Health (25 June 2018), considered the new program proposal for the Master of Social Work/Master of Mental Health Practice (5730) as described in 2018/1258.3, for implementation in Trimester 2, 2019.

4.2 The double masters program was approved in the recent round of Program Profile Planning. It comprises the core courses from both programs and will be offered via distance education over three years to domestic students only. Due to the offering of courses in the program, an intake will only be available in Trimester 2.

4.3 The Master of Social Work is a qualifying degree for graduates of other related disciplines. Through combining the program with the Master of Mental Health Practice, graduates will gain extended knowledge of service provision for people experiencing mental illness. Students who wish to exit the double with the Master of Social Work will be required to complete the 180 credit points for that award.

4.4 To be eligible to enter the double masters program, applicants will need to hold a three year degree in a related field, with a minimum GPA of 4.0 (using a 7.0 point scale).

4.5 The minimum English language requirements for applicants (domestic students only) whose previous study was undertaken in a language other than English are a minimum overall band score of 7.0 in IELTS (Academic) with no sub-score less than 6.5.

4.6 To be eligible for the awards of Master of Social Work (MSocWk) and the Master of Mental Health Practice (MMentHPrac) a student must acquire 240 credit points for core courses. Students in the dissertation pathway must acquire 30 credit points for the research dissertation.

4.7 Programs Committee members noted the arrangements for completion of at least one Social Work placement would be aligned with a Mental Health setting (to facilitate comparable coverage for the 7048HSV Mental Health Praxis course).

4.8 Members agreed that Health Group clarification was needed regarding Blue Card requirements for placements.

Resolution

4.9 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Health (25 June 2018) and subject to required clarification, resolved to approve the new program proposal for the Master of Social Work/Master of Mental Health Practice (5730) as described in 2018/1258.3, for implementation in Trimester 2, 2019.
5.0 ESC MAJOR CHANGE PROGRAM PROPOSAL 2018/1278.5
1328 BACHELOR OF MARINE SCIENCE

5.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Sciences (5 June 2018), considered the proposal for changes to the Bachelor of Marine Science (1328) as described in 2018/1278.5, for implementation in Trimester 1, 2018.

5.2 Programs Committee members noted that the proposal provides increased flexibility in the program by allowing students to complete 40 credit points of free choice electives in place of a minor. It was observed that information relating to the Bachelor of Science (1018) would be updated.

Resolution

5.3 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Sciences (5 June 2018), resolved to approve the major change proposal for the Bachelor of Marine Science (1328) as described in 2018/1278.5, effective from the student cohort that commenced in Trimester 1, 2018.

6.0 LAW MAJOR CHANGE PROGRAM PROPOSAL 2018/1325.2
BACHELOR OF LAWS (HONOURS) PROGRAMS

6.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Arts Education and Law (20 June 2018), considered the proposal for changes to Bachelor of Laws (Honours) programs as described in 2018/1325.2, for implementation in Trimester 1, 2019.

6.2 The proposal is to amend the courses which will be used to determine the classification of honours a student will be awarded. Currently in addition to the 40 credit points of research courses, 6000LAW Law Reform, 6039LAW Cultural Legal Studies and 20 credit points of graded 5000 coded law electives are used to determine the grade point average that translates to the honours classification. From 2019, it is proposed to replace 6000LAW and 6039LAW in the calculation with an additional 20 credit points of graded 5000 coded law electives. These two courses will be offered as listed electives in the program, resulting in an amendment to degree requirements.

6.3 The amendment is to impact the following programs:
- Bachelor of Laws (Honours) – 1500/1525
- Bachelor of Laws (Honours) Graduate Entry – 1526/1527
- Bachelor of Laws (Honours)/Bachelor of Arts – 1511/1518
- Bachelor of Laws (Honours)/Bachelor of Commerce – 1505/1506
- Bachelor of Laws (Honours)/Bachelor of International Business – 1509/1510
- Bachelor of Laws (Honours)/Bachelor of Business – 1507/1508
- Bachelor of Laws (Honours)/Bachelor of Psychological Science – 1519/1520
- Bachelor of Environmental Science/Bachelor of Laws (Honours) – 1562/1563
- Bachelor of Laws (Honours)/Bachelor of Asian Studies – 1545
- Bachelor of Laws (Honours)/Bachelor of Government and International Relations – 1521/1522
- Bachelor of Laws (Honours)/Bachelor of Criminology and Criminal Justice – 1503/1504

6.4 Programs Committee members noted that proposed changes provided greater flexibility and increased student choice.
Resolution

6.5 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Arts Education and Law (20 June 2018), resolved to approve the major change proposal for the Bachelor of Laws (Honours) programs as described in 2018/1325.2, for implementation in Trimester 1, 2019.

7.0 ESC MAJOR CHANGE PROGRAM PROPOSAL 2018/1321.4
5722 MASTER OF INTEGRATED WATER MANAGEMENT
4194 GRADUATE DIPLOMA OF INTEGRATED WATER MANAGEMENT
3346 GRADUATE CERTIFICATE IN INTEGRATED WATER MANAGEMENT

7.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Sciences (25 June 2018), considered the proposal for changes to the Master of Integrated Water Management (5722), Graduate Diploma of Integrated Water Management (4194) and Graduate Certificate in Integrated Water Management (3346) as described in 2018/1321.4, for implementation in Trimester 1, 2019.

7.2 The proposal amends the admission criteria for the Graduate Certificate to reduce the work experience required to one year; adds an admission point for the Graduate Diploma program; and introduces an 80 credit point advanced standing option in the Master of Integrated Water Management for holders of a Graduate Diploma in Integrated Water Management.

7.3 Programs Committee members noted that the advanced standing option in the Masters program (\textit{MIntegratedWMgt}) is consistent with the \textit{Credit and Recognition of Prior Learning Policy} section 9 “Structured upgrading programs”. It was also observed that completion of extra professional experience was a requirement of entry to the Masters program for admission based on the Graduate Diploma qualification. These students will also be required to complete the research component of the \textit{MIntegratedWMgt}.

7.4 Members considered contrasts in the Masters degree admission requirements for suite-based Certificate and Diploma graduates compared with those required for applicants qualified in affiliate water management fields. It was agreed that the dot point details specified for entry based on a Bachelor degree needed further clarification (\textit{refer submission, p. 4}).

Resolution

7.5 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Sciences (25 June 2018) and with the noted amendment to the Bachelor degree-based admission requirements, resolved to approve the major change proposal for the Master of Integrated Water Management (5722), Graduate Diploma of Integrated Water Management (4194) and Graduate Certificate in Integrated Water Management (3346) as described in 2018/1321.4, for implementation in Trimester 1, 2019.

8.0 GBS MAJOR CHANGE PROGRAM PROPOSAL 2018/1341.4
5311 MASTER OF INTERNATIONAL BUSINESS

8.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Business School (27 June 2018), considered the proposal for changes to the Master of International Business (5311) as described in 2018/1341.4, for implementation in Trimester 3, 2018.

8.2 Programs Committee members noted that the proposal adds a Trimester 3 intake into the program.
Resolution

8.3 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Business School (27 June 2018), resolved to approve the major change proposal for the Master of International Business (5311) as described in 2018/1341.4, for implementation in Trimester 3, 2018.

9.0 LAW MAJOR CHANGE PROGRAM PROPOSAL 2018/1335.4
5729 MASTER OF INTERNATIONAL LAW
3354 GRADUATE CERTIFICATE IN INTERNATIONAL LAW

9.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Arts Education and Law (27 June 2018), considered the proposal for changes to the Master of International Law (5729) and Graduate Certificate in International Law (3354) as described in 2018/1335.4, for implementation in Trimester 1, 2019.

9.2 The Master of International Law (5694) is currently offered fully online through the Pearson Alliance. This proposal is to offer an on campus version of the programs. To streamline delivery of the two versions, the on campus program will be offered with dynamically dated courses that correspond to TP 1-5 of the Pearson teaching period calendar and maintain a full time load in trimester 1 and trimester 2. The 120 credit point program will be offered on the Nathan campus to both domestic and international students.

9.3 Programs Committee members noted that, as with the online version of the program, each of the courses offered in the Master of International Law (5694) will include an assessment item worth at least 25% that will require students to demonstrate their research skills.

9.4 Members discussed points associated with dynamically dated course delivery and alignment between the two versions of the program (i.e. introduction of on campus MIntLaw and currently offered Pearson Alliance online MGlobalLaw). The Committee was satisfied with assurances applicable to TP6 administration arrangements and the inclusion of suitable flexibility to integrate any necessary annual date adjustments in the future.

Resolution

9.5 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Arts Education and Law (27 June 2018), resolved to approve the major change proposal for the Master of International Law (5729) and Graduate Certificate in International Law (3354) as described in 2018/1335.4, for implementation in Trimester 1, 2019.

10.0 EDN MAJOR CHANGE PROGRAM PROPOSAL 2018/1281.2
5700 MASTER OF SECONDARY TEACHING
5587 MASTER OF PRIMARY TEACHING

10.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching) Arts Education and Law (7 June 2018), considered the proposal for changes to the Master of Secondary Teaching (5700) and Master of Primary Teaching (5587) as described in 2018/1281.2, for implementation in Trimester 1, 2018.

10.2 It is proposed to introduce a Graduate Diploma of Learning and Teaching (4202) as an exit point into the Master of Primary Teaching and Master of Secondary Teaching.

10.3 The exit options would be available for students who determined they were not suited to teaching or students who failed the practical components of the Masters qualification. Neither exit award would enable the holder to qualify as a teacher.

10.4 It is proposed the exit options would be available to those students who commenced study in 2018 and have completed the required credit points for the award.
10.5 Programs Committee members noted that there would be a separate, subsequent submission for the proposed introduction of the Graduate Certificate in Learning and Teaching exit point into the Master of Secondary Teaching (5700).

10.6 Members discussed the course list details in the submission which appeared to suggest compulsory completion of courses exceeding the Graduate Diploma exit award requirements. It was agreed to reformat the list to improve the clarity of the ability for students to take out the award after completing any of the 80 credit points included in the Masters program.

Resolution

10.7 Programs Committee on the executive recommendation of the Dean (Learning and Teaching) Arts Education and Law (7 June 2018), resolved to approve the introduction of the Graduate Diploma of Learning and Teaching (4202) as an exit award from the Master of Secondary Teaching (5700) and Master of Primary Teaching (5587) as described in 2018/1281.2, for implementation in Trimester 1, 2018.

11.0 GBS MAJOR CHANGE PROGRAM PROPOSAL 2018/1213.14

5669 EXECUTIVE MASTER OF PUBLIC ADMINISTRATION

11.1 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Business School (14 June 2018), considered the proposal for changes to the Executive Master of Public Administration (5669) as described in 2018/1213.14, for implementation in Trimester 1, 2019.

11.2 The Executive Master of Public Administration is delivered by Griffith University in conjunction with the Australian and New Zealand School of Government (ANZOG). From 2019, the core finance course, 7325AFE Government Budgeting Accounting and Reporting, will be replaced with 7216GIR Public Financial Management.

11.3 The degree requirements are also being revised to remove the need for students to undertake an additional course in Public Administration. In place of this requirement, students will be permitted to complete an additional 10 credit points of listed electives.

11.4 Programs Committee members noted that, in accordance with the contract agreement in place, the changed course delivery arrangements have been negotiated and confirmed with ANZOG.

Resolution

11.5 Programs Committee, on the executive recommendation of the Dean (Learning and Teaching), Griffith Business School (14 June 2018), resolved to approve the major change proposal for the Executive Master of Public Administration (5669) as described in 2018/1213.14, for implementation in Trimester 1, 2019.

12.0 QCM MAJOR CHANGE PROPOSAL 2018/1312.4

1419 BACHELOR OF MUSIC

12.1 The Chair of Programs Committee, on the executive recommendation of the Dean (Learning and Teaching) Arts Education and Law (11 June 2018), has approved the proposal for major changes to the Bachelor of Music (1419), as described in 2018/1312.4, for implementation from Trimester 1, 2019.

12.2 The proposal introduces the majors ‘Creative Music Technology’ and ‘Popular Music’ into the Bachelor of Music. The change follows the withdrawal of the Bachelor of Music Technology and the Bachelor of Popular Music.
Resolution

12.3 Programs Committee ratified the executive action of the Chair of Programs Committee to approve the proposal for major changes to the Bachelor of Music (1419), as described in 2018/1312.4, for implementation from Trimester 1, 2019.

SECTION C: OTHER RECOMMENDATIONS AND REPORTS
(to persons/committees other than the parent committee/s)

Nil

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

13.0 GRIFFITH UNIVERSITY DIGITAL STRATEGY – MICRO-CREDENTIALS

13.1 At the 3/2018 meeting of Programs Committee, members, case study leaders and invited participants engaged in further discussion of the policy, processes and systems required to support digital badges and micro-credentials. It was agreed from the meeting that regular progress reports and information sharing should be provided to Programs Committee.

13.2 The range of representatives from across the University involved in digital badge and micro-credential initiatives and partnership promotion invited to participate in discussions had been extended beyond: the Deputy Academic Registrar; the Academic Director, Griffith Online; the Deputy Director (Learning Transformations) Learning Futures, and senior academic staff members from each Group engaged in the leadership of digital badge and micro-credential initiatives. The working group now also included: the Academic Director, Industry Partnerships; the Deputy Director, Office of Marketing and Communications, and the Program Managers, Office of Digital Solutions.

13.3 Participants were provided with an overview and summary of the recent micro-credentialling event held in Melbourne (8 June), attended by six Griffith University staff. This was followed by progress reports on the projects noted below.

13.4 Overview – Micro-credentialling Implications for Lifelong Learners and the Workplace:

- Presentations from the event are available on Programs Committee’s Sharepoint site
- Four Australian Higher Education provider case studies were presented. Three of these focussed on improving the motivation and engagement of learners at the undergraduate level:
  - UNSW – ‘How do professional skills that underlie graduate capabilities get captured, tracked and recognised for future employability?’
  - Monash College professional year program
  - Deakin Hallmarks
- The RMIT presentation focussed on the implementation of a suite of micro-credentials co-created with industry partners.
- The key messages from the event were:
  - employers are looking for alternatives to post-secondary degrees, in part because a degree is not necessary for entry into all industries; and
  - learners want to be able to communicate and share the learning they have achieved through a credential or the evidence of an artefact.
- Employers are seeking evidence of performance, knowledge, capabilities or competencies.
- The current methods universities use to evidence achievement (testamur, transcript and AHEGs) are records listing courses of enrolment and grades signifying a standard of achievement that is not described in terms of knowledge, skills and their application.
- This is the challenge the University needs to address – how does it provide better information to employers about our students’ knowledge and capabilities across all its credentialing processes.

13.5 **Acclaim – Digital Badge Platform**
- Project implementation of the Acclaim digital badge solution is scheduled for the period 26 July to 30 September 2018.
- The project will deliver out of the box configuration available for use by the business to issue approved University Digital Badges.
- The Project Board will also develop a proposal for 2019 funding of an Electronic Infrastructure Capital Plan (EICP) project to further extend the capabilities of the badge solution (including integrations required with other systems).
- Further details on the Acclaim solution, technical implementation and the complementary Business Project Board will be made available to the Committee and participants.

13.6 **Discussions with DeakinCo. – credentials at Griffith University**
- At the 3/2018 Programs Committee meeting discussion on the GU Digital Strategy, the original proposal from DeakinCo (May 2018) was provided to participants. The proposal comprised three options:
  - a Deakin managed service that offers Griffith’s branded credentials while leveraging Deakin technology platforms, frameworks, people and processes
  - a Griffith managed solution that uses Deakin technology platforms, frameworks and processes to implement a more bespoke experience
  - Griffith offer micro-credentials based on Deakin’s framework but under their own assessment methodology with a digital badge in the provider’s branding and design.
- Further discussions occurred with DeakinCo. on 28 June 2018 where they were asked to scope the following proposal (*a hybrid of options 2 and 3, above*)
  - a Griffith managed solution that uses Griffith technology platforms
  - Deakin consultation and support on design, implementation and operation of a Griffith micro-credential model
  - Deakin consultation and support on branding our micro-credential model and digital badges
  - licence to use Deakin’s assessment methodology to underpin Griffith’s micro-credential model.

13.7 **Engineers Australia – Micro-credential articulated Masters degree**
- Recent discussions (28 June & 2 July 2018) have progressed a partnership proposal between Griffith and Engineers Australia to deliver a micro-credential articulated Masters degree.
- Engineers Australia has in place a partnership with DeakinCo. to develop 10 micro-credentials. DeakinCo is to provide assessment and candidate management, while Engineers Australia will offer credentials under their own brand using the DeakinCo. platform.
- An opportunity exists to develop preferred supplier arrangements with Engineers Australia for delivery of four online courses as part of a micro-credential articulated Masters degree (and accompanying admission and block credit provisions).
- Further details on the partnership proposal will be made available to the Committee and participants.

13.8 **Graduate Certificate in Financial Planning – recognition of workplace learning**
- Overview provided on recent discussions with the Queensland Tertiary Admissions Centre (QTAC).
- Summary table presented identifying course accreditation status and mapping assessment outcomes against competencies.
- Explanation provided on inter-relationship with QTAC digital backpack (e.g. 12 employability skills contained in ‘top section’ of backpack).
- Explanation of opportunity to leverage strategic advantage associated with the digital backpack as an effective vehicle to record compliance with new regulatory requirements.
- Support suggested for reciprocal invitation onto boards (GU & QTAC).

13.9 Participants noted reiteration of key points associated with the Digital Strategy, including:
- Griffith’s effective balance of credit policies and practices recognising informal and non-formal learning coupled with appropriate maintenance of academic standards afforded it a well-placed position to advantage early adoption of digital credentialing.
- Not all micro-credentials would result in a digital badge, and not all digital badges would lead to a micro-credential. For example, digital badges would be issued for Griffith Graduates of Influence (GGI) awards in 2018, but the badges would not be linked to a micro-credential.
- Micro-credentials would be aligned to the Australian Qualifications Framework (AQF), but in themselves they would not be an AQF award.
- The attainment of competency for learning outcomes was the critical factor rather than the volume of learning associated with the micro-credential.
- There were many models for micro-credentials, a number involve recognition of prior learning and credit arrangements for short courses.

13.10 The Committee recognised that a key objective for the University was to create a seamless learning and credentialing environment. It was observed that this would require an evaluation of current IT infrastructure and an assessment of components in place at present (e.g. Programs and Courses, Degree and Career Finder, etc).

Resolution

13.11 Programs Committee members agreed that:

13.11.1 The approach taken by the University needs to incorporate:
- an evaluation of employer/workplace needs
- a competency aligned program map
- appropriate program development and delivery
- formalised issuing of credentials.

13.11.2 A visual representation of what the taxonomy (over-arching hierarchy) looks like and how this can be extended would be beneficial.

13.11.3 Ms Nicola Bowes (Chief Engagement and Development Officer, QTAC) should be invited to become a member on the Acclaim Project Board and an invitation extended to participate in discussions at the next Programs Committee meeting.

13.11.4 A standing item should be included for Digital Strategy discussions and project progress reports on the agenda of future Programs Committee meetings.

14.0 ITEMS IN PROGRESS

14.1 Programs Committee members noted the Chair’s approval of the following proposals which were revised to incorporate amendments requested by the Committee:
- Bachelor of Science/Bachelor of Data Science (1601/1602) – 9/2017 meeting minute item 8

14.2 Programs Committee members noted the following submission remains in progress:
- FutureLearn courses – 2/2018 meeting minute item 3
  o submission of program certificate for approval by Academic Registrar;
  o course content for mapping to identify courses for credit.
15.0 WITHDRAWALS

15.1 Programs Committee members noted the withdrawal of the following programs:
- Graduate Certificate in Personal Injury Management (3296) – last intake Trimester 1, 2018
- Master of Personal Injury Management (5635) - last intake Trimester 1, 2018

16.0 OTHER BUSINESS

16.1 Notation of postgraduate majors on testamurs

At the 3/2018 Programs Committee meeting, members discussed the inclusion of majors on testamurs for postgraduate programs and noted that the current Postgraduate Qualifications (AQF Level 8 & 9) Policy stated that students may receive a Masters award with one 40 credit point major. Members noted there were circumstances where there was sufficient capacity for a student to complete their program with two majors. Members supported a report on this issue being brought back to the Committee.

Points identified from an investigation of issues have included:
- the University is pursuing Micro-credentials and Digital badges as the means of recognising employability factors gained through students’ learning;
- the University Executive’s strategy of supporting double Masters qualifications allows students to gain one major per masters qualification, thereby recognising two areas of study and allowing students to gain two testamurs; and
- the Federal Government has recently announced a review of the Australian Qualifications Framework (AQF). Release of a discussion paper and public consultations are expected in the second half of 2018, with the final report to be provided to government by June 2019.

Following further discussion, including recognition that the impacts of undertaking the degree simplification project on postgraduate coursework programs was yet to be determined, the Committee agreed to the following:

The notation of postgraduate majors on testamurs would be re-considered by Programs Committee following release of the AQF review final report (expected in mid-2019).

The AQF Review would be included as an item for discussion at the 5/2018 Programs Committee meeting.

17.0 CHAIR’S REPORT

17.1 The Chair advised members of the Committee of the following items:
- Griffith College has moved to an assumed knowledge admissions approach for international students (for the majority of programs) thereby bringing this into alignment with the admission process for domestic students. The programs for which the University maintains pre-requisites are the exceptions to this approach.
- Open Universities Australia (OUA) Online Teaching Excellence – 2017 Winners: presentation held in June 2018. The top twenty ranking staff and online subjects were identified from the 1286 online subjects surveyed by OUA in 2017 across ten partner universities. The outstanding level of recognition achieved by Griffith academic staff, schools and subjects was testament to the high quality online teaching that the University undertakes through OUA.
- AQF Review formally announced by the Commonwealth Government Minister for Education and Training. Release of a discussion paper is expected in the second half of 2018, concurrent with a process of public consultation (refer also item16.1, above).

18.0 NEXT MEETING

The Committee noted the next meeting of Programs Committee is scheduled to be held on Thursday, 2 August 2018.
## DISTRIBUTION LIST

### Committee Members

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<tr>
<th>Name</th>
<th>Appointment Type</th>
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<tbody>
<tr>
<td>Professor Wendy Loughlin (Chair)</td>
<td>Deputy Chairperson of Academic Committee</td>
<td>ex officio</td>
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<td>Ms Kathy Grgic</td>
<td>Academic Registrar</td>
<td>ex officio</td>
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<tr>
<td>Professor Robert Ellis</td>
<td>Dean, Learning and Teaching (Arts, Education and Law)</td>
<td>ex officio</td>
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<td>Associate Professor Michelle Whitford</td>
<td>Dean, Learning and Teaching (Griffith Business School) (Acting)</td>
<td>ex officio</td>
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<td>Professor Nick Buys</td>
<td>Dean, Learning and Teaching (Griffith Health)</td>
<td>ex officio</td>
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<td>Professor Fran Sheldon</td>
<td>Dean, Learning and Teaching (Griffith Sciences)</td>
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<td>Ms Maureen Sullivan</td>
<td>Director, Library and Learning Services</td>
<td>ex officio</td>
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<tr>
<td>Dr Jude Williams</td>
<td>Nominee for Dean, Learning Futures</td>
<td>Two years (up to 31 December 2019)</td>
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<tr>
<td>Associate Professor Christopher Klopper</td>
<td>Full-time academic staff member appointed by Pro Vice Chancellor (Arts, Education and Law)</td>
<td>Two years (up to 31 December 2018)</td>
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<tr>
<td>Dr Anita Love</td>
<td>Full-time academic staff member appointed by Pro Vice Chancellor (Business)</td>
<td>Two years (up to 31 December 2018)</td>
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<tr>
<td>Associate Professor Jane Evans</td>
<td>Full-time academic staff member appointed by Pro Vice Chancellor (Griffith Health)</td>
<td>Two years (up to 31 December 2019)</td>
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<tr>
<td>Dr Rene Hexel</td>
<td>Full-time academic staff member appointed by Pro Vice Chancellor (Griffith Sciences)</td>
<td>Two years (up to 31 December 2019)</td>
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<td>Ms Rowena Bower</td>
<td>Secretary</td>
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### Invited participants – Micro-Credentials Working Group (Item 13)

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<tr>
<th>Name</th>
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<tr>
<td>Professor Nick Barter</td>
<td>Academic Director, Griffith Online</td>
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<td>Chief Engagement and Development Officer, QTAC</td>
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<tr>
<td>Mr Jamie Leonard</td>
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<tr>
<td>Professor David Thiel</td>
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<td>Deputy Academic Registrar</td>
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