



Minutes

College Education Committee

Meeting No: 1/2023

Date/Time: 22 February 2023, 2pm

Location: Building 7, Law School, Room 7.3.9, Boardroom

Attended	Wayne Morgan	Associate Dean (Education)
	James Stellios	Head of School
	Ntina Tzouvala	Director, PG Programs
	Nicole King	Manager, Student and Education Support
	Sharon Elliott	Education Development
	William Carey	ANUSA Student Representative
	Suzie (Wangshu) Ma	ANUSA Student Representative
	Alex Bako	LSS Student Representative
	Neha Kalele	LSS Student Representative
	Russell Atkinson	Secretariat
Observers	Jennifer Estellore	Education Development
	Tristan Yip	PARSA Representative
Apologies	Benjamin Kooyman	Learning Adviser, ANU Academic Skills (Observer)
	Anne Macduff	Director, Teaching & Learning
	Ron Levy	Director, LLB(Hons) and JD Programs
	Eweha Jeong	PARSA Representative
	Leonard Ho	PARSA Representative

Part 1 Procedural Items & Chair's Report

1. Apologies & Announcements

1.1 Apologies

- Benjamin Kooyman Learning Adviser, ANU Academic Skills (Observer)
- Anne Macduff Director, Teaching & Learning
- Ron Levy Director, LLB(Hons) and JD Programs

1.2 Announcements

Welcome to the student representatives for 2023.

ANU Postgraduate & Research Students Association (PARSA)

- Ellie (Eweha) Jeong
- Leonard Ho
- Tristan Yip, President of PARSA will remain an observer for 2023

ANU Student Association (ANUSA)

- William Carey
- Suzie Ma

Law Student Society (LSS)

- Alex Bako
- Neha Kalele

2. Minutes and Matters arising

2.1 Minutes

CEC (College Education Committee) accepted the minutes of CEC 6/2022.

2.2 Action Items from CEC 6/2022

Reference	Action Item	Staff Responsible	Resolution
Item 4 CEC 5/2020	Wayne will coordinate a separate small working group to discuss what constitutes course content.	Wayne Morgan	In consultation with the Head of School, this item will be removed from future CEC agendas. Separate small working groups will be set up for discussion and implementation.
Item 8.1 CEC 2/2022	The College Student Education Services team will work on the whole of college model for student course representatives for implementation in Semester One 2023.	CSES team	Completed Communications have been sent through college communications and student groups.
Item 6 CEC 5/2022	Chair to contact statistician regarding Scaling Policy	Wayne Morgan	Completed The Chair has met with the statistician with discussions amounting to minor changes. We will continue to scale large cohorts, at this point over 50 students. Scaling of smaller cohort may occur but would be done case by case. The statistician advised that a better option may be to scale smaller cohorts by comparing with the same class over the past 3 years.
Item 4.1 CEC 6/2022	LAWS8338 Cryptoassets and the Law	CSES team	Completed

	Correction of the CMS (Curriculum Management System) - Course Structure, point 3: Incomplete sentence.		
Item 4.2 CEC 6/2022	LAWS8800 Advanced Legal Methods and Legal Writing Removal of all specialisations	CSES team	Completed
Item 4.2 CEC 6/2022	LAWS9800 Advanced Legal Methods and Legal Writing Amend course name in HDR (Higher Degree Research) Programs Program Orders.	CSES team HDR	Completed
Item 4.2 CEC 6/2022	LAWS8316 International Nuclear Energy Law Update the indicative assessment.	CSES Team	Completed
Item 4.2 CEC 6/2022	LAWS8316 International Nuclear Energy Law Clarification on “teaching” split between Law and Science	HoS	Completed
Item 4.2 CEC 6/2022	LAWS4228 Labour Law Amendments to learning outcomes. Removal of co-taught postgraduate course as this has now been disestablished. Update the indicative assessment.	CSES Team	Completed
Item 4.2 CEC 6/2022	LAWS8436 <i>Succession</i> Amend requisite statement to “completed an Australian or equivalent	CSES Team	Completed This course requires students to have completed an Australian or equivalent Undergraduate or

	Undergraduate or postgraduate Law Degree.”		Postgraduate Law Degree. Students undertaking any ANU College of Law graduate program may apply for this course if they have the required law background. You will need to contact the ANU Law School to request a permission code to enrol in this course.
Item 4.2 CEC 6/2022	<i>LAWS8454 Restitution</i> Amend requisite statement to “completed an Australian or equivalent Undergraduate or postgraduate Law Degree.”	CSES Team	Completed This course requires students to have completed an Australian or equivalent Undergraduate or Postgraduate Law Degree. Students undertaking any ANU College of Law graduate program may apply for this course if they have the required law background. You will need to contact the ANU Law School to request a permission code to enrol in this course.
Item 4.2 CEC 6/2022	<i>LAWS6700 Law Capstone Project</i> Further work is required between the AD(E) and course convenor.	ADE (Associate Dean Education)	Completed
Item 5 CEC 6/2022	Send out meeting invitations to committee members for 2023 meetings.	CSES Team	Completed

3. Report from the Chair

Welcome to Country

The 2023 Welcome to Country event was held earlier today. This year, the event was expanded to include all law students. An impressive number of students attended.

Ngambri-Ngunawal elder Paul House delivered the welcome to country in both English and the language of his ancestors, the traditional custodians of the land on which Parliament House and Canberra have been built. It is important to continue to acknowledge and appreciate the traditional custodians of the land and their culture.

It is encouraging to be reminded of the college's commitment to law reform in indigenous rights and legal matters. Such efforts are crucial in promoting greater equity and justice for Aboriginal and Torres Strait Islander peoples.

The college notes that this will be an annual event going forward, providing an opportunity to continue raising awareness and promoting greater understanding of indigenous cultures and issues among law students and the broader community.

Graduate Attributes

On 29 November 2022, Academic Board approved the DVC(A)'s proposal for the curriculum reform project. For this college, this concerns graduate attributes that apply to the LLB program only.

Two of the three attributes are already written into the LLB (Hons) Program Learning Outcomes, so we have a head start.

The third attribute, Transdisciplinary Problem Solving, and some of the work in mapping the first two, Critical Thinking and Indigenous Perspectives, will require increased work for the college in 2023. The mapping will show what we currently do, and how we will meet the graduate attributes in the future.

At Academic Board, several of the Associate Deans (Education) and others expressed concerns about timelines for completion by the end of 2023. As we only have one undergraduate program, it will be more than likely that we will need to meet this deadline, even if other colleges are provided more leeway.

These will not affect any current LLB (Hons) students, only those commencing from 2025 onwards.

TEQSA (Tertiary Education Quality and Standards Agency) University Re-registration

In late 2022 the university submitted its re-registration to TEQSA.

TEQSA is the regulatory body with which all tertiary institutions must be accredited.

We do not know how long it will take to receive the outcome of that re-registration process; however, we expect at least six months.

The ANU does not anticipate that there will be any issues with reaccreditation; however, we note, quite appropriately, that TEQSA did raise questions with the university about

our sexual assault and sexual harassment policies. This is an area where student feedback is always welcome.

University Working Groups

We are anticipating that several working groups will be implemented under the university Teaching and Learning Strategy, which the ANU promulgated last year.

One of the first strategies that will require a working group is assessment. We will likely be giving the opportunity to have a law member of staff on that working group and the student associations usually also have representatives.

Part 2 Programs and Courses Accreditation

4. Program and Courses Accreditation for endorsement

4.1 Course Amendments

LAWS8422 Intellectual Property

The committee has approved amendments to the course overview, learning outcomes and other minor updates.

LAWS6700 Juris Doctor Capstone Project

The committee has approved amendments to the course overview, learning outcomes and other minor updates.

LAWS4212 Conflict of Laws

The committee has approved amendments to the course overview, learning outcomes and other minor updates.

LAWS8144 Conflict of Laws

The committee has approved amendments to the course overview, learning outcomes and other minor updates.

LAWS2202 Commonwealth Constitutional Law

The committee has approved minor updates to the indicative assessment.

The committee has re-accredited this course for five years under the 2022 course review cycle.

LAWS6202 Commonwealth Constitutional Law

The committee has approved minor updates to the indicative assessment.

The committee has re-accredited this course for five years under the 2022 course review cycle.

LAWS4274 Climate Law

The committee has approved amendments to the course overview, learning outcomes and other minor updates.

The committee has re-accredited this course for five years under the 2022 course review cycle.

LAWS8474 Climate Law

The committee has approved amendments to the course overview, learning outcomes and other minor updates.

The committee has re-accredited this course for five years under the 2022 course review cycle.

LAWS4251 AI and the Law

The committee has approved amendments to the course overview, learning outcomes and other minor updates.

The committee has re-accredited this course for five years under the 2022 course review cycle, subject to the course title being revised to better reflect the course content.

As the LLB (Hons) Program has now largely returned to on campus delivery, compulsory courses and clinical courses will be reverted to “In Person” mode of delivery at the course level. This will be actioned out of session.

The LAWS4000 elective courses will remain at “Online or In Person” at the course level so we are able to switch the mode of delivery at the class level as required.

The JD Program LAWS6000 courses will remain at “Online or In Person” at the course level until the conclusion of 2023 as at this time, the JDO teach out will have concluded.

All LAWS8000 courses will remain at “Online or In Person” at the course level and clarified at the class level for each iteration.

4.2 Course Disestablishment

The [Policy: Academic programs and courses accreditation](#) states at clause 23:

Each taught course (that is, excluding administrative codes, codes for exchange, etc), other than “special topic” courses, must be taught at least once over each three-calendar year period.

As of 1 January 2023, any course that has not been taught at least once during the period of 2020-2022, is to be disestablished as of 01 January 2024 unless the College Education Committee, in rare instances approves a case as to why the course should not be disestablished.

The following courses have been identified by Planning and Service Performance (PSP) to be disestablished with our recommendations.

The committee has reviewed and agrees with the recommendations below.

Australian National Security Law	LAWS8485	Retain This course has been reviewed and will be taught in 2024. This course is scheduled to run biennially; however, the course convener has been significantly impacted by COVID and this has not possible.
Citizenship Law in Context	LAWS8175	Retain Scheduled in Autumn 2023
Commercial Drafting	LAWS8131	Disestablish
Environmental Law	LAWS8415	Disestablish

Health Law, Bioethics and Human Rights	LAWS4219	Retain The HoS has committed to delivering this course in 2024.
Human Rights Law in Australia	LAWS8420	Disestablish
Indigenous Community Legal Clinic	LAWS4278	Retain Scheduled for S2 2023
	LAWS6278	Retain Scheduled for S2 2023
Indigenous Peoples and the Law	LAWS8438	Retain Scheduled for Winter 2023
Intellectual Property	LAWS8422	Retain The regular course convenor departed the university in 2021. The ANU CoL (College of Law) has a Grand Challenge Fellow who has reworked this course and it will be taught in 2024.
International Humanitarian Law	LAWS8268	Retain Scheduled for Winter 2023
International Intellectual Property Law	LAWS8136	Disestablish
International Law and United Nations Peace Operations	LAWS8023	Disestablish
Public Interest Law Clinic	LAWS4284	Disestablish
	LAWS6284	Disestablish
Selected Topics in Australian-United States Comparative Law (ANU)	LAWS8457	Disestablish
Corporate Insolvency	LAWS4282	Retain A newly hired academic will teach this course in 2024.

Part 3 Items for Discussion/Noting

5. Student Assessment (Coursework) Policy and Procedure - Extenuating Circumstances

In 2022, the Special Assessment Consideration Working Group recommended that the University changes from the current processes for assignment extensions, deferred examinations, and special assessment consideration, to a new process titled Extenuating Circumstances Application (ECA), as outlined in Attachment A.

The 16 recommendations will significantly change and vastly improve the University's response to students who experience extenuating circumstances. The recommendations will: improve the academic integrity of the process; improve the student and staff experience and reduce stress; improve consistency and reduce administration; and increase alignment with the Higher Education Standards Framework.

For students experiencing extenuating circumstances, the new ECA will shift the focus from requests for adjustments to their marks as a form of compensation, to supporting them to complete assessments and demonstrate their capabilities.

As a general 'rule of thumb' under the new ECA process, requests for a short-term extension to an assessment due date will be continuing to be submitted locally to the course convenor or delegate. Longer term requests, or requests where the marked assessments have already been returned to other students, will be submitted via an ECA, and recorded centrally via a new e-form to the Registrar's Office for processing. Requests for deferred examinations or other significant extenuating circumstances will all be submitted centrally via the same new e-form.

The Working Group recognises that implementation of the ECA recommendations will require modifications to the Assessment Rule, the ANU Policy: Student Assessment (coursework), and Procedure: Student Assessment (coursework); all of which have dedicated sections on special assessment consideration and deferred examinations. Further, the development and wide dissemination and communication of guidelines will support implementation.

The University will need to establish business solutions, for example automatic email notifications and a new e-form to address workflow changes. Moreover, there will need to be significant changes to business practices in both college and the central teams. As such, the Working Group recommends that the new Rule, policy, procedure, and guidelines are adopted after the new systems and business processes have been developed and tested.

The committee noted the changes, requesting more information on the process when available.

Attachments

AQAC 6_2022 – Item 34 -
AQAC 6_2022 – Item 34 -
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6. ChatGPT - CLT (Centre for Learning and Teaching) Paper

The emergence of ChatGPT, a form of generative artificial intelligence (AI), has sparked a whirlwind of discussion in the media about the ethics and implications of the use of this tool in higher education. ChatGPT is the most sophisticated natural language AI chatbot to date, growing to reach 1 million registered users in just 5 days of launch. ChatGPT can create original text based on a prompt and joins a growing array of emerging generative AI technologies that use algorithms to create novel content in a wide range of media formats including code, music, and images.

This document aims to present an overview of the salient points on ChatGPT as they relate to learning and teaching at The Australian National University (ANU) and provides information on how the ANU is working towards a position on the use of AI tools such as ChatGPT. This is a first step and will be followed by more detailed advice on policy and practices. It summarises the potential negative impacts that generative AI tools may have on assessment and academic integrity, as well as the opportunities for incorporating such tools to support learning.

The University has committed to updating the relevant policies and procedures and in the interim, the LLB/JD Director and AD(E) have updated our website information to provide some guidance to law students and are providing advice to academic staff as needed.

The committee noted this information and agreed to monitor going forward.

Communication to students from the college will emulate the following.

- Most importantly: Uncited use of source material, whether human or machine generated, is plagiarism and will be treated as serious misconduct. Like contract cheating sites and other forms of fraudulent authorship, using AI-based tools to generate university work is a direct violation of the Student Code of Conduct and the university's Academic Integrity Policy. Any examples of this which are found should be handled under the existing academic integrity process.
- Even when a student cites the use of AI, if there is evidence that this forms the majority, or all of an assessment response, absent evidence of independently themselves meeting the criteria as outlined in the relevant rubric, then the student cannot be said to have met the assessment task or the learning outcomes of the course. Citation therefore is not in itself enough. It is still beholden on the student to demonstrate skills themselves, independently of the AI or any other support they have had. An essay that was derived from ChatGPT and dutifully referenced as being so, would still therefore be a fail as it cannot be said to be the student's own work.
- Independent research and critical thinking are the key skills we seek to develop in our students. AI products should be subjected, just as other sources should be, to the critical thinking skills of the student and not used as a substitute for those skills. Because the critical skills of students are central, AI cannot be a substitute for reading, attending, discussing and reflecting.

- AI is a resource that can be used to help understanding, organising, and collating content, but you need skills to use AI in responsible ways. The expertise you learn in courses about the subject and how to approach material should be applied, actively and consistently, to using AI products. Subject the products of AI to critical analysis, and do not simply assume they are correct, accurate, or even automatically helpful.

Part 4 Reports

6. Reports and Issues raised by Student Representatives

6.1 The committee received reports from Student Representatives

Law Students' Society (LSS)

The LSS are focussing their attention on the education portfolio and are investigating a resource that will assist students to replace the old Exams Database. This resource will not provide examinations, nor provide answers, but will assist students with information on common issues within a course, analogies, and common mistakes.

In the past, there has been some discussion with academic staff. The LSS will discuss this further with the LLB/JD Director to get this back on track.

The LSS has been in discussions with PARSA and the college on being involved in the class representative training that will be held on 16 March 2023. This is an ANU College of Law training session and representation from all three student groups is anticipated.

ANU Students' Association (ANUSA)

ANUSA is planning to strengthen engagement for students through the class representative process. With the new college process in place, ANUSA and the college are working with students within compulsory courses.

The targeted focus for student engagement will be upskilling, giving students access to surveys, past SELT surveys, and how to assess and provide valuable feedback to their classmates.

ANUSA will be expanding communication channels to more media including messaging apps and other means not currently used by the university. ANUSA would also like to look more into feedback mechanisms, unpacking SELT reviews etc.

ANUSA is supportive of the college's stance on recordings; one of the primary student concerns was that as the college moved back to in person classes, recordings would start to disappear.

ANUSA would like to see more digital textbooks made available through the library. Larger compulsory courses require more than two copies. If that is not possible, at least make the first couple of chapters available as delays are being experienced due to a delay in hard copy text deliveries. ANUSA will contact library staff directly to discuss this further.

The Chair noted that digital textbooks are incredibly expensive so this may be cost prohibitive.

Postgraduate and Research Students' Association (PARSA)

The class representative training will be conducted on 16 March with an invitation for the LLB/JD director to speak on behalf of the AD(E). Invitations have been sent out to the postgraduate mailing list.

7. Reports from College Directors and Heads of School

7.1 The Committee received a report from College Directors and Head of School

Head of School

Discussions around 2024 course offerings have been conducted. Focus has been to try to have a good range of electives that take into account prior enrolment numbers, staff availability and specialisations.

Director, LLB(Hons) and JD Programs

No Report.

Director – PG Programs

An update on teaching modes was provided. In the past, master's courses were taught over a one-week intensive period on campus. During the pandemic, many different online models emerged. Post pandemic, a survey of the preferred mode of delivery was sent to students. The overwhelming response was to implement a six to nine week online teaching model, with the final assessment due date set at four weeks after the class end date.

Synchronous teaching was also the preference in the survey; however, the university will need to develop and provide increased dual delivery teaching spaces to accommodate in-person and online synchronous teaching.

We have also started to record class retention, recording the number of students who start a course vs. completing the course. This allows the college to track retention and make amendments to courses as required when low retention is evidenced.

Part 5 Any Other Business / Forward agenda items

Next Meeting

Next Meeting CEC 2/2023: 22 March 2023

Action Items

Reference	Action Item	Staff Responsible
Item 4.1 CEC 1/2023	Compulsory courses and clinical courses will be reverted to "In Person" mode of delivery at the course level.	CSES
Item 4.1 CEC 1/2023	LAWS4251 AI and the Law Discuss with convener name change. The committee does not feel the name of the course accurately reflects the course. This course appears to focus more on legislative drafting, not so much of Artificial Intelligence within law.	AD(E)