UNE BUSINESS SCHOOL

QUALITY ASSURANCE HANDBOOK

Version 2

24/03/2017

UNE Business School Quality Assurance Handbook

The UNE Business School (UNEBS) Quality Assurance Handbook provides a reference tool for School staff that integrates the policies and procedures related to academic quality assurance at the University of New England. Broadly speaking quality assurance is defined as the ongoing, internal process of assessing a university's outcomes against its aims.

This handbook sets out the general academic governance structure that provides a framework for teaching and learning and brings together the various policies and procedures through which courses and units are managed and the quality of the student learning opportunities enhanced.

Contents

Australian Higher Education **1**
- Australian Regulatory Environment 2

UNE Governance **2**
- The Vice-Chancellor 3
- The Provost and Deputy Vice-Chancellor 3
- The Pro Vice-Chancellor (Academic) 3
- The Pro Vice-Chancellor (Research) 3
- The Academic Board 3
- Sub Committees of the Academic Board 3

UNE Business School **5**
- A Brief History of UNEBS 5
- Governance of the UNEBS 6
- UNEBS Committee Structure 6
  - Head of School Executive Committee 6
  - Teaching and Learning Committee 6
  - Research and Research Training Committee 6
  - Equity Committee 6
- Roles within the School Associated with Teaching and Learning 7

Academic Quality Assurance **8**
- The Higher Education Business Reference Model 8
- The Teaching and Learning Life Cycle 10

Design **10**
- Coursework Courses 10
- Coursework Units 12
- Higher Degree Research Courses 12

Recruit **13**
- Domestic Student Recruitment 13
- International Student Recruitment 13

Enrol **13**
Coursework Courses - Domestic Admission 13
Advanced Standing 14
HDR Courses – Domestic Admission 14
Coursework Courses - International Admission 14
HDR Courses – International Admission 14
Coursework Students - Enrolment 14
HDR Students - Enrolment 15
Deliver **15**
Learning and Teaching Expectations 15
Learning Management System 15
Assessment 16
Intensive Schools 17
Work Integrated Learning 17
Student Behaviour 17
Student Grievance Handling 17
Other Rules 18
Course Progression 19
Records Management 20
Graduate **20**
Alumni 20
Improve **20**
School Reviews 20
Monitoring and Review 21
Review of Courses 21
Review of Units 21
Annual Monitoring of Courses 21
Annual Monitoring of Units 21
Important Resources for Monitoring and Evaluation 21
Academic Quality and Analytics 22
Corporate Intelligence Unit 22
Peer Review of Teaching 22
Policy Review 22
Other Relevant Resources **23**
Appendix – Higher Education Reference Model **24**

Australian Higher Education

Australia is a large and diverse country with a population of well over 24 million. Australia's economy is characterised by low unemployment, stable inflation, low public debt, and a strong and stable financial system (see Financial System Inquiry Final Report, 2014)

Australian universities are self-accrediting bodies by virtue of their establishing legislation, which means they do not require external government approval to provide or offer degree programs to prospective students.

The Australian Business Deans Council provides the following information to its members:

> *Each university is reviewed every seven years by Tertiary Education Quality and Standards Agency (TEQSA) and its research performance is reviewed every three years under an evaluation system called Excellence in Research Australia (ERA). This is controlled and managed by the Australian Research Council (ARC), a national governmental agency with the mandate to distribute and manage public research funding.*
>
> *The Australian Government provides partial student funding (known as Commonwealth Supported Places) for undergraduate programs and a small number of postgraduate programs based on the number of enrolled domestic students at each university. Funding varies according to discipline categories, with business students in the lowest category. However, this funding comprises a relatively small proportion of the cost of delivering most courses or programs. Consequently, universities and other approved providers are permitted to charge students additional fees, known as 'student contributions' towards the cost of their programs. The amount universities can charge is capped by government regulation. Students are eligible for government loans for their contribution or the remaining amount of the total fee amount not covered by government funding. This income-contingent loan, popularly known as a HECS loan, is not repayable until the student graduates and earns above a defined income. The 'student contribution' is paid to the provider either directly by the student or by the Australian Government through the HECS loan system.*
>
> *In contrast, fee-setting for postgraduate or international students is unregulated. These students are regarded as 'full fee-paying' as they are charged the full cost of their courses or programs and receive no government subsidy. Given that all international and domestic postgraduate students together comprise a large component of most Australian universities, and certainly of university business schools, tuition fees constitute a very significant income source. Consequently, government funding now comprises significantly less than 50% of the total funding for most universities and business schools, with the majority of income coming from student fees of various kinds paid directly to the university or provider. Domestic fee-paying students are eligible for tuition fee loans provided by the Australian Government through a system known as Fee-HELP.*

Australian universities have more than 1.3 million enrolled students and employ over 100,000 staff making them significant contributors to their communities through employment, research, industry collaboration, infrastructure and sporting grants (Universities Australia).

The regional university sector, of which the University of New England is the oldest participant, plays a transformative role in supporting regional economies and in driving social, cultural and environmental development, innovation and productivity.

As indicated in The Higher Education Student Data Collection, student numbers in the last ten years have risen by 3% with a significant increase in international students (6%). The number of students studying management and commerce has increased by 22.4% over the last ten years. This 'broad

field of education' also attracted the highest number of commencing students in 2016 which was an increase of 3% over the previous year.

Australian Regulatory Environment

As mentioned above, all higher education institutions are required to be registered through TEQSA which ensures that all government requirements in relation to the Higher Education Support Act 2003 (HESA 2003). Australian universities must be periodically re-registered with TEQSA and although a self-accreditation power exists for education providers in the Australian University category, TEQSA can remove or require qualification of this power.

The Department of Education and Training administers the Higher Education Support Act 2003 which is the legislative vehicle for providing Commonwealth financial support for higher education and certain vocational education and training providers through grants and other payments made largely to higher education providers and through financial assistance to students (usually in the form of loans).

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools.

International students comprise a significant proportion of on-campus students in business and accounting courses. All education providers offering courses to overseas students studying in Australia on student visas must register on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). The Education Services for Overseas Students Act 2000 (ESOS Act), which is administered by TEQSA, imposes specific obligations on providers in relation to the rights and well-being of international students studying on student visas in Australia. The National Code 2007 is a set of nationally consistent standards established under the ESOS Act. UNE's policies and procedures meet the requirements of the ESOS Act and the National Code 2007.

The ELICOS (English Language Intensive Courses for Overseas Students) framework relates to international students who will be studying English in Australia as part of an intensive program and aligns with the National Code.

Since July 2011 the ELICOS standards framework has been a legislative instrument under ESOS. This provides certainty about what is required from ELICOS providers and the requirement that they maintain the registration standards so they can continue to be registered as a CRICOS provider.

In addition to self-accreditation, universities also seek external accreditation of specific courses required for graduates prior to entry into professional programs and/or practice. To this end, the UNE Business School has courses accredited by: Chartered Accountants Australia and New Zealand, CPA Australia, Institute of Public Accountants, Financial Planning Association of Australia, and the Australian Human Resources Institute.

UNE Governance

In all Australian universities the Vice Chancellor (VC) plays a similar role to that of a President in Europe or the United States and serves as the Chief Executive Officer. The VC reports to a governing body, usually the University Council, which is chaired by a Chancellor, who is generally appointed by that Council. The Council usually includes external, government-appointed members, alumni representatives, professional and academic staff and student representatives.

This is the case at the University of New England where the body corporate is established by the University of New England Act, 1993 (NSW), (UNE Act). The University of New England comprises the UNE Council, Convocation, the University's graduates and its students. The functions of its governing bodies (UNE Council and Academic Board) are outlined within the UNE Act and its associated University of New England By-law (2005).

Under the UNE Act the University Council is the governing authority of the University and has control of its affairs and makes decisions that contribute to the learning environment and the interests of the University's stakeholders in a positive and transparent manner. As the governing authority of the University, the Council may delegate all or any of its functions to a member or committee of Council or to any authority or officer of the University.

The Vice-Chancellor is appointed by Council as the University's Chief Executive Officer and is also the University's principal academic officer. The Vice-Chancellor is supported and assisted by a team of senior executives, who provide strategic, policy and operational advice relating to their individual portfolios.

The Provost and Deputy Vice-Chancellor provides advice to the Vice-Chancellor on strategy and planning matters, TEQSA and TAFE relationships and provides leadership to the ten academic Schools at the University of New England.

The Pro Vice-Chancellor (Academic) is responsible for directing the University's commitment to the provision of high-quality university teaching and student learning outcomes. This involves promoting a culture of excellence in teaching and learning, providing a distinctive student experience and the regular review of academic policies and procedures through Academic Board.

The Pro Vice-Chancellor (Research) provides strategic leadership for all aspects of the University's research activities including oversight of research training and higher degree research students.

The Academic Board is the principal academic governance body of the University. It oversees the academic governance of the University's mission and the quality of the University's academic programs, advises the Council and Vice-Chancellor on academic matters, and provides a forum for discussion on teaching and research-related issues.

Sub Committees of the Academic Board.

Standing Committee of Academic Board acts on behalf of the Academic Board in accordance with its policies between meetings, to hear confidential matters, and report to the next Academic Board meeting on all actions and decisions taken.

The University Academic Programs Committee functions as an academic governance and management advisory body to:

- oversee and report on the work of the University in relation to the design, development, approval, statutory compliance, standards (threshold, admissions, discipline, assessment and qualifications), monitoring, review, revision and accreditation of the University's coursework programs of study (awards);
- develop academic rules, policies, guidelines and procedures to assure the quality of the design, approval, admissions, compliance, monitoring and review of the University's coursework awards; and
- review and approve proposals for new, amended and disestablished coursework awards.

The University Teaching and Learning Committee functions as an academic governance and management advisory body to:

- oversee and report on the academic governance, quality and integrity of the University's coursework teaching and learning activities, and
- develop rules, policy, procedures and guidelines to manage the University's teaching, learning and student activities, including student prizes, medals and scholarships.

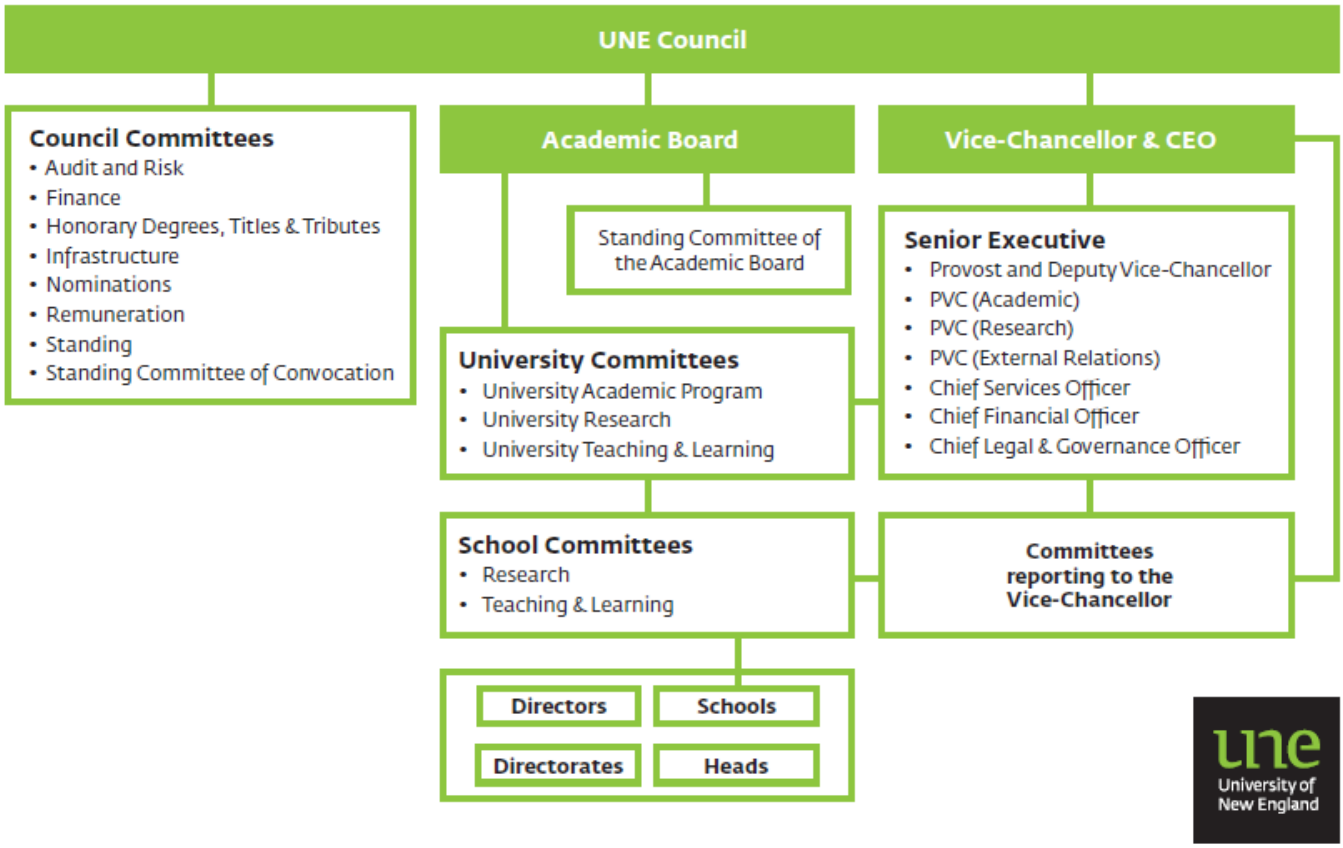
The University Research Committee functions as an academic governance and management advisory body to:

- monitor the performance of the University in relation to research, higher degrees by research and higher degree research (HDR) students;
- develop rules, policies, procedures and guidelines to manage the University's research and, through the Graduate Research Subcommittee, matters relating to the supervision and candidature of the University's higher degree research students, and
- oversee and report on the academic governance, quality and integrity of the University's research and higher degree research student activities.

  a. Graduate Research Subcommittee a subcommittee of the University Research Committee

  b. Graduate Research Examinations Board a subcommittee of the Graduate Research Subcommittee

Figure 1: UNE Governance Chart



UNE Business School

The UNE Business School (UNEBS) is one of ten academic schools each with a common governance and management structure, which has the function of delivering the University's academic mission.

A Brief History of UNEBS

UNEBS has undergone a series of amalgamations and has done a remarkable job in joining together a large number of historically disparate areas into what is becoming a very coherent whole.

The key events in UNEBS history are presented below.

Table 1: History of UNEBS (2003 – 2016)

YEAR	SCHOOL-RELATED
2003	▪ Creation of the New England Business School by amalgamating the School of Marketing & Management & the School of Accounting & Financial Management in the Faculty of Economics, Business and Law.
2007	▪ Creation of the School of Business, Economics & Public Policy (BEPP) by amalgamating the New England Business School, School of Economics & School of Professional Administration Development & Leadership. ▪ The Faculties were collapsed to two. BEPP was now in the Faculty of the Professions.
2009	▪ The Graduate School of Business became part of the School of Business, Economics & Public Policy. ▪ Centre for Local Government changed from an autonomous unit to being embedded within the School.
2011	▪ School of Business Economics & Public Policy was reviewed as part of the UNE quality cycle. ▪ School of BEPP renamed as the UNE Business School.
2013	▪ UNE dismantled its Faculties to flatten the organisational structure and create business units at School level.
2014	▪ UNE Business School Strategic exploration.
2016	▪ Centre for Agribusiness and Innovation established ▪ UNE business School 2016 – 2020 Strategic Plan developed

Governance of the UNEBS

The Head of School reports to the Provost and Deputy Vice Chancellor. This role has ultimate decision-making authority and responsibility for the performance of all School operations and is supported by a management team comprising:

Deputy Head of School; Academic Manager; Business Manager; Executive Officer; Partnerships & Business Development Manager

UNEBS Committee Structure

Head of School Executive Committee

A Head of School Executive Committee provides advice to the Head of School on all policy matters and major decisions, including, but not limited to: staffing matters; teaching and research; workloads; infrastructure and support; community and professional service; marketing and entrepreneurial activities; and the prioritisation of funding requests as they arise.

The membership of the Executive Committee comprises the following roles/positions:

Head of School; Deputy Head of School; Chair of Teaching & Learning Committee; Chair of Research and Research Training Committee; Chair of Equity Committee; Academic Manager; Business Manager; Course Coordinators, Executive Officer; and Partnerships & Business Development Manager.

Teaching and Learning Committee

The UNE Business School Teaching and Learning Committee deals with all teaching and learning matters in the School except for those associated with Higher Degree Research.

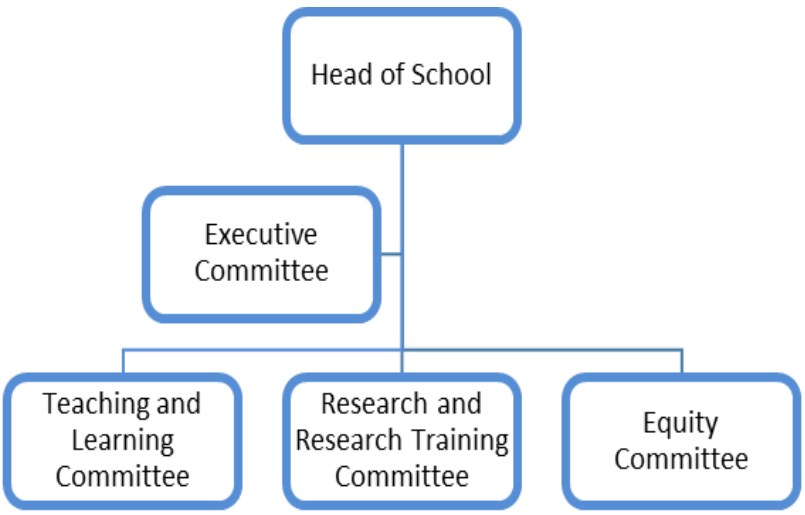
Research and Research Training Committee

The UNE Business School Research and Research Training committee is responsible for all matters associated with research and higher degree research courses.

Equity Committee

The UNE Business School Equity Committee provides a reference group to consider social justice and equity issues as they relate to staff and students within the school.

Figure 2: UNEBS Committee Structure



Roles within the School Associated with Teaching and Learning

The **Head of School** has overall accountability for academic programs hosted by the School.

The **Chair of the School's Teaching and Learning Committee** is responsible, under the direction of the Head of School, for overseeing teaching and learning and academic coursework programs through the School's Teaching and Learning Committee.

The UNEBS Board of Examiners

The UNEBS Board of Examiners (BoE) reviews and ratifies final marks, grades and grade distributions for all units offered in the teaching period; and identifies units in which the assessment outcomes are unsatisfactory and refers these to the Head of School.

The Chair of the Teaching and Learning Committee is the Chair of the BoE and membership comprises the Academic Manager, Course Coordinators and all unit coordinators with results to be ratified.

The Chair can be authorised by the meeting to validate late changes to results or special assessment applications.

The **Chair of the School's Research and Research Training Committee** is responsible, under the direction of the Head of School, for all matters associated with research and higher degree research courses.

The School **Academic Manager** is responsible for a range of duties that underpin academic program management and quality assurance within the School. This position provides expert advice and support to the Head of School, the Chair of the Teaching and Learning Committee and Course Coordinators.

At the course level the **Course Coordinator** is responsible for course leadership, quality compliance and enhancement, student management, management of relationships with accrediting and professional bodies, and ensuring that the School is able to develop and promote attractive units and courses at both undergraduate and postgraduate levels in online and on campus modes.

Course Coordinator Policy

Course Coordinator Procedures

Unit Coordinators are responsible to the Head of School for coordinating the preparation, delivery and assessment of their units. They play a critical role in ensuring the high-quality learning experiences UNE is renowned for, and ensuring relevant course learning outcomes are realised. The Unit Coordinator should ensure a unit is:

- Conducted in manner that is consistent with the approved unit description on the Courses and Units Catalogue,
- Conducted within the resources that are available,
- Reviewed on a regular basis, and
- Conducted in accordance with University policies, particularly the Assessment Policy.

The Business Manager provides financial input into the development of new courses and financial analysis of existing courses.

The professional staff support the teaching and learning activities of the School. The Learning Design and Support staff assist academic staff in the development and maintenance of the Learning Management System. Professional staff are also involved in activities such as the production of examination papers and timetable, submission of results and amendments and administration of advanced standing applications.

Academic Quality Assurance

TEQSA Guidance Note – Academic Quality Assurance v2.1 provides a clear description of academic quality assurance within the university context.

> *Broadly defined, academic quality assurance is a demonstration or verification that a desired level of quality of an academic activity has been attained or sustained, or is highly likely to be attained or sustained. 'Academic activities' generally include teaching, learning, scholarship, research and research training for higher degrees by research. The mechanisms (systems, processes, activities) employed to verify such attainments are typically known as quality assurance systems, quality systems or even just 'quality assurance'. In the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework), academic quality assurance is called Institutional Quality Assurance.*
>
> *There are at least two essential prerequisites to quality assurance. The first prerequisite is that the characteristics of quality that are being sought need to be defined. These may be inputs (e.g. entry standards, staff qualifications), processes (cycle time for an enrolment process or time to get feedback from assignments), outputs (completion rates) or outcomes (knowledge and skills acquired, including life-long learning skills). The second prerequisite is that a judgement of attainment needs to be made. This may involve quantitative measures or qualitative judgements or both. A presupposition of academic quality assurance is that judgements about academic quality are made by someone (or some process) that is competent to do so.*

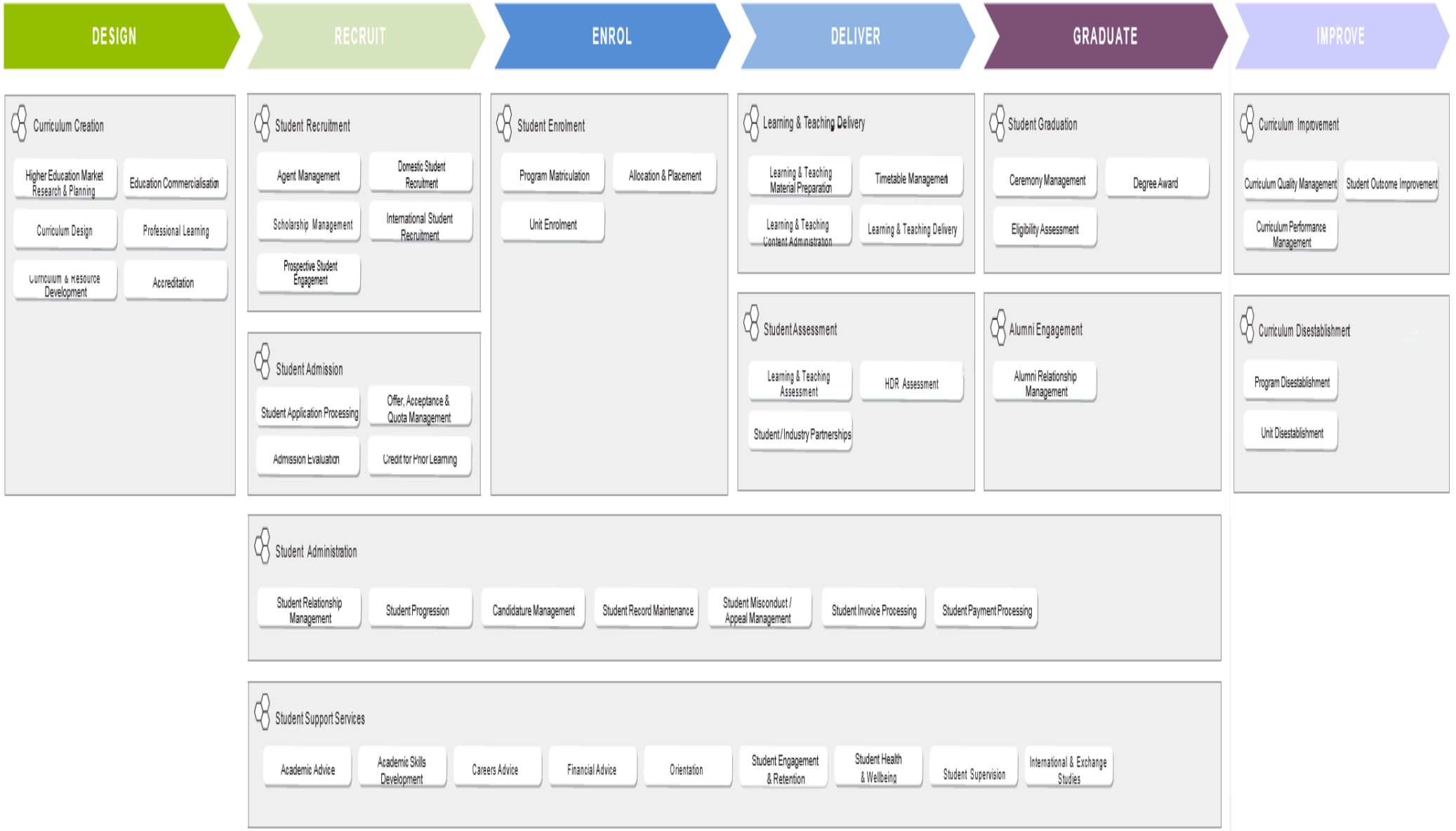
UNE's policies and procedures aim to achieve this assurance of learning and also achieve a system of continuous improvement.

The Higher Education Business Reference Model

The Higher Education Business Reference Model (see Appendix) was developed by The Council of Australian University Directors of Information Technology (CAUDIT). It represents the basic business processes underpinning teaching and learning and research at Australian universities.

Figure 3 below shows the teaching and learning life-cycle from the model, including the University's operational areas that govern and support teaching and learning activities at UNE.

Figure 3: The Teaching and Learning Life Cycle from the Higher Education Business Reference Model



The Teaching and Learning Life Cycle

The UNE policies and procedures associated with each step of the teaching and learning life cycle are outlined below. They refer to the teaching and learning of undergraduate, postgraduate coursework and higher degree research students.

Note: In the following section 'Coursework' refers to undergraduate and postgraduate courses and 'HDR' to higher degree research courses.

Design

Coursework Courses

New Courses

New courses are considered through a three step process:

1. The bright idea stage, where the Senior Executive Committee of the University consider the strategic alignment and the initial viability of the proposed course.
2. The business case stage, where the Course Commercialisation Committee made up of the CFO, the PDVC, the PVCA, Director of Marketing and Public Affairs and Director of Student Services.
3. Once steps one and two have been satisfactorily completed approval must be gained from the UNEBS Teaching and Learning Committee, Head of School, University Academic Program Committee and the VC.

Committees

- UNEBS Teaching and Learning Committee
- University Academic Program Committee

Policy

Course Approval Rule

Procedures

Course Approval Procedures

Graduate Attributes Procedures

Australian Qualifications Framework Compliance for UNE Course and Units Guidelines

Forms

New Course Form

How to Complete New Course Form

Guidelines on Preparing Learning Outcomes

Course Amendments

Course Coordinators are responsible for any amendments to their course(s). An amendment must be completed using the 'Amended Course Form' and submitted for endorsement to all School Teaching and Learning Committees involved in the teaching of the course. Approval must be gained from the UNEBS Teaching and Learning Committee, Head of School, University Academic Program Committee and the VC.

Committees

- UNEBS Teaching and Learning Committee
- University Academic Program Committee

Policy

Course Approval Rule

Procedure

Course Approval Procedures

Forms

Amended Course Form

How to Complete Amended Course Form

Amended Course Learning Outcomes and Graduate Attributes Form

Course Withdrawals

Course Coordinators are responsible for the withdrawal of their course(s). The relevant form must be completed and submitted for endorsement to all School Teaching and Learning Committees involved in the teaching of the course. Approval must be gained from the UNEBS Teaching and Learning Committee, Head of School, University Academic Program Committee and the VC.

Committees

- UNEBS Teaching and Learning Committee(s)
- University Academic Program Committee

Policy

Course Approval Rule

Procedure

Course Approval Procedures

Form

Withdrawal of Course Approval Form

Coursework Units

New and Amended Unit Approvals

Relevant consultation as outlined in the Unit Approvals Procedures must occur prior to the School's Teaching and Learning Committee approving a new unit proposal or unit amendment including deletion. The proposal must be sent to Information Management for feedback at least five days prior to the School's Teaching and Learning Committee meeting. The Head of School must also support the new unit or unit amendment.

Committee

- UNEBS Teaching and Learning Committee

Policies

Credit Point and Student Workload Policy

Procedures

Unit Approvals Procedure

Australian Qualifications Framework Compliance for UNE Course and Units Guidelines

Form

Guidelines on Preparing Learning Outcomes

Higher Degree Research Courses

The policy and procedures below direct the development of any new Higher Degree Research (HDR) courses or changes to existing courses.

New Courses

A new course proposal must be endorsed by the Graduate Research Subcommittee and the University Research Committee prior to being forwarded to the Pro Vice Chancellor (Research) (PVCR) for approval, and Academic Board for noting.

Committees

- Graduate Research Subcommittee
- University Research Committee

Policies

HDR - Higher Degree Research Program Approval Rule

HDR - Graduate Research Training Quality Management Rule

Procedure

HDR - Higher Degree Research Program Approval Procedure

Amended Courses

An amendment to a course including withdrawal must be approved by the Graduate Research Subcommittee prior to being forwarded to Academic Board for noting.

Committee

- Graduate Research Subcommittee

Policies

HDR - Higher Degree Research Program Approval Rule

HDR - Graduate Research Training Quality Management Rule

Procedure

HDR - Higher Degree Research Program Approval Procedure

Recruit

Domestic Student Recruitment

Marketing and Public Affairs (MAPA) manage domestic student recruitment. The School's marketing plan is developed by MAPA in consultation with the School and requires sign off by the Head of School. There is a dedicated marketing officer based in MAPA who is available to help with any marketing materials.

International Student Recruitment

International student recruitment is managed by UNE International. Marketing materials are developed using information from MAPA and Student Central to ensure consistency.

Enrol

Admission is the first step towards university study and is the process that results in an offer being made in a particular course. Enrolment is the process of enrolling in units once an offer has been made.

Depending on the course and the status of the student there are different admission pathways.

Coursework Courses - Domestic Admission

Undergraduate

1. Students new to UNE who wish to apply for undergraduate study on-campus in Armidale, need to apply through a Tertiary Admission Centre (TAC).
2. However students who have previously studied at UNE, and/or are planning to study online or by distance, must make a direct application to UNE.

Postgraduate

Students make a direct application to UNE.

Policies

Admission Undergraduate and Postgraduate (Coursework) Rule

English Language Requirements for Admission Rule

Course Coordinator Policy

Procedures

Admission Undergraduate and Postgraduate (Coursework) Procedures

Course Coordinator Procedures

Advanced Standing

Student Central manages the advanced standing process. However School staff may be asked to assess learning for relevance to School units.

Policy

Advanced Standing Policy

Procedures

Advanced Standing Procedures

Advanced Standing Application Guidelines

Form

Credit Assessment Approval Form

HDR Courses – Domestic Admission

Students apply to Research Services using the appropriate form found on the 'How to Apply' website. The School's HDR Coordinator manages the administration of the application in the School.

Coursework Courses - International Admission

All prospective international students apply online through UNE International.

Students complete the International Online Application. UNE International manages the undergraduate and straightforward postgraduate applications.

HDR Courses – International Admission

The International HDR Student Application Form can be accessed from the UNE International 'Applying' website. The application is forwarded to Research Services and managed as for domestic applications.

Coursework Students - Enrolment

The enrolment process for all coursework students is managed by Student Central. A useful resource to help students with enrolment decisions is the Course and Unit Catalogue which includes comprehensive information about undergraduate and postgraduate courses

Once a student has been offered admission to the University an official letter of offer will be sent to the student with information to assist in 'enrolling' in the course and units relevant to their study.

A UNE username and password is allocated to all students who have been made an Offer of Admission. Once a student has a UNE username and password they are able to access:

- UNE student email (Office365)
- myUNE
- Online Units
- Library

In addition, lecturers communicate with students through their UNE email account. In fact, as a condition of enrolment UNE students are required to check their UNE email account on a regular basis.

Students enrol through the myUNE student portal.

HDR Students - Enrolment

The enrolment of HDR students is managed by Research Services.

Deliver

The UNE Business School has a vision to provide both its on campus and off campus (online) students with a learning environment that facilitates student learning and one in which the students feel valued.

Learning and Teaching Expectations

In striving to achieve this vision a list of expectations for both students and staff have been developed and can be found in the UNE Business School Learning and Teaching Expectations of Staff and Students.

Teaching and Learning Support (TaLS) provides University staff with the pedagogical and technical support they need to continue to develop a rich learning environment for our students.

The Course and Unit Catalogue is also a useful resource for unit coordinators to develop an understanding of the structure of the courses that include their unit/s and facilitates internal benchmarking of their unit/s with others offered in the course.

Learning Management System

Students access the academic content of each unit through the Learning Management System (LMS). The Online Learning Resources Rule provides the framework for the management of all online learning resources. The procedures supporting this Rule provide practical assistance in the development, administration and delivery.

Online Learning Resources Rule

Copyright Policy

Knowledge Assets and Intellectual Property Policy

Online Learning Resources Procedures

Another resource for the use of the LMS:

Teaching Online at UNE - a website developed by Teaching and Learning Support

Higher Degree Research

The University has a resources portal for HDR students and their supervisors called Higher Degree Research Resources and Advice Portal within the LMS.

http://www.une.edu.au/research/hdr/hdr-portal

Assessment

Rigorous assessment of learning underpins academic standards and is integral to the University's commitment to provide high quality of education.

Extensions and penalties for late submission of an assessment task are addressed in the UNE Business School Assessment Information and Late Assessment Policy.

Coursework

Assessment Rule

Assessment Procedures

Students wishing to appeal the results of an assessment must follow the policy and procedures below.

Academic Assessment Appeals Policy

Academic Assessment Appeals Procedures

Higher Degree Research

Assessment rules and appeal procedures are found in each specific course rule.

Doctor of Education

Doctor of Industries and Professions

Doctor of Philosophy

Doctor of Philosophy (Clinical Psychology)

Master of Education (Research)

Master of Environmental Science (Research)

Master of Laws (Research)

Master of Philosophy

Master of Rural Science

Master of Science

Intensive Schools

The goal of the Intensive Schools Policy is to set out the parameters for defining, planning and conducting intensive schools for units and courses. This ensures consistency and a standard approach to guarantee that intensive schools will add value to the student experience.

Intensive Schools Policy

Intensive Schools Guidelines for Unit Coordinators

Work Integrated Learning

The following Procedure and Rule ensure that students are properly supported while undertaking work integrated learning activities and set out the University's requirements for the development and management of such activities. The responsibilities of the Course and Unit Coordinators are described in the Procedure and Rule below.

Work Integrated Learning Procedure

Work Integrated Learning Rule

Student Behaviour

The following rules outline the principles and expectations for the behaviour of all UNE students on University premises or at activities (including excursions) sponsored, or participated in, by the University. Academic staff who require advice on the implementation of any of the following rules or procedures should contact the School Academic Manager.

Behavioural Misconduct

Student Behavioural Misconduct Rules

Student Behavioural Misconduct Rules - Behavioural Misconduct Investigation and Penalty Guidelines

Academic Misconduct

Student Coursework Academic Misconduct Rule

Student Coursework Academic Misconduct Procedures

Research Misconduct

The following information applies to research misconduct in HDR degrees. Academic staff who require advice on the implementation of the following policy should contact the Chair of the Research and Research Training Committee.

HDR - Higher Degree Research Student Responsible Research Conduct Policy

Student Grievance Handling

The Student Grievance Unit administers student related grievances and appeals and addresses the requirements relating to complaint handling required by accreditation agencies. UNE is committed to a fair, efficient and effective grievance management system and a culture in which people feel comfortable in submitting a grievance. Academic staff who require advice

on the implementation of the following policy or procedures should contact the School Academic Manager.

Student (Related) Grievance Handling Policy

Student (Related) Grievance Handling Procedures

There is additional information about Complaints and Grievances for HDR students.

Uni4Me Independent Student Advocacy Service

The Independent Advocacy Service can be used by all students to help them deal with the University matters such as allegations, appeals, show cause notices, complaints or other issues of concern. They will help you navigate the policies UNE policies and procedures relevant to your situation.

Independent Student Advocacy Service contact details:

Tom Fisher	Ph: (02) 6773 2506	Email: uni4me.tom@une.edu.au
Colin Too	Ph: (02) 6773 1784	Email: ctoo@une.edu.au

Other Rules

General Rules

These rules are generic to the general student population (with some exceptions) and are not covered by specific course rules or academic rules or policies. They include the discretionary powers of Unit Coordinators.

Higher Degree Research

The following policies and procedures are associated with the administration and teaching of HDR Courses.

a. The Higher Degree Research (HDR) Candidature Rule provides generic rules for HDR candidature for matters not covered in specific course rules, or in other academic rules or policies. HDR - Higher Degree Research Candidature Rule

b. The purpose of this rule is to describe UNE's integrated approach to assuring the quality of its Higher Degree Research (HDR). It is the overall framework within which best possible quality research training outcomes for HDR students are pursued and maintained HDR - Graduate Research Training Quality Management Rule

c. These policies provide a framework to ensure that an HDR candidate meets universal standards of academic and research integrity.

   Graduate Researchers and Research Misconduct

   Code of Conduct for Research Rule

   Australian Code for the Responsible Conduct of Research

d. Information for students who wish to include a publication(s) in their research thesis and information about structuring journal article format theses.
   http://www.une.edu.au/research/hdr/my-study/thesis-by-publication

e. The following guidelines provide advice to Schools to assist in the implementation of minimum facilities for UNE Higher Degree Research Students
HDR - Minimum Facilities for UNE Higher Degree Research Students Guidelines

f. The following procedures ensure the delivery of quality supervision to each student and the timely completion of research degrees of the highest standard by providing only skilled and experienced supervisors.
HDR - Registration of Research Higher Degree Supervisors Procedures

g. A general set of guidelines to outline what minimum research and publication activity is required of staff who undertake the role of Principal HDR Supervisor at UNE is described in the following guidelines.
HDR - Research Activity and Publication for Higher Degree Research Supervisors Guidelines

Course Progression

Coursework

The following Rule and Procedures outline the University's practices with respect to academic progression including the Show Cause process.

Course Progression Rule

Course Progression Procedures

Higher Degree Research

A confirmation of candidature process formally assesses whether a student's candidature can be confirmed. The process can identify early in a student's candidature any support, intervention and/or guidance necessary to ensure timely completion.

HDR - Confirmation of Candidature Procedures

HDR Candidates are required to complete Progress Reports every six months, as specified under the respective HDR Course Rules. These procedures outline the process for when there is an unsatisfactory report.

HDR Progress Reporting

HDR - Unsatisfactory HDR Progress Report Procedures

The Higher Degree Research (HDR) Show Cause Policy and Procedures provide the framework with which to manage HDR candidature where an HDR student is believed to have made insufficient academic progress in their higher degree studies.

HDR - Higher Degree Research Show Cause Policy

HDR - Higher Degree Research Show Cause Procedures

Records Management

The Records Management Rule ensures that University records are managed in compliance with the State Records Act 1998 (NSW) and the legislative instruments issued under it by NSW State Records. Records which should be University Records can be in any format, and those that particularly refer to School staff include:

a. records of decisions made and actions taken by UNE Representatives in relation to University-related matters that are documented in email messages, memoranda, letters, faxes, etc;

b. incoming communications from external persons and bodies;

c. outwards communications to external persons and bodies;

d. meeting papers of ad hoc committees and working parties (including agendas, agenda papers, minutes, reports and decision pages);

e. course and unit outlines issued to students and the public; approved course and unit proposals and course accreditation documentation; and

f. research grant applications and records of application outcomes.

Records Management Rule

Graduate

Student Central manages graduation. However, the School is required to nominate students for the Edgar H Booth prize and/or University medals.

University Medals Policy

University Medals Selection Procedures

Alumni

The Office of Advancement manages alumni relationships.

UNE Business School encourages graduates to stay in touch via Facebook and Twitter and to access the School's blog and UNE news.

Improve

UNE's Academic Quality Management Policy and associated procedures Quality Assurance Procedures for Courses and Units (Coursework) provide the vehicle for assuring the quality of UNE's academic activities through the application of systematic review and monitoring activities.

School Reviews

A school review may be undertaken as required by the Provost and Deputy Vice-Chancellor or Head of School.

Monitoring and Review

UNE adopts a four-pronged approach to monitoring and review namely:

- continuous monitoring;
- annual self-review;
- comprehensive external review; and
- the capacity to trigger unscheduled issue-based investigations or reviews e.g. of a particular course.

Review of Courses

In depth course reviews are held at least once every seven years. The composition of the Course Review Panel is defined in the Quality Assurance Procedures for Courses and Units (Coursework) and must include external representatives and students.

Review of Units

Schools develop a review schedule to ensure that all units are reviewed at least once every three years. The review involves appraisal by peers of currency of content and learning outcomes, relevancy for the courses that it relates to, pedagogy and assessment, achievement of learning outcomes, and benchmarking of the curriculum and assessment standards.

Annual Monitoring of Courses

The School has a Course Advisory Board that monitors each course annually using information provided by the Corporate Intelligence Unit. This data covers admission, enrolment, load, student demographics, student progress and completion, and student satisfaction. The Course Advisory Board includes external members with knowledge, experience and insight to assess and suggest improvements to the suite of courses offered by the UNEBS.

Low enrolment courses are monitored annually through the PVC (Academic)'s office, and their continuation is subject to the units being deemed strategically important.

Annual Monitoring of Units

Unit monitoring is informed by data related to the student profile, demand, attrition and student feedback. Unit monitoring provides a process for addressing any weaknesses through an enhancement plan and recognise excellence through University Commendations.

The timeframe and process of Unit Monitoring is described on the Corporate Intelligence Website. A Compliance Register is managed by the PVC (Academic) to oversee compliance with this procedure.

Important Resources for Monitoring and Evaluation

Student Evaluations

Student evaluations, both qualitative and quantitative, inform course and unit improvements. At UNE every unit is evaluated every time it is offered.

Graduating students complete the Australian Student Survey, Graduate Destination Survey and the Course Experience Questionnaire.

The Quality Indicators for Teaching and Learning (QILT) provide a side by side comparison of Australian higher education institutions and study areas using information from:

- Australian Student Survey;
- Graduate Destination Survey;
- Course Experience Questionnaire; and
- Employer Satisfaction Survey.

Academic Quality and Analytics

Academic Quality and Analytics maintains University-level oversight of the Academic Quality Management Policy and subsidiary procedures; analyses internal and external data to support School decision making and planning and conducts internal and external student and graduate surveys.

Corporate Intelligence Unit

The Corporate Intelligence Unit:

a. curates detailed statistics and demographic breakdowns for School, award, course and unit for government reporting, public consumption and the UNE Community

b. develops and maintains data, reporting and dashboards to support course and unit monitoring, research, HDR coordination and School management; and

c. curates data in the UNE data warehouse

Peer Review of Teaching

In 2016, UNE introduced a formal peer evaluation of unit materials and teaching as a means to develop a richer source of feedback for academic staff to consider in their teaching development.

Policy Review

The UNE Governance – Policy Framework Procedures provides for the development and review of all UNE policies.

Other Relevant Resources

UNE Strategic Plan 2016 – 2020

UNE Research Plan 2016 – 2020

UNE Strategic Teaching and Learning Plan 2012–2016

UNE Business School Strategic Plan

UNE Code of Conduct

The Code of Conduct (the Code) for the University of New England establishes principles to be applied by all UNE Representatives in their activities and behaviour. UNE representatives include a University employee (casual, fixed term and permanent), contractor, agent, appointee, UNE Council member, adjunct, visiting academic and any other person engaged by the University to undertake some activity for or on behalf of the University.

Appendix – Higher Education Reference Model

HIGHER EDUCATION BUSINESS REFERENCE MODEL

FROMHEREON www.fromhereon.com | EA ENTERPRISE ARCHITECTS www.enterprisearchitects.com | CAUDIT

DESCRIPTION

The Higher Education Business Reference Model describes a standard set of Business Architecture elements relevant to Higher Education. It can be used as a reference for Business Stakeholders, Enterprise Architects and Technology Strategists to engage in discussion regarding business effectiveness, needs and challenges. The primary attribute of the Business Reference Model is the embedded capability model which elaborates the core value chains for higher education and the underlying business capabilities.

UNDERSTANDING BUSINESS CAPABILITIES

A capability model supports the development of strategies by viewing the business as a collection of capabilities that can be adjusted in response to the demands of the business environment. This models WHAT the organisation is capable of doing. It presents the business capabilities within the wider business context of WHO it serves, relies on and answers to, extending beyond organisational boundaries. A Business Capability is a particular logical combination of People, Process, Information and Technology resources necessary to deliver a discrete required outcome to achieve a specific business objective.

The capabilities support the realization of a University's strategies. A strategic framework commonly used in architecture is a business motivation model, which provides a structure for developing, communicating, and managing business ambitions in an organised manner. The motivation model can assist in informing the shape of the capability model.

USAGE

The Business Capability Model serves as an anchor for assessing perspectives such as strategic importance, maturity and relationships to business operational pain points, capital investment and organization structure. It presents a view of the organization with traceability from business objectives through to the information, technology and other resources required to support them.

MAJOR CONCEPTS

VALUE CHAINS capture how the institution generates value through Learning and Teaching, and Research.

CORE CAPABILITIES that directly support the Value Chains are organised under the relevant Value Chain Segment.

SUPPLIERS and **PARTNERS** indicate the entities outside the institution that provide critical "Inputs" to the institution.

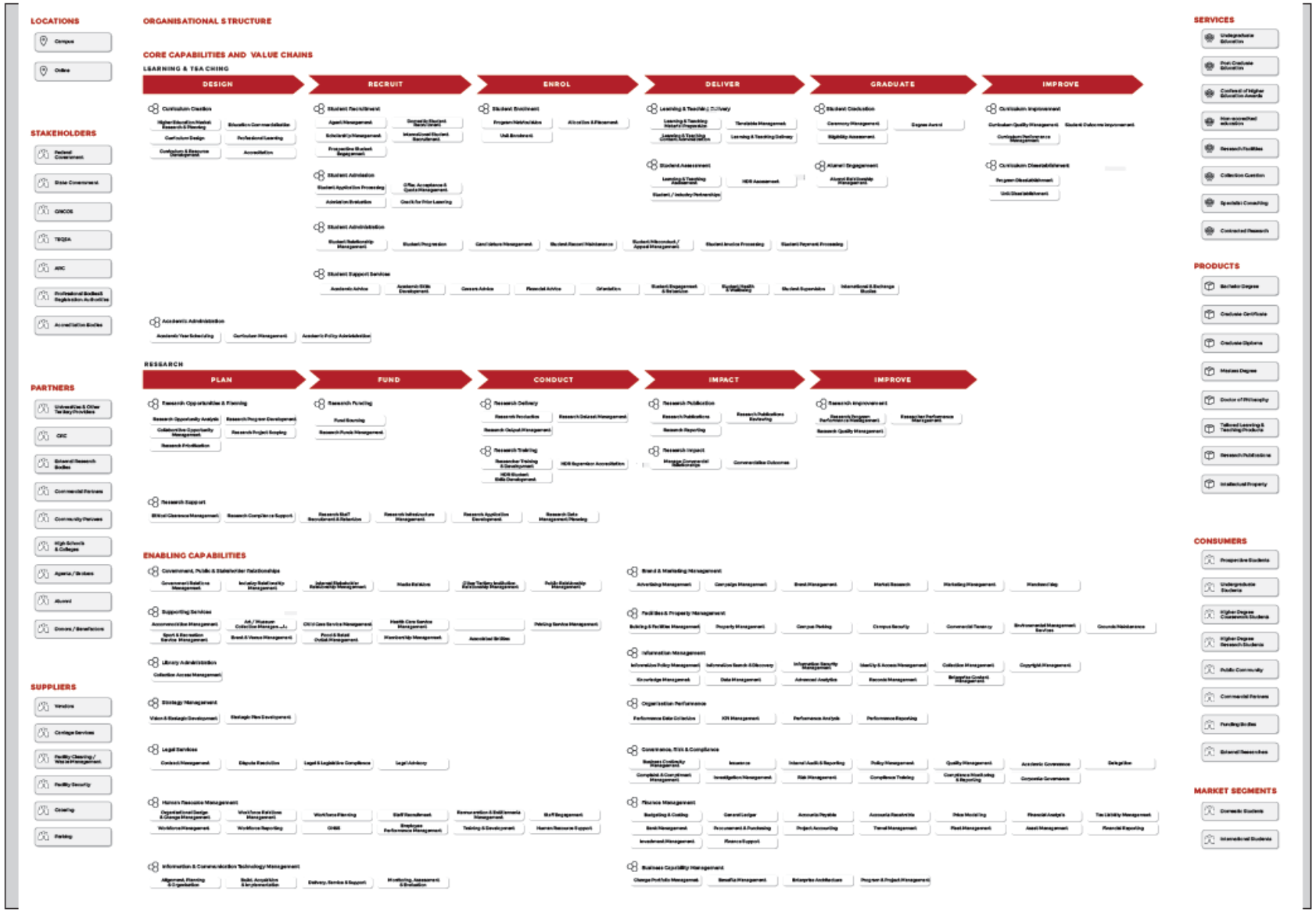
CONSUMERS and **MARKETS** indicate those people and organisations that are the beneficiaries of the value generated by the institution.

PRODUCTS and **SERVICES** are those outcomes of the value chain that present tangible value to consumers and target markets.

Typically an **ORGANISATION MODEL** would be included to provide context for the scope of the model.

External **STAKEHOLDERS** and **LOCATIONS** provide additional influencing business context.

ENABLING CAPABILITIES support the core capabilities across the value chains and keep the institution running.



Version 1 - April 2016 © FromHereOn | Enterprise Architects

The Higher Education Business Reference Model is contributed to and maintained on behalf of CAUDIT by Enterprise Architects under Creative Commons 4.0 license. It may be used freely by educational institutions but may not be bundled, sublicensed or used for commercial purpose. Extensions to the model must be contributed in accordance with Creative Commons. Elements of this model have alignment with the APQC open standard.