



## Academic Committee Meeting No. 4 Minutes

<b>DATE OF MEETING:</b>	6 August 2020
<b>LOCATION:</b>	Online
<b>IN ATTENDANCE:</b>	Brendan Holland, Dannii Morgan, Jackie Merrett, Jenny Dodd, Jo Carling, Jon Grant, Jonette Scott, Kerryn Meredith-Sotiris, Lyndene Bowen, Maree McCulloch, Marita Bird, Nic Duffy, Rachel Holland, Tim Cox, Will Kestin, Teressa Parsey
<b>GUESTS:</b>	Marie Thorn,
<b>APOLOGIES:</b>	Maree Gerke, Georgie Harley, Lisa Baonza, Rachel De Winter

### MINUTES

No.	Item	Due
I	<b>Welcome and introduction</b>	
I.1	<p><b>Apologies, guests and welcome Committee members</b></p> <p>The Chair welcomed all members to the Academic Committee meeting.</p> <p>The Chair reminds the Committee that:</p> <ul style="list-style-type: none"> <li>The Academic Committee is an academic governance committee providing educational direction for our organisation, as part of TasTAFE's overall structure.</li> <li>Each Committee member carries the responsibility to keep everything discussed and papers provided confidential. The Chair notes that Minutes are available.</li> <li>Each Committee member is required to read papers <u>before</u> attending the meeting. It is assumed all Committee members have read papers prior to meeting discussions. If having trouble opening/downloading papers, please contact Teressa (<a href="mailto:teressa.parsey@tastafe.tas.edu.au">teressa.parsey@tastafe.tas.edu.au</a>).</li> <li>The Academic Committee must demonstrate commitment and capability to deliver quality VET. We must ensure that we are maintaining the integrity of the Academic Committee.</li> <li>The Academic Committee endorse and report to Executive. The Executive are the deciding body in our organisation.</li> <li>Policies &amp; Procedures are part of the Academic Committee's responsibilities. Appendix A to the Academic Committee Terms of Reference lists these policies &amp; procedures. Additional policies &amp; procedures can be added to this without notifying the Academic Committee.</li> </ul> <p>The Chair notes that minor changes have been made to the Agenda this morning to correct people's titles. If you notice an amendment required to future Agenda's, please let Teressa know prior to the meeting.</p>	
I.2	<p><b>Safety share (student focus)</b></p> <p>Rachel Holland – snow yesterday caused some significant issues. Cancellation of excursion because unsafe and staff had trouble getting to/from work because of dangerous roads/power outages. Alterations made to ensure safety of staff/students.</p>	

1.3	<p><b>Customer experience (learning focus)</b></p> <p>Maree McCulloch – Cert II Community Services (Health) rolled out as trial with BKSB. One student self-identified that she wasn't ready to undertake course. She worked with student counsellor to identify further training in literacy/numeracy. Student very happy with outcome and considering reapplication next year.</p>	
<b>2 Matters arising</b>		
2.1	<p><b>Minutes</b></p> <p>Minutes from the Academic Committee meeting of 4 June 2020 were approved and have been uploaded to INFOcus.</p> <p>The Chair reminded the Committee that the Minutes must be endorsed out of session as there is insufficient time to discuss previous minutes during the meeting. Accordingly, Committee members must respond in a timely manner (either to approve or request amendment) when draft Minutes are circulated.</p>	
2.2	<p><b>Actions</b></p> <p>4 June 2020 - <b>Item 5.6</b>      This item is on today's Agenda. Item can be removed from Action List.</p> <p>18 Feb 2020 - <b>Item 3.6</b>      Lyndene advises that, whilst Quality Network initially agreed to have matter on the agenda, Quality Network now have other commitments as a result of Covid-19. It was agreed to mark this item as complete and remove from Action List.</p> <p>28 Nov 2019 – <b>Item 1.3(3)</b>      The Chair has extended this Item to next meeting. Kate Elliott removed and replaced by Dannii Morgan.</p> <p>18 Feb 2020 – <b>Item 5.3</b>      Lyndene confirmed cross-functional working groups established and have come together. Working group presentation due on 18 September for overview, before presented in November. Item marked as complete and can be removed from Action List.</p>	
<b>3 Standing items</b>		
3.1	<p><b>VET &amp; CRICOS Registration</b></p> <p><i>Lyndene Bowen</i></p> <p>Highlights of report:</p> <ul style="list-style-type: none"> <li>• ASQA returning to TasTAFE on 24 Aug, four products identified as part of that return audit visit. Preliminary info submitted on Monday, but Lyndene is expecting ASQA to request additional information prior to 24 Aug.</li> </ul> <p>Is hard copy evidence still required or can ASQA view evidence in Canvas?</p> <ul style="list-style-type: none"> <li>• Lyndene is confident ASQA will be more accepting this time, but she has not received confirmation from ASQA.</li> </ul>	
3.2	<p><b>Monthly Compliance Risk Report</b></p> <p><i>Lyndene Bowen</i></p> <p>The Monthly Compliance Risk Report is presented at each Academic Committee meeting and provides an overview of risk areas. The Report is flexible and can change focus as risks are identified across TasTAFE. Two risks highlighted:</p> <ol style="list-style-type: none"> <li>I. <u>Firearms</u> High risk product – many protocols for safety requirements/controls to be in place. A recent sweep of the scope of registration has identified other products that rely on use of firearms (eg. control security risk situations using firearms). It is Quality's recommendation that delivery of these short courses cease until risks mitigated.</li> </ol> <p><b>ENDORSED:</b> The Academic Committee unanimously agreed that delivery of commercial Skill Set 6014200178 should cease until risks can be mitigated.</p>	

	<p>2. <b>Butchery</b>  Unit in Game Harvestors skill set requires students to use firearms for slaughtering etc. This was included in the Risk Project Plan facilitated by Scott Adams.  Tim Cox notes that the teacher used for assessments holds all relevant licences/competencies. Tim confirms his Team is in the midst of reviewing products to ensure terminology in resources/packages are in line with legal requirements for firearms.</p> <p>Expiring products:</p> <ul style="list-style-type: none"> <li>• MEM training package (Engineering) – received 6 month extension that expires on 31 December 2020. Team looking at bringing in additional resources to support product.</li> <li>• MST training package (Applied Fashion) – new product on scope still needing work on obtaining resources to support transition of students into qualifications.</li> </ul> <p>Lyndene notes EMs responsible for ownership of the above packages must ensure they have appropriate learning resources in place.</p>	
3.3	<p><b>Scope of Registration: additions &amp; deletions</b>  <i>Lyndene Bowen</i></p> <p>It is recommended that the Academic Committee endorse the removal of the following products from TasTAFE scope:</p> <ul style="list-style-type: none"> <li>• CUA51115 Diploma of Visual Arts;</li> <li>• MST50116 Diploma of Applied Fashion Design &amp; Merchandising</li> <li>• RII30615 Certificate III in Small Mining Operations.</li> </ul> <p><b>ENDORSED:</b> The Academic Committee endorsed the removal of the above products from TasTAFE scope.</p> <p>Drysdale teams require access to units in Cert III in Outdoor Leadership qualification to support Cert II &amp; III in Guiding - Adventure Tour Guide pathway. Scope application to be progressed.</p> <p><b>ENDORSED:</b> The Academic Committee endorsed the addition of SIS30619 Certificate III in Outdoor Leadership to TasTAFE's scope of registration, and acknowledged that action has been taken.</p>	
3.4	<b>Accredited Course in Firearms Safety</b> – (see Item 3.2 above)	
<b>4 Matters for discussion / endorsement</b>		
4.1	<p><b>2020 Learner Engagement &amp; Employer Satisfaction Outcomes</b>  <i>Jackie Merrett</i></p> <p>Highlights:</p> <ul style="list-style-type: none"> <li>• Results in Learner section continue to improve (85%+).</li> <li>• Some preventative/corrective action required. Satisfaction levels of employers decline slightly, but note that we have a very small sample size this time. Focus on long term trends instead.</li> </ul> <p>Brendan formally acknowledged the work Jackie had done and noted that the summary report was put together really well.</p>	
4.2	<p><b>Recommendation to change Educator Capability Dates for 2021 and 2022</b>  <i>Jo Carling</i></p> <p>Jo is requesting approval from the Academic Committee to change dates for the Educator Capability Days scheduled for 2021 &amp; 2022. This year, the 2<sup>nd</sup> and 3<sup>rd</sup> Educator Capability Days were 4 weeks apart. Resulting issues were:</p> <ol style="list-style-type: none"> <li>I. the days were too close together to get significant organisation done; and</li> </ol>	

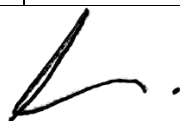
	<p>2. Teachers &amp; EMs were fatigued.</p> <p>In 2021 &amp; 2022, it is recommended that we maintain the dates for Jan &amp; May, but extend out the 3<sup>rd</sup> Educator Capability Day to first week of August (being 3<sup>rd</sup> week of Semester 2), resulting in 2 days in Semester 1 and 1 day in Semester 2. The Learning &amp; Teaching Committee have sanctioned this recommendation. In addition, the 3<sup>rd</sup> Educator Capability Day will occur on a Thursday.</p> <p><b>ENDORSED:</b> The Academic Committee endorsed the recommendations set out above. Educator Capability Days for 2021 &amp; 2022 are:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><b>2021 dates</b></th> <th style="text-align: center;"><b>2022 dates</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Friday, 29 January</td> <td style="text-align: center;">Friday, 28 January</td> </tr> <tr> <td style="text-align: center;">Wednesday, 26 May</td> <td style="text-align: center;">Wednesday, 25 May</td> </tr> <tr> <td style="text-align: center;">Thursday, 5 August</td> <td style="text-align: center;">Thursday, 4 August</td> </tr> </tbody> </table>	<b>2021 dates</b>	<b>2022 dates</b>	Friday, 29 January	Friday, 28 January	Wednesday, 26 May	Wednesday, 25 May	Thursday, 5 August	Thursday, 4 August	
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<p><b>4.3</b></p>	<p><b>Educator Professional Development 2020</b></p> <p><i>Jo Carling</i></p> <p>The Educator Professional Development 2020 Report focussed on attendances for the first half of 2020. Highlights include:</p> <ul style="list-style-type: none"> <li>• Numbers indicate work to be done in marketing</li> <li>• Nice comparison between the three Educator Capability Days, with the May date being an outstanding event</li> <li>• Alignment to Educator Capability framework is good – it shows growth in digital literacy. Jo noted that micro sessions were coming up, but now focus will be on teaching and learning practice.</li> </ul> <p>Nic Duffy, Jenny Dodd &amp; the Chair congratulate the Educator Capability team on the work they've done – a lot has been learnt!</p>									
<p><b>4.4</b></p>	<p><b>Creative Industries Product Review Report</b></p> <p><i>Marie Thorn</i></p> <p>Report provided for Academic Committee's information.</p> <p>Marie notes matters not included in the Report that relate to academic considerations for Creative Industries courses in the future:</p> <ol style="list-style-type: none"> <li>1. How to prepare students for working in new environment – more digital &amp; working off campus</li> <li>2. Statewide consistency – preparing students at lower levels to continue with studies, not in their region, to have same outcome</li> <li>3. Students to take personal responsibility for training, to operate in digital environment and work offsite.</li> </ol> <p>Dannii wanted to acknowledge the work &amp; preparation Marie has done in reviewing programs. Jenny acknowledged the thoroughness of Marie's review, specifically how students will benefit. Presented to Academic Committee as EMs will soon be required to carry out a similar review of their products and delivery.</p>									
<p><b>4.5</b></p>	<p><b>Changes to the National Vocational Education and Training Regulator Act</b></p> <p><i>Lyndene Bowen</i></p> <p>Overview of changes from July 2020:</p> <ol style="list-style-type: none"> <li>I. Changes to legislation <ul style="list-style-type: none"> <li>• Registration process for RTOs and accredited courses: <ul style="list-style-type: none"> <li>- date clarification for when activities had to occur</li> <li>- amendment to condition periods.</li> </ul> </li> </ul> </li> </ol> <p>ASQA now have flexibility to apply different feedback time periods.</p>									

	<ul style="list-style-type: none"> <li>• Process to review regulatory provisions – introduction of an informal review. Previously, appeals had to be made to Administrative &amp; Appeals Tribunal - costly.</li> <li>• ASQA now have ability to cancel Testimurs &amp; Statement of Attainments.</li> <li>• ASQA will not publish formal reports (eg. audit reports) in current format – will work with RTOs.</li> </ul> <p>2. Operational perspective – changes through RTOs</p> <ul style="list-style-type: none"> <li>• ASQA to support RTOs – good mutual communication</li> <li>• RTO's response to non-compliance and impact of past, current &amp; future students – must be able to evidence response.</li> <li>• Tightening up of Third Party Arrangements, particularly written agreements.</li> </ul> <p>The Chair noted the Minister can direct ASQA, but not in regulatory decisions – this responsibility sits directly with ASQA.</p>	
<b>5</b>	<b>Matters for Noting / Other Business</b>	
<b>5.1</b>	<p><b>Changes to the National Vocational Education and Training Regulator Act</b>  <a href="https://www.asqa.gov.au/legislative-changes">https://www.asqa.gov.au/legislative-changes</a></p>	
<b>5.2</b>	<p><b>Looking into the Future</b> – Report of the Review of Senior Secondary Pathways into Work, Further Education &amp; Training</p> <p>The Chair advised this Report was included for Academic Committee's information. Jenny noted this Report is very significant. It highlights students are directed into pathways in their schooling. Report writers noted the inconsistency in the way VET delivered in schools.</p> <p>Jenny noted that over 200,000 students undertaking VET in schools, these students are not apprentices.</p> <p>This Report will have significant implications on TasTAFE's future when it moves from review into implementation.</p> <p><b>ACTION:</b> Upon the Commonwealth responding to the Report, matter to be included in Agenda for discussion – maybe early 2021.</p>	
<b>5.3</b>	<p><b>Quality Indicator Annual Summary Report</b>  <i>Jackie Merrett</i>  Report provided for Academic Committee's information.</p>	
<b>5.4</b>	<p><b>Student Induction</b>  <i>Marita Bird</i>  Report provided for Academic Committee's information.</p> <p>Noted that the Student Support page removed from Canvas. Marita confirmed all information students require can be obtained through Student Connect – Canvas connects to that. This ensures videos and information accessed by students is the most up to date version available. Work in progress to make Student Connect more comprehensive.</p> <p>The Chair noted that the Student Induction Working Group went through this process carefully.</p> <p>Nic Duffy advised team used the Student Induction process. Noted that teachers need to monitor results and follow up students who have not completed. Teachers facilitating online were not included in the working group. Marita to request the person leading that working group to include teachers facilitating online.</p> <p>The Academic Committee unanimously noted the great work Marita and her team had done in this space.</p>	

5.5	<p><b>Academic Committee Terms of Reference &amp; Appendix A</b>  <i>Kerryn Meredith-Sotiris (Chair)</i></p> <p>The Chair refers to comments made at the opening of this meeting.</p> <p>Academic Committee members must be aware of their personal responsibilities and the role the Committee has, as stated in the Terms of Reference.</p> <p>The Chair notes policies &amp; procedures dealt with by the Academic Committee are recorded in Appendix A. The Chair can add/delete policies &amp; procedures to Appendix A without Committee approval.</p> <p>The Chair clarifies that the Academic Committee endorses policies &amp; procedures. Risk &amp; Compliance Committee approve.</p> <p>The Academic Committee reports directly to Executive. Where matters relate to risk, Executive will make decision to refer to Risk &amp; Compliance Committee.</p>	
5 MINUTE BREAK		
5.6	<p><b>Learning &amp; Teaching Committee Minutes</b>  <i>Jo Carling</i></p> <p>Learning &amp; Teaching Committee is due for annual changeover – expressions of interest obtained. List of new members to be provided to the Academic Committee in due course.</p> <p>The Learning &amp; Teaching Committee has adjusted its focus areas for the next 12 months, including scholarly practice around digital literacy of students.</p> <p>Jo noted Mark Geeves’ presentation on the Centre of Excellence and the educational plans involved. Jenny acknowledged importance of these Centres as a place of innovation in learning &amp; teaching, suggests Jo ask Denise Colledge to present on the Agriculture Centre of Excellence.</p>	
5.7	<p><b>Updated Educational Delegations</b></p> <p>Provided for Academic Committee’s information. Note: already available on INFOcus.</p>	
5.8	<p><b>Updated EM List</b></p> <p>List provided for Academic Committee’s information.</p>	
<b>6 Policies &amp; Procedures – for noting / endorsement</b>		
6.1	<p><b>Minor Amendments &amp; Obsolete Policies &amp; Procedures Update</b></p> <p>The Chair noted:</p> <ul style="list-style-type: none"> <li>• All policies &amp; procedures to be endorsed by the Academic Committee come to the Committee through Alison Callaghan.</li> <li>• Once endorsed, policies &amp; procedures are uploaded on INFOcus for a 2 week staff consultation process.</li> <li>• Minor amendments (if required) can be made without having to be returned to the Academic Committee.</li> <li>• Policies &amp; Procedures are then presented to the Risk &amp; Compliance Committee for approval.</li> </ul> <p><b>ENDORSED:</b> The Academic Committee agreed to endorse the following policies &amp; procedures with minor amendments (as outlined in the paper attached for Item 6.1):</p> <ul style="list-style-type: none"> <li>- Assessment Validation Procedure</li> <li>- Credit Transfer Procedure</li> <li>- Apprentices Out of Contract Procedure</li> <li>- Student Discrimination, Bullying and Harassment Procedure</li> <li>- Student Entry Procedure</li> </ul>	

6.2	<p><b>International English Language Entry Requirements</b></p> <p><i>Lyndene Bowen</i></p> <p>English language entry requirements were set &amp; signed off last year - this policy reflects that decision.</p> <p>Noted GETi's determinations may not be consistent. Lyndene confirmed TasTAFE and GETi have an agreed matrix that equates different levels, and noted that it is GETi's responsibility to ensure students reach entry requirements.</p> <p><b>ENDORSED:</b> The Academic Committee agreed to endorse.</p>	
6.3	<p><b>International Student Critical Incident Policy and Procedure</b></p> <p><b>ENDORSED:</b> The Academic Committee agreed to endorse.</p>	
6.4	<p><b>Mandatory Reporting of Children and Young Peoples Abuse and Neglect Procedure</b></p> <p><b>ENDORSED:</b> The Academic Committee agreed to endorse.</p>	
6.5	<p><b>Recall Procedure</b></p> <p><b>ENDORSED:</b> The Academic Committee agreed to endorse.</p>	
6.6	<p><b>Training and Assessment Strategy Procedure</b></p> <p>The Training &amp; Assessment Strategy Procedure helps to embed roles &amp; responsibilities into policies &amp; procedures. The Chair asked the Academic Committee to note that the staff consultation period for this Procedure had been reduced from 2 weeks to 1 week. This allows the Quality team enough time to meet their timeframes.</p> <p><b>ENDORSED:</b> The Academic Committee agreed to endorse.</p>	
6.7	<p><b>Upcoming Educational Policies &amp; Procedures</b></p> <p>Noted by the Academic Committee.</p> <p>Jackie noted the following amendments to Item 6.7 paper:</p> <ul style="list-style-type: none"> <li>• 'Complaints/Feedback Policy &amp; Procedure' should read 'Financial Hardship Fund Policy &amp; Procedure'. Note: Complaints/Feedback Policy &amp; Procedure to be provided to Academic Committee at meeting on 12 November 2020.</li> <li>• 'International Student Attendance and Progress Procedure' should read 'International Student Attendance and Progress Policy &amp; Procedure'.</li> </ul>	
6.8	<p><b>Teachers Under Supervision Procedure</b></p> <p><i>Jon Grant</i></p> <p>Jon has concerns about monitoring of teachers under supervision.</p> <p>Jenny confirms monitoring should sit with EMs, noting that ASTs to act as mentors, not EMs. Role of ASTs should be included in Induction process for <u>all</u> new teachers.</p> <p>Workforce Consultative Committee met last Friday – flagged role of AST under agenda item “supporting new teachers”.</p> <p>Regarding teaching and learning mentoring, preferable if mentoring AST comes from a different team.</p> <p><b>ACTION:</b> Jenny to request Alayne revise Teachers Under Supervision Procedure to remove Division Managers and clarify mentoring.</p>	
7	<b>Next meeting</b>	
7.1	10.00am – 12.30pm on Thursday, 24 September 2020	

Signed:



Date: 20/08/2020

Kerryn Meredith-Sotiris – Executive Director, Students & Education  
Chair