A meeting of the Programs Committee was held on Thursday 5 May 2005 at 9.30am in the Hub Link Building (L07), Board Room 4.08, Logan campus.

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Committee QuickPlace Web Address

- https://qplace02.domino.gu.edu.au/sec-university-committees. Use the left navigation bar to select the Programs Committee site. (Username is your staff number and password is the same as your Novell login. Call the Secretary on 55372 for advice or if experiencing difficulties.)
GRIFFITH UNIVERSITY
PROGRAMS COMMITTEE 3/2005

A meeting of the Programs Committee was held on Thursday 5 May 2005 at 9.30am in the Hub Link Building (L07), Board Room 4.08, Logan campus.

MINUTES

PRESENT:
Dr Joseph McDowall (Chair)
Ms Margaret Buckridge
Dr Lyn Holman
Associate Professor Stephen Billett
Professor Jeff Giddings
Professor Stephanie Short
Dr Glenn Finger
Professor Lorelle Frazer
Dr Wendy Loughlin

APOLOGIES:
Dr Michael Crock
Mr Dave Edwards
Dr Deborah Mooney
Mr David Shaw

Secretary: Ms Sharon Clifford

Present by invitation:
Dr Jane Tilbury (School of Human Services) for item 5.0

1.0 CONFIRMATION OF MINUTES

The minutes of the 2/2005 meeting of the Programs Committee, having been circulated, were taken as read and confirmed.

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

2.0 REVIEW OF TEACHING AND LEARNING COMMITTEES

2.1 The Programs Committee considered the paper Review of Teaching and Learning Committees (05/0000334), which outlines the reasons for reviewing the existing committee structures for teaching and learning, provides a brief overview of the current role of each committee and proposes a model for a revised teaching and learning committee structure.

2.2 The Programs Committee noted that the University has a number of committees, which report to Academic Committee, whose functions are partly or wholly concerned with teaching and learning; some of these committees have been part of the University committee structure for some time. Others have been established in response to specific needs, or to implement the Academic Plan, and have different and varied reporting relationships.

2.3 Given that The Griffith Academic Plan is in its second year of implementation, it is timely to review Griffith learning and teaching committees (primarily the Teaching and Learning Excellence Committee, Programs Committee, Honours Sub-Committee, Excellence Awards Committee, Academic Plan Taskforce, Orientation & Engagement Committee).
2.4 The Programs Committee further noted that the Teaching and Learning Excellence Committee (3/2005 meeting) and the Academic Committee (1/2005 meeting) had already considered this document. The Academic Committee recommended that all affected committees be given an opportunity to comment on the review and provide feedback. These Committees provided the following comments on the paper:

**Academic Committee (1/2005 meeting)**
- the change in nomenclature from "teaching and learning" to "learning and teaching" places emphasis on the learner;
- the different roles of the Learning and Teaching Excellence Committee and the Learning and Teaching Committee are clearly defined in the paper. However, the respective names of the Committees do not clearly indicate their roles and the names should be reviewed;
- there was general support for the proposed disestablishment of the Honours Subcommittee and transfer of its role to the Research and Postgraduate Studies Committee (RAPS);
- in order to establish equivalency between RAPS and the proposed Learning and Teaching Committee, it was recommended that the latter Committee be chaired by the Deputy Vice Chancellor (Teaching and Learning). In view of this proposal, consideration could be given to sharing the responsibility for chairing the Academic Committee between the Deputy Vice Chancellor (Teaching and Learning) and the Deputy Vice Chancellor (Research), or appointing a senior academic staff member to this role. Consideration should also be given to reviewing Academic Committee’s membership, in view of its size, and its actual role to engage in a range of issues including equity, community partnerships, and internationalisation.

**Teaching and Learning Excellence Committee (3/2005 meeting)**
- any reform that simplifies the flow of information is commendable, as evident by the tables presented in the paper (pages 11 and 12);
- under the revised committee structure, the Learning and Teaching Excellence Committee’s role has been increased to include some of the agenda of disestablished Committees; however, these additional responsibilities would only be considered from time to time in accordance with the usual timelines for such activities;
- clarification was sought on the role of the Educational Development Committee as the Teaching and Learning Excellence Committee currently considers educational development activities in terms of facilitating teaching practices. The Teaching and Learning Excellence Committee was advised that this comment was also made at a meeting of the Academic Plan Task Force and the view expressed there was that the role of the Educational Development Committee should be to focus on the Learning Environment and encompass not only the education resources but the use of information and communication technologies in learning and teaching associated with that and the professional development;
- to address the Academic Committee’s concern on the respective names of the Learning and Teaching Excellence Committee and the Learning and Teaching Committee to clearly differentiate their roles, the Teaching and Learning Excellence Committee recommended revising the Learning and Teaching Excellence Committee’s title to Teaching Excellence Committee, as this Committee’s role includes enhancing the recognition and rewarding of teaching excellence through grants, awards, and staff development initiatives;
- there was discussion on Academic Committee’s support for the disestablishment of the Honours Sub-Committee and the transfer of its tasks to the Research and Postgraduate Studies Committee, and in particular on how honours was perceived in terms of promotion as both a teaching and research activity. The Committee was advised that in the promotion criteria it currently exists under both learning and teaching (activities and processes for engaging students) and research (outcomes).
With the review of the promotion process and academic workloads, clarification is being sought as to the positioning of honours and postgraduate supervision.

- the Teaching and Learning Excellence Committee recommended that memberships and constitutions for proposed learning and teaching committees be drafted for review by all relevant committees at future meetings.

2.5 In considering the paper members made the following comments:
- With respect to the third dot point on page 8, that any new structure “ensures that each Committee is able to add value to the work of others, rather than duplicating work already done”, it may be appropriate to consider establishing a more formal connection between the Programs Committee and the Learning and Teaching Committee, in order to provide coherent advice between the two Committees on issues of common concern.
- The Course Outline Project has resulted in a new template being developed for Course Outlines. It is suggested that the heading under Section A be changed from “Teaching, Learning and Assessment” to “Learning, Teaching and Assessment”.

Resolution:
2.6 The Programs Committee resolved to forward comments on the Review of Teaching and Learning Committees (05/0000334), as outlined in paragraph 2.5 above, to the Teaching and Learning Excellence Committee for consideration at its meeting scheduled for 20 June 2005.

3.0 NRS PROGRAM WITHDRAWAL (05/0000401)
4090 GRADUATE DIPLOMA OF INFECTION CONTROL
5240 MASTER OF HEALTH SCIENCE IN INFECTION CONTROL

3.1 The Programs Committee, on the recommendation of the Health Group Board (Faculty) 3/2005 (April), considered the submission (05/0000401) proposing to withdraw the Graduate Diploma of Infection Control (4090) and the Master of Health Science in Infection Control (5240), from semester 2 2005.

3.2 These programs have been restructured to conform to the Master of Advanced Practice (5424) and will be introduced from semester 2 2005. The Master of Advanced Practice (Infection Control) (5242) will replace the 80CP Graduate Diploma of Infection Control (4090) and the Master of Advanced Practice (Infection Control) with Honours (5240) will replace the 120CP Master of Health Science in Infection Control (5240) programs.

3.3 Continuing students will be advised to transfer to the relevant Master of Advanced Practice (Infection Control) program. Students choosing not to transfer programs will complete courses as per the current program structure.

Resolution:
3.4 The Programs Committee, on the recommendation of the Health Group Board (Faculty) (3/2005, April), resolved to recommend to the Academic Committee the withdrawal of the Graduate Diploma of Infection Control (4090) and the Master of Health Science in Infection Control (5240), as contained in 05/0000308, from semester 2 2005.

4.0 GSM PROGRAM WITHDRAWAL (05/0000415)
5350 MASTER OF BUSINESS ADMINISTRATION/MASTER OF INFORMATION SYSTEMS

4.1 The Programs Committee, on the executive recommendation of the Dean of the Griffith Business School (11 April 2005), considered the submission (05/0000415) proposing to
withdraw the Master of Business Administration/Master of Information Systems (5350), from semester 2 2005.

4.2 The Griffith Business School is currently undertaking a revision of postgraduate coursework programs. The Graduate School of Management has identified this program as one which is underperforming in terms of recruitment numbers. Therefore, in accordance with the strategic plan put forward by the Griffith Business School, the Graduate School of Management proposes to withdraw the program from offer.

4.3 Courses in this program are also offered within other programs offered by the Graduate School of Management and the Department of Management. Therefore, there is no need for transitional arrangements.

Resolution:

4.4 The Programs Committee, on the executive recommendation of the Dean of the Griffith Business School (11 April 2005), resolved to recommend to the Academic Committee the withdrawal of the Master of Business Administration/Master of Information Systems (5350), as contained in 05/0000415, from semester 2, 2005.

5.0 HSV NEW PROGRAM SUBMISSION (05/0000431)
1282 BACHELOR OF SOCIAL WORK

5.1 The Programs Committee, on the recommendation of the Health Group Board (Faculty) 3/2005 (April), considered the New Program Submission proposing to establish the Bachelor of Social Work (1282), as described in the submission 05/0000431, for introduction in semester 1, 2006.

5.2 Dr Clare Tilbury from the School of Human Services attended the meeting to present the New Program Submission. The Bachelor of Social Work is a 4-year full-time 320CP undergraduate program which will also offer an accelerated entry for students who have completed at least 2 full-time equivalent years of an approved undergraduate degree. Degree requirements of the accelerated entry will be 2 years full-time comprising 175CP of study. The program structure allows for 30CP of elective study in the 4-year structure and 10CP in the accelerated entry structure.

5.3 Students entering the accelerated program will receive 145CP of Advanced Standing and will be required to complete an introductory 15CP course, 3039HSV Working in Human Services, in intensive mode in semester 1, before proceeding to the first social work field placement. 3039HSV will commence in January/February to ensure students are fully prepared for the practicum experience.

5.4 The program comprises an embedded honours award. The proposal before the committee recommends that classes of Honours degrees awarded will be I, IIA and IIB. The award will be based on the average percentage mark awarded for each course in the graded components of third and fourth year courses. Field Placement courses are non-graded passes, and students must achieve a pass grade with no extensions in either course. Percentage cut-offs for Honours will be according to University standards.

5.5 This program has maximised existing courses in the Bachelor of Human Services degree as both core and elective offerings in the program structure and the program design has required an additional ten new courses.

5.6 The program will meet field placement accreditation requirements with students spending a minimum of 980 hours in two placements in Years 3 and 4 of the program.
5.7 Proposed Program Structure:
To be eligible for the award of Bachelor of Social Work in the four-year format, a student must acquire 320 CP as prescribed below:

- Gain 80CP for the prescribed first year courses (it is a general requirement that students must have successfully completed all courses in the first year before proceeding to second year courses);
- Gain 80CP for second year courses, consisting of 70CP of core courses; and 10CP of specified electives; and
- Gain 160CP for courses in Years 3 and 4 including 80 CP of core courses, 60CP of practicum, 10CP of specified electives and 10CP of unspecified electives; and
- No more than 40CP (10CP per year) in which the grade of Pass Conceded (PC) has been attained may be counted towards the degree requirements.

To be eligible for the award of Bachelor of Social Work in the accelerated entry program, a student must have completed the equivalent of two full-time years of study in social and behavioural sciences such as psychology, human development, education, nursing, sociology, social policy, government, economics, Australian history and society, or criminology; and gain 175CP as prescribed below:

- Gain 175CP for courses in Years 3 and 4 including 105CP of core courses, 60CP of practicum and 10CP of unspecified electives; and
- No more than 20CP (10CP per year) in which the grade of Pass Conceded (PC) has been attained may be counted towards the degree requirements.

5.8 In considering the submission the following comments were made:
- The School of Human Services is to be commended on the quality of this submission. Members noted it addresses all relevant issues listed in the New Program Approval – Programs Committee Checklist document. Special mention was made of paragraph 2.5 which provides a clear statement of the expectations of students enrolling in this program.
- Stage one of the professional accreditation process commenced with a site visit from an Australian Association of Social Workers (AASW) consultant on 19 and 20 April 2005. The objective of this visit was to obtain a recommendation for provisional accreditation pending a full review to be conducted in late 2006/early 2007.
- Students who complete the directed studies program in rehabilitation counselling (20CP) will be eligible for accreditation with the Rehabilitation Counselling Association of Australia.
- Griffith has a competitive edge in offering an accelerated entry to social work, as students admitted to similar programs at other universities are required to be graduates. Students admitted to Griffith need to have completed at least 2 years of full-time study or equivalent in an approved undergraduate degree.
- Students who have completed less than the 2 years of full-time study or equivalent will be admitted to the 4-year program and awarded credit as appropriate. The Programs Committee requested that this be expressed more clearly in the submission, especially for students transferring from the Bachelor of Human Services.
- Students admitted to the accelerated program and enrolling in 3039HSV Work in Human Services (15CP) in the summer semester will be required to complete a work book before coming on campus, and then to attend in intensive mode for three weeks. The timing of this course is compatible with QTAC’s first and second round offers.
- The third year of the accelerated program will be offered in 2006 to cater for students admitted to the accelerated program.
- The general statement about opportunities for students to take electives from other Schools, on page 4 of the submission under the second dot point, overstates the situation and needs to be amended, as only 10CP of unspecified electives is available in the advanced standing program.
- It was suggested that additional electives be included in the program. Dr Tilbury undertook to consider what other choices may be provided, advising that potentially one first year course could be replaced and still meet accreditation requirements.

- There are several courses with similar content to 1008HSV Interpersonal Skills offered by the Schools of Public Health and Human Services. Professor Stephanie Short advised that the Health Group would undertake Faculty-wide reviews of course offerings to reduce content overlap.

- The School of Human Services is giving further consideration to the structure and content of its embedded Honours program in order to ensure eligibility for students graduating with honours to be admitted to Research Higher Degree programs, and may make a submission to change the proposed structure of the honours component in due course. Options include undertaking a research component as part of the field placement, and providing a significant weighting to a dissertation component similar to that in Law embedded honours programs. Dr Tilbury will consult Professor Jeff Giddings from the Griffith Law School to seek further advice about how Law has established its embedded honours programs.

- The School is in the process of employing staff to teach in this program, with staff expected to commence either later this year or early next year.

- The Degree requirements for the accelerated program need to be amended under the first bullet point, as follows: “Gain 175CP for courses in Years 3 and 4 including 95CP-105CP of core courses, 60CP of practicum, 10CP of specified electives and 10CP of unspecified electives”.

- The degree requirements also state “…a general requirement that students must have successfully completed all courses in the first year before proceeding to second year courses”. The Academic Registrar expressed concern that this is not a workable procedure in this student-centred university. Concern was also expressed about what happens to students who, for reasons outside their control, are forced to withdraw from or fail a course, and may be forced to catch up before proceeding. If a student were to appeal against such a decision they would have a strong case. The Programs Committee requests that the School of Human Services reconsider including this requirement.

- Assessment of the field placements will be formative and based on the recommendation of the field assessor. The 980 hours is a requirement of the AASW for accreditation purposes. It is expected that all students will be provided field placements; key providers have already approached the School with a view to obtaining students. In 2006 there will be a small number of students needing placements, and this will provide an opportunity for the School to develop its processes.

**Resolution:**

5.9 The Programs Committee, on the recommendation of the Health Group Board (Faculty) 3/2005 (April), resolved to recommend to the Academic Committee the establishment the Bachelor of Social Work (BSocWk, 1282), as contained in 05/0000431 and subject to amendment as outlined in paragraph 3.8 above, for introduction in semester 1, 2006.

6.0 PBH NEW PROGRAM SUBMISSION (05/0000432)

1283 BACHELOR OF HEALTH PROMOTION AND 2072 BACHELOR OF HEALTH PROMOTION WITH HONOURS

6.1 The Programs Committee, on the recommendation of the Griffith Health Board (Faculty) 3/2005 (April), considered the New Program Submission proposing to establish the Bachelor of Health Promotion (1283) and the Bachelor of Health Promotion with Honours (2072), as described in the submission 05/0000432, for introduction in semester 1, 2006.
6.2 Professor Stephanie Short spoke to this submission. The Bachelor of Health Promotion contributes to the development of a public health workforce to address current and emerging population health challenges of our society. The program equips graduates with the skills, knowledge and values necessary for the practice of Health Promotion, including knowledge about the determinants of population health, skills associated with program planning delivery and evaluation, together with processes for engaging and working with the community and stakeholder groups.

6.3 The Bachelor of Health Promotion is a 3 year full-time 240CP program comprising 210CP of prescribed courses and 30CP of electives, with three complementary and interrelated elements: health promotion theory and practice; social science and public health; and research skills and interpersonal skills.

6.4 The Bachelor of Health Promotion with Honours is a 1-year full-time 80CP program comprising a 50CP dissertation, 20CP of prescribed courses and a 10CP recommended elective.

6.5 Proposed Program Structure

To be eligible for the award of Bachelor of Health Promotion, a student must acquire 240CP as prescribed below:

1. Gain 210CP for the prescribed courses
2. 30CP in electives must be completed. A list of recommended electives is provided to guide student selection. Should a student wish to select a course outside of the recommended electives, advice should be sought from the Program Convenor.
3. A student may gain a maximum of 30CP of the total 240CP, in which the grade of Pass Conceded (PC) has been attained.

To be eligible for the award of the Bachelor of Health Promotion with Honours, a student must acquire 80CP as prescribed below:

1. Gain 30CP for the prescribed coursework (20CP) and elective (10CP), and
2. Successfully complete the 50CP dissertation.

6.6 The Bachelor of Health Promotion with Honours may be awarded in classes - First (I), Second Class, Division A (IIA), Second Class, Division B (IIB), and Third Class (III). Unsuccessful candidates will be awarded a grade of Fail. The class of Honours in Health Promotion to be awarded to each candidate will be determined by the Faculty Assessment Board on the basis of the Honours Weighted Average (HWA) and the standard cut-offs, as contained in the submission.

6.7 In considering the submission the following comments were made:

- Professor Short undertook to provide a ‘mapping’ document prepared by the School of Public Health, which outlines the relevance and relativities of the structure to the required competencies of graduates.
- The School has included existing courses currently offered in its postgraduate program and modified them for use in the undergraduate program.
- The last sentence, in the first paragraph of 2.3 Teaching and Assessment Strategies, making reference to the mapping document being provided to the Program Convenor, is to be deleted.
- The submission indicates there are excellent employment prospects for graduates. However, extensive marketing will need to be undertaken in order to attract sufficient students to meet the admission target. It is recommended that the School of Public Health work closely with External Relations between now and September to generate significant interest for this program.
- The Programs Committee noted there is a course on Indigenous Health in the list of recommended electives, 3121PBH. It was suggested that 1010HSV Lifespan Development and a course on Gerontology may be appropriate for inclusion in this program. The list of recommended electives needs to be added to the program structure which is to appear on the Program Catalogue.
Resolution:

6.8 The Programs Committee, on the recommendation of the Health Group Board (Faculty) 3/2005 (April), resolved to recommend to the Academic Committee the establishment of the Bachelor of Health Promotion (1283, BHProm) and the Bachelor of Health Promotion with Honours (2072, BHProm), as contained in 05/0000432 and subject to amendments as outlined in paragraph 4.7 above, for introduction in semester 1, 2006.

7.0 NRS MAJOR CHANGE SUBMISSION (05/0000422)
1161, 1162, 1165 BACHELOR OF NURSING

7.1 The Programs Committee, on the recommendation of the Health Group Board (Faculty) 3/2005 (April), considered the Major Change Submission proposing changes to the Bachelor of Nursing (1161, 1162, 1165), as described in the submission 05/0000422, from semester 1, 2006.

7.2 The philosophical underpinnings and general essence of the program have not altered since its implementation in 2001 and the program has proven successful with positive graduate outcomes. As a result of extensive communication with key stakeholders the School is proposing a number of changes to enhance the quality of the program content.

7.3 The proposed changes are as follows:
- 3975NRS Transitions to Practice, a clinical practicum core course offered in the final semester, to be extended from a 6 week to 8 week placement;
- 2977NRS Research for Health Professionals from Semester 2 Year 2 to Semester 1 Year 2;
- 2978NRS Child and Family Nursing is a new course to be offered in Semester 2 Year 2;
- 3978NRS Adapting to Health Changes in the Older Adult to replace 3974NRS Adapting to Health Changes. 3978NRS will replace 3974NRS as a designated course for the purpose of exclusion;
- 20CP of elective study in place of 10CP;
- 3972NRS Nursing and Health Informatics and 3977NRS Leadership & Management for Health Professionals to be withdrawn to accommodate additional elective study and addition of 2978NRS Child and Family Nursing.

7.4 The proposed changes will affect the degree requirements as shown – To be eligible for the award of the Bachelor of Nursing (BN), a student must acquire 240CP as prescribed below:
- gain 230CP220CP for the prescribed core courses; and
- gain 40CP20CP for an elective course; and
- complete a recognised first aid certificate with CPR (at their own expense) by the end of the first semester in Year 1:
  - certificates that expire during the program do not have to be renewed;
  - certificates that have expired prior to the commencement of teaching in the first semester of enrolment must be renewed by the end of the first semester;
  - enrolled nurses are not exempt from this requirement;
- successfully complete all courses, including clinical experience requirements in first year before proceeding to second year courses:
  - students who successfully complete some of the prescribed first year courses may, at the discretion of the School of Nursing, enrol in second year courses while they complete remaining first year courses;
- complete professional experience, clinical experience/placement and other mandatory requirements:
  - courses or components of courses incorporating clinical experience or other mandatory components need to be satisfactorily completed to satisfy degree
requirements even though the overall performance would otherwise qualify the student to graduate;
- all prerequisite and corequisite requirements must also be met in order to progress through the program with a minimum grade of Pass (P) to be attained;
- for elective courses only - a student is permitted to accrue no more than 10CP for which a grade of Pass Conceded (PC) has been attained.

7.5 In considering the submission the following comments were made:
- The Programs Committee commended the School of Nursing for increasing the number of unspecified electives.
- The Programs Committee requested that the School of Nursing confirm that the School of Dental and Oral Health accepts that the on-campus offering of 2977NRS is moving from semester 2 to semester 1, and that it is still available externally in semester 2.
- Concern was expressed that 1975NRS Anatomy and Physiology 2, a coursework course, is included in the list of designated courses for the purposes of exclusion, although it was recognised that this was not a recent change. The concern relates to this course being particularly difficult, and therefore whether it is realistic to exclude students after a single fail. The School of Nursing is asked to reconsider listing 1975NRS as a designated course for the purposes of exclusion.

Resolution:

7.6 The Programs Committee, on the recommendation of the Health Group Board (Faculty) 3/2005 (April), resolved to recommend to the Academic Committee the Major Change Submission proposing changes to the Bachelor of Nursing (1161, 1162, 1165), as contained in 05/0000422, and subject to advice as outlined in paragraph 5.5 above, for implementation from semester 1, 2006.

8.0 NRS SPECIAL PURPOSE SUBMISSION (05/0000407)
1161, 1162, 1165 BACHELOR OF NURSING

8.1 The Programs Committee, on the recommendation of the Health Group Board (Faculty) 3/2005 (April), considered the Special Purpose Submission proposing to extend the teaching weeks for NRS-coded clinical courses to no more than 18 weeks per semester, as detailed in 05/0000437, for introduction from semester 1 2006.

8.2 The study of clinical nursing requires students to spend considerable time undertaking hands-on experience in on-campus clinical laboratories and within hospitals and other off-campus clinical settings. An extension of the academic year for clinical courses will allow the School of Nursing greater flexibility in negotiating off-campus placements. Queensland Health has indicated that current demand for clinical placements exceeds supply and the School has endeavoured to address this by seeking volunteer cohorts of students to undertake placements outside of semester weeks. The School has also been required to provide simulated on-campus clinical placements for some students when off-campus placements are not available. It is noted that the clinical experience of some students can be severely restricted in these instances.

8.3 The Health Group Board (Faculty), at its 3/2005 meeting held on 20 April 2005, agreed it was appropriate to trial this proposal for the second year clinical placement courses in the first instance. This decision will be reviewed prior to commencement of the 2007 academic year. It is therefore proposed that second year clinical placement courses commence at the beginning of February in intensive mode to allow students to proceed to clinical placement early in the semester.

8.4 In considering the submission the following comment was made:
- Programs Committee requested that advice about the early February start for clinical placements for second year courses be provided to students via the Program Catalogue, with a student-focused wording.

Resolution:

8.5 The Programs Committee, on the recommendation of the Health Group Board (Faculty) 3/2005 (April), resolved to recommend to the Academic Committee the Special Purpose Submission proposing to extend the teaching weeks for NRS-coded clinical courses to no more than 18 weeks per semester, as contained in 05/0000437 and subject to amendment as outlined above, for implementation in semester 1 2006.

9.0 EDN SPECIAL PURPOSE SUBMISSION (05/0000435)

1049, 1050, 1060 BACHELOR OF EDUCATION – PRIMARY
1052 BACHELOR OF EDUCATION – SPECIAL EDUCATION
1051 BACHELOR OF EDUCATION – SECONDARY
1053 BACHELOR OF EDUCATION – SECONDARY DRAMA
1248 BACHELOR OF EDUCATION – SECONDARY (HPE)
1056 BACHELOR OF TECHNOLOGY EDUCATION

9.1 The Programs Committee, on the recommendation of the Faculty of Education Board (3/2005, April), considered the Special Purpose Submission proposing to amend degree requirements for the Bachelor of Education – Primary (1049, 1050, 1060), Bachelor of Education – Special Education (1052), Bachelor of Education – Secondary (1051), Bachelor of Education – Secondary Drama (1053), Bachelor of Education – Secondary (HPE) (1248), Bachelor of Technology Education (1056), as described in the submission 05/0000435, from semester 2, 2005.

9.2 Currently the degree requirements state that students are able to exit these programs, after 3 years of study with a Bachelor of Arts. Current practice is that if a student later decides to re-enter the Bachelor of Education program, the School advises that the student must rescind their Arts degree. The University adopts the general principle that once a degree has been awarded it should not be rescinded; rescission normally occurs only where the degree has been awarded in error.

9.3 The Faculty of Education is seeking to administer the Bachelor’s Degree policy for students entering the Bachelor of Education, having completed the Bachelor of Arts. This states that the maximum amount of credit granted in a program of three years or more is two-thirds of the program. Therefore, a student undertaking a four year degree is required to complete a minimum of 110CP of second, third and fourth year courses which are part of the degree requirements and which have not been credited towards another award.

9.4 In considering the submission the following comment was made:

- The opportunity for students to exit with a Bachelor of Arts will still be available, upon approval by the Dean of the Faculty of Education. In such instances the Dean will ensure that students are informed of University policy regarding re-admission to a Bachelor of Education program.

Resolution:

9.5 The Programs Committee, on the recommendation of the Faculty of Education Board (3/2005), resolved to recommend to the Academic Committee the proposed changes to degree requirements for the Bachelor of Education – Primary (1049, 1050, 1060), Bachelor of Education – Special Education (1052), Bachelor of Education – Secondary (1051), Bachelor of Education – Secondary Drama (1053), Bachelor of Education –
Secondary (HPE) (1248), Bachelor of Technology Education (1056), as contained in 05/0000435, for implementation in semester 2 2005.

10.0 QCA SPECIAL PURPOSE SUBMISSION (05/0000373)
5284 MASTER OF DESIGN

10.1 The Programs Committee, on the executive recommendation of the Chair of the Contemporary Arts, Music and Media Board (23 March 2005), considered the Special Purpose Submission proposing changes to the admission and degree requirements for the Master of Design (5284), as described in the submission 05/0000373, from semester 1, 2006.

10.2 These changes are proposed as the existing Admission Requirements are vague and open to interpretation, which could lead to confusion regarding what constitutes an appropriate level of academic qualification; the proposed changes attempt to clarify admission requirements. The proposed changes to degree requirements provide clear advice to students which is in line with the program structure.

Resolution:

10.3 The Programs Committee, on the executive recommendation of the Chair of the Contemporary Arts, Music and Media Board (23 March 2005), resolved to recommend to the Academic Committee the proposed changes to the Master of Design (5284), as contained in 05/0000373, for implementation in semester 1 2006.

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

11.0 CHAIR’S REPORT

11.1 The Chair advised that there had not been a meeting of the Academic Committee since our last meeting.

11.2 The Chair reported that an item is being considered at the next meeting of the Academic Committee regarding a change to the Programs Committee Constitution, as follows:

11.2.1 Section 5 (f) of the Programs Committee constitution provides for membership in the following category:

“One Dean from each group, appointed by the relevant Group Pro Vice Chancellor.”

11.2.2 It is recommended that this category of membership be amended to provide for the appointment of a senior academic staff member instead of a Dean where circumstances within a Group prevent the appointment of an available Dean.

“One Dean from each group, appointed by the relevant Group Pro Vice Chancellor. In exceptional circumstances, the Group Pro Vice Chancellor may recommend to the Deputy Vice Chancellor (Teaching and Learning) that a senior academic staff member be appointed instead of a Dean.”
11.2.3 The Programs Committee noted that it is expected this situation will arise only in exceptional circumstances.

11.2.4 In response to a query regarding the role of the senior staff member and his/her participation in Boards/Committees at the Faculty, it was agreed that this matter will be clarified.

12.0 NEXT MEETING

The next meeting of the Programs Committee will be held on 30 June 2005 at 9.30am in N54, 2.01, Bray Centre Building, Nathan campus.

Confirmed:

------------------------------------------------ Date: 30 June 2005
Chairperson (Dr Joseph McDowall) Programs Committee

DISTRIBUTION LIST

Committee Members
Dr Joseph McDowall (Chair)  
Ms Margaret Buckridge  
Dr Michael Crock  
Dr Lyn Holman  
Associate Professor Stephen Billett  
Professor Jeff Giddings  
Professor Stephanie Short  
Mr Dave Edwards  
Dr Glenn Finger  
Professor Lorelle Frazer  
Dr Deborah Mooney  
Dr Wendy Loughlin  
Mr David Shaw  
Ms Sharon Clifford (Secretary)

Information Copies
(without attachments unless stated)
Vice Chancellor  
- Professor Ian O'Connor  
Deputy Vice Chancellor (Teaching and Learning)  
- Professor John Dewar  
Deputy Vice Chancellor (Research)  
- Professor Lesley Johnson  
Pro-Vice Chancellor (Arts and Education)  
- Professor Marilyn McMeniman  
Pro-Vice Chancellor (Business and Law)  
- Professor Christine Smith  
Pro-Vice Chancellor (Health)  
- Professor Allan Cripps  
Pro-Vice Chancellor (Science & Technology)  
- Professor Max Standage  
Pro-Vice Chancellor (International)  
- Mr Chris Madden  
Dean, Graduate Studies (with attachments)  
- Professor Mark Finnane  
Dean, International Quality & Policy (with attachments)  
- Professor Pat Weller  
Director, Student Admin  
- Ms. Cathy McGrath  
Student Systems Operations Manager  
- Ms Annette McCarthy  
Manager, Planning & Statistics  
- Mr John Fairbairn  
Publications Officer  
- Ms Julie Townsend  
Student Services, Nathan (with attachments)  
- Ms Vicki Tolstoff  
Head, Secretariat, (with attachments)  
- Ms Karen van Haeringen  
Secretary, Academic Committee (with attachments)  
- Ms Tasha Clarke  
Program Information Officer (with attachments)  
- Ms Erika Rak