

CONFIRMED MINUTES OF MEETING 15/5

ACADEMIC BOARD 9 SEPTEMBER 2015

PRESENT: A/Professor Joanne Gray (Chair), Professor Shirley Alexander, A/Professor Adel Al-Jumaily, Mr Baxter Atkins, Dr Alison Beavis, Professor Charlie Benrimoj, Mr Mal Booth, Professor Attila Brungs, Professor Simon Buckingham Shum, Ms Rosalie Degabriele, Professor Maryanne Dever, Dr Michelle DiGiacomo, A/Professor David Eager, Ms Maxine Evers, Professor Roy Green, Professor Tony He, 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, Professor Michael McDaniel, Professor Alan McKee, A/Professor Louise McWhinnie (Deputy Chair), A/Professor Peter Meier, Mr Mohamed Sufeyan Mohamed Sawal, Professor Pam Morrison, Dr Najah Nassif, Dr Stuart Nettleton, Dr Susan Oguro, Ms Jenna Price, Professor William Purcell, Professor Ann Simpson, Professor Nicky Solomon, Professor Mary Sponberg, Dr Tamara Szynda, Professor Ana Vrdoljak, Mr Ethan Watters, Ms Amanda White, Professor Stuart White, Professor Glenn Wightwick, and Dr Qiang Wu.

Mr Bill Paterson (University Secretary), and Ms Natasha Mitchell (Executive Officer).

IN ATTENDANCE: Ms Lynne Blackburn (Planning and Quality Unit), Professor Martin Bugeja (on behalf of Professor Tracy Taylor), Ms Paula Cronin (on behalf of Mr Richard De Abreu Lourenço), Ms Anne-Lise Daniel (Academic Programs Office), Mr Martin Hanlon (Planning and Quality Unit), A/Professor Jo McKenzie (Institute for Interactive Media and Learning), Ms Rebecca Murphy and Ms Elizabeth Hayes (Governance Support Unit), Professor Peter Scott (Assistant Deputy Vice-Chancellor (Education)), Ms Andrea Thompson and Ms Rebecca Dinnie (Governance Support Unit – in attendance for Items 12.1 and 12.2).

APOLOGIES: Professor Deborah Ascher Barnstone, Ms Ashleigh Best, Professor Peter Booth, Professor Anthony Burke, Professor Ian Burnett, A/Professor Nina Burridge, A/Professor Christine Burton, Professor John Daly, Mr Richard De Abreu Lourenço, Professor Shari Forbes, Ms Kim Gould, Professor Bruce Milthorpe, Professor Elizabeth Sullivan, and Professor Tracy Taylor.

ABSENT: A/Professor Jinjun Chen, Dr Behzad Fatahi, A/Professor Mike Ford, A/Professor Anthony George, A/Professor Antoine Hermens, Mr Dean Mattar, and Professor Peter McNeil.

WELCOMES:

The Chair opened the meeting with an Acknowledgment of Country and of the Traditional Owners and welcomed all members, student members, and attendees to the meeting.

The Chair extended a vote of thanks on behalf of the Board to Associate Professor Bronwyn Olliffe, outgoing Associate Dean (Teaching and Learning) for the Faculty of Law. A particular welcome was extended to Ms Maxine Evers, who replaces Associate Professor Olliffe as a member of the Board.

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 15/4 held 29 July 2015

RESOLVED AB/15-5/65 – minutes

That the minutes of meeting 15/4 of Academic Board held on 29 July 2015, as detailed in Document 2, be confirmed as a true record.

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

The Chair noted she had recently attended a meeting of NSW Chairs of Academic Board and Senates, held at UNSW. The topics discussed included academic integrity, requirements of accreditation bodies, and progress of the Higher Education Standards Framework.

RESOLVED AB/15-5/66 – Chair's Report

That Academic Board:

- .1 receive and note the report as detailed in Document 5 – *Report from the Chair/Deputy Chair* and its Attachments;
- .2 approve the 2016 Academic Board and Executive Committee meeting dates, as detailed in Document 5;
- .3 note the executive action taken by the Chair to approve the grading of awards for graduands in Spring 2015, as listed in the following schedules presented by the faculties:

- Schedule 1 – Faculty of Arts & Social Sciences
 - Schedule 2 – UTS Business School
 - Schedule 3 – Faculty of Design, Architecture and Building
 - Schedule 4 – Faculty of Engineering and Information Technology
 - Schedule 5 – Faculty of Health
 - Schedule 6 – Faculty of Law
 - Schedule 7 – Faculty of Science
 - Schedule 8 – Graduate Research School
 - Schedule 9 – Graduate School of Health;
- .4 note the executive action taken by the Chair in making the following recommendations to Council;
- .1 that graduands in their respective courses of the six faculties, the UTS Business School, the Graduate Research School and the Graduate School of Health indicated in recommendation .3 above, as listed in Schedules 1–9 be admitted to the appropriate degrees or awarded the appropriate diplomas and graduate certificates as designated;
- .2 that graduands, as designated, be awarded the University Medals;
- .5 note the Academic Board Actions List and 2015 Work Plan as detailed, respectively, in **Attachments 1 and 2**.

6 VICE-CHANCELLOR’S REPORT

The Vice-Chancellor spoke to this item and invited questions from the Board. During discussion, the following points were noted:

- UTS’s recent second place trophy in the MacJannet Prize for Global Citizenship was specifically awarded for the UTS: Soul student leadership and volunteer program.
- UTS recently received \$1.35 million in multi-year funding under the New Colombo Plan – this is the highest amount awarded to an Australian Technology Network university.
- Colombo Plan funding is available via a competitive grant process (one–two rounds per year). Applications are ranked by the Deputy Vice-Chancellor (International and Advancement)’s division, in consultation with Deans. Applications are then assessed by an expert panel, with results available within one–two months.
- There was robust discussion at the recent NSW Vice-Chancellor’s Committee Dinner regarding compulsory numeracy and literacy requirements for teacher education programs, as proposed by BOSTES (the Board of Studies, Teaching and Educational Standards NSW). BOSTES is taking a firm position on this matter, despite the ramifications for universities, but UTS is well placed to deal with the potential imposition of compulsory requirements in teacher education programs,

as it already conducts literacy work with those students. The potential for requirements to be extended to other programs by various professional accreditation bodies, however, was noted as problematic. The increasing demands placed upon universities by professional accreditation bodies was acknowledged.

Following the discussion on his written report, the Vice-Chancellor provided the following verbal updates.

Staff forums

The Vice-Chancellor held two staff forums at the City Campus this week, with over 700 staff attending. Various questions arose, from defining innovation, reviewing and updating ethics policies to parking at UTS at the weekends. The slides from the City Campus Forum will be made available on VC Connect. The Kuring-gai Staff Forum will be held on Thursday 24 September.

Staff giving program

On Tuesday 8 September 2015, the Vice-Chancellor addressed a staff giving thank-you event, attended by 70 staff donors. The Vice-Chancellor noted that the program makes a great difference to students, and encouraged all staff to become involved.

Associate Professor promotions

The next Vice-Chancellor's report will include details of the outcome of the latest round of Associate Professor promotions. The Board was advised that there was a record number of high-quality applications, many of which included compelling and inspirational stories regarding the implementation of learning futures.

Universities Australia update

The Vice-Chancellor advised that Universities Australia (UA) is preparing an 'election' style document that outlines the contribution universities make to the country and reiterates the need for policy stability and coherence. The Vice-Chancellor noted that the UA document will not include a request for any form of deregulation. The Federal Minister for Education, the Hon. Christopher Pyne MP had signalled his intent to re-introduce higher education reform legislation into Parliament, but the legislation will not receive UA's support.

RESOLVED AB/15-5/67 – VC'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, 11.1, and 12.2. Members were invited to star further items for discussion – item 12.1 was starred.

RESOLVED AB/15-5/68 – Starring of items

That the adoption of the remaining items be approved.

8 ELECTION/MEMBERSHIPS

8.1 *Election of Staff and Students to the Faculty Boards*

RESOLVED AB/15-5/69

That Academic Board receive and note the report as detailed in Document 8.1 – *Election of Staff and Students to the Faculty Boards* and its Attachment.

9 ACADEMIC AND PRIORITY ISSUES

***9.1 UTS Governance Instruments: Alignment with UTS Strategic Objectives**

The Chair invited the Vice-Chancellor to introduce this item. The Vice-Chancellor provided background and context to the Governance Instruments Review, noting that the Review aims to ensure that the University's governance instruments:

- enable, rather than impede achievement of the University's strategic objectives and its ambitious vision and targets;
- maintain the commitment to social justice, equity and inclusivity fundamental to the UTS ethos;
- preserve the University's collegial, collaborative culture;
- support and inspire innovation and creative thinking;
- ensure appropriate controls are in place to complement our risk appetite;
- ensure that our leaders have the necessary tools to lead.

The Board resolved itself into pre-determined groups to discuss the alignment of governance instruments with the UTS Strategic Objectives, taking into consideration systems, processes, resources, and regulatory requirements. Each group was assigned a facilitator and asked to focus on two UTS Strategic Objectives and associated questions, but was also encouraged to comment on additional Objectives. Groups were asked to propose ideas to help the University achieve its Strategic Objectives and vision for the future, and to identify barriers to doing so. Feedback provided by the groups to the Board as a whole is detailed below.

Group One

- The course accreditation and approval process requires proposals to articulate how the new or redesigned course reflects the UTS model of learning. A more meaningful response to this question is required. Consideration should also be given to investigating more effectively at a central level how courses align with the UTS model of learning, and whether centrally more focus could be given to key questions such as business case, strategic priorities etc. We want to avoid processes that lead to cut and paste approaches.
- Greater clarity is required around how the University manages and operationalises risk.
- The amount of 'busywork' and the shift of workload from a central to a faculty/local level is concerning.

- In relation to client focus, it should be understood that ‘client’ extends to University staff, not just students. Divisions should review their focus to ensure support is provided to staff as well as student clients.

Group Two

- The group discussed governance structures and noted that the collective role of committees should be clarified, as it is not broadly understood.
- Clarity is required around decision-making processes, specifically in relation to how and where decision-making occurs, who makes decisions, and whether decision-making should occur at a central or faculty/local level.
- Before a decision is required to be implemented, the people responsible for implementing those decisions should be consulted, to ensure buy-in.
- The group recommended that revision of policies and processes be made in a way that is consistent with and furthers the UTS Strategic Plan and Research Strategy and that policies have clearly defined objectives being less prescriptive and allowing flexibility on the ground, as long as it is compatible with the objectives.

Group Three

In relation to Objective 1: Inspire Graduate Success, the group noted the following.

- The drive to increase student internship opportunities – while a challenge – is exciting.
- The University’s infrastructure is not agile enough to support innovation and can result in inertia. Timetabling and venue changes are difficult, and changing subject assessments is a laborious process.
- There are many hidden costs to implementing learning.futures.

In relation to Objective 3: Connect and Engage, the following was noted.

- Processes to facilitate working with industry partners need to be accelerated. The current processes are too slow and UTS is at risk of losing partners to other universities.
- Disciplinary hierarchies are deeply embedded in UTS processes and systems, which poses problems for those creating or implementing cross-faculty and trans-disciplinary programs.

Group Four

- The group discussed the relative merits of centralisation/decentralisation. It was noted that programs such as UTS:BUiLD, UTS:Soul and UTS:Accomplish benefitted from a centralised, coordinated approach, whereas alumni connection, student administration and certain functions performed by the Research and Innovation Office might benefit from decentralisation to the faculty/local level.
- The creation of a business/intellectual property (IP) centre within the UTS Library would foster innovation and could provide space for start-ups. The British Library has created a similar centre, with great success. A UTS

business/IP centre would provide opportunities to connect start-ups with researchers, alumni, and industries offering internships. Such a centre would greatly assist budding student entrepreneurs (particularly those from the Bachelor of Creative Intelligence and Innovation program) to transition into industry or running their own business.

Group Five

In relation to Strategic Objective 2: Enhance our Research Performance, the group noted the following.

- The importance of social justice as a research topic should be recognised in discipline areas that do not traditionally conduct this type of research.
- There is a need to break down research silos and institute greater openness and information-sharing. Staff who are not research active should still be included in research communications.
- Certain aspects of Key Technology Partnership (KTP) relationships could be improved, particularly in relation to cotutelle and collaborative degree arrangements. The potential for teacher/researcher exchanges with KTP institutions should be investigated.

In relation to Objective 4: Adapt and Thrive, the following was noted.

- There is opportunity for heads of schools to engage in greater cross-faculty networking.
- If heads of school are also deeply engaged in research, care should be taken to ensure that school management is not neglected.
- The group identified the following ways to build collectivity and collegiality:
 - introducing 360-degree reporting and evaluation;
 - embedding mentoring into governance instruments and promotion application processes;
 - break down stratification by ensuring all faculties/divisions/discipline areas have staff retreats.

Group Six

In relation to Objective 1: Inspire Graduate Success, the group noted the following.

- Internship experience for students is very important.
- Large classes make it challenging for teaching staff to get to know students.
- Some barriers exist for high-achieving students, for example those who wish to enter Honours directly from outside the University. These barriers should be removed.

In relation to Objective 3: Connect and Engage, the following was noted.

- There are structural issues around engagement with the professions; a more reciprocal relationship with industry is needed.

- To facilitate growth and diversification, the structure of UTS–industry relationships must be improved. It is not enough for the relationship to be limited to an individual staff member’s link to a particular corporation.
- Staff working with industry and/or the broader community should be afforded greater recognition and reward.

Group Seven

- Individual staff members have a breadth of skill that is currently under-utilised, as silos persist in some areas of the University.
- Removing ‘Faculties’ from the University – while a disruptive idea – would facilitate greater collaboration between discipline areas and multi-project research.
- It is vital to maintain long-term relationships with alumni. Many students who leave the University for industry could be recruited back to UTS.

The Chair advised that additional feedback could be sent to the University Secretary for consideration. Input would also be sought from the UTS staff community as a whole. The University Secretary noted that feedback not directly related to the Governance Instruments Review would be recorded and triaged into other areas as appropriate.

The Chair closed this item by thanking members and attendees. The Chair particularly thanked the following Academic Board members, who acted as group discussion facilitators:

- Professor Lesley Hitchens
- Professor Ana Vrdoljak
- Professor Simon Buckingham Shum
- Dr Alison Beavis
- Dr Andrew Hurley
- Professor Isabel Karpin
- Associate Professor David Eager
- Mohamed Sufeyan Mohamed Sawal.

RESOLVED AB/15-5/70 – UTS Governance Instruments

That Academic Board:

- .1 receive and note the report as detailed in Document 9.1 – *UTS Governance Instruments: Alignment with UTS Strategic Objectives* and its attachment;
- .2 receive and note the feedback provided by Academic Board members following group discussion.

10 FACULTY/BOARD MATTERS

No matters to report.

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.

Master of Finance and associated courses – reaccreditation

The UTS Business School undertook wide consultation with alumni, industry professionals and members of the Finance Discipline Group as part of the reaccreditation process for the Master of Finance and associated courses. Members of the Discipline Group have utilised teaching and learning grants to assist with the transition to learning.futures and the greater emphasis on technology as a teaching tool.

Master of Design and associated courses – reaccreditation

The Master of Design and associated courses have traditionally performed very well. In the reaccreditation process, the Faculty of Design, Architecture and Building has made one particularly significant change, which is to permit students who graduate from the suite of Bachelor of Design (Honours) programs to enter the Master of Design with 48 credit points of block credit recognition.

The Board's attention was drawn to the rigorous admission requirements for the Master of Design degrees and the alignment of those degrees with the UTS Model of Learning. Members were encouraged to read the section outlining the Faculty's incorporation of learning.futures features into the Master of Design degrees (pages 42–43 of the Courses Accreditation Committee report).

Bachelor of Design in Architecture – reaccreditation

This course is particularly noteworthy for its research-inspired learning and the curriculum-embedded support systems for first-year students.

Bachelor of Design in Interior and Spatial Design – reaccreditation

This course has performed particularly well. No significant changes to the course structure are proposed, though new teaching approaches (based on learning.futures) have been adopted.

Faculty of Science courses – reaccreditation

A suite of courses offered by the Faculty of Science have been proposed for reaccreditation. No significant changes are being made to course structures, however new teaching approaches (based on learning.futures) have been adopted. The Faculty demonstrates in this reaccreditation a particular focus on retaining and progressing its Honours students.

Note for the record: C07128 Graduate Diploma in Quantitative Finance is intended to be an exit-only course for students from C04314 Master of Quantitative Finance. Admission requirements for the Graduate Diploma in Quantitative Finance were mistakenly included on page 30 of the Courses Accreditation Committee report.

The Board agreed to resolve that recommendation .4.2 (accreditation of C07128 Graduate Diploma in Quantitative Finance) be approved subject to the correction that the Graduate Diploma is available as an exit-only course.

RESOLVED AB/15-5/71 – Courses Accreditation Committee

That Academic Board:

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

New Course

- .2 approve the accreditation of the following new course as detailed from 1 January 2016 to the end of 2020:

UTS Business School

- .2.1 C03058 Master of Economics
(file: UR14/667)

New Arrangements

- .3 approve and note new course arrangements for the following courses as detailed:

Faculty of Design, Architecture and Building

- .3.1 approve new arrangements for C07002 Graduate Diploma in Planning
From 1 January 2016 to the end of 2017
(file: 96/0366)
- .3.2 note new arrangements for C11005 Graduate Certificate in Project Management
From 1 January 2016 to the end of 2016
(file: 97/0635-2)

UTS Business School

- .3.3 approve new arrangements for C04314 Master of Quantitative Finance to the effect that:
 - (1) completion of three years of the five-year integrated Bachelor of Financial Engineering Diplome d'Ingénieur at the École d'Ingénieurs (ESLIV) at the Pôle Universitaire Léonard de Vinci be recognised as equivalent to an AQF level 7 Bachelor degree and accepted as a basis for admission into C04314 Master of Quantitative Finance; and

- (2) applicants admitted on the basis of the above requirements be granted 24 credit points of credit recognition into C04314 Master of Quantitative Finance:

from 1 January 2016 to the end of the Summer teaching period 2020/21

(file: 00/181)

Reaccreditation

- .4 approve the reaccreditation of the following courses as detailed:

UTS Business School

- .4.1 C04258 Master of Finance (Extension)
C04048 Master of Finance
C07021 Graduate Diploma in Finance
C11027 Graduate Certificate in Finance

From 1 January 2016 to the end of 2020

(files: UR04/138, UR12/986)

- .4.2 C04314 Master of Quantitative Finance
C07128 Graduate Diploma in Quantitative Finance

From 1 January 2016 to the end of the Summer teaching period 2020/21,
subject to the correction that C07128 Graduate Diploma in Quantitative Finance is to be available as an exit-only course.

(file: 00/181)

Faculty of Design, Architecture and Building

- .4.3 C04243 Master of Design
C07119 Graduate Diploma in Design
C11225 Graduate Certificate in Design

From 1 January 2016 to the end of 2020

(file: UR10/386)

- .4.4 C10004 Bachelor of Design in Architecture
C10325 Bachelor of Design in Architecture Bachelor of Creative
Intelligence and Innovation
C09048 Bachelor of Design (Honours) in Architecture

From 1 January 2016 to the end of 2020

(files: 94/0551, 00/1037)

- .4.5 C10271 Bachelor of Design Interior and Spatial Design
C10272 Bachelor of Design Interior and Spatial Design Bachelor of Arts in
International Studies
C10322 Bachelor of Design in Interior and Spatial Design Bachelor of
Creative
Intelligence and Innovation
C09055 Bachelor of Design (Honours) Interior and Spatial Design
From 1 January 2016 to the end of 2020
(file: UR10/380)

Faculty of Science

- .4.6 C09022 Bachelor of Biotechnology (Honours)
From 1 January 2016 to the end of 2020
(file: UR01/890)
- .4.7 C09023 Bachelor of Science (Honours) in Biomedical Science
From 1 January 2016 to the end of 2020
(file: UR01/890)
- .4.8 C09026 Bachelor of Science (Honours) in Applied Chemistry
From 1 January 2016 to the end of 2020
(file: UR04/239)
- .4.9 C09029 Bachelor of Science (Honours) in Environmental Science
From 1 January 2016 to the end of 2020
(file: UR97/456)
- .4.10 C09031 Bachelor of Medical Science (Honours)
From 1 January 2016 to the end of 2020
(files: 97/469-2)
- .4.11 C09035 Bachelor of Science (Honours) in Applied Physics
From 1 January 2016 to the end of 2020
(file: 91/64)

Phasing out and Discontinuation

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

UTS Business School

- .5.1 C04037 Master of Accounting Information Systems
C11017 Graduate Certificate in Accounting Information Systems
(file: UR05/2980)
- .5.2 C10027 Bachelor of Business
C10021 Bachelor of Business Bachelor of Arts in International Studies
(files: 00/848, UR04/137)

Faculty of Health

- .5.3 C11106 Graduate Certificate in Mental Health Nursing
C11109 Graduate Certificate in Clinical Management
C11119 Graduate Certificate in Neuroscience Nursing
(files: UR01/893, 89/158, UR00/537)

11.2 Academic Administration Committee Report

RESOLVED AB/15-5/72

That Academic Board:

- .1 receive and note the report as detailed in Document 11.2 – *Academic Administration Committee Report* and its Attachments;
- .2 approve the revised Admissions Policy as detailed in **Attachment 1**;
- .3 endorse, and recommend that the Provost approve, the revised Admissions Procedures as detailed in **Attachment 2**; and
- .4 endorse and recommend that Council approve the proposed amendments to UTS Student Rule 5.6.1 (6), as detailed in Document 11.2.

11.3 Executive Committee of Academic Board Report (*Academic Board and Academic Governance: A Review*)

RESOLVED AB/15-5/73

That Academic Board receive and note the report as detailed in Document 11.3 – *Executive Committee of Academic Board Report* and its attachment.

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

No report.

12 OTHER BUSINESS/GOVERNANCE

***12.1 2014 Annual Report on Student Misconduct Matters**

The Chair invited the Vice-Chancellor to introduce this item. The Vice-Chancellor reminded the Board of its leading role in ensuring the preservation of high academic standards and the need to assist colleagues in upholding those standards.

At the Vice-Chancellor's invitation, the Deputy Vice-Chancellor (Education and Students) provided further detail on the matters outlined in the written report on student misconduct, including an update on the outcome of MyMasters misconduct cases. The Deputy Vice-Chancellor (Education and Students) thanked Ms Andrea Thompson and Ms Rebecca Dinnie from the student misconduct team, Governance Support Unit for their continuing hard work and dedication.

At the conclusion of this item, the Chair thanked the Vice-Chancellor and the Deputy Vice-Chancellor (Education and Students) for their remarks.

RESOLVED AB/15-5/74 – 2014 Student Misconduct Report

That Academic Board:

- .1 receive and note the report as detailed in Document 12.1 – *2014 Annual Report on Student Misconduct Matters*;
- .2 refer the 2014 Annual Report on Student Misconduct Matters to Council for noting, together with the 2013 Annual Report (for the purposes of comparison).

***12.2 Review of Policy and Procedures for the Assessment of Coursework Subjects**

At the invitation of the Chair, the Deputy Vice-Chancellor (Education and Students) introduced this item. It was noted that a joint working group of the Academic Administration Committee and the Teaching and Learning Committee had been established to review the Policy and Procedures for the Assessment of Coursework Subjects.

Associate Professor Jo McKenzie, as Chair of the Working Group, was invited to lead the discussion on this item. The following matters were noted.

- Rather than making minor, incremental changes to UTS assessment policy and practices, a larger-scale step change is likely to be recommended.

- The review is a chance to think differently and creatively about assessment practices, re-evaluating the requirement for numerous exams and moving towards a more authentic style of assessment that aligns with the professional practice element of the UTS Model of Learning.
- In conjunction with Swinburne University of Technology, Associate Professor McKenzie, and Dr Alexandra Crosby from the Faculty of Design, Architecture and Building have just completed an Office for Learning and Teaching funded project that focuses on students' perceptions of their preferred futures for higher education learning and teaching. It is noted their preferred scenarios had a declining focus on rote learning and examinations, whereas immersive, engaging and collaborative ('authentic') assessment and learning experiences emerged as preferred practices.
- Significant changes to assessment policy and practices arise as a result of the review will need to be managed carefully, with support and advice provided to academic staff. Consideration should also be given to understanding and managing the diverse expectations of students with respect to assessment practices.
- A uniform policy on late submission of assessment tasks was requested, as current practices vary from faculty to faculty. Inconsistencies become especially problematic if students are enrolled in subjects across different faculties.

The Chair thanked the Deputy Vice-Chancellor (Education and Students) and Associate Professor McKenzie for their comments on this item. Board members are encouraged to provide input to Associate Professor McKenzie on matters to be considered as part of the review and on the Working Group's draft Terms of Reference.

RESOLVED AB/15-5/75 – Review of Assessment Policy

That Academic Board:

- .1 receive and note the report as detailed in Document 12.2 – *Review of Policy and Procedures for the Assessment of Coursework Subjects*, and its Attachment; and
- .2 provide information to the review working group on assessment issues relevant to the review.

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