
CONFIRMED MINUTES OF MEETING 15/3

ACADEMIC BOARD 27 MAY 2015

PRESENT: Professor Shirley Alexander, A/Professor Adel Al-Jumaily, A/Professor Paul Allatson, Baxter Atkins, Dr Alison Beavis, Professor Charlie Benrimoj, Ashleigh Best, Mal Booth, Professor Peter Booth, Professor Attila Brungs, Professor Simon Buckingham Shum, Professor Anthony Burke, A/Professor Nina Burridge, Professor John Daly, Professor Simon Darcy, Richard de Abreu Lourenco, A/Professor David Eager, Dr Michelle DiGiacomo, Dr Behzad Fatahi, Professor Shari Forbes, A/Professor Joanne Gray, Professor Roy Green, Professor Tony He, A/Professor Antoine Hermens, Dr Louise Hickman, Professor Lesley Hitchens, Dr Andrew Hurley, Dr Rob Jarman, A/Professor Paul Jonson, Professor Isabel Karpin, A/Professor Hadi Khabbaz, Professor Jie Lu, Professor Desley Luscombe, Professor Heather MacDonald, Dean Mattar, Professor Michael McDaniel, Professor Alan McKee, A/Professor Louise McWhinnie, A/Professor Peter Meier, Professor Bruce Milthorpe, Mohamed Sufeyan Mohamed Sawal, Dr Najah Nassif, Dr Stuart Nettleton, Dr Susan Oguro, A/Professor Bronwyn Olliffe, Jenna Price, Professor William Purcell, Professor Nicky Solomon, Professor Mary Spongberg, Professor Elizabeth Sullivan, Dr Tamara Szytynda, Professor Ana Vrdoljak, Ethan Watters, Amanda White, and Professor Stuart White.

Mr Bill Paterson (University Secretary), and Rebecca Murphy (GSU).

IN ATTENDANCE: A/Professor Gawaian Bodkin-Andrews (CAIK), Ms Elizabeth Hayes (GSU), Mr Martin Hanlon (PQU), Ms Natasha Mitchell (GSU), Professor Susan Page (CAIK), A/Professor Jo McKenzie (IML), and Professor Michelle Trudgett (CAIK).

APOLOGIES: A/Professor Chris Bajada, Professor Ian Burnett, A/Professor Anthony George, Kim Gould, Professor Ann Simpson, Professor Tracy Taylor, and Professor Glenn Wightwick.

ABSENT: Professor Deborah Ascher Barnstone, A/Professor Jinjun Chen, Hemali Dave, Rosalie Degabriele, A/Professor Mike Ford, Professor Peter McNeil, Shruti Sharma, and Dr Qiang Wu.

WELCOMES:

The Chair opened the meeting with an Acknowledgement of Country and acknowledged the National Sorry Day on 26 May, to remember and commemorate the mistreatment of the continent's Indigenous population. The Chair welcomed all members and student members to the third meeting of the UTS Academic Board in 2015.

The Chair also welcomed Mr Richard de Abreu Lourenco to his first meeting, Professor Michelle Trudgett, Professor Susan Page and A/Professor Gawaian Bodkin-Andrews, in attendance for Item 9.1.

1 APOLOGIES

The apologies as listed above were received and leave of absence from the meeting granted.

2 MINUTES

Confirmation of the minutes of meeting 15/2 held 29 April 2015

RESOLVED AB/15-3/35 – minutes

That the minutes of meeting 15/1 of Academic Board held on 29 April 2015, as detailed in Document 2 and amended as follows, be confirmed as a true record:

Deletions are in ~~bold strike through~~ and additions are **bold underline**.

12.1 Principal's Recommendation Scheme Pilot Review

The Provost spoke to this item and noted that ~~all the majority~~ of alternative access schemes were now run collaboratively through the Universities Admissions Centre (UAC). ~~The Board was advised, however, that UTS has chosen not to run the Schools Recommendation Scheme (formerly the Principal's Recommendation Scheme) through UAC. This decision enables UTS to focus more intently on the equity aspects of the Scheme, with the aim of improving access for disadvantaged students. UTS is participating in the centralised Schools Recommendation Scheme (formerly the Principals' Recommendation Scheme) focussing on using the scheme to target an equity cohort, with the aim of improving access for disadvantaged students.~~ The Provost noted that minimum ATAR requirements under the Scheme (an ATAR of 69 for most programs) would remain unchanged, and students would still need to meet minimum matriculation requirements.

3 BUSINESS ARISING FROM THE MINUTES

There was no business arising.

4 RECEIPT OF TABLED PAPERS

There were no tabled papers.

5 REPORT FROM THE CHAIR/DEPUTY CHAIR

RESOLVED AB/15-3/36

Academic Board:

- .1 received and noted the report as detailed in Document 5 – *Report from the Chair/Deputy Chair* and its Attachment;
- .2 noted the Academic Board 2015 Workplan as detailed in **Attachment 1**.

6 VICE-CHANCELLOR'S REPORT

The Vice-Chancellor spoke to this item and provided the following updates, additional to his written report.

External matters

Budget 2015–2016

The 2015-2016 Portfolio Estimates continue to reflect the efficiency dividend, the 20 per cent cut to higher education funding, the 10 per cent cut to Research Training Scheme funding, and the extension of Commonwealth Grant Scheme (CGS) funding to domestic students courses in accredited undergraduate degrees at private, non-university higher education providers. It is clear that the government remains committed to the higher education reforms (including using higher education cuts to provide budget balancing) it proposed last year, however, opposition to those reforms remains equally firm.

National Collaborative Research Infrastructure Strategy (NCRIS) funding

The National Collaborative Research Infrastructure Strategy (NCRIS) has been given funding up to 2017 (\$150 million in addition to the recent \$150 million) but at a cost – Sustainable Research Excellence funding has been cut by 263 million over four years. The government is committing to funding kit/equipment, plus another 50 Future Fellows, while at the same time cutting the support to fund the indirect costs of research. The indirect costs of research will increase if we have more facilities and researchers to try to keep pace with Australia's research needs.

The abolition of the Office for Teaching and Learning is disappointing; given this is a critical time in higher education, when approaches to learning and using technology are rapidly changing. There's the opportunity for Australia to be a leader in this but we need to be resourced accordingly. The government is inviting university consortia to bid to operate the program, so there is hope that this may provide a more strategic approach, which would be beneficial, but the reduced funding will make this a challenge.

Aboriginal and Torres Strait Islander Higher Education Advisory Council

The abolition of the Aboriginal and Torres Strait Islander Higher Education Advisory Council represents a step backwards. Responsibility for increasing Indigenous participation in higher education and the professions will be transferred to the

Indigenous Advisory Council in consultation with the National Aboriginal and Torres Strait Islander Higher Education Consortium and Universities Australia. Hopefully this can prove effective in driving the change in Indigenous participation in higher education that is so critically needed. The Higher Education Participation Programme funding has been reduced by \$5 million and re-directed to the Australian Institute of Aboriginal and Torres Strait Islander Studies.

Rankings

In the recently released CWTS Leiden global research rankings, UTS is ranked the top university in the world in terms of impact for the top 1 per cent of papers in maths and computer science.

Twenty-three (23) Australian universities made the list of 750 universities.

When size and sheer research output among the top 10 per cent of papers across all disciplines is factored in (size-dependent ranking), the University of Melbourne tops the list of Australian universities, ranked 36 in the world followed by the University of Queensland (44), the University of Sydney (45), Monash University (72) and the University of NSW (76).

However, when volume of research output across the top 10 per cent of papers across all disciplines is removed (size-independent ranking), Australia's top performers are: Australian National University (89), the University of Melbourne (117); the University of Queensland (132), the University of Technology, Sydney (162), Monash University (189) and the University of Sydney (190).

New National Science and Research Priorities

The Commonwealth Government has announced new National Science and Research Priorities to ensure our high-performing science, research and innovation system delivers maximum benefit.

The nine cross-disciplinary priorities are:

- food
- soil and water
- transport
- cybersecurity
- energy
- resources
- advanced manufacturing
- environmental change, and
- health.

The Minister for Education and Training, the Hon Christopher Pyne MP, the Minister for Industry and Science, the Hon Ian MacFarlane MP, and the Minister for Health, the Hon Sussan Ley MP, today announced the strategy boosting the Commercial Returns from Research. Minister Pyne said that the Government was determined to address the challenges Australia faces in turning good ideas and research breakthroughs into commercial results.

Internal matters

Data Science Symposium

A Data Science Symposium took place on 15 May 2015, which was a joint initiative between the Deputy Vice-Chancellor (Education & Students) and Deputy Vice-Chancellor (Research) that aimed to build our University-wide collaboration in data science. The event was a great success with 230 people registering to attend and 45 abstracts submitted for only 14 presentation spots. The Symposium helped to build a UTS Data Science Community, creating new opportunities for application of Data Science in teaching and research across UTS and is helping to shape the development of our new data science strategy.

Bachelor of Creative Intelligence and Innovation (BCII) update

A workshop with students studying the Bachelor of Creative Intelligence and Innovation has led to a partnership with Visa to develop wearable technology. This is Visa's first partnership with an Australian university and was developed from a design workshop here earlier this month. Forty UTS students from the Bachelor of Creative Intelligence and Innovation were challenged to imagine new ways Australians could pay in the future as wearables and connected devices transform everyday life.

New Innovative Manufacturing Cooperative Research Centre

It was also announced yesterday that \$40 million in Federal funding would go to the new Innovative Manufacturing Cooperative Research Centre. Professor Roy Green and his team have played a key role in this.

Teaching and Learning Awards

The Teaching and Learning Awards were held on Monday which recognised innovative approaches to teaching and learning at UTS. Congratulations go out to all involved.

RESOLVED AB/15-3/37 – Vice-Chancellor's report

That the Vice-Chancellor's Report be received and noted.

7 STARRING OF ITEMS FOR DISCUSSION

The following items were pre-starred: 9.1, 9.2, 10.1, 11.1, 11.3 and 11.6. Members were invited to star further items for discussion. The Chair advised of a minor change in agenda order – that Item 11.6 would be discussed following Item 9.2.

RESOLVED AB/15-3/38 – Starring of items

That the adoption of the remaining items be approved.

8 ELECTION/MEMBERSHIPS

8.1 Elections Update

RESOLVED AB/15-3/39

Academic Board to received and noted the report as detailed in Document 8.1 – *Election of Academic Staff to the Promotions Committees* and its Attachment.

9 ACADEMIC AND PRIORITY ISSUES

***9.1 Presentation: Centre for the Advancement of Indigenous Knowledges**

The Chair invited Professor Michelle Trudgett, Professor Susan Page and Associate Professor Gawaian Bodkin- Andrews to present on the Centre for the Advancement of Indigenous Knowledges.

The Board noted the following.

Indigenous Graduate Attribute (IGA) Project

- The Indigenous Graduate Attribute Framework was approved by Academic Board in 2013 with a proposal for a Centre with academic expertise and staged implementation from 2015-2018.
- The Centre's role in relation to the IGAs project is one of:
 - strategic leadership
 - resource/staff development
 - monitoring and quality assurance
 - research/evaluation.

The Centre is working on a robust framework to work across a range of disciplines at UTS. The framework needs to be iterative and developmental, the students need time to develop and learn. UTS students will have a unique advantage as all graduates will have Indigenous professional competency appropriate to their profession.

The preliminary framework would include:

- engagement
- knowledges
- reflectivity
- evidence and critique
- ethics and practice.

The framework will work with four key groups:

- students
- tutors
- unit of study conveners
- disciplines.

The framework will take into account:

- Indigenous and non-Indigenous students and staff
- multidisciplinary and global concerns
- Indigenous scholarly works.
- key Indigenous figures within and across disciplines, and
- collaborative engagement.

The Chair thanked staff from the Centre for the Advancement of Indigenous Knowledges for their presentation.

RESOLVED AB/15-3/40 – CAIK

Academic Board received and noted the presentation on the Centre for the Advancement of Indigenous knowledges.

***9.2 Final UTS Performance Report 2014**

The Provost spoke to this item. The report was compiled by the Planning and Quality Unit based on input from senior executive members, Deans, Directors, as well as data and commentary for each Key Performance Indicator (KPI) provided by various support units.

The 2014 Performance Report shows changes in performance across the headline metrics were mixed compared with results from twelve months ago. Traffic light ratings were also mixed. Performance on six metrics improved, performance on three metrics declined and performance on three metrics remained stable compared with performance in 2013.

Performance on the following six metrics improved:

- internationalisation of student experiences
- teaching quality
- research outcomes – Higher Degree by Research (HDR) commencements
- research outcomes – publications
- research sustainability – external grant income.

Performance on the following three metrics declined:

- graduate employment
- Aboriginal and Torres Strait Islander student participation
- surplus as a percentage of revenue.

Performance on the following three metrics remained stable compared with performance in 2013:

- student satisfaction with facilities and services
- Aboriginal and Torres Strait Islander staff participation
- female senior academic staff representation.

The Board noted that graduate employment is a concern for the country and UTS. Looking at the UTS data, it would appear that the 2014 decline was most impacted by the declines in the faculties of Health, Law and Engineering and Information Technology.

The national graduate employment rate for Health fields has dropped around 7 percentage points since 2012. The graduate employment rate for Social and Culture fields including Law is higher at UTS by 6.9 percentage points compared to the national rate. However both the national result and the UTS result have been showing the same decline across the sector over the last three years. There has been a decline in national graduate employment rates in both Information Technology and Engineering related fields.

During the discussion on graduate workplace success the Board noted the following.

- UTS Careers offers many worthwhile programs to assist students in becoming work ready.
- The Faculty of Health hold an Intensive Careers Unit event where industry people give up their time to do mock interviews with students.
- UTS Journalism also works with industry people who give up their time to do mock interviews with their students.
- The UTS Orientation process has been reframed to “begin with the end in mind”, for example as a professional in the area they have chosen. Students are encouraged to create digital profiles early on and UTS offers a LinkedIn professional photo booth at orientation to assist them in setting up their professional profiles.

The *Final UTS Performance Report 2014* is being used by the Vice-Chancellor, the UTS senior executive and the senior management group more broadly in the current planning cycle to inform subsequent steps, and in setting planning parameters for 2016 and beyond.

RESOLVED AB/15-3/41 – Performance Report 2014

Academic Board:

- .1 received and noted the report as detailed in Document 9.2 – *Final UTS Performance Report 2014* and its Attachments;
- .2 considered the Board’s role in monitoring and improving the University’s performance in specific areas.

10 FACULTY/BOARD MATTERS

*10.1 Graduate School of Health (GSH) Presentation on learning, futures and Academic Standards

The Chair invited Professor Charlie Benrimoj to present on learning, futures and academic standards. The Board noted the following from Professor Benrimoj's presentation.

The Graduate School of Health (GSH) was established in 2011 with objectives to:

- support UTS Strategy
- be research intensive and build on existing UTS research strengths
- establish innovate practice-based and research-led graduate-entry coursework degrees in 4 discipline areas
- maximise opportunities for inter-professional teaching and learning and research
- develop strong links and collaboration with UTS faculties, and
- develop strong links with the health industry.

The GSH has 34 academic staff, 9 professional staff, and 43 honorary associates. In 2015 the GSH received 623 applications for 177 places.

Research Strategy

- To publish in high-ranking journals (4 publications per full-time equivalent (FTE) academic staff).
- To enrol high-quality Higher Degree Research (HDR) students (3 per each FTE academic staff member).
- To obtain National Health and Medical Research Council (NHMRC) and Australian Research Council (ARC) linkage grants (2 applications per each FTE academic staff member).
- Align with the UTS Health Strategy with particular focus on:
 - Primary Health Care
 - Drug Design and Delivery.
- Interdisciplinary models and translation research of Primary Health Care
 - Neuroscience
 - Child and Family Behaviour Clinic
 - Early Intervention for Pain Management
 - Integrated models of health service delivery
 - Clinical Psychology, Orthoptics and Physiotherapy direct patient services
 - Individual academic staff interests.

- Drug design and delivery to focus on:
 - cancer
 - asthma.

Learning.futures Strategy

- Integrate learning.futures into all aspects of teaching and learning.
- Develop problem-based learning, research-led approach.
- Custom-built facilities to enable learning.futures.
- Expand each discipline to include specialist and international degrees.

Academic Standards

Academic Standards are driven by external accreditation requirements, inherent requirements, graduate attributes, course intended learning outcome, learning activities and assessment. The GSH has an anonymous feedback forum, with comments reviewed every week and a response provided to every comment. The GSH also has a mentoring program, student representative meetings, course development group meetings and use information from the Student Feedback Survey. From these quality assurance activities the GSH can identify immediate issues of concern, identify at-risk and talented students, improve the student experience, review the curriculum, content and graduate attributes.

Top Four Academic Risks

1. Accreditation.
2. Direct patient services (onsite).
3. Clinical placements.
4. Rapid pace of growth.

The Chair thanked Professor Benrimoj for his presentation.

RESOLVED AB/15-3/42 – GSH Presentation

Academic Board received and noted the presentation by the Graduate School of Health on learning.futures and academic standards.

11 COMMITTEE BUSINESS

***11.1 Courses Accreditation Committee Report**

Associate Professor Paul Jonson highlighted the following courses from the written report of the Courses Accreditation Committee.

Bachelor of Health Science

This course is designed to provide an educational perspective that is not available in other undergraduate health science courses. Whereas the biomedical model is the prevailing conceptual approach in the majority of health science courses, this course

is characterised by its strong emphasis on the social determinants of health. The course has been designed this way to address an identified gap in the market and to produce graduates who will have strong employability in the growing non-government health sector.

Master of Professional Engineering

The proposal relates to UTS Strategic Objectives 1.6 and 1.7 and it is also in line with the 2015–18 Draft Faculty Strategy in the key area of consolidating a flexible, practice-based and inclusive teaching and learning environment that creates graduates who are highly sought after and globally competitive. The course is aimed at meeting the need of local and overseas students to attain professional accreditation.

Online Course Approval Process (OCAP) Survey

A/Professor Jonson encouraged members to complete the OCAP survey which has been sent out by the Academic Programs Office. It is an opportunity to provide feedback to assist in improving the process and documentation.

Note for record

- The name “*Tecnológico y de Estudios Superiores de Monterrey (ITESM)*” be updated on page 3, 6, 53 and 54 of the report.
- On page 45 in Recommendation .3.2 it be noted that the course being replaced is C04232 Master of Education.
- On page 55 in item (g) update CPE to CCPE.
- The name of course C10157 is updated to Bachelor of Mathematics and Finance in recommendation 4.1 and on page 51 of the report.

RESOLVED AB/15-3/43 – Courses Accreditation Committee

Academic Board:

- .1 received and noted the report of the Courses Accreditation Committee (CAC) as detailed in Document 11.1 and its Attachments;

New Courses

- .2 approved the accreditation of the following new courses as detailed from 1.1.16 to the end 2020:

Faculty of Design, Architecture and Building

- .2.1 C10351 Bachelor of Nursing Bachelor of Creative Intelligence and Innovation
C10352 Bachelor of Advanced Science Bachelor of Creative Intelligence and Innovation
C10353 Bachelor of Biomedical Physics Bachelor of Creative Intelligence and Innovation
C10354 Bachelor of Medicinal Chemistry Bachelor of Creative Intelligence and Innovation

C10355 Bachelor of Management Bachelor of Creative Intelligence and Innovation
C10356 Bachelor of Design in Animation Bachelor of Creative Intelligence and Innovation
C10359 Bachelor of Communication (Digital and Social Media) Bachelor of Creative Intelligence and Innovation

(file: 13/307)

Faculty of Health

.2.2 C10360 Bachelor of Health Science

(file: UR15/196)

.2.3 C04303 Master of Public Health (Advanced)
C04302 Master of Public Health
C07126 Graduate Diploma in Public Health
C11250 Graduate Certificate in Public Health

(file: UR15/20)

Faculty of Engineering and Information Technology

.2.4 C04309 Master of Professional Engineering

(files: 96/0840, UR15/314)

Replacement courses

.3 approved the accreditation of the following replacement courses as detailed from 1.1.16 to the end 2020:

Faculty of Arts Social Sciences

.3.1 C04305 Master of Applied Linguistics and TESOL
C06116 Graduate Diploma in Applied Linguistics and TESOL
C11254 Graduate Certificate in Applied Linguistics and TESOL

(files: UR10/370, UR06/258, UR06/122, UR15/316)

.3.2 C04307 Master of Education (Learning and Leadership)
C06117 Graduate Diploma in Learning and Leadership
C11255 Graduate Certificate in Learning and Leadership

(files: UR06/123, UR15/315)

Phasing out and Discontinuation

- .4 approved that the following courses be set to phasing out from Autumn Semester 2016 and discontinued once all currently enrolled students have completed:

Faculty of Arts and Social Sciences

- .4.1 C04245 Master of Arts in Teaching English to Speakers of Other Languages

C06096 Graduate Diploma in Adult Literacy and Numeracy Teaching

C07118 Graduate Diploma in Teaching English to Speakers of Other Languages

C11223 Graduate Certificate in Teaching English to Speakers of Other Languages

C11220 Graduate Certificate in Adult Numeracy Teaching

(files: UR10/370, UR06/258, UR06/122, UR15/216)

Faculty of Science

- .4.2 C10155 Bachelor of Mathematics and Finance
C10157 Bachelor of Mathematics and Finance
C09021 Bachelor of Mathematics and Finance (Honours)

(file: 96/0578)

Changes to B. Register of English Language Proficiency

UTS International

- .5.1 (a) approved that the result of the Institutional TOEFL administered by the Tecnológico y de Estudios Superiores de Monterrey (ITESM) in Mexico be accepted as meeting UTS English Language Proficiency requirements for admission into non-award Study Abroad programs at UTS, with the minimum overall score equivalent to the TOEFL paper-based requirements of UTS, for a trial period of two years until the end of 2017;
- (b) approved that sections 1 and 2.2 of the *B. Register of English Language Proficiency* be amended to reflect the changes.
- .5.2 (a) noted the changes to the Cambridge English Scale;
- (b) approved that sections 1 and 2.2(g) of the *B. Register of English Language Proficiency* be amended to reflect changes.

11.2 Academic Administration Committee Report

No report.

***11.3 Executive Committee of Academic Board Report**

The Chair spoke to this item. In October 2014, Academic Board members were asked to complete the 2014 Academic Board Members Self-Evaluation Survey (the Survey). The Survey is designed to give members an opportunity to reflect on their individual membership experience, including their impressions of the Board's effectiveness over the previous two years. The Executive Committee of Academic Board considered the 2014 Survey Results and proposed focus areas for improvement. ECAB agreed to adopt the following as focus areas for improvement in 2015.

Clarification of member roles and responsibilities

An optional 'refresher' induction session, available to all Academic Board members, is proposed to be held in the second half of each year.

Alignment of priority issues with UTS strategic direction

It is recommended that the Academic Board report template be updated to feature more prominently the matter's alignment with the UTS Strategic Plan. When speaking to their reports, sponsors will be encouraged to highlight such strategic alignment.

Improving stakeholder consultation

Sponsors of Academic Board reports will be prompted to diligently and carefully consider their consultation obligations. When speaking to their reports, sponsors will be encouraged to explicitly highlight what consultation has occurred. Committees that regularly report to Academic Board will be encouraged to present interim reports to Academic Board and to seek feedback on major items prior to submission of a final report and/or final recommendations.

Enhancing engagement with Academic Board papers

The format, layout and structure of Academic Board papers will be comprehensively reviewed by the Governance Support Unit in 2015, in conjunction with the Chair of Academic Board. Feedback will be sought from ECAB.

Improving the quality of Academic Board discussion and debate

Where a matter of strategic academic importance is referred to the Board for debate, the sponsor of the report will be requested to provide a series of discussion questions in the report to aid members' preparation for the item. In some cases, the Chair may pose questions for consideration prior to opening an item for discussion.

Academic Board's impact on the University's intellectual life

It is hoped that the actions detailed above will strengthen Academic Board's impact on the intellectual life of the University. As an additional measure, the Chair of Academic Board may, as appropriate, highlight in the Chair's Report or Academic

Board Briefing email the University-wide impact of items discussed at Board meetings.

Actions to implement the above improvements are outlined under the corresponding headings below. It is anticipated that all actions will be implemented by October 2015.

RESOLVED AB/15-3/44 - ECAB (2014 Survey results)

Academic Board:

- .1 received and noted the report as detailed in Document 11.3 – *Executive Committee of Academic Board Report* and its Attachments;
- .2 noted the results of the 2014 Academic Board Members Self-Evaluation Survey, as detailed in Document 11.3 and **Attachment 1**;
- .3 noted the focus areas for improvement and associated actions adopted by the Executive Committee for progression in 2015, as detailed in Document 11.3.

11.4 Graduate Research School Board Report

No report.

11.5 Research and Research Training Committee Report

No report.

***11.6 Teaching and Learning Committee Report**

Dr Robert Jarman spoke to the item and acknowledged the leadership from the previous Committee Chair, Associate Professor Paul Allatson in relation to the work undertaken by the Committee, as outlined in its 2014 Annual Report.

The Deputy Vice-Chancellor (Education and Students) (DVC (E & S)) provided Academic Board with background to English language support at UTS. In 2009 there was a review of English language support at UTS, with a number of major recommendations made. As a result UTS developed a new strategy, with the English Language Policy at its centre. A review of progress on the implementation of English language support took place in 2014. Both reviews were conducted by consultant Emeritus Professor Bruce King.

The *Final Report of the Review of the Progress of English Language Support at UTS* noted four key developments.

1. Establishment of English Language Policy Framework.
2. Transition from ELSSA to HELPS which has strengthened support for students.
3. Development of Graduate Attributes.
4. Learning.futures.

A working group of the Teaching and Learning Committee (TLC) has been established under the lead of Associate Professor Jo McKenzie to further consider recommendations 3 and 4 (below) and report back to the next TLC meeting (22 June 2015).

Academic Board was requested to consider the following recommendations from the *Review of Progress on English Language Support*:

- (3) It is recommended that the University consider whether Online Post Enrolment Language Assessment (OPELA) or some similar standard testing instrument be used for all students post enrolment.
- (4) It is recommended that the University consider mandating participation in prescribed English language competency remediation activities for students as at risk as a condition of continuing study in their chosen program.

There was a broad discussion and the Board noted the following points.

- Both international and domestic students require assistance and support with English language proficiency and academic English.
- FASS currently provide a major in English language, though there is not currently a high take-up of these subjects.
- UTS could consider making room within all programs for students to undertake credit-bearing subjects designed to improve English language and academic English proficiency. This could be single units of study or units that could combine to form a major.
- The Provost and DVC (E&S) are considering developing a Diploma in Professional Practice which students could complete concurrently with their core course of study.
- UTS could investigate the possibility of running a paid English language school, utilising existing staff expertise.
- The Faculty of Science have been utilising the online pre-enrolment English language assessment (OPELA) process for testing students for many years. UTS could investigate the possibility of restructuring all courses to have OPELA testing in the first year, dealing at that stage with the at-risk students within the course structure, and then performing OPELA testing in the second year to further assist those at risk students and to track the cohort data.
- Mandatory English testing is included in the English Language Policy, it is left up to Faculties to implement. To be equitable, mandatory testing must occur across all faculties. UTS needs to have a stronger process in place for monitoring implementation of mandatory English testing, with a reporting mechanism.
- Having an add-on English language support will not work, it will need to be embedded in the course. It is estimated that it normally takes two hundred hours of study to lead to an improvement of half (0.5) an IELTS score.

- OPELA testing only assesses written skills. Students may have high oral skills where written skills are not so good. Further work on which elements of English language competency students find challenging is required.
- Academic Board members will be provided with a link to complete the OPELA test after the meeting.
- Not all students do an International English Language Testing System (IELTS) test. For example if a student has had twelve months of instruction delivered in English they are not required to complete an IELTS test.
- English language support and communication should be framed to students in a positive way, emphasising its benefits in preparing students for the next stage of their careers.

Dr Jarman and the Chair thanked Board members for their input to the discussion on English language support.

RESOLVED AB/15-3/45 - TLC

Academic Board:

- .1 received and noted the report as detailed in Document 11.6 – *Teaching and Learning Committee Report* and its Attachments;
- .2 received and note the *Review of Progress on English Language Support* as detailed in **Attachment 1**;
- .3 considered the following recommendations from the *Review of Progress on English Language Support*:
 - (3) It is recommended that the University consider whether Online Post Enrolment Language Assessment (OPELA) or some similar standard testing instrument be used for all students post enrolment.
 - (4) It is recommended that the University consider mandating participation in prescribed English language competency remediation activities for students as at risk as a condition of continuing study in their chosen program.
- .4 noted the Teaching and Learning Committee’s 2014 Annual Report as detailed in **Attachment 2**;
- .5 noted the Teaching and Learning Committee’s 2015 Work plan as detailed in **Attachment 3**; and
- .6 noted the appointment of Ms Jenna Price as Deputy Chair of the Teaching and Learning Committee for 2015.

11.7 Graduate Research Students' Appeals Committee

No report.

12 OTHER BUSINESS/GOVERNANCE

CLOSURE

The Chair thanked all members for their attendance and participation.

The Chair closed the meeting at 12.00 pm.

SIGNED AS A TRUE RECORD

CHAIR

DATE