**AGENDA (AMC L&T3-16)**

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<td>1) Welcome and apologies</td>
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<td>Apologies: Chris Burke, Anna Klebansky, Jarrod Weaving.</td>
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<td>2) Adoption of Agenda</td>
<td>AMC L&amp;T3-16/3 p3</td>
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<td>3) Minutes of previous meeting and actions arising</td>
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<td>4) New Initiatives and Strategic Issues (Chair)</td>
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<td>a) AMC Strategic Theme 5</td>
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<td>b) Blended Learning</td>
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<td>a) Annual Course Evaluation</td>
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<td>6) Course and unit matters</td>
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<td>a) Semesterisation of Seafaring Programmes</td>
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<td>Out-of-session, via email circulation approval of new course and unit approvals on 9 May 2016.</td>
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<td>* b) J3P Ba. Applied Science (Maritime Technology Management)</td>
<td>AMC L&amp;T3-16/6b p13</td>
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<td>For decision: Proposed amendment to course schedule for introduction from 1 Jan 2017.</td>
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<td>* c) J3X Ba. Business (Maritime and Logistics Management)</td>
<td>AMC L&amp;T3-16/6c p17</td>
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<td>For decision: Proposed amendment to course schedule for introduction from 1 Jan 2017.</td>
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<td>d) Unit Rationalisation</td>
<td>AMC L&amp;T3-16/6d p18</td>
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<td>7) External Accreditation</td>
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<td>a) Engineers Australia (EA)</td>
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<td>b) Australian Maritime Safety Authority (AMSA)</td>
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</table>
8) Partnerships and agreements
   a) Agreement between UTAS and TAFE NSW Hunter Institute—delivery of Bachelor of Applied Science (Nautical Science)
   b) Agreement between UTAS, the University of Southern Queensland and Deakin University
      * For decision: Proposed articulation / advanced standing agreement

9) Vocational Education and Training (VET)
   a) VET Committee report

10) Student issues
    a) Issues raised by student representatives (Lindsay Brookes & Nick Johnson)
    b) Students at risk / APR Follow-up

11) Reports
    a) UTAS committees (Chair)
        i. Course Proposals Sub-committee (CPSC)
        ii. Cross Faculty L&T Sub-committee
        iii. University Learning & Teaching Committee (ULTC) / Associate Deans' Advisory Committee
        iv. Curriculum Renewal Group
    b) Library (Anna Klebansky)
    c) Tasmanian Institute of Learning & Teaching (TILT) (Jo Osborne)
    d) Manager, Academic Administration (Angela Warren)

12) General Business
AMC LEARNING AND TEACHING COMMITTEE

Minutes of meeting AMC L&T2-16 held on Wednesday, 13 April 2016

1. Welcome and apologies

   Attendees: Shuhong Chai (Chair), Chris Burke, Ian Gabites, Lindsay Brookes, Jo Osborne, Mark Symes, Sankaramoorthy (Moorthy) Narayanasamy, Peter Whitley, Reza Emad, Nick Johnson (left at 2pm), Vikram Garaniya (left at 2pm), Jiangang (Johnny) Fei, Hilary Pateman. Angela Warren attended as Executive Officer.


   Shuhong Chai welcomed Athanasios (Thanasis) Karlis and Darren Legard as guests to the meeting and noted that they would speak to item 12a—which would be brought forward.

   Shuhong welcomed Chris Burke to the meeting and reported that the AMC Executive Management Team (EMT) had approved an update to the AMC L&T Committee’s Terms of Reference to include the Associate Dean, Learning & Teaching (IMAS North) as an ongoing, co-opted member of the committee. Chris thanked Shuhong and clarified that the role was not campus/region specific and was Associate Dean, Learning & Teaching (IMAS).

   **ACTION AMC L&T2-16/1: Executive Officer to update AMC website with revised Terms of Reference and Membership.**

   Shuhong also welcomed Angela Warren to her first AMC Learning & Teaching Committee meeting in her new role as Manager, Academic Administration for AMC.

2. Adoption of agenda

   The proposed agenda was endorsed and adopted by the committee.

   One additional item was added to General Business Item 15:

   - Vice Chancellor’s Medal for Sustained Commitment to Teaching Excellence.

3. Minutes of previous meeting and actions arising from minutes

   The minutes of the previous meeting on Tuesday, 16 February 2016 were accepted as a true and accurate record.

   The Chair reported on the status of the items for action from the previous meeting:

   Completed:

   - **AMC L&T1-16/1** – The VET Policy has been submitted to University Learning & Teaching Committee (ULTC).
   - **AMC L&T1-16/2** – Reza Emad confirmed that the National Centre for Ports and Shipping (NCPS) had responded to the recommendations coming out of the recent Australian Maritime Safety Authority (AMSA) audit and that those responses have been accepted by AMSA.
   - **AMC L&T1-16/3**
   - **AMC L&T1-16/4**

   **ACTION AMC L&T2-16/2: Reza Emad to forward AMSA audit recommendations and responses to Angela Warren for central filing.**
Ongoing:

- AMC L&T5-15/1
- AMC L&T6-14/1
- AMC L&T3-14/1
- AMC L&T3-14/4

Item 12a was brought forward for discussion.

12. New courses / Significant amendments to courses

National Centre for Ports and Shipping (NCPS)—MT

a. Semesterisation of seafaring programmes

Thanasis Karlis presented an overview of the proposed changes to the seafaring programmes including the reasons for the change and the expected benefits for students, the AMC and the University. The slides from this presentation will be circulated to committee members following the meeting.

To realise the full benefits of the proposed changes the amended course structures must be introduced from the beginning of the calendar year (with the first intake in Jan/Feb); therefore, committee members are asked to consider the significant amendment to a course proposals out-of-session to enable submission to the Course Proposals Sub-committee by the 13 May 2016 (contingent on approval by the AMC L&TC and the EMT) and introduction of the changes from Jan 2017. To assist with the transition the 2016 Block 4 intake has been closed for new students (and interested students counselled towards earlier or later intakes).

Thanasis also confirmed that conversations and submissions to the relevant regulatory body (i.e. AMSA) were taking place alongside the UTAS approvals processes and that industry feedback regarding the proposed changes was also being taken in consideration.

**ACTION AMC L&T2-16/3: Presentation slides to be forwarded to committee members for their information.**

**ACTION AMC L&T2-16/4: Significant amendment to seafaring programmes to be considered out-of-session (via email) in early May.**

4. New initiatives and strategic issues

a. 2015 Annual Course Evaluation reports

Shuhong noted that she had not received any Annual Course Evaluation (ACE) Reports for 2015 as yet and asked National Centre representatives to remind National Centre Directors that ACE reports are to be prepared by the end of March of the year following the course offering—as per AMC L&T Work Procedure 10. Shuhong also acknowledged however, that there have been a number of staff and role changes recently and that more time may be needed. The revised deadline for submission of the ACE Reports was set as Friday, 13 May 2016.

**ACTION AMC L&T2-16/5: ACE Reports to be submitted to the ADL&T (via the Manager, Academic Administration) by Friday, 13 May 2016. Please note that, as per WP 10, the ACE Reports should be considered and reviewed by the relevant Course Committee prior to submission. [Ref: AMC L&T Work Procedure 10]**
b. AMC Strategic Theme 5
Shuhong reported that the AMC is not currently planning to develop any new breadth units in 2017.

c. Blended Learning
The UTAS Blended Learning/TELT White Paper and the Blended Learning Model 1-5 Framework has been circulated to National Centre Directors (See: http://www.teaching-learning.utas.edu.au/unit-design/blended-learning-model).

Shuhong asked committee members to help raise awareness of the University’s Blended Learning requirements and reinforce the importance of implementation of these requirements at AMC as part of their leadership role in learning and teaching. For example, expectations around Blended Learning development could be built into individual Teaching Performance Expectations through annual performance and career development conversations (and include casual teaching staff as well).

Shuhong also suggested that consideration re Blended Learning be incorporated in annual course and unit reviews and that assessment of the existing level of unit delivery in terms of the UTAS Blended Learning Model 1-5 Framework could help to identify units best suited for further development as ‘exemplar’ units in each National Centre (with the intention that these exemplars act as models and inspiration for other units over time).

Shuhong noted that there was no longer someone in an Educational Developer role with the AMC but that she was having discussions with other areas in the University about sharing resources to help provide support to AMC staff, as well as offering opportunities for knowledge-sharing and exchange.

Shuhong stressed to the committee that it was imperative to embrace the Blended Learning requirements for the future growth of the AMC but that this did not mean simply putting units online.

Jo Osborne requested clarification about how the AMC’s Tom Fink studio would be supported and maintained and suggested that this was not a gap that could be filled by Educational Developers from other areas. Shuhong responded that a Code of Conduct for usage of the space was being developed and that a budget model based on shared usage (and therefore shared costs) with other areas was also being investigated. In the meantime, the AMC Facility Manager Darren Young was overseeing the facility.

d. AMC learning spaces
Shuhong noted that today’s meeting was being held in the new AMC Collaborative Learning Space (G71/G72) and that positive feedback had been received from staff about the effectiveness of the facility as a learning and teaching space. Shuhong acknowledged the significant work that Prashant Bhaskar, Mark Symes and Stephen Linquist had done with regard to the development of the space and without which it would not exist today.

Deputy Vice-Chancellor (Students & Education) Professor David Sadler will officially open the new AMC Collaborative Learning Space on 22 April 2016 at 9:00am—all AMC staff are welcome. After the opening Professor Sadler will also be at the AMC for the Curriculum Renewal Project meeting and Shuhong encouraged committee members to attend.

e. L&T Quality Framework
Shuhong requested that committee members ask their National Centre Directors to nominate two AMC Internal Quality Assurance Audit Panel members from each centre. The
Internal Quality Assurance Audit is to be carried out in accordance with AMC L&T Work Procedure 16. The deadline for the audit to be carried out and completed was set at Friday, 17 June 2016.

The meeting discussed what training and support was (or should) be available for auditors and to which standards / against what criteria the audit was being conducted. Shuhong clarified that the focus of this audit should be on course quality and that the National Centres should focus first on developing their audit teams (where possible using people who already have some experience in this area) and then further support and training needs could be identified. Shuhong recognised that this year would be a trial of this process with details to be worked through as we go as it will be the first time this work procedure has been used.

However, despite being a new process with details still to be worked through Shuhong stressed the importance of the internal quality audit process in terms of its role in demonstrating to external auditors the AMC’s rigorous internal quality assurance processes (and providing documented evidence of those processes) as well as responding to downward trends in student satisfaction with AMC courses (e.g. as reported in the national Course Experience Questionnaire survey).

The meeting discussed the current status of Institute of Marine Engineering, Science & Technology (IMasEST) course accreditation across IMAS and the National Centres and noted that some areas were investigating and weighing up the costs involved with this.

**ACTION AMC L&T2-16/6: AMC Internal Quality Audit Report to be completed and submitted to the ADL&T (via the Manager, Academic Administration) by Friday, 17 June 2016. [Ref: AMC L&T Work Procedure 16]**

5. **Student issues**
   a. **Issues raised by student representatives**
      
      Lindsay Brookes (Undergraduate Representative) passed on concerns from some students that unit outlines are no longer being provided in hard-copy.

      Jo Osborne clarified that the University is required to provide unit outlines in the first week of semester but that there is no specific requirement regarding how the outlines are provided. Current practice is that all units should make their unit outlines available to students via MyLO. Shuhong confirmed that, in addition, unit outlines should be deliberately discussed with students at the beginning of semester (e.g. in the first lecture or equivalent).

   b. **Students at risk / APR follow-up**
      
      Shuhong explained that the draft Intervention Strategy/Student Support document circulated with the meeting agenda and papers had been very quickly prepared by Martin Crees-Morris at Shuhong’s request (using a document originating from the Faculty of Health). The intention is for the AMC to develop a process to better document the student support being provided (and to enable identification of gaps in support being provided). The distributed document was intended as a starting point for discussion about suitable models / processes and Shuhong welcomed feedback.

      More generally, in terms of student support, Shuhong reported the availability of staff from the Student Experience portfolio to provide targeted information sessions and workshops and that a workshop for AMC students about how to prepare for exams was planned for
week 9 or 10 this semester. Shuhong asked staff to submit example exam questions (particularly from first-year units) to be used in the workshop.

**ACTION AMC L&T2-16/7: AMC LTC members to submit example exam questions (particularly from first-year units), prior to week 9, to be used in a ‘Preparing for Exams’ workshop. Sample questions can be submitted to the ADL&T (via the Manager, Academic Administration).**

The meeting discussed the interrelationship between student preparedness for exams (and success in exams) and teaching staff experience and skill level with regard to assessment. Mark Symes noted that the AMC Learning & Teaching Work Procedures were intended to address some of this and Shuhong added that staff mentoring and development was also being built into the AMC Plan. Chris Burke recommended the approach taken by IMAS where a large internal database of assessment results and trends over time helps to inform course review and identify areas of concern.

The meeting debated how best to proceed with regard to the draft intervention strategy / student support document in order to minimise duplication of effort. Shuhong resolved that a revised draft, reframed as an AMC Learning & Teaching Work Procedure, would be brought to a future meeting for discussion.

**ACTION AMC L&T2-16/8: Draft AMC L&T Work Procedure regarding intervention strategy / student support to be developed and brought back to AMC LTC for discussion.**

6. **Library report** – no report

7. **Report from Tasmanian Institute of Learning & Teaching (TILT)**

Jo drew the meeting’s attention to the new UTAS Guidelines for Good Assessment Practice (which all teaching staff need to be aware of and which were developed in order to comply with the new UTAS Assessment Policy). The new version of the guidelines replace the previous print versions (hard-copy with red bubbles on the cover) and the previous print versions should be destroyed. The new edition is not being provided as a printed booklet, but can be downloaded from the Teaching & Learning website at: [http://www.teaching-learning.utas.edu.au/assessment](http://www.teaching-learning.utas.edu.au/assessment).

Shuhong asked committee members to raise awareness of the new guidelines with their National Centres.

8. **Report from UTAS committee meetings**

   a. **Course Proposals Sub-committee (CPSC)**

      The CPSC meeting was held on 20 March 2016. The significant amendment for the Rationalisation of specialisations within the 22A Associate Degree in Engineering (Specialisation) was submitted to this meeting. CPSC approved the proposal in principle but further action is required. A clarification of the existing proposal will be re-submitted CPSC by 22 April 2016 to go to the next meeting of the University of Learning & Teaching Committee (ULTC).

   b. **Cross Faculty L&T Sub-committee (FCLT)**

      Five breadth unit outlines were reviewed at the CFTL meeting held on 1 March:
      
      - Energy
      - The Dark Arts
      - Natural Hazard and Disasters
      - Ways of Seeing Art, Science Data Visualization
      - Big Decision
It is expected that there will be an open call for further breadth unit submissions around the middle of this year.

c. University Learning & Teaching Committee (ULTC) / Associate Dean’s Advisory Committee

The ULTC meeting was held on 11 March.

At the meeting it was reported that there is currently a national spotlight on plagiarism and academic integrity in universities. This has resulted from a recent TEQSA request for information (2014), revelations of the ABC Four Corners report (Monday, April 20 2015), and active discussion through the DVC(A) network of Universities Australia (2015-16), including the formation of a working group on this issue (Chaired by Professor David Sadler). As a consequence of this, the UTAS Academic Quality and Standards committee have requested an internal review of academic integrity. The review was undertaken by the Tasmanian Institute of Learning and Teaching (TILT).

The results of the review show that there were 520 allegations of academic misconduct made against UTAS students under Ordinance 9. Of these, 475 involved plagiarism. In 2015 AMC had 13 reported academic misconduct cases.

Shuhong suggested that some students, particularly those who have not previously studied in Australia, may not be aware of the Turnitin tool. She asked committee members to encourage staff both to use Turnitin in their units and to help raise student awareness of the tool more generally. More information about Turnitin (for both students and staff) is available here: http://www.utas.edu.au/turnitin.

**ACTION AMC L&T2-16/9: Report from TILT re academic integrity at UTAS to be distributed to committee.**

d. Curriculum Renewal Group (CRG)

A CRG meeting was held on 1 April. At the meeting Professor David Sadler provided an update on feedback received from Faculty/Institute level consultation undertaken to date. Professor Sadler will next meet with academic staff for consultation. A meeting with AMC staff is scheduled for 22 April 2016.

e. Teaching Merit Certificate (TMC) Sub-committee

A TMC Sub-committee meeting was held on 6 April. The Terms of Reference for this sub-committee are to:

- Make recommendations to the DNV (S&E) on Teaching Merit Certificates;
- Review guidelines and procedures for Teaching Merit Certificates.

There were 70 applications in total: 63 in Category A (individual) and 7 in Category B (team). AMC had two applications in Category A.

A benchmarking process was conducted during the meeting (across the difference schools/program areas) and, through this, Shuhong identified that more AMC staff should be encouraged to apply but also that support and mentoring for people new to applying was needed to ensure applications would be competitive.

9. Education Developer’s report – no report
10. Manager, Academic Administration’s report
   a. Unit withdrawals
      i. Consequential withdrawals
         Angela Warren reported that, beginning from Semester 2, 2016, a centrally administered consequential withdrawals process would be run across the entire University. Under this process students enrolled in units for which they do not meet the pre-requisites would be withdrawn from those units (and advised that this action had been taken). This would occur as soon as possible after the release of results for the preceding major semester (e.g. Semester 1 results release).

         A number of questions and concerns were raised about how approved pre-requisite waivers and exemptions would be handled under this process. Angela confirmed that her expectation was that, provided that those details had been recorded in the Student Management system, those enrolments should be recognised as valid and not withdrawn. However, as this would be the first time that the process had been run, some of the details about how different scenarios would be handled by the system were yet to be confirmed. In Semester 2, being the first run, a report of enrolments identified by the system for consequential withdrawal will be manually reviewed before the withdrawals are actioned.

      ii. University Initiated Withdrawals (UIWW)
         Angela advised the meeting that the draft UIWW guidelines had been circulated for their information and that these guidelines were being developed by Brett Harris, Executive Director of Student Operations in consultation with ADL&Ts.

         Concerns about the suggestion in the draft document that the guidelines would apply to all 2016 units (including those already underway in Semester 1) were raised, in addition to questions about how to define, identify and measure terms such as “engaged” versus “non-engaged”. Angela reported that similar concerns had been raised by ADL&Ts and that a number of ADL&Ts had also stated the importance of guidelines such as this going through the appropriate academic governance approvals levels prior to implementation.

   b. Unit results
      Angela drew the meeting’s attention to the activity around unfinalised results that was currently taking place across the University. Unfinalised results (e.g. WT - withheld and AO – assessment ongoing) results are under substantial scrutiny at present and this is not likely to decrease anytime soon. Overall, the number of unfinalised results needs to be reduced and care taken that results are being finalised in a timely fashion. Any temporarily unfinalised results must be able to be explained and justified.
11. Vocational Education and Training (VET)
   a. VET Committee report
      The Vocational Education and Training Policy (endorsed by AMC LTC and AMC EMT) was submitted to University Learning and Teaching Committee for consideration at their next meeting on 6 May 2016.

12. New courses / Significant amendments to courses
   National Centre for Ports and Shipping (NCPS)—MT
   a. Semesterisation of seafaring programmes
      Discussed at beginning of meeting.

13. Minor amendments to courses and units
    National Centre for Ports and Shipping (NCPS)—MLM
    a. Change to schedule for 23G1 Bachelor of International Logistics (Freight Forwarding); Deletion of JNB255 Commercial and Transport Law
       Proposal withdrawn prior to meeting.
    b. Change to unit description and Learning Outcomes for JNB512 International Trade
       Approved.

   **ACTION AMC L&T2-16/10:** Item 13b – change to unit description and learning outcomes to be reported to AMC EMT and added to 2017 Course and Unit Handbook rollover changes.

    National Centre for Maritime Engineering and Hydrodynamics (NCMEH)
    c. Change to schedule for Master of Engineering programmes (i.e. J7Z2, J7Z2, 27B1); Deletion of JEE522 Dissertation D
       Approved.

   **ACTION AMC L&T2-16/11:** Item 13c – change to schedules and unit deletion to be submitted to AMC EMT for approval, reported to ULTC and added to 2017 Course and Unit Handbook rollover changes and Student Management.

14. External accreditation and internal audits
    a. Engineers Australia (EA)
    b. Australian Maritime Safety Authority (AMSA)
    c. Internal Quality Assurance Audit (Ref. AMC L&TC Work Procedure 16)
       As discussed under item 4e.

15. General business
    a. Vice Chancellor’s Medal for Sustained Commitment to Teaching Excellence

Meeting closed at 2:55pm.
### Action Items from Meeting AMC L&T2-16, 13 April 2016

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<tr>
<th>Action Item No.</th>
<th>Action</th>
<th>Responsibility, Deadline</th>
<th>Status</th>
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<tbody>
<tr>
<td>AMC L&amp;T2-16/1</td>
<td>Update AMC website with revised Terms of Reference and Membership.</td>
<td>MAA, 30 April 2016</td>
<td>Done</td>
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<tr>
<td>AMC L&amp;T2-16/2</td>
<td>Forward AMSA audit recommendations and responses to Manager, Academic Administration for central filing.</td>
<td>Reza Emad, Next meeting</td>
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<tr>
<td>AMC L&amp;T2-16/3</td>
<td>Presentation slides to be forwarded to committee members for their information.</td>
<td>MAA, 30 April 2016</td>
<td>Done</td>
</tr>
<tr>
<td>AMC L&amp;T2-16/4</td>
<td>Significant amendment to seafaring programmes to be considered out-of-session (via email) in early May.</td>
<td>MAA to forward to AMC LTC, 2 May 2016</td>
<td>Done</td>
</tr>
<tr>
<td>AMC L&amp;T2-16/5</td>
<td>ACE Reports to be submitted to the ADL&amp;T (via the Manager, Academic Administration).</td>
<td>National Centre Directors, 13 May 2016</td>
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<tr>
<td>AMC L&amp;T2-16/6</td>
<td>AMC Internal Quality Audit Report to be completed and submitted to the ADL&amp;T (via the Manager, Academic Administration).</td>
<td>National Centre Directors, 17 June 2016</td>
<td></td>
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<tr>
<td>AMC L&amp;T2-16/7</td>
<td>Submit example exam questions (particularly from first-year units) to be used in a ‘Preparing for Exams’ workshop to the ADL&amp;T (via the Manager, Academic Administration).</td>
<td>AMC LTC, end of week 8</td>
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<tr>
<td>AMC L&amp;T2-16/8</td>
<td>Draft AMC L&amp;T Work Procedure regarding intervention strategy / student support.</td>
<td>ADL&amp;T, Next meeting</td>
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<tr>
<td>AMC L&amp;T2-16/9</td>
<td>Report from TILT re academic integrity at UTAS to be distributed to AMC LTC.</td>
<td>MAA, 30 April 2016</td>
<td>Done</td>
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<tr>
<td>AMC L&amp;T2-16/10</td>
<td>Item 13b – change to unit description and learning outcomes to be reported to AMC EMT and added to 2017 Course and Unit Handbook rollover changes.</td>
<td>MAA, 20 April 2016</td>
<td>Done</td>
</tr>
<tr>
<td>AMC L&amp;T2-16/11</td>
<td>Item 13c – change to schedules and unit deletion to be submitted to AMC EMT for approval, then reported to ULTC and updated in 2017 Course and Unit Handbook and Student Management.</td>
<td>MAA, 30 April 2016</td>
<td>Done</td>
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# Action Items from previous meetings

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<tr>
<td>AMC L&amp;T5-15/1</td>
<td>Provide the AMC L&amp;TC with details of all courses and qualification skill sets that are in the UTAS/AMC scope of registration.</td>
<td>ADLT and VET Sub-committee</td>
<td>Ongoing</td>
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<tr>
<td>AMC L&amp;T6-14/1</td>
<td>Provide a report to their Centres and disseminate relevant material from L&amp;T meetings.</td>
<td>National Centre Representatives</td>
<td>Ongoing</td>
</tr>
<tr>
<td>AMC L&amp;T3-14/1</td>
<td>Notification of SoTL publications and Conferences and Reports on e-initiatives and Teaching development Grants to be forwarded to Stephen Linquist for reporting purposes.</td>
<td>All members coordinating with the National Centres to forward to Stephen Linquist</td>
<td>Ongoing</td>
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<tr>
<td>AMC L&amp;T3-14/4</td>
<td>Examine Course and Unit offerings for possible efficiencies.</td>
<td>Each National Centre</td>
<td>Ongoing</td>
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AMC LEARNING & TEACHING COMMITTEE

BRIEFING NOTE

Subject:
Replacement of five engineering units in the Bachelor of Applied Science (Maritime Technology Management), J3P in the Department of Maritime and Logistics Management (MLM)

Purpose:
To delete five redundant unit codes, JEE143, JEE145, JEE243, JEE244 and JEE348, and replace them with XAB082, JEE245, JEE225, JEE246 and JEE250 respectively (Table 1).

Background:
NCMEH has decided to delete JEE143, JEE145, JEE243, JEE244 and JEE348 (effective in Semester one 2017). The Bachelor of Applied Science (Maritime Technology Management) (J3P) consists of eight engineering units, 12 MLM units, two intermediate level student electives and two advanced level student electives. Four engineering unit codes (JEE145, JEE243, JEE244, and JEE348) were created when J3P was developed. While the contents of the four units were the same and J3P students sat in the same classes with engineering students, the learning outcomes and assessments were slightly different to meet the J3P course level learning outcomes. To improve teaching efficiency, the learning outcomes and assessments of the four units have become the same as those corresponding engineering units. The learning outcomes of the four paired engineering units are provided in this document.

JEE143 Engineering Fundamentals was developed for J3P in which only J3P students are enrolled. Due to small enrolment number, NCMEH has decided to delete this unit as part of the unit rationalisation process. It has been proposed that students enrolled in J3P will take XAB082 Experiencing Engineering instead from 2017. To ensure that the course level learning outcomes (CLOs) of J3P (Table 2) are not affected as a result of the unit change, a careful mapping process has been undertaken. The main differences of learning outcomes between JEE143 and XAB082 are the absence of knowledge and skill requirements in XAB082 in relation to fluid mechanics and thermal engineering. While the changes in the contents will inevitably affect students’ attainment of specific knowledge, such changes do not affect the overall CLOs of J3P since the focus of the course is on maritime technology management. The LOs of XAB082 are well aligned with the CLOs of J3P.

Recommendations:
To replace JEE143, JEE145, JEE243, JEE244 and JEE348 in the current J3P with XAB082, JEE245, JEE225, JEE246 and JEE250 respectively.

Prepared By: Dr Johnny Fei and Dr Peggy Chen, Undergraduate Course Coordinators, MLM
Approved By: Professor Natalia Nikolova, Head of MLM, D/Director of NCPS
Date: 9 May 2016
Table 1 Current and proposed engineering units in J3P

<table>
<thead>
<tr>
<th>Current engineering units in J3P</th>
<th>Proposed engineering units</th>
</tr>
</thead>
<tbody>
<tr>
<td>JEE143 Engineering Fundamentals</td>
<td>XAB082 Experiencing Engineering</td>
</tr>
<tr>
<td>JEE145 Introduction to Offshore Engineering and Operations</td>
<td>JEE245 Offshore Engineering &amp; Operations</td>
</tr>
<tr>
<td>JEE243 Elements of Hydrostatics</td>
<td>JEE225 Hydrostatics</td>
</tr>
<tr>
<td>JEE244 Principles of Maritime Engineering</td>
<td>JEE246 Marine Engineering</td>
</tr>
<tr>
<td>JEE348 Introduction to Ship Design &amp; Production</td>
<td>JEE250 Ship Design &amp; Production</td>
</tr>
</tbody>
</table>

**Learning outcomes**

**JEE143 Engineering Fundamentals**
1. Demonstrate the ability to resolve a system of forces and moments into a central force and moment and calculate the motion of an object under the influence of such a system.
2. Explain and calculate stress and strain for one dimensional systems and relate it to thermal expansion and stresses.
3. Apply the 1st Law of Thermodynamics to non-flow & steady-flow processes involving perfect gases.
4. Explain energy transfer via conduction, convection and radiation processes for simple heat transfer situations.
5. Apply the mathematical formulation of the basic laws governing fluid flow and make common measurements of statics and moving fluids using standard devices.
6. Describe fluid flow around engineering shapes, including the phenomena of boundary layers and wakes, and calculate their lift and drag characteristics.

**XAB082 Experiencing Engineering**
1. Apply principles of mechanics in the analysis or design of an engineering solution.
2. Identify mechanic principles embedded in an engineering problem.
4. Engage in study and problem solving teams for the practice and development of teamwork skills.

**JEE145 Introduction to Offshore Engineering and Operations/JEE245 Offshore Engineering & Operations**
1. Demonstrate the fundamental knowledge of marine geology, physical oceanography and marine meteorology and its applications to a range of offshore technical problems.
2. Describe the equipment, technology and methods which are fundamental to common offshore engineering activities.
3. Apply scientific knowledge to solve a range of engineering problems, both individually and as part of the team, and communicate efficiently on process and results to a professional standard.

**JEE243 Elements of Hydrostatics/JEE225 Hydrostatics**
1. Calculate hydrostatic data for any floating structure and predict the influence of geometric parameters on a vessel’s transverse stability and trim characteristics.
2. Possess a working knowledge of national & IMO stability regulations.
3. Calculate and assess a vessel’s damage stability response.
4. Undertake an inclining experiment according to industry best practice and IMO regulatory requirements.

**JEE244 Principles of Maritime Engineering/ JEE246 Marine Engineering**
1. Demonstrate the knowledge of vessel design, operation and propulsion methods with emphasis is always upon correct, safe operating procedures and practices;
2. Demonstrate the knowledge of the principles of ship propulsion & resistance & its relationship to fuel consumption;
3. Explain the safe generation, reticulation, control and protection systems related to electricity on ships and other marine installations; and
4. Describe the design, construction, operating principles, safety features of ship’s power plants (marine diesel engines, steam turbines, gas turbines and boilers) and its associated auxiliary systems.

**JEE348 Introduction to Ship Design & Production/JEE250 Ship Design & Production**
1. Demonstrate a basic knowledge of regulatory, practical and economic constraints on design,
2. Identify issues regarding the methodology and efficiency of production for any particular vessel.
3. Recognise the concepts of ship production system design & main hardware elements of shipyards.
4. Demonstrate knowledge of the integral processes within vessel production engineering and associated current technologies.
5. Explain the principles of quality management in the construction of vessels
6. Effectively combine the use of conventional design tools with naval architecture design software to produce a limited set of design drawings and models in accordance with industry standards and codes of practice.
### Table 2 Course level learning outcomes (J3P)

<table>
<thead>
<tr>
<th>Learning Domain</th>
<th>Course Level Learning Outcomes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Demonstrate a broad and coherent knowledge of maritime technology management to benefit the maritime industry.</td>
<td>Analyse and evaluate technology management processes in the maritime industry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply technology management knowledge in shipping, ports, and ocean and off-shore operations to benefit maritime businesses.</td>
</tr>
<tr>
<td><strong>Problem solving</strong></td>
<td>Exercise judgement in contributing towards solutions to diverse and complex problems in the maritime context; incorporating social, ethical, regulatory, global, and business management perspectives.</td>
<td>Obtain, analyse and interpret relevant information to make management decisions in diverse maritime contexts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and assess ethical, environmental, social and legal considerations in business decision-making and practice.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Effectively exchange knowledge and ideas with stakeholders in the maritime industry.</td>
<td>Articulate knowledge and ideas in writing as professionals in the maritime industry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpret and present knowledge and ideas as professionals in the maritime industry.</td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td>Demonstrate capacity to learn in a self-directed and autonomous manner.</td>
<td>Be responsible for own learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate the application of knowledge and skills to plan and execute a research-based project.</td>
</tr>
</tbody>
</table>
AMC LEARNING & TEACHING COMMITTEE

BRIEFING NOTE

Subject:
Replacement of one unit in the Bachelor of Business (Maritime and Logistics Management, J3X) in the Department of Maritime and Logistics Management (MLM)

Purpose:
To delete one unit code JNB157 Business and Transport Law and replace it with JNB255 Commercial and Transport Law

Background:
Business and Transport Law (JNB157) is a core unit of the Bachelor of Business (Maritime and Logistics Management, J3X). This unit has identical contents with Commercial and Transport Law (JNB255), a core unit in the Bachelor of International Logistics (Freight Forwarding, 23G1). Students enrolled in the two units (JNB157 & JNB255) have been taught in one class. The two units have identical learning outcomes which are:

1. Describe the basic framework of the Australian system of law-making by statute and by judge-made law.
2. Describe key legal principles underlying business and transport law.
3. Express legal thought in a clear, direct and professional manner.

This change will rationalise unit codes in the MLM.

Please note this change will have no impact on the course structure of J3X.
Following the unit rationalisation strategy, MLM and TSBE co-teach Economics unit. Currently JNB223 Economics for Transport Manager is replaced with TSBE unit BEA111 Principles of Economics. As a result, the initial intermediary unit (JNB223) has become an introductory unit (BEA111). Once JNB157 Business and Transport Law is replaced with JNB255 Commercial and Transport Law, the introductory unit (JNB157) has become an intermediary unit (JNB255). Therefore, there is no impact on the course structure of J3X.

Recommendations:
1. To replace JNB157 Business and Transport Law with JNB255 Commercial and Transport Law in the Bachelor of Business (Maritime and Logistics Management, J3X).
2. To delete JNB157 Business and Transport Law from the system.

Prepared By: Dr Peggy Chen and Dr Johnny Fei, Undergraduate Course Coordinators, MLM

Approved By: Professor Natalia Nikolova, Head of MLM, D/Director of NCPS

Date: 4 May 2016
Unit Rationalisation—discontinuation of units
In response to recommendations from the AMC Executive Management Team the units listed below have been discontinued.

This activity has been undertaken following consultation and approval by National Centre Directors (and with consideration for the impact on existing course structures and continuing students).

JEE229  JND242  JNE201  JVD122
JEE230  JND243  JNE202  JVD136
JEE247  JND244  JNE203  JVD145
JEE248  JND246  JNE204  JVD146
JEE307  JND248  JNE205  JVD147
JEE311  JND250  JNE206  JVD149
JEE353  JND251  JNE207  JVD153
JEE355  JND252  JNE208  JVD154
JEE356  JND254  JNE209  JVD155
JEE357  JND255  JNE210  JVD156
JEE487  JND258  JNE211  JVD157
JEE488  JND259  JNE212  JVD158
JEE511  JND260  JNE213  JVD159
JEE517  JND261  JNE214  JVE138
JNB229  JND262  JNE215  JVE140
JNB361  JND263  JNE216  JVD154
JND102  JND264  JNE217  JVD155
JND103  JND265  JNE218  JVD156
JND104  JND266  JNE219  JVD157
JND105  JND267  JNE220  JVD158
JND106  JND268  JNE221  JVD159
JND107  JNE101  JNE222  JVE138
JND108  JNE102  JNE223  JVE139
JND109  JNE103  JNE224
JND110  JNE104  JNE225
JND111  JNE105  JNE226
JND112  JNE106  JNE227
JND113  JNE107  JNE301
JND126  JNE108  JNE302
JND129  JNE109  JNE303
JND130  JNE110  JNE304
JND131  JNE111  JNE305
JND146  JNE112  JNE306
JND231  JNE113  JNE307
JND232  JNE114  JNE308
JND233  JNE115
JND237  JNE116
JND239  JNE117
JND240  JNE118
JND241
BRIEFING NOTE: AMC Learning and Teaching Committee

Subject: Agreement between The University of Tasmania and The University of Southern Queensland and Deakin University

Purpose: To seek approval in principle to support of the attached agreement document.

Background:

A number of regional HE and VET providers have partnered, through an OLT grant, to develop a Learning Platform for engineering which aims to provide access to engineering pathways, to expand curriculum choice and coverage. It reduces individual campus delivery costs and cross-institutional barriers and improves the availability of engineers and associated Para-professionals for regional resources and manufacturing economies.

Issues:
The agreement is intended to formalize the articulation in to each institutions degree programs, through agreed credit transfer for students enrolled through the EPRA platform.

Recommendations:
The L & T committee agree in principle to the agreement

Prepared by:
Mark Symes

Centre Approval by:

Attachments:
Draft agreement, Paper “Engineering Pathways for Regional Australia built through Knowledge Partnering”

Date: 30/5/2016

AMC L&T Recommendation:
AGREEMENT
BETWEEN
THE UNIVERSITY OF TASMANIA
AND
THE UNIVERSITY OF SOUTHERN QUEENSLAND
AND
DEAKIN UNIVERSITY

This AGREEMENT is made and entered into by and between the UNIVERSITY OF TASMANIA referred to as UTAS, the UNIVERSITY OF SOUTHERN QUEENSLAND, referred to as USQ, and DEAKIN UNIVERSITY referred to as DEAKIN.

A. PURPOSE: The purpose of this AGREEMENT is to facilitate articulation into 3-year and 4-year degrees in engineering at the above named universities for 2-year Associate Degree in Engineering UTAS or USQ graduates who have participated in the Australian Government Office for Learning and Teaching funded Engineering Pathways for Regional Australia (EPRA) program.

B. UTAS SHALL: accept credit transfer for units completed by students enrolled at any of the other EPRA partner institutions (USQ, DEAKIN, TasTAFE, tafeSA, Geraldton Universities Centre) as stipulated in the EPRA Website (www.epra.edu.au) at the time of enrolment.

C. USQ SHALL: accept credit transfer for units completed by students enrolled at any of the EPRA partner institutions (UTAS, DEAKIN, TasTAFE, tafeSA, Geraldton Universities Centre) as stipulated in the EPRA Website (www.epra.edu.au) at the time of enrolment.

D. DEAKIN SHALL: accept credit transfer for units completed by students enrolled at any of the EPRA partner institutions (UTAS, USQ, TasTAFE, tafeSA, Geraldton Universities Centre) as stipulated in the EPRA Website (www.epra.edu.au) at the time of enrolment.

E. TERM: This agreement shall terminate FIVE YEARS after the date of the last signing unless an extension has been mutually agreed before that date.
F. IT IS AGREED BY THE PARTIES THAT:

1. **STUDENT ADMISSION.** UTAS, USQ and DEAKIN will have absolute discretion to enrol or not enrol individual applicants into their respective units irrespective of what may be stipulated in the EPRA Website (www.epra.edu.au). This discretion applies also to Recognition for Prior Learning.

2. **DEVELOPMENT.** EPRA may continue to develop and expand the framework of cooperation between UTAS, USQ, DEAKIN, TasTAFE, tafeSA and Geraldton Universities Centre for mutually beneficial programs, projects and activities, and for the benefit principally, but not exclusively, of students from Regional Australia. Any such expansion to courses other than described in Clause A above would require a separate agreement.

3. **MODIFICATION.** Modifications to this Agreement shall be made by mutual consent of the parties, in writing, signed and dated by authorised officials, prior to any changes being performed.

4. **PARTICIPATION IN SIMILAR ACTIVITIES.** This Agreement in no way restricts the parties from participating in similar activities with other public or private agencies, organisations, and individuals.

5. **TERMINATION.** Any party, upon ninety (90) days written notice, may terminate the agreement in whole, or in part, at any time before the date of expiration.

6. **NO ENROLLED STUDENT DISADVANTAGED.** In the event of any development, modification, participation in similar activities or termination made within the provisions of this agreement it is understood by all parties that no student already enrolled under this program at any of the partner institutions will be disadvantaged.

7. **NON-FUND OBLIGATING DOCUMENT.** This agreement is neither a fiscal nor a funds obligation document. Any endeavor or transfer of anything of value involving reimbursement or contribution of funds between the parties to this agreement will be handled in accordance with applicable laws, regulations, and procedures. Such endeavors will be outlined in separate agreements that shall be made in writing by representatives of the parties. This Agreement does not provide such authority. Each party shall be fiscally responsible for their own portion of work performed under this Agreement.

8. **CONFLICT OF INTEREST.** This Agreement is subject to the relevant provisions of Australian State and Commonwealth Laws in respect of Conflict of
Interest. Any party may terminate this Agreement if any person significantly involved in negotiating, drafting, securing or obtaining this Agreement for or on behalf of any of the parties becomes an employee or a consultant to any other party with reference to the subject matter of this Agreement while this agreement or any extension to it is in effect.


10. **COMMENCEMENT/EXPIRATION DATE.** This agreement is executed as of the date of last signature and is effective through [INSERT DATE] at which time it will expire unless extended.

11. **LIABILITIES.** It is understood that no party to this Agreement is the agent of the others and none is liable for the wrongful acts or negligence of the others. Each party shall be responsible for its negligent acts or omissions and those of its officers, employees, agents or students, howsoever caused, to the extent allowed by their respective State and Commonwealth laws.
IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the last written date below.

Signed for and on behalf of the
University of Tasmania by its duly authorised representative in the presence of:

Date: ____________________________  Name and Title: ____________________________

Witness
Print name: ____________________________

For USQ:

Date: ____________________________  Name and Title: ____________________________

For DEAKIN:

Date: ____________________________  Name and Title: ____________________________
Engineering Pathways for Regional Australia built through Knowledge Partnering

Mark Symes\textsuperscript{1}, Janelle Allison\textsuperscript{3}, David Dowling\textsuperscript{3}, Denvick Rammuthugala\textsuperscript{3} and Dayna Broun\textsuperscript{2}.

\textsuperscript{1}Australian Maritime College, a specialist institute of the University of Tasmania; \textsuperscript{2}University of Tasmania; \textsuperscript{3}University of Southern Queensland

Corresponding Author Email: m.symes@amc.edu.au

CONTEXT

If Australia is to maximise the benefits from resource and manufacturing industries in regional Australia, it needs a workforce with the necessary knowledge and skills. There is a clear need for a new model of delivery which supports engineering Vocational Education (VET) and Higher Education (HE) programs in regional areas. Evidence to-date suggests this is difficult to achieve, with regional students often limited by their choices and access to HE and VET programs. Regional HE and VET campuses also struggle with the viability of engineering courses in geographically scattered and thin markets. While there are some excellent distance education programs these are often not appropriate for many prospective students who need personal support to make the transition into education and training at a tertiary level. The project aims to foster participation, engagement, and retention in education by up-skilling the engineering workforce and improving the productivity of resource and manufacturing economies.

PURPOSE OR GOAL

A number of regional HE and VET providers have partnered to develop a flexibly delivered Learning Platform model for engineering, which aims to provide access to engineering pathways and expand curriculum choice and coverage. It reduces individual campus delivery costs and cross-institutional barriers, and improves the availability of engineers and associated para-professionals in regional economies.

APPROACH

The project has its origins in a resource based view of strategic management and adopts a Regional Development Platform Method (RDPM) (Harmakorpi, 2007) as a pragmatic but innovative solution to provide higher education in thin markets to dispersed populations. The project takes a cross-sectoral and Knowledge Partnering (KP) approach (Eversole, 2013), involving a staged process of identification, mapping and development, followed by pilot implementation and evaluation. It moves away from the traditional emphasis on developing resources for teaching and curriculum, but rather applies a social constructivist paradigm to focus on the development of student learning outcomes, lifelong learning, and student pathways.

OUTCOMES

The project sets out to develop and pilot a platforms-based solution to the national issue of critical skills shortage in the resources and associated manufacturing industries, particularly in rural and regional Australia. By knowledge partnering across HE and VET institutions and industry, the learning platform creates a vehicle to efficiently utilise and share resources across the providers, to broaden access to pathways and engineering skills. The learning platform provides access, choice, industry relevance, and retention, generating economic and social benefits through a more skilled and stable workforce for regional areas.

CONCLUSIONS/RECOMMENDATIONS/SUMMARY

A knowledge partnering and collaborative approach, not only builds cost-effective coverage and improves choice for students in regional areas, but also affords the opportunity to "pioneer" an innovative solution which can be applied to other disciplines. By taking a collaborative approach to the design and delivery of such a model, this project aims to find a...

solution which may be applicable to any regional area throughout Australia and can be adapted by other universities wishing to effectively service distributed markets.

KEYWORDS
Para-professional, Engineering pathways, Articulation, Regional education

Introduction
For Australia to take advantage of the ever growing need to increase productivity and international competitiveness, a more flexible and adequately skilled workforce is needed. While Australia’s resource industries and associated manufacturing supply chains generate significant benefit to the Australian economy, productivity is adversely affected by a shortage of suitably skilled labour. The geographically scattered locations of these industries and associated thin education markets make it difficult to provide viable professional and para-professional engineering programmes in these regions. This often results in locally specific yet stretched Vocational Educational and Training (VET) solutions, which struggle to adequately prepare students for Higher Education (HE) and the wider industry. There is a clear need for a new model to deliver HE into regional markets, yet evidence to-date suggests this is difficult to achieve (Battersby, 2013).

In addition capable students in regions have limited access to HE, often choosing trades (VET) pathways (Australian Workforce Productivity Agency, 2012) where articulation pathways to further their skills are often ‘piecemeal’ and not helped by cross-institutional barriers. Other issues contributing to this are the significant advances being made in the areas of robotics and automation in industries such as mining and manufacturing. These advances are leading to a change in the nature and focus of the knowledge and skills required to support industry. Thus, there is a need for a more flexible engineering curriculum as well as an alternative skills pathway for those students entering these fields of study. Those currently in the workplace wanting to up skill are met with the reluctance of industry to release workers for study for any significant periods due to the associated loss of production. These concerns, ever present in regional Australia, require innovative solutions. One such solution is to provide a vehicle that improves access, industry relevance, and retention while generating economic and social benefits through a better skilled and stable workforce for regional areas. This is the aim of recently commenced office for Learning and Teaching (OLT) funded project which aims to bridge the gap between VET qualifications and higher education, by providing a para-professional qualification in engineering which utilises and shares resources across a number of providers to provide regional students with relevant and blended learning solutions.

The partnership between HE and VET providers, and industry partners aims to address critical issues constraining industry productivity and inhibiting the educational and career opportunities of those working and living in regional Australia. The partnership will extend the principles of access offered by Open Universities Australia through an innovative learning platform. One key component of this is the establishment of a partnership that acknowledges curriculum, pedagogical, and assessment differences between the partners and works to implement effective pathway and credit transfer arrangements. Bradley et al. (2008, p179) identified these differences as reasons for limited success of such initiatives. This partnership would see the development of a multi-partner solution to delivering HE in thin and dispersed markets, including the following shared institutional resources: Curriculum; Student navigation system; and Online delivery systems (including immersive environments and virtual classrooms). The partners will collaborate to resolve the curriculum and technical requirements necessary to build a learning platform which enables access and simultaneously reduces the barriers that inhibit student learning and confidence.

• The combination and sharing of knowledge and resources within the learning platform enabling students, regardless of location, to complete a flexible and personalised programme of study better suited to their individual and local/regional industry needs.

• The collaborative learning platform will generate guided learning pathways that effectively overcome the institutional and student learning barriers often experienced in remote and regional communities.

• The sharing of learning resources amongst the partners will contribute to the platform increasing choice, currency, and the opportunity for students learning experiences and specialised curriculum that are tailored to their individual or workplace requirements.

• The learning platform will enable learning providers to be more responsive to a range of different cohorts of students in thin and dispersed markets (e.g. mature age, first in family wanting a HE career outcome. For example, trades' people will be able to access para-professional and professional skills while working in industries in remote locations eg mining).

This paper reports on the development of a learning platform that supports tailored and contextualised study programmes and guided pathways, which facilitate credit transfer through knowledge partnering.

**Cross Institutional Learning Platform for Engineering (CILPE)**

Nationally, 67% of productivity (outside tourism and education) occurs in regional Australia (Battersby 2013), yet very few HE providers deliver full or comprehensive access to engineering education in regional areas. A platform that creates a vehicle to efficiently utilise and share resources is proposed through knowledge partnering across HE institutions, VET providers, and industry. A Regional Development Platform Method (RDPM) (Harmakopi, 2007) approach is being utilised to develop a learning platform that gathers and reconfigures resources and capabilities into a competitive platform that will match and even create market change. By integrating, reconfiguring, sharing, and releasing resources, the RDPM generates a learning platform to create a sustainable solution for regional areas.

The CILPE develops a collaborative framework for the sharing of resources across multiple institutions, which can then be adopted for other discipline areas and by other institutions. The platform will be a launching pad for students to articulate into other programmes of interest, for example industrial design or business.

The learning platform will support tailored and contextualised study programmes and guided pathways, which facilitate credit transfer, are Australian Qualifications Framework (AQF) compliant, and professionally accredited. These programmes and pathways will be recognised across institutions (and where appropriate, industry bodies), enabling student choice of units across the partner providers.

The goal is to maximise access and choice through shared resources, whilst recognising there are limitations and costs associated with delivery into thin and dispersed markets. Overall, the learning platform will develop a methodology for 'blended learning' across partner institutions in the form of an Australian Quality Framework (AQF) level 6 Associate Degree made up of core units (largely common across providers) and electives, which could be shared across institutions. Each institution will own, deliver, and assess its own units, which contribute towards the learning platform. Workplace learning is also incorporated and reflected in the assessment tasks where possible, with industry mentors, tutors and workplace practitioners providing feedback, and commenting on student work where possible. For example, students in employment might be required to identify a 'workplace problem' for student projects (linking the theory to the practice), while full-time students
might be given a defined problem to solve. A shared understanding of each institution's units, and the articulation pathways, will be established between the partner universities and VET providers, enabling students to ‘self-select’ units to make up their Associate Degree. This will allow unit choices/alternatives and cross-institutional enrolments to be streamlined (and formalised) through the learning platform. The navigation system would automatically reject/accept the student’s unit choice, depending on their chosen path and the pre-mapping between the partners.

Engineering learning pathways

The learning platform will support tailor and contextualised study programmes that are accredited by Engineers Australia. It will also include guided pathways, which facilitate credit transfer compliant with the AQF, the Australian Skills Quality Authority (ASQA), and the Tertiary Education Quality Standards Agency (TEQSA). The CILPE project extends the skills and career pathways of capable students in regional areas by developing a methodology that can be shared across the partner institutions (Langworthy, Johns, & Humphries, 2011). A blended curriculum design ensures core curriculum elements are addressed, whilst allowing flexibility for students to incorporate units of choice as electives. Students will therefore develop skills which are ‘generic’ in terms of engineering course requirements, whilst also studying topics that are aligned to industry needs and relevant to their regional context.

Courses and pathways will not only make them readily employable as para-professionals, but provide them with options to articulate into more advanced engineering or related programmes at a range of institutions and in a range of different specialist streams (Dowling, 2010: p8). The value of this approach lies in the sharing of learning resources and enabling pathways from and across tertiary education providers. Pathways that might lead to engineering, but also offer exit points or transfer to associated or relevant qualifications. For example: A Student could begin their studies with a local VET provider and then use their AQF compliant qualification (e.g. a trade) to articulate into an associate degree accessed through the CILPE where they would study content from local and partner institutions. The associate degree could then serve as a platform into a Bachelor of Engineering program consisting of units offered by their conferring university or partner universities through existing cross institutional mechanisms. Alternatively the associate degree will enable them to access other options (e.g. Industrial design, Business). Ultimately the pathway may lead to higher level studies or research degrees.

Methodology

The project takes a cross-sectoral and Knowledge Partnering (KP) approach (Eversole, 2013), involving a staged process of identification, mapping, and development, followed by pilot implementation and evaluation. It moves away from the traditional emphasis on developing resources for teaching and curriculum, but rather applies a social constructivist paradigm to focus on the development of student learning outcomes, lifelong learning, and student pathways. It directly addresses the cultural, physical, and institutional barriers, which often halt progression and cause loss of momentum, resulting in low participation in HE in regional areas, particularly in the areas of science and engineering (NCVER, 2009). An evaluation framework, which reflects the staged approach of the project, will provide immediate and overall feedback to the project team. Figure 1 shows graphically the methodology behind the learning platform, with each institution owning, delivering, and assessing its units within the learning platform.

The development of the platform is undertaken in three stages:

**Stage 1 – Building a curriculum portfolio and guided learning pathways**

The objectives of stage 1 are to identify HE courses, units, and related VET pathway qualifications offered by the project partners to maximise choice through access to different specialisations across the providers. This stage includes a full mapping of the knowledge required for students to articulate successfully into HE courses across the providers (i.e. entry requirements), including AQF compliance.

**Phase 1(a) Curriculum portfolio & guided pathways**

This phase includes consulting with industry reference groups (including professional bodies) to map the requirements against para-professional to professional engineering knowledge and skills needs, including work-ready and work-related learning components (Partridge, Ponting, & McCoy, 2011).

The key outcomes of this phase will be:

- Identify key entry and exit points to align with industry requirements, student qualification needs, and the availability and suitability of partner institution resources and systems.
- Develop simplified pathway options by identifying appropriate bridging programmes articulating into related HE courses.
- Make the pathways and learning resources available online through a blended curriculum approach.
- Develop and support a community of practice amongst partner HE and VET institutions, which provide and deliver units towards tailored engineering pathways.
- Establish and implement an evaluation framework, which reflects the staged approach of the project.

**Phase 1(b) The development of a student navigation system**

This will involve a collaborative approach between the partner providers to analyse the structure of each partner’s academic and administrative systems to determine the technical requirements for an appropriate student navigation system in the form of a ‘systems portal’ as a gateway to tailored student learning. The aim of the navigation system will be to resolve
technical barriers with regard to granting of credit, cross-institutional enrolments, and online access to units and courses across the partner providers.

The student navigation system will:

- enable students to access a flexible enrolment system, in which students can select units from various providers and therefore ‘package’ their own learning (in accordance with pre-determined parameters defined by the partner institutions);
- enable students to undertake cross-institutional enrolments wherever their location and carry the units from one education provider to the next with certainty of credit transfer (as pre-determined by partner institutions); and
- guide the student’s learning pathway through a smart navigation technology that determines the most appropriate home institution based on unit selection, chosen field/pathway, and accessibility.

While there is a commitment to choice, it is equally recognised the learning platform for access to para-professional and professional courses will of necessity have some limitations. The focus will be on each partner adding curriculum to yield sufficient choice, but consideration will be given to factors such as cost of delivery, minimum student numbers and the need to share units/students in order to ensure viable delivery is achieved.

Project partners will work with each other to identify the most effective ways to address barriers to the implementation of guided pathways, both within and across the partnering organisations. Through close collaboration the partners will develop a shared understanding of system needs.

**Phase 1(c) Effective and contextualised delivery systems**

The objectives of this phase are to explore the opportunities for mixed-mode, blended and virtual class rooms across the partner institutions. This will include a curriculum that provides options for blended/multi-modal delivery, access to localised workplace learning, and to involve engineering practitioners as tutors (and the recognition of each institution’s approach to workplace learning, practice, experiences, and multi-modal delivery). By providing choice across multiple providers, students are able to engage in a number of delivery modes to package their own tailored learning programme and pathway. For example:

- accessing resources such as expert commentary and interviews;
- facilitating and fostering engagement and robust dialogue with other students;
- networking with experts and peers from other states (through partner institutions).

The variety in delivery modes/curriculums across the partner institutions will also enable increased flexibility for students. For example, some providers use Open Educational Resources (OERs) to access core curriculum, others may have remotely accessible facilities, while others may have a greater emphasis on workplace learning projects and/or using local engineering practitioners as industry tutors/mentors. The students can select discipline subjects based on their preference, individual requirements, learning styles and their geographic location.

**Stage 2 Piloting the learning platform**

The first trial of the learning platform is planned for Semester 1, 2015. Partners will be given the option of trialling a full course with access through the learning platform, with cross-institutional choice of units through a guided pathway plan. Alternatively, partners may initially choose to phase in the adoption of the platform by permitting access to cross institutionally shared units, with increased participation as the system matures. Partner universities contribute towards the learning platform, which may range from to providing units to the platform, providing facilities and access points, to managing and coordinating full courses.
Stage 3 Evaluating the pilot and dissemination

An external evaluator will oversee this process, with evaluation commencing in Stage 1 and continuing throughout the project providing feedback to the partners and the reference group.

The key role of the project Reference Groups will be to disseminate information to industry and the general community to gain support and enable prospective students to engage in the learning platform. Industry will be engaged from the start enabling employers to customise their employees’ programmes to suite their business and skill requirements in tandem with the needs of the employees. The evaluation criteria were designed to engage key stakeholders in each stage of the project. The evaluation feedback will be used as a guideline in evaluating the overall project. Figure 1 provides a graphic of the three stages of the learning platform:

![Diagram of the three stages of the Cross Institutional Learning Platform]

**Figure 2 The three stages of the Cross Institutional Learning Platform.**

Project outcomes

The project sets out to develop and pilot a platforms-based solution to the national issue of critical skills shortage in the resources and associated manufacturing industries, particularly in rural and regional Australia. Through knowledge partnering across VET providers, HE institutions, and industry partners, the platform creates a vehicle to efficiently utilise and share resources and broaden access and pathways to engineering knowledge and skills. For students, the platform provides access, choice, flexibility and industry relevance, which enhances employment prospects in regional areas. For regional economies, it generates economic and social benefits by providing a more skilled and stable workforce. For partner institutions, it provides a robust model for delivery into lean regional markets, whilst reducing student attrition. It also creates a shared understanding and documentation of units of equivalence and guarantees credit transfer across the partner institutions, to enable students to make informed choices about unit selection.

The system will refer students to the appropriate home institution according to the units selected. The structure of the platform will ensure recognised and formal pathways with a range of entry and exit points, articulating into Bachelor of Engineering programmes for students wishing to become professional engineers, and pathways to other programs that meet industry requirements.

The CILPE supports industry and fosters a broader engagement with, and valuing of, continuing engineering education. This in turn builds student confidence and participation in
HE, with a concomitant flow-on effect within the community around the importance of lifelong learning: “our experience shows that if conversation is not happening in the home, then it needs to be generated across the community” (Allison, 2010).

Conclusions

Nationally, a large proportion of productivity occurs in regional Australia, yet very few HE providers deliver full or comprehensive access to engineering education in regional areas. If Australia is to maximise the benefits from the resource and manufacturing industries and their associated supply chains, it will need a workforce with the knowledge and skills necessary to respond to the challenges – particularly in the face of ever changing technologies in these sectors.

Through knowledge partnering and collaboration, this project proposes a new model for the delivery of higher education which fosters access and participation in regional areas, by demonstrating how effective partnerships can provide solutions to cross-institutional barriers and invisible delivery. Various partner institutions will contribute to the delivery of an associate degree, enabled through a flexible cross-institutional learning platform for engineering (CILPE), which not only builds cost-effective coverage and improves choice for students, but also affords the opportunity to ‘pioneer’ an innovative solution which can be applied to other discipline areas. By taking a collaborative approach to the design and delivery of a para-professional qualification, this project provides a flexible and supported pathway for students to pursue higher education without having to leave their regional community. The CILPE will demonstrate a model which may be utilised in any regional area and may be adapted by other providers wishing to effectively service thin and distributed markets in their discipline.

References


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TILT Report to AMC L&TC – June 2016

1. Blended learning development assistance

Jo has been working with the MLM team and conducted a discussion workshop (with 8 lecturers in attendance) on May 10th on the topic of applying MyLO assessment functions across their courses.

TILT Academic Developers continue to be available for this kind of course development activity in faculties where teaching teams are considering how to improve their blended approach.

2. Tool name changes in MyLO

You may have noticed some changes in the name of MyLO tools, which have been applied since 27th May to all units (‘Past’ units too). These are changes to default language terms made by the system (D2L).

The terms that have changed are:

- News to Announcements
- Dropbox to Assignments
- Edit Unit to Unit Admin (not seen by students)
- Pager to Instant Messages
- Add Existing Activities to Existing Activities (not seen by students)

The functionality of these tools hasn’t changed, but please remember that you may need to update your use of terminology, particularly in Unit Outlines when describing how students are to submit their assignments (to Assignments, not Dropbox any more).

3. Unit Outline update

The online Unit Outline Proforma provided by TILT has been updated with links to the current 'Academic Honesty Module' and 'Getting Started in MyLO' MyLO site links. It is available from the Unit Outline page of the Teaching and Learning website. [http://www.teaching-learning.utas.edu.au/communication/facilitating-communication-between-teachers-and-students/unit-outline](http://www.teaching-learning.utas.edu.au/communication/facilitating-communication-between-teachers-and-students/unit-outline)

4. Awards & Grants

- National (OLT)

There will be no OLT grant process for 2017, but Awards are expected to continue in some form.

TILT is delighted to report that Senior Lecturer Wendy Green has been awarded a 2017 OLT National Teaching Fellowship for ‘Engaging students as partners in global learning’.
• UTAS Teaching Development Grants for 2017

Following the call for Expressions of Interest, these should have been submitted to ADL&T by 30th May. Endorsed EoIs are due to be forwarded to the Awards & Grants office by 30th June, and by 31st July full TDG applications will then be invited from approved EoIs.

5. Teaching Matters – December 7th, Inveresk

Teaching Matters 2016 is being organised by a Launceston-based team and the event is to be held at the Academy of the Arts at Inveresk, on the theme of Transforming Practice Through Innovation and Partnerships.

Abstract submission has not opened yet, but further details – including sub-themes and a draft program – are available on the website: http://www.utas.edu.au/Teaching-Matters/home

6. Currently in planning:

Peer Review ‘master classes’ for developing skills in teaching observation and constructive feedback for teaching development. Watch out for details on this and other workshops at: http://www.utas.edu.au/tilt
Manager, Academic Administration
Report to AMC Learning & Teaching Committee (June 2016)

Academic Administration matters

- **University Initiated Withdrawals (UIWW)**
  Since the last AMC LTC meeting there has been a substantial amount of debate across the University about the activation of a UIWW process in Semester 1, 2016. The end result was that unit coordinators were asked to identify students they perceived to be “non-engaged” and that these lists of students were then collated and considered by Student Operations and, where the student was put forward as “non-engaged” in the majority of their Semester 1, 2016 enrolment they were contacted and informed that they would be withdrawn from their Semester 1, 2016 enrolment (unless the student made contact to request otherwise). Going forward, the guidelines and process for UIWW continue to be refined and it is expected that the guidelines will be formally endorsed by Academic Senate prior to Semester 2, 2016. More information about how the guidelines will be implemented will circulated as soon as it is available.

- **August 2016 (Winter) Graduations**
  Identification and certification of potential graduates for the August 2016 graduation ceremony has been undertaken by Faculty Officers and Course Coordinators over the past month or so and is now complete. The Launceston ceremony will be held on 20 August.

- **Semester 1, 2016 Assessors’ Meetings**
  Semester 1, 2016 Assessors’ Meetings are currently being scheduled. More information will be sent to National Centre Directors and Course Coordinators via email soon.

- **2017 Timetable**
  The 2017 timetable will be prepared and released prior to the end of 2016. This is earlier than usual and will mean that any late changes to 2017 course and unit availabilities may have an impact on timetabling. On the upside, it is hoped that releasing the timetable earlier will allow students to plan for, and commit to, their 2017 studies earlier.

Other matters

- **AskUs** ([http://askus.utas.edu.au/](http://askus.utas.edu.au/))
  AskUs is a large, searchable online database containing articles that provide answers to commonly asked questions. It is primarily intended to provide students with 24/7 access to information about the University but can also be an excellent resource for staff.

  Staff from all areas are encouraged both to help raise awareness of AskUs and to assist in identifying additional articles/answers for inclusion in the database. If you have an idea for an article please send through an email to: askus.feedback@utas.edu.au

- **Policy Consultation Network**
  Members of the Policy Consultation Network receive emails to let them know about UTAS policies and procedures that are currently being proposed or are under review (including learning & teaching related ones). Members are also given the opportunity to comment on those draft documents. To join the network send a request to: uni.policy@utas.edu.au