

University Learning and Teaching Committee (ULTC) Terms of Reference – 2020

Purpose and Function

To provide oversight of governance in relation to all elements of the [Higher Education Standards Framework \(Threshold Standards\) 2015](#) that relate to learning and teaching, and report to and advise Academic Senate on decisions, recommendations and matters of interest emanating from the Committee. The domains of the [Higher Education Standards Framework \(Threshold Standards\) 2015](#) that are relevant to the Committee are specified in Appendix A.

In addition, University Learning and Teaching Committee will:

- Provide advice and recommendations to Academic Senate on strategic planning for learning and teaching, including development of, monitoring and reporting on an annual basis against, the Strategic Plan for Learning and Teaching.
- Develop strategies for supporting, rewarding and promoting quality teaching and student learning.
- Provide strategic and policy oversight for Curriculum Strategy.
- Provide input to University and Faculty/College/Institute planning as it relates to learning and teaching.
- Receive and consider issues that impact on the strategic direction of learning and teaching arising from senior management.
- Receive and review transnational education programs quality assurance reports and progress reports, making recommendations to Academic Senate regarding risks and quality assurance matters identified.
- Receive dashboard reports on third party arrangements from organisational units, Global Engagement and Faculties/Colleges/Institutes.
- Where relevant, refer matters to other Academic Senate Committees.
- Advise on other matters referred to the Committee by the Vice-Chancellor and/or Academic Senate.

Membership of University Learning and Teaching Committee

Member	Incumbent
Chair Academic Executive Director	Prof Mitch Parsell
Deputy Chair Director Academic Quality and Standards	Dr Angela Boyes
Ex-officio	
Chair/Deputy Chair of Academic Senate	Prof Natalie Brown
College of Arts, Law and Education (Associate Dean (Learning and Teaching))	Assoc Prof Heather Monkhouse
College of Business and Economics (Associate Dean (Learning and Teaching))	Dr Seedwell Sithole
College of Health and Medicine (Associate Dean (Learning and Teaching))	Prof Ros Bull
College of Sciences and Engineering (Associate Dean (Learning and Teaching))	Assoc Prof Tina Acuna
University College	Assoc Prof Andrea Carr

(Associate Dean (Learning and Teaching)	
Academic Division (Head of TILT)	Assoc Prof Leonie Ellis
Director, Student Retention and Success	Adjunct Assoc Prof Jane Skalicky
Executive Director, Student Operations	Mr Andrew Gillies
Deputy Vice-Chancellor (International) or nominee	Mr Rob Wilson (acting)
Director, Academic Quality and Standards	Dr Angela Boyes
University Librarian	Ms Janette Burke
Director Digital Futures	Mr Tyson Wienker
<i>Sub-committee Chairs where they do not already hold another ex-officio position</i>	
Student representatives	
TUU President	Mr Braydon Broad (as at 1/12/19)
TUU Postgraduate President	Ali Ghahremanlou
TUU Education Officer (Deputy President)	Mr Joel Philpott (as at 1/12/19)
4 Members appointed by the Academic Senate for a 2 year term	
Academic Senate member	Dr Graham Wood (31 December 2021)
Academic Senate member	Dr James Montgomery (31 December 2020)
Academic staff member	Assoc Prof Adele Holloway (31 December 2020)
Academic staff member	Dr Donald Reid (31 December 2020)
Observers	
Senior ITS Representative	Ms Hilary Soloff
Secretariat	
Secretary	University Governance

The Committee may not make arrangements for alternates but may make co-option arrangements for members with specific expertise.

Observers may be invited with the Chair's permission.

Chair and Deputy Chair

The University Learning and Teaching Committee is chaired by the Academic Executive Director.

The Deputy Chair is the Director, Academic Quality and Standards.

In the absence of both the Chair and the Deputy Chair, the Chair may appoint an Acting Chair from the membership who assumes the same rights and responsibilities accorded to the Chair, including attendance at meetings to speak to the Report of the Committee.

Executive Committee

The University Learning and Teaching Committee will have an Executive Committee, empowered to act executively between meetings where urgent business requires such action, and to form ad-hoc working parties on such matters as determined by the Executive Committee.

Executive Committee actions and approvals are reported to the University Learning and Teaching Committee at its next scheduled meeting.

The Executive Committee comprises:

- Executive Academic Director as Chair of University Learning and Teaching Committee or an Acting Chair appointed by the Chair.
- Any other two members of the Committee appointed by the Chair.

Quorum

A quorum consists of one half of the membership plus one. Where there is no quorum the Committee may still meet to ensure that the work of Committee continues. Any recommendations made at such meetings would need to be endorsed by a subsequent meeting where a quorum was present. Equivalent quorum and approval requirements apply to resolutions without meeting (via electronic communication).

Secretariat arrangements

A member of University Governance will act as Committee Secretary. The Committee Secretary maintains minutes of meetings of the Committee and a record of reports and associated material as part of the official University records.

Schedule of meetings

The University Learning and Teaching Committee normally meets between 4-6 times per year.

Videoconferencing facilities are used wherever possible to minimise travel requirements.

The Committee should not meet unless there is sufficient business to warrant a meeting being held. When there is insufficient business to justify a committee meeting but there is an urgent matter for consideration, the Committee Secretary may gain a decision by consulting committee members via electronic communication.

Sub-Committees and Working Parties

The University Learning and Teaching Committee is assisted by the Technology Enhanced Learning and Teaching (TELT) Governance Group.

The Committee may establish working parties to assist its work.

Reporting

The University Learning and Teaching Committee reports to Academic Senate subsequent to each of its meetings.

Appendix A – Higher Education Standards Framework (Threshold Standards) 2015 domains

The University Learning and Teaching Committee will report to Academic Senate and make recommendations with regards to the following domains of the [Higher Education Standards Framework \(Threshold Standards\) 2015](#):

Orientation and Progression (HESF 1.3):

- Ensuring specific strategies that support transition, including undertaking early assessment or review provide formative feedback on academic progress and are able to identify needs for additional support (shared ToR with SEC).
- Ensuring methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes (shared ToR with URC).
- Ensuring processes that identify students at risk of unsatisfactory progress and providing specific support implemented across all courses of study.
- Ensuring trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.
- Ensuring students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study (shared ToR with UAC, UCUPC & SEC).

Learning Outcomes and Assessment (HESF 1.4)

- Ensuring on completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination.

Qualifications and Certification (HESF 1.5)

- Ensuring qualifications, other than higher doctoral or honorary qualifications, are awarded only if a course of study leads to the award of that qualification and all of the requirements of the course of study have been fulfilled (shared ToR with URC).
- Ensuring when an Australian Higher Education Qualification is offered, the course of study leading to the qualification is either self-accredited under authority to self-accredit or accredited by TEQSA and the learning outcomes for the qualification are consistent with the level classification for that qualification in the *Australian Qualifications Framework* (shared ToR with UCUPC and URC).
- Ensuring awardees of qualifications are issued with authorised certification documentation including a testamur, and either a record of results or an Australian Higher Education Graduation Statement (graduation statement) that state correctly:
 - the name of the registered higher education provider issuing the documentation
 - the full name of the person to whom the documentation applies
 - the date of issue
 - the name and office of the person authorised by the higher education provider to issue the documentation, and
 - if the qualification is recognised in the Australian Qualifications Framework, the testamur and/or the graduation statement is certified with either the logo of the Australian Qualifications Framework or the words, 'This qualification is recognised within the Australian Qualifications Framework' (shared ToR with URC).

- Ensuring all certification documentation issued by the higher education provider is:
 - unambiguously issued by the registered higher education provider
 - readily distinguishable from other certification documents issued by the higher education provider
 - protected against fraudulent issue
 - traceable and authenticable
 - designed to prevent unauthorised reproduction, and
 - replaceable by the higher education provider through an authorised and verifiable process (shared ToR with URC).
- Ensuring testamurs state correctly, in addition to the requirements for all certification documentation:
 - the full title of the qualification awarded, including the field or discipline of study
 - any subsidiary component of the qualification (such as integrated honours, an area of specialisation or a major study), and
 - if any parts of the course of study or assessment leading to the qualification were conducted in a language other than English, except for the use of another language to develop proficiency in that language (shared ToR with URC).
- Ensuring records of results state correctly, in addition to the requirements for all certification documentation:
 - the full name of all courses and units of study undertaken and when they were undertaken and completed
 - credit granted through recognition of prior learning
 - the weighting of units within courses of study
 - the grades and/or marks awarded for each unit of study undertaken and, if applicable, for the course overall
 - where grades are issued, an explanation of the grading system used
 - where a course of study includes a significant particular focus of study such as honours, an area of specialisation or a major study, a definition of that component of significant focus, and
 - any parts of a course or units of study or assessment that were conducted in a language other than English, except for the use of another language to develop proficiency in that language (shared ToR with URC).
- Ensuring graduation statements contain, in relation to a particular course of study and the qualification awarded, the information contained in a record of results, presented in a form that conforms with the requirements for an Australian Higher Education Graduation Statement (shared ToR with URC).
- Ensuring students who complete one or more units of study that do not lead to the award of a qualification have access to an authorised record of results for the units undertaken (shared ToR with URC).
- Ensuring any documentation issued with the award of an honorary qualification unambiguously identifies the qualification as an honorary qualification (shared ToR with URC).

Diversity and Equity (HESF 2.2)

- Ensuring institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or

disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds (shared ToR with UAC and SEC).

- Ensuring specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples (shared ToR with UAC).
- Ensuring participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups (shared ToR with UAC).

Learning Resources and Educational Support (HESF 3.3)

- Ensuring the learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.
- Ensuring access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus (shared ToR with TELT).

Academic and Research Integrity (HESF 5.2)

- Ensuring there are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities, and institutional policies and procedures address misconduct and allegations of misconduct (shared ToR with URC).
- Ensuring preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches (shared ToR with URC).
- Ensuring students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity (shared ToR with URC).
- Ensuring academic integrity and accountability for academic and research integrity is maintained in arrangements with any other parties involved in the provision of higher education, including placements, collaborative research, research training and joint award of qualifications (shared ToR with URC).

Monitoring, Review and Improvement (HESF 5.3)

- Ensuring all accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities (shared ToR with URC).
- Ensuring a comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study (shared ToR with URC).
- Ensuring comprehensive reviews of courses of study are informed and supported by regular interim monitoring, of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study (shared ToR with URC).
- Ensuring review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:

- analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and
- the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study (shared ToR with URC).
- Ensuring all students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities (shared ToR with URC and SEC).
- Ensuring all teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities (shared ToR with URC).
- Ensuring the results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support (shared ToR with UAC, URC & UCUPC).

Delivery with Other Parties (HESF 5.4)

- Ensuring work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences (shared ToR with URC and SEC).

Academic Governance (HESF 6.3)

- Ensuring that students have opportunities to participate in academic governance (shared ToR with Academic Senate, URC, UCUPC & SEC).