MEMBERS OF THE TEACHING AND LEARNING COMMITTEE
UWA Business School (Winthrop Professor Philip Hancock) - Acting Chair
Nominee of the Chair of the Academic Board (Winthrop Professor Linc Schmitt)
Director, Centre for the Advancement of Teaching and Learning (Winthrop Professor Denise Chalmers)
University Librarian and Director (Information Management) (Dr Mary Davies)
President, Guild of Undergraduates (Mr Matthew Mckenzie)
President, Postgraduate Students’ Association (Ms Aisling Blackmore)
Chair/Representative of each Faculty Teaching and Learning Committee:
Faculty of Architecture, Landscape and Visual Arts (W/Prof Bill Taylor)
Faculty of Arts, Humanities and Social Sciences (Dr Neil O’Sullivan)
Faculty of Education (Assistant Professor Elaine Sharplin)
Faculty of Engineering, Computing and Mathematics (Professor Cara MacNish)
Faculty of Law (Winthrop Professor Mark Israel)
Faculty of Science (Associate Professor Peter Whipp)
Faculty of Medicine, Dentistry and Health Sciences (Professor Sandra Carr)
Nominee of the School of Indigenous Studies (Assistant Professor Melville Thomas)

BY INVITATION (STANDING INVITEES)
Mr Brian Greene, Associate Director, Policy and Planning, Information Services
Dr Sato Juniper, Associate Director, Graduate Research and Scholarships Office
Professor Sally Sandover, Academic Director, Educational Strategies Office
Dr Greg Marie, Director, Institutional Research Unit
Ms Siri Barrett-Lennard, English Language and Learning Skills Adviser, Student Services
Mr Kelly Smith, Director, International Centre
Mr Mike Shearer, Head of College (Trinity)

STANDING OBSERVOR
Ms Sally Jackson, Administrative Officer, Academic Policy Services

TEACHING AND LEARNING COMMITTEE AGENDA

ITEMS FOR CONSIDERATION BY CIRCULAR

The following items are circulated for members’ noting or decision as indicated, with recommendations from the Deputy Chair where required. If you do not agree with any of the recommendations or would prefer that an item be referred to the next meeting of the Teaching and Learning Committee for discussion, please contact me (kaye.macpherson-smith@uwa.edu.au) by COB on Friday 7 December. If there are no objections by that date, the items will be processed in the normal way and the recommendations recorded as resolutions of the Teaching and Learning Committee.

Kaye Macpherson-Smith
Executive Officer

PART 1 – ITEMS FOR COMMUNICATION TO BE DEALT WITH BY CIRCULAR

1. CONSIDERING THE ENGLISH LANGUAGE PROFICIENCY OF INTERNATIONAL STUDENTS – REF: F42870
Members are reminded that in June 2012 the Teaching and Learning Committee (TLC) considered a report entitled Report on the Independent Expert Evaluation of the English Language Entry Standards and Ongoing Support for International Students as provided by the International Centre. The International Centre had commissioned an independent evaluation to consider UWA strategies that ensured students had appropriate levels of English at the commencement of their course and that students continued to develop their English language skills during their studies.
Following the TLC members’ discussion, the Chair had recommended that the Admissions Committee consider how a review would be undertaken to determine the English language proficiency of graduates who had entered university based on the completion of two years of undergraduate studies taught in English and how students’ English language proficiency progresses.

The Admissions Committee considered this matter as an agenda by circular item on 13 November 2012 and provided an Extract from Noting of Decisions of Admissions Committee for the TLC’s information (Attachment A). The extract explains that the Admissions Committee considered this recommendation in the context of the perceived robustness of meeting ELC (English Language Competency) through 2 years of successful degree study taught and examined in English outside of Australia. The extract notes that the Admissions Committee had resolved this issue in September 2009 and that Academic Council (in 2009) had endorsed the Admissions Committee’s recommendations.

Admissions Committee members were referred to the June 2009 Admissions Committee Agenda and Minutes, including the Working Party’s report at http://committees.intranet.uwa.edu.au/acaboard/admissions_committee and the Academic Council minutes (R66/09) which endorsed the Admissions Committee resolution at http://committees.uwa.edu.au/acaboard/council/minutes/2009/1_july

The Admissions Committee concluded as follows:

- That the conclusions from the June 2009 Admissions Committee and July 2009 Academic Council meetings be conveyed to the Teaching and Learning Committee for their information.
- That no further action was required from the Admissions Committee at this time.

An Admissions Committee Executive Officer’s note acknowledged that a Committee member had requested that the Institutional Research Unit be contacted to determine whether sufficient data would be available to undertake a further review.

[Executive Officer’s note: A follow up discussion with the Admissions Committee Executive Officer has confirmed that the Committee considered the TLC Chair’s recommendation (as noted above) had been adequately addressed in 2009 by the Admissions Committee and Academic Council.

For noting.

PART 2 ITEMS FOR DECISION TO BE DEALT WITH BY CIRCULAR

2. UNIVERSITY POLICY ON: EVALUATION OF NEW EDUCATIONAL TECHNOLOGIES – Ref: F42869

Members are reminded that the Centre for the Advancement of Teaching and Learning (CATL) provided a revised draft policy entitled University Policy on: Evaluation of New Educational Technologies for the Committee’s review in July this year. The draft policy outlined a formal process for UWA schools and faculties to propose educational technologies for evaluation and adoption as new centrally acquired and supported learning technologies at the University. The policy proposed that when a new learning technology was considered by an individual, school, faculty or central administrative area, the software under consideration would be evaluated according to the criteria in the policy, and mandatory conditions would be met.

The proposed policy outlined three levels of implementation for the approval process (individual, school/faculty, and university-wide) and a procedure for each level. Minimum requirements and guidelines were identified for the evaluation of five criteria:

- Service levels
- Educational Technology Guidelines
- Supportability
- Accessibility
- University Facilities
Subsequently the draft policy was circulated to Teaching and Learning Committee members, end-user feedback was sought (including the Technical Co-ordination Group) and incorporated into the policy, and the Academic Policy Services policy writers have reviewed the draft policy for policy format consistency and alignment with existing University policies.

A proposed final draft University Policy on: Evaluation of New Educational Technologies is provided for Teaching and Learning Committee members’ consideration (Attachment B). The Policy Evaluation Requirements document is also provided as the requirements will form an integral part of the policy (Attachment C). When endorsed by the Committee the draft policy will be transmitted to Academic Council for consideration.

The Deputy Chair recommends that the Teaching and Learning Committee endorse the University Policy on: Evaluation of New Educational Technologies, as attached to the agenda, for transmission to Academic Council for consideration.

3. REVIEW LECTURE CAPTURE POLICY – Ref: F F33711

Members are advised that the eLearning and Learning Spaces Standing Committee has proposed that the existing University Policy on: Lecture Capture (Policy number: UP10/9) be revised to chart the policy changes which have become necessary due to the implementation of the new Lecture Capture System (LCS), EchoSystem.

The eLearning and Learning Spaces Standing Committee members have considered several iterations of the draft revised policy over the past year as noted in the attached extract from the minutes of the eLearning and Learning Spaces Standing Committee meeting held on 12 November 2012 (Attachment D). As noted, some agreed changes were incorporated into the attached document for transmission to the Teaching and Learning Committee for consideration (Attachment E).

When endorsed by the Teaching and Learning Committee the draft revised policy will be transmitted to Academic Council for consideration.

The Deputy Chair recommends that the Teaching and Learning Committee endorse the revised University Policy on: Lecture Capture, as attached to the agenda, for transmission to Academic Council for consideration.
2. CONSIDERING THE ENGLISH LANGUAGE PROFICIENCY OF INTERNATIONAL STUDENTS WHO HAVE ENTERED UWA UNDER A VARIETY OF PATHWAYS

REF: – F 42870

Members recalled that this item was referred to the Admissions Committee from the June 2012 Teaching and Learning Committee and came before the Admissions Committee in Part 2 of the September 2012 Agenda by Circular. Subsequent to sending out the September agenda, the Executive Officer became aware of information that had potential to impact on decisions about this item.

This item was re-presented to members for consideration on how to respond to a query raised by a member of the Teaching and Learning Committee. This query regarded the perceived robustness of meeting ELC through 2 years of successful degree study taught and examined in English outside of Australia (bold type added for emphasis) and how students’ English language proficiency progresses.

In the discussion and background documents that accompanied this item, members noted the creation of the Commonwealth Government’s Streamlined Visa Processing programme as the impetus behind the commissioning of the Kralik Report by UWA’s International Centre. The query from the Teaching and Learning Committee grew out of their broader discussion held within the context of the recommendations made in the Kralik Report.

In the Noting of Decisions from September 2012, members recalled that in 2009, the Admissions Committee through its working party had considered the issue of the perceived robustness of meeting ELC through 2 years of successful degree study taught and examined in English outside of Australia. At that time the Admissions Committee, by R11/09, resolved the following: (original numbering retained)

RESOLVED – 11

1. the current policy of admission of students based on two years of successful full-time or equivalent degree studies, taught and examined in English, undertaken either in Australia or overseas be continued; and that

2. refinement of the current policy on the basis of country and/or course should remain open to further review when additional data became available. Such a review should be undertaken collaboratively by the International and Admissions Centres, with an evidence-based proposal to be presented to the Admissions Committee for further consideration.

Copies of the following documents were attached to this Circular:

- Attachment A2 - Extract from the June 7th 2012 Teaching and Learning Committee

Links to the following websites were embedded in this Circular:

- Information on the Knight Review including the Strategic Review of the Student Visa Program 2011 at: http://www.immi.gov.au/students/knight/
- June 2009 Admissions Committee Agenda and Minutes, including the Working Party’s report, at: http://committees.intranet.uwa.edu.au/acaboard/admissions_committee
Executive Officer’s note: a member of the Admissions Committee requested that the Institutional Research Unit be contacted to determine whether sufficient data are available to undertake a further review.

RESOLVED 13

- That conclusions from June 2009 Admissions Committee and July 2009 Academic Council be fed back to the Teaching and Learning Committee for their information.
- No further action from the Admissions Committee is required at this time.

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<th>Date</th>
<th>Sender (Name)</th>
<th>File to (Name)</th>
<th>Action Required</th>
<th>Recipient Initials</th>
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<th>Action Taken</th>
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<td>20/11/2012</td>
<td>Barbara Levit MacPherson-Smith</td>
<td>Teaching and Learning Committee</td>
<td>K MacP-S</td>
<td></td>
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<td>F 42870</td>
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Complete ALL – TO BE COMPLETED BY THE POLICY PROPOSER

<table>
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<tr>
<th>Proposed University Policy On:</th>
<th>Evaluating Educational Technologies for Adoption</th>
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<tr>
<td>Trim File Reference:</td>
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<td>Tick the relevant X below:</td>
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<tr>
<td>A new policy (complete Part A)</td>
<td>Revision to an existing policy (complete Part B)</td>
</tr>
<tr>
<td>Replacing an existing rule (complete Part C)</td>
<td>A reformatted approved policy (complete Part D)</td>
</tr>
<tr>
<td>Should the drafting of the policy involve consultation? If yes, provide details of proposed consultation.</td>
<td>Already consulted to eLearning and Learning Spaces Standing Committee, Teaching and Learning Committee, and all faculties via the T&amp;L Committee and its membership to the faculties.</td>
</tr>
<tr>
<td>Identify the Committees that this Policy needs to be presented for consideration, endorsement or approval</td>
<td>Already consulted. eLearning and Learning Spaces Standing Committee UWA Teaching and Learning Committee</td>
</tr>
<tr>
<td>Proposed time-line for approval process via the Committee system.</td>
<td>Final draft to the Elearning and Learning Spaces Standing Committee and to the Teaching and Learning Committee November meetings, 2012</td>
</tr>
</tbody>
</table>

All University Policies must be submitted on the University Policies template and instructions are available on the web at: [http://www.universitypolicies.uwa.edu.au/policy_writers/policy_template](http://www.universitypolicies.uwa.edu.au/policy_writers/policy_template)

Complete ONE of the parts below:

**PART A – for a new policy ONLY**

| Provide a brief background to the creation of this policy including reference to the particular committee resolution, if relevant, that provides the mandate for its creation | Information Services proposed a framework, revised as a report, for advising and guiding UWA staff (faculties and schools) to propose new educational technologies for central acquisition and support. These documents were provided to the eLearning and Learning Spaces Standing Committee. The Committee recommended that the guidelines be written as a policy and CATL undertook to write the policy. CATL has written the policy, submitted to both Elearning and Learning Spaces Standing Committee and Teaching and Learning Committee, collated faculty feedback on the policy, and revised policy accordingly. |
| List and/or provide links of relevant papers, or sections therein that provide detailed context for the creation of the new policy | First paper tabled by Stephen Sheeley to the IT Technical group and subsequently to the Teaching and Learning Committee for comment. A Working Party was then established with Nick Spadacini as the chair. This did not progress and was subsequently allocated to Brian Greene, ITS for development. A paper was tabled by Brian Green to the Teaching and Learning Committee. CATL was asked to seek further consultation from all parties and resubmit a revision as a policy. This was submitted to the Teaching and Learning Committee. Further consultation was sought via the faculty Teaching and Learning Committees. This is the final version. |
| Provide a list of issues that the drafter should consider when developing a first draft of the new policy | See above |
| Provide names of at least three senior University staff (reference group) who can answer questions and offer guidance in the development of the new policy | Denise Chalmers Shannon Johnston Brian Greene |
| Date first draft required | |

B1
**PART B – for a revision of an existing policy ONLY**

| State title of the existing policy and provide the appropriate web-link and policy number (as allocated on the University’s Policies website) |
| Provide a brief background and the particular committee resolution, where relevant, that provides the mandate for its revision. |
| List and/or provide links of relevant papers, or sections therein that provide detailed context for the revision |
| Provide a list of issues that the drafter should consider when developing a first draft of the new policy |
| Provide names of at least three senior University staff (reference group) who can answer questions and offer guidance in the development of the new policy |
| Date first draft required |

**PART C – for a policy that is replacing an existing rule ONLY**

| State rule number(s) |
| Date first draft required |

**PART D – for an approved policy that has been reformatted into the required University Policies template ONLY**

**Note 1:** The approved policy must be formally approved and be available on the University Policies website.

**Note 2:** The reformating includes changes only to title, layout, introductory purpose statement, **BUT NO CHANGE TO CONTENT OF POLICY.**

**Note 3:** Once reformatted, the policy will need to be reloaded onto the University Policies website (http://www.universitypolicies.uwa.edu.au/page/117111) with the existing policy number.

**Note 4:** Please complete the table below and forward the following documents electronically to Ms Lidia Cuoco, Administrative Officer, Academic Policy Services – Email: lidia.cuoco@uwa.edu.au:
- Completed University Policy cover sheet
- Copy of the reformatted University Policy on the University Policies template

Academic Policy Services will, as part of the New Courses 2012 Policies Project, upload reformatted academic policies as an interim measure. With effect from 2012, reformatted policies will, as is normally the case, need to be uploaded by the administrative division responsible for the policy.

| State |
| title of existing policy / guidelines; |
| University Policy Number; and |
| web-link |
| Date reformattting finalised and sent to Academic Policy Services |

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1 A University Policy can only be approved by the Senate, Academic Board/Council, Vice-Chancellor or other members of the Executive to whom the Vice-Chancellor has delegated responsibility for a particular portfolio. Following this University approved process, University Policies must be promulgated by way of the Universities Policies website (http://www.universitypolicies.uwa.edu.au/page/117111), which is the University’s definitive source for University-wide policies.
## DOCUMENT MODIFICATION HISTORY

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Primary Author(s) (name and position)</th>
<th>Description of Version</th>
<th>Date Completed</th>
<th>Provided To</th>
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<tbody>
<tr>
<td>0.1</td>
<td>Briane Greene Associate Director, Policy &amp; Planning Information Services</td>
<td>Proposed Framework for evaluating new technologies as developed by Information Services’ Technical Coordination Group.</td>
<td>June 2011</td>
<td>eLearning and Learning Spaces Standing Committee</td>
</tr>
<tr>
<td>0.2</td>
<td>Briane Greene Associate Director, Policy &amp; Planning Information Services</td>
<td>Revised framework at v0.1 responding to feedback from the ELS Committee as a report.</td>
<td>9 Aug 2011</td>
<td>eLearning and Learning Spaces Standing Committee</td>
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<td>0.3</td>
<td>Briane Greene Associate Director, Policy &amp; Planning Information Services</td>
<td>Submission of V0.2 to the Teaching and Learning Committee</td>
<td>6 Oct 2011</td>
<td>Teaching and Learning Committee</td>
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<tr>
<td>0.4</td>
<td>Jacqueline Flowers Business Manager CATL</td>
<td>Conversion of V0.3 to a Policy and accommodating Teaching and Learning Committee feedback on V0.3</td>
<td>7 June 2012</td>
<td>Teaching and Learning Committee</td>
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<tr>
<td>0.5</td>
<td>Shannon Johnston Assistant Professor, Higher Education Development (eLearning) CATL</td>
<td>Revision based on feedback from Faculties and Academic Policy Services</td>
<td>27 Nov 2012</td>
<td>Teaching and Learning Committee</td>
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## DOCUMENT APPROVAL

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If you have any queries regarding this cover sheet, or the University’s Policy and use of a template for University Policies, please contact Ms Sylvia Lang, Academic Secretary, Academic Policy Services – Email: sylvia.lang@uwa.edu.au, extension 2457
Purpose of the policy and summary of issues it addresses:

This policy deals with individuals, UWA schools, faculties and other business units proposing and evaluating educational technologies for: adoption as new centrally acquired and supported technologies for use across the University, use at the school, faculty or business unit level, or individual use.

Definitions:
For the purposes of this policy and any related procedures, the University means The University of Western Australia (UWA)
CATL means the Centre for the Advancement of Teaching and Learning with responsibility and business ownership of software for teaching purposes
IS means Information Services at UWA with responsibility for information systems acquisition, support, and infrastructure
IT means information technology
educational technology or technologies mean software and online technology(ies) used in support of teaching and learning, and associated technical infrastructure
service levels means support to UWA system and software users to be able to use the technology to an acceptable and reliable level, support for University-wide educational technologies is provided by IS and CATL
supportability means that IS and CATL can support users in using the technology both technically, functionally, and educationally
accessibility means that the technology is able to be used by all applicable users, and meets recognised standards of accessibility
sustainability means that the technology can be reliably maintained within existing support and service levels
Executive refers to the Vice-Chancellor, Senior Deputy Vice-Chancellor, Deputy Vice-Chancellor Research, Executive Director (Academic Services) and Registrar, Executive Director (Finance and Resources)

Policy statement:

1 Levels of Implementation

1.1 For the purposes of this policy, the following three levels of implementation have been identified:

1.1.1 University-wide:
At this level, new technology is introduced for use across the whole University. The technology will typically be integrated with relevant University-wide systems, will be supported by IS and CATL, and will be available to all staff and students of the University. Licensing agreements and costs will typically be primarily the responsibility of IS and CATL, in negotiation and in accordance with their respective responsibilities.
1.1.2 School / Faculty:
At this level, new technology is introduced for implementation across a whole school or faculty, initiated at the school/faculty level or by an individual teacher. The technology may require integration with other UWA-wide systems, and will typically require the purchase of a limited or enterprise license. The technology may be externally acquired or internally developed. Typically, such a technology would be made available to others within the organisational unit and/or may extend to others outside the unit, after licensing, access, and integration factors are considered.

1.1.3 Individual:
At this level, the introduction of a relatively simple technology is by an individual for use in his/her own teaching only. The technology will not be integrated with other UWA systems.

1.2 The approval process and level of approval required for the implementation of new technologies varies depending on the level of implementation, and the purpose, scope and impact of each proposed technology.

2 University-wide

2.1 University teaching staff, schools, faculties and business units must adhere to this policy and the relevant procedures when proposing technologies for introduction University-wide.

2.2 Where it is proposed to introduce new technology University-wide, the technology must:

- be able to be supported;
- be available, sustainable and reliable;
- be of a high standard;
- be cost effective and functional, and have specifications which are suitable for the UWA context;
- provide economies of scale;
- minimise duplication; and
- have a pedagogical basis of relevance and benefit across the University.

2.3 Any individual, school, faculty or other UWA business unit can propose a technology for consideration for University acquisition and support but
approval and implementation rest with IS and CATL, except as set out in 2.4.

2.4 A proposed new technology which is subject to funding requires the approval of the Teaching and Learning Committee, via the eLearning and Learning Spaces Standing Committee.

2.5 Technology proposed for University-wide implementation must meet the criteria referred to in 2.2, and be evaluated and approved in accordance with this policy and the evaluation requirements.

2.6 When approved, CATL must initiate and manage a project brief for implementing the new technology, in partnership with Information Services and consultation with the requesting school/faculty or business unit.

2.7 Final implementation is dependent on acceptance of the business case by the Teaching and Learning Committee and approval by the Executive, following consultation with the wider UWA community.

2.8 When existing University-wide educational technologies are reviewed, the educational technologies must be evaluated in accordance with this policy and evaluation requirements.

3 School / Faculty / Business Unit

3.1 It is recommended that policy, planning and practice at a school, faculty or business unit level be consistent with the evaluation requirements as they relate to school, faculty and business unit technologies and this policy.

3.2 Technologies implemented at the school, faculty or business unit level must be funded by the school, faculty or business unit, and supported by their staff.

3.3 It is recommended that the introduction, selection and approval of new technologies at the school, faculty or business unit level be in accordance this policy, the relevant procedures and the evaluation requirements applicable for this level to establish appropriate levels of reliability, robustness, and support for staff and students using those technologies.

3.4 Feedback on the proposed technologies may be sought from CATL and IS.

3.5 Approval for integration with UWA systems must be obtained from CATL and IS, in accordance with this policy and requirements for university-wide implementation.
3.6 Schools, faculties and business units must create and apply their own requirements to develop specific and locally-relevant standards which must be made publicly available to their staff and students.

3.7 Further to 3.6, it is recommended that the standards be consistent with this policy, the relevant procedures and the evaluation requirements.

3.8 Schools, faculties and business units must ensure the process for making decisions and the justification are documented.

3.9 The school, faculty or business unit must initiate and manage any project to implement their new technology, which may include consultation with CATL and/or IS.

3.10 It is recommended that schools, faculties and business units review existing educational technologies and systems in accordance with this policy, the relevant procedures and the applicable evaluation requirements, and develop a plan with timelines to address any issues identified.

3.11 It is recommended that schools, faculties and business units are informed of any issues in relation to local educational technologies that have been identified by, or come to the attention of IS or CATL, although IS and CATL are not responsible for resolving those issues.

4 Individual

4.1 The evaluation requirements are not mandated at this level.

4.2 Further to 4.1, it is expected that staff introducing a new learning technology consider the relevant evaluation requirements and satisfy themselves that the technology is appropriate for its purpose and is robust, and that they can independently manage it and its use for themselves and their students.

4.3 The individual teacher must ensure licensing and other conditions of use are met, and that security, student support and access, performance and any problematic issues are managed.

4.4 Individuals are encouraged to consult with CATL for feedback and advice on available technologies and their fitness for intended purpose.

4.5 Individuals must meet any school, faculty or business unit requirements for the introduction of new technology. The technology will typically not be supported by school, faculty or business unit IT staff or IS, and agreement would be required otherwise. (Refer to UWA policies and regulations covering the use of information services and systems - Section 8, Information Services Policy). LINK
4.6 The individual has the responsibility of implementing the new technology, and depending on the agreement reached, the implementation may or may not be supported by the school, faculty or business unit.

4.7 For technologies in place prior to the introduction of this policy, individual teachers must comply with their faculty, school or business unit policy and procedures.

4.8 It is recommended that individual teachers use this policy, the related procedures and evaluation requirements to review their use of technologies referred to in 4.7 and address any issues identified.

Related forms: (Link)
Evaluation requirements for new educational technologies (Linked document to be revised)

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<th>Approving body or position:</th>
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<td>Director, CATL.</td>
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Related Policies or legislation:
Policies and regulations covering the use of information services and systems at the University – Section 8 – Information Services Policy [http://www.is.uwa.edu.au/staff/policies-guidelines](http://www.is.uwa.edu.au/staff/policies-guidelines)
# EVALUATION REQUIREMENTS FOR NEW EDUCATIONAL TECHNOLOGIES

## Overview
This table summarises the requirements for proposing technologies for University-wide use when adhering to the University Policy: on Evaluation of New Technologies. Each overarching criterion is listed with further detail below.

<table>
<thead>
<tr>
<th>Criteria Details</th>
<th>Degree to which required</th>
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<tbody>
<tr>
<td>All centrally supported educational technologies are required to meet the minimum requirements stipulated below. Faculties, schools and individuals may elect to apply the same standards or locally-determined standard.</td>
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## 1. Service Levels

### Availability

| SL 1.1 | Student-facing or public-facing aspects of the learning technology must be designed for 99.99% availability – less than 1 hour of downtime per year, less than one minute of downtime per week | Mandatory |
| SL 1.2 | Administrative access to the learning technology must be designed for 99% availability | Desirable |
| SL 1.3 | Availability of the services must be monitored and logged | Mandatory |

* Centrally supported technologies to be serviced and supported by Information Services
SL 1.4  In the event of a disaster, the system administrator must be able to restore service within 24 hours  Desirable

**Performance**

| SL 2.1 | The system must respond to requests within half a second | Mandatory |
| SL 2.2 | For web-based systems the average render time must be within 3 seconds | Mandatory |
| SL 2.3 | For web-based systems the render time must be within a 6 second maximum | Mandatory |

**Support**

| SL 3.1 | There must be defined contacts for all support requests (incidents, requests for change, service or information requiring action) | Mandatory |
| SL 3.2 | Support requests must be logged | Mandatory |

**Reporting**

| SL 4.1 | If the service falls outside, or is likely to fall outside the levels described, this must be immediately reported to the business system owner | Mandatory |

**Review**

| SL 5.1 | These service levels must be reviewed at least every 3 years | Desirable |

### 2. Educational Technology Guidelines

**Inform**

| ER 1.1 | The educational technology proposer must document the expected costs and benefits of the technology for educational purposes, and identify any known UWA services with similar functionality | Desirable |
| ER 1.2 | The educational technology proposer must provide a ‘fit-for-purpose’ rationale for the system as an educational resource and the educational need it is addressing. | Mandatory |
| ER 1.3 | A risk assessment must be conducted that reviews:  
- The confidentiality of University and student data if applicable  
- The schedule, duration, and features of upgrades, and what ability the University has to influence these  
- The need for customisation and/or integration with existing University systems, including the cost, complexity and risk of this effort  
- If an external vendor is involved, the processes and contractual obligations for day-to-day communication, issue management and escalation  
- If an external vendor is involved, the University’s ability to exit from the arrangements, and the vendor viability | Mandatory |
| EG 1.4 | Appropriate controls must be put in place to manage the risks identified in ER 1.3 | Mandatory |
| ER 1.5 | An educational rationale incorporating the outcomes developed in addressing the above ER criteria (ER 1.1, ER 1.2, ER 1.3, ER 1.4) must be submitted to the eLearning and Learning Spaces for an approval in principle to continue a full proposal and business case. | Mandatory |
### 3. Supportability

<table>
<thead>
<tr>
<th>S 1.1</th>
<th>A technical architecture review must be completed by Information Services to ensure that:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The technology set is supportable</td>
</tr>
<tr>
<td></td>
<td>• The solution is compliant with University policies and standards</td>
</tr>
<tr>
<td></td>
<td>• The solution is scalable for University-wide use</td>
</tr>
<tr>
<td></td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S 1.2</th>
<th>Appropriate Disaster Recovery measures must be in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>S 1.3</td>
<td>There must be an adequate test environment, and appropriate testing procedures</td>
</tr>
<tr>
<td>S 1.4</td>
<td>There must be trained staff, and funding available for ongoing support</td>
</tr>
<tr>
<td></td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

### 4. Accessibility

<table>
<thead>
<tr>
<th>A 1.1</th>
<th>The system owner must document that access and equity issues have been considered in the selection of the learning technology for implementation, and will justify any decision to introduce a technology which does not meet Australian accessibility standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

### 5. University Facilities

<table>
<thead>
<tr>
<th>UF 1.1</th>
<th>The system owner must document that consideration has been given to any physical implications of the introduction of the new technology, including any adoption of facilities, and that resources have been allocated as appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mandatory</td>
</tr>
</tbody>
</table>
6. REVIEW LECTURE CAPTURE POLICY – Ref: F F33711

Members were reminded that Professor Shannon Johnston had redrafted a document to chart the changes to the Lecture Capture Policy which were necessary due to the implementation of the new LCS, EchoSystem. A further revision of the draft revised policy was provided for members’ consideration. Some additional minor changes were agreed and noted by the Acting Chair. It was agreed that the Acting Chair and Acting Executive Officer would confirm the noted changes, and would incorporate all policy revisions into a single document for transmission to the Teaching and Learning Committee for consideration. The updated policy cover sheet (Minutes – Attachment D) with relevant revisions would also be provided to the TLC with the revised policy.

RESOLVED 3/12
to endorse all policy revisions as discussed for incorporation into a single revised Lecture Capture Policy document that would be transmitted to the Teaching and Learning Committee for consideration.

<table>
<thead>
<tr>
<th>Date</th>
<th>Sender (Name)</th>
<th>File to (Name)</th>
<th>Action Required</th>
<th>Recipient Initials</th>
<th>Date Actioned</th>
<th>Action Taken</th>
<th>Folio number</th>
</tr>
</thead>
<tbody>
<tr>
<td>26/011/12</td>
<td>ELearning &amp; LS SC  (KM-S)</td>
<td>TLC</td>
<td>For consideration</td>
<td>KM-S</td>
<td></td>
<td></td>
<td>F33711</td>
</tr>
</tbody>
</table>
This cover sheet must be completed and attached to all categories of policies as defined below.

SECTION 1 – TO BE COMPLETED BY THE POLICY PROPOSER

Complete ALL of this section:

<table>
<thead>
<tr>
<th>Proposed University Policy On:</th>
<th>University Policy on Lecture Capture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trim File Reference:</td>
<td>F33711</td>
</tr>
</tbody>
</table>

Tick the relevant ☑ below:

<table>
<thead>
<tr>
<th>A new policy (complete Part A)</th>
<th>☑ Revision to an existing policy (complete Part B)</th>
<th>☑ Replacing an existing rule (complete Part C)</th>
<th>☑ A reformatted approved policy (complete Part D)</th>
</tr>
</thead>
</table>

Should the drafting of the policy involve consultation? If yes, provide details of proposed consultation.

No as changes only update the policy to reflect the new system and its functionality.

Identify the Committees that this Policy needs to be presented for consideration, endorsement or approval

Already consulted Meeting of 19 March 2012: eLearning and Learning Spaces Standing Committee

Proposed time-line for approval process via the Committee system.

Final draft to the Teaching and Learning Committee November meeting, 2012

All University Policies must be submitted on the University Policies template and instructions are available on the web at: http://www.universitypolicies.uwa.edu.au/policy_writers/policy_template

Complete ONE of the parts below:

PART A – for a new policy ONLY

| Provide a brief background to the creation of this policy including reference to the particular committee resolution, if relevant, that provides the mandate for its creation |
| List and/or provide links of relevant papers, or sections therein that provide detailed context for the creation of the new policy |
| Provide a list of issues that the drafter should consider when developing a first draft of the new policy |
| Provide names of at least three senior University staff (reference group) who can answer questions and offer guidance in the development of the new policy |
| Date first draft required |

PART B – for a revision of an existing policy ONLY¹

<table>
<thead>
<tr>
<th>State title of the existing policy and provide the appropriate web-link and policy number (as allocated on the University’s Policies website)</th>
<th>University Policy on: Lecture Capture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Policy number: UP10/9</td>
</tr>
</tbody>
</table>

This revision was instigated due to the change of software for lecture capture at UWA commencing Feb 2012. As well as updating the name, the revision takes into account different functionality specific to this system, including the addition of an integration to allow for automatically scheduling lectures which are centrally timetabled.

New terminology: remove reference to named software and incorporate as Lecture Capture System

Removed from old policy: 1.2.5 (see old policy)

Changes/new to revised policy: 1.2.1, 1.2.2, 1.2.3, 1.2.7 (see proposed revised policy)

eLearning and Learning Spaces Standing Committee endorsed 12/11/12.

List and/or provide links of relevant papers, or
sections therein that provide detailed context for the revision

Provide a list of issues that the drafter should consider when developing a first draft of the new policy

none

Provide names of at least three senior University staff (reference group) who can answer questions and offer guidance in the development of the new policy

Denise Chalmers
Shannon Johnston

Date first draft required

PART C – for a policy that is replacing an existing rule ONLY

State rule number(s)

Date first draft required

PART D – for an approved policy that has been reformatted into the required University Policies template ONLY

Note 1: The approved policy must be formally approved and be available on the University Policies website
Note 2: The reformatting includes changes only to title, layout, introductory purpose statement, BUT NO CHANGE TO CONTENT OF POLICY.
Note 3: Once reformatted, the policy will need to be reloaded onto the University Policies website (http://www.universitypolicies.uwa.edu.au/page/117111) with the existing policy number.
Note 4: Please complete the table below and forward the following documents electronically to Ms Lidia Cuoco, Administrative Officer, Academic Policy Services – Email: lidia.cuoco@uwa.edu.au:
- Completed University Policy cover sheet
- Copy of the reformatted University Policy on the University Policies template

Academic Policy Services will, as part of the New Courses 2012 Policies Project, upload reformatted academic policies as an interim measure. With effect from 2012, reformatted policies will, as is normally the case, need to be uploaded by the administrative division responsible for the policy.

State
- title of existing policy / guidelines;
- University Policy Number; and
- web-link

Date reformatting finalised and sent to Academic Policy Services
**SECTION 2 – TO BE COMPLETED BY THE POLICY DRAFTER AND SUBSEQUENT OFFICERS IN THE FORMAL APPROVAL PROCESS:**

**DOCUMENT MODIFICATION HISTORY**

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Primary Author(s) (name and position)</th>
<th>Description of Version</th>
<th>Date Completed</th>
<th>Provided To</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1</td>
<td>Asst/Prof Shannon Johnston</td>
<td>Draft update to existing policy UP10/9</td>
<td>19/03/12</td>
<td>eLearning and Learning Spaces Standing Committee</td>
</tr>
<tr>
<td>0.2</td>
<td>Asst/Prof Shannon Johnston</td>
<td>Draft update to existing policy UP10/9</td>
<td>12/11/12</td>
<td>eLearning and Learning Spaces Standing Committee</td>
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<tr>
<td>0.3</td>
<td>Asst/Prof Shannon Johnston</td>
<td>Draft update to existing policy UP10/9</td>
<td>20/11/12</td>
<td>Teaching and Learning Committee</td>
</tr>
</tbody>
</table>

**DOCUMENT APPROVAL**

<table>
<thead>
<tr>
<th>Approved By (Academic Council/ Senate / Vice-Chancellor)</th>
<th>Resolution Number (if applicable)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have any queries regarding this cover sheet, or the University’s Policy and use of a template for University Policies, please contact Ms Sylvia Lang, Academic Secretary, Academic Policy Services – Email: sylvia.lang@uwa.edu.au, extension 24

A University Policy can only be approved by the Senate, Academic Board/Council, Vice-Chancellor or other members of the Executive to whom the Vice-Chancellor has delegated responsibility for a particular portfolio. Following this University approved process, University Policies must be promulgated by way of the Universities Policies website (http://www.universitypolicies.uwa.edu.au/page/117111), which is the University’s definitive source for University-wide policies.
University Policy on: Lecture Capture

Purpose of the policy and summary of issues it addresses:

This policy provides the parameters that encourage and guide the uptake of lecture capture.

The UWA Lecture Capture System (LCS) currently EchoSystem, formerly Lectopia, and previously known as the or the iLecture System) is administered centrally by the Centre for the Advancement of Teaching and Learning (CATL). The service is available to all UWA staff and can be used for both semester-based and event style recordings.

Definitions:

Lectopia EchoSystem is the The University's Lecture Capture System (LCS) is developed by staff in UWA's Multimedia Centre-implemented to replace Lectopia to support in response to the institution’s commitment to flexible modes of teaching and learning. Lectopia EchoSystem The LCS facilitates the recording of lectures for delivery via the internet. Through the LCS LectopiaEchoSystem, audio and visuals from traditional-face-to-face lectures are automatically recorded and processed into a variety of media formats, with minimal impact on the lecturer/presenter.

Policy statement:

1.1 The University supports high quality, blended delivery, and strongly encourages the continued provision of captured lectures as a complement to face-to-face lecturing and a significant learning resource for many groups of students.

1.2 The following principles apply with regard to captured lectures:

1.2.1 Lectures that will provide captured lectures and be made available to students by the LCS registered for provision by the lecture capture system must be listed in the online unit outline at the commencement of the semester in which they are taught.

1.2.2 Lectures timetabled centrally in lecture captured enabled venues are automatically scheduled to be captured. Lectures in lecture capture enabled venues that are not in the Central Timetabling System must either approach CATL for the lecture to be manually scheduled, or add their lecture timetable to the Central Timetable system.

1.2.3 Captured lectures must be of good digital quality.

1.2.4 When captured lectures are the primary method of teaching they must be specifically prepared for the purpose, appropriately supported with relevant learning resources and the Learning Management System (LMS) must be used to ensure active engagement.

1.2.5 All units delivered regionally must provide the captured lectures to regionally-enrolled students.

1.2.6 Units delivered during 2010 via the lecture capture system will be automatically re-scheduled from 2011, dependent upon venue allocation.

1.2.7 Captured lectures are available to students through the LMS via a block or URLs embedded within the pedagogical design.

1.2.8 Lectures scheduled for capture from 2011 can be opted out of by Teaching staff can delete captured lectures post processing, or choose not to enable captured lectures within the LMS, in keeping with any locally devised and agreed protocols.

1.2.9 The Centre for the Advancement of Teaching and Learning (CATL) will provide:
• a list of units utilising captured lectures to the Teaching and Learning Committee via the eLearning and Learning Spaces Standing Committee in second semester each year, and reports trends in use, including the year level of units in which lecture capture is utilised;
• a retrospective list of units utilising captured lectures to Deans and Associate Deans (Teaching and Learning) in second semester each year, to enable periodic faculty, school and discipline group review of the lecture recording usage, and any associated pedagogical and access issues.

1.2.98 Staff engaging in team-taught unit offerings in New Courses 2012 determine an overall approach to lecture capture that will pertain to the unit overall.

1.2.109 It is strongly recommended that lecture capture be used in at least one of two units at the same level within New Courses 2012 majors, where there is a known clash of lecture times in those units and where students are enrolled in those units simultaneously.

1.2.110 The use of the University's lecture capture system be reviewed at the end of 2013 by the Teaching and Learning Committee's eLearning and Learning Spaces Standing Committee, to assess the impact of New Courses 2012 upon delivery.