

4.3. * Chair Academic Board Report, #18120

Council is asked to:

- 1)NOTE the Chair of Academic Board Open report to Council, #18120 (1);
- 2)NOTE the new Academic Quality Assurance Rule #18120 (2); and
- 3)NOTE the student survey results, #18120 (3).

For Noting

Presented by Mark Perry

Purpose

To advise the Council regarding key academic matters approved or considered by the Academic Board since the last Council meeting, including:

- strategic academic matters (such as new academic developments, priorities and policy related issues) and any recommendations;
- the quality and delivery of academic programs, including teaching and learning and research, including risks or significant issues, major developments and key changes;
- progress against academic quality initiatives, including performance against agreed academic quality measures; assurance regarding compliance with Higher Education Standards Framework (HESF) and Education Services for Overseas Students (ESOS) regulatory frameworks; and details of any risks or significant issues identified and their proposed treatments;
- updates re key academic partnerships;
- details of Academic Board's use of the authorities delegated to it by the Council, such as some academic policy approvals; and
- other significant academic matters impacting the sector or University relevant to the functions of the Council.

Origin of report: Scheduled work plan item.

Related to Terms of Reference: Section 3, Item 26, 27 & 28 (a) Oversee and monitor the academic activities of the University.

Recommendation**Professor Mark Perry, Chair of Academic Board**

Council is asked to:

- 1) NOTE the Chair of Academic Board Open report to Council, #18120 (1);
- 2) NOTE the new Academic Quality Assurance Rule #18120 (2); and
- 3) NOTE the student survey results, #18120 (3).

Executive Summary

This was the first meeting of Academic Board under its new Constitution. The Board was appraised of its role and place to provide consideration of strategic academic matters. Although most of the elected members are new to the Board, they showed enthusiasm for progressing its mission.

Key Information

This report covers those key matters considered by the Academic Board at its meeting on Monday 18 June 2018 and the Academic Board Standing Committee at its meeting on Tuesday 17 July 2018.

A. Academic Board Meeting – 18 June 2018

- i. At the first meeting of the Academic Board under its new terms of reference, the Board discussed its role as the key academic governance body at the University and discussed importance of the Board facilitating strategic level discussions on the quality and integrity of the University's teaching and learning and research activities.
 - The Board considered an updated work plan and members were encouraged to contribute suggestions for strategic discussion topics for the remainder of the year. With the Board also commencing themed discussions around the Higher Education Standards Frameworks (Threshold Standards) Act 2015 ('HESF'), it is hoped the Board will be able to provide assurance statements to the Council through the Chair of Academic Board's report from November of this year.
 - The Board discussed its role and how it will interact with a number of UNE's other committees. The new terms of reference for the Faculty Education Committees and Faculty Research Advisory Committee have been confirmed, though these committees are still in the process of forming and having their first meetings. There are also a number of other management committees including the Academic Innovation Standing Committee, Quality Committee, e-Research Committee whose interactions with the Board going forward will need to be clarified.
 - Board papers are now available to members via Convene, the electronic board management software recently adopted.
- ii. The Board endorsed to the Vice-Chancellor for co-approval, the **Academic Quality Assurance Rule** provided as Attachment 1 (for noting) which provides a high level principal-based academic assurance framework which will be supported by more detailed procedures and guidelines. This Rule also helps UNE to meet one of the actions of UNE's reregistration with the Tertiary Education Quality Standards Agency (TEQSA).
- iii. The **Vice-Chancellor** spoke to her report to the Board.
 - The Vice-Chancellor invited feedback regarding UNE 2025; that is, what do we want UNE to 'look' like by 2025 and how will we be supporting higher education aspirations of our students and community at that time. Members were encouraged to provide dot point submissions to the Vice-Chancellor's office.
 - The Vice-Chancellor spoke about UNE delivering on its social contract and to do so we must provide educational offerings to meet student needs while still being a financially viable and going concern. The importance of this balancing act was also recently discussed at the Australian Chairs of Academic Board and Senates meeting in Canberra. The Board discussed the balancing act of encouraging and supporting collaboration with other universities while

understanding the reality that universities were also competitors for student enrolments and funding.

- The Vice-Chancellor also talked about the lower than expected student enrolments for 2018, and the impact of the Government's Mid-Year Economic and Fiscal Outlook policy, in terms of challenges to UNE's budget. One reason for lower enrolments appears to be students' perception of the lack of flexibility of some of UNE's course offerings, while also seeming to be both a positive influence where UNE was seen to be flexible. A lack of access to unit options over the whole of the year, the options offered by other institutions to repeat some units towards the end of the year, and helping students to maintain progress through an orderly framework of units within a course was discussed. It was noted that this feedback has been consistent over a number of recent surveys. Flexibility and access to a whole of year course offering remains a key issue and is to be the topic of a strategic discussion at the next Board meeting in August.
- iv. A report from **Student Representative Members** of the Board focused on the results from a recent survey which asked students about the academic governance issues important to them. While the response was not a representative sample, the issues raised were nevertheless consistent with other feedback, with both positive and negative feedback on areas such as Quality of Teaching; Access to Academic Resources; University Calendar/Unit Offerings; Assessment (Schedules and Flexibility); University Policies (including lack of relevance for external students); Practical Work Placements; and Intensive Schools. A copy of the student survey results is provided as Attachment 2. These issues can be further considered by the committees of Academic Board and feed into planning and policy revision discussions.
- v. The report from the **Chair of Academic Board Standing Committee** regarding matters of the meeting of 28 May 2018 confirmed a minor change to the new Curriculum Committee Terms of Reference, which provided the committee with increased flexibility around the number of meetings it has per year (typically expected to be eight) had been confirmed and subsequently approved by the Council.
- vi. The Board discussed the **Chair of University Teaching and Learning Report** from the Pro Vice-Chancellor Academic Innovation (PVCAI) and Chair. This report provided an update on the development of the updated Academic Calendar, consultation regarding the UNE Teaching and Learning Plan and the progress towards consolidation of a number of teaching and learning focused policies.
- The Board members discussed student responses to a survey regarding Academic Calendar and talked about the importance of survey instrument design to avoid bias. Members raised concerns about surveys that did not achieve statistically significant results being used in planning.

- The PVCAI spoke about the crucial importance from a student perspective of flexible study options in today's disrupted society, in particular for the mature age student cohort.
 - The Board had a discussion about online learning, including quality of learning outcomes from online 'practical' teaching subjects such as nursing; the issues with mandatory intensives, while highly valued by some students, for others the cost and time was a barrier to enrolment, and UNE's desire to re-establish a leadership role in this space. A comment was made that 100% of our students are 'online' as part of their studies.
- vii. The Board discussed nominations from the Board members for membership of the Academic Board Standing Committee and also for a role for a Professor on the UNE Council's Honorary Degrees Titles and Tributes Committee. Both of these nominations and elections processes are well underway, and will be completed in July.
- viii. Following the Board meeting, expressions of interest were called and the two Deputy Chairs of Academic Board have now been confirmed. The new Deputy Chairs are Associate Professor Robyn Bartel and Associate Professor Amy Lykins.

B. Academic Board Standing Committee Meeting – 17 July 2018

At the Academic Board Standing Committee meeting of 17 July 2018, strategic discussion topics for Academic Board for the coming year were discussed.

Possible changes to the Terms of Reference for Academic Board Committees has been deferred until later in the year when the Policy review is complete. The Academic Board Standing Orders were also discussed and some further revision is required. No change at this stage.

Attachments

Attachment 1: Academic Quality Assurance Rule (FOR NOTING) #18120 (2)

Attachment 2: Student Survey Results (FOR NOTING) #18120 (3)



Academic Board

SUPPLEMENTARY PAPER

Monday 18 June, 2018

9:00 am – 11.00 am

Room 224, Education Building E07

University of New England

This Academic Board supplementary paper contains the following item:

Item 3.2 #AB18179 Attachment 2 – REVISED Academic Quality Assurance Rule with tracked changes

Academic Board papers are reserved for the sole use of members of the Academic Board and for the information of University of New England staff and students. All UNE members are asked to ensure that Academic Board papers are not distributed, cited or used by any non-UNE member unless written permission is given by the Chair or Secretary of Academic Board.

Academic Quality Assurance Rule

Section 1 - Overview

(1) This Rule provides the framework for a key set of activities to support management of academic quality at the University of New England. ~~It ensures,~~ **ensuring** a whole-of-institution approach to managing the standard of courses and the quality of student learning opportunities through systematic monitoring and continuous improvement activities.

(2) The framework confirms the University's commitment to quality and describes the approach to providing a quality education experience that leads to successful student outcomes. It allows the University to formulate strategies for continuous improvement and quality assurance of its academic activities, within the context of its statutory obligations under the [Tertiary Education Quality and Standards Agency Act 2011](#), the [Education Services for Overseas Students Act 2000](#) and regulatory instruments associated with these Acts, the [Australian Qualifications Framework](#) (AQF) and the [University's strategic priorities](#).

Section 2 - Scope

(3) This Rule applies to all UNE teaching and learning activities, inclusive of associated teaching partnerships that contribute to the student academic experience.

(4) A Course encompasses a syllabus, a curriculum, a training package, units of study, or structured working learning, the successful completion of which leads to the conferral of an award on the student by the University (including but not limited to a regulated qualification under the Australian Qualifications Framework).

(5) The Provost and Deputy Vice-Chancellor (PDVC) has overarching responsibility for the quality assurance and regulatory requirements relating to ~~these~~ courses **identified in clause (4) above**.

Section 3 - Rule

(6) Quality Management is based on a commitment to continuous improvement enacted through the four ~~-~~stage quality cycle of Plan, Act, Evaluate, and Improve to drive the process for self-review, reflection and improvement.

(7) As a self-accrediting higher education institution, UNE is responsible for ensuring an outstanding student experience, and manages this through its quality framework.

Quality Framework

(8) The quality framework ensures UNE courses and student support services align with [UNE's Strategic Plan](#), and meet statutory quality standards and professional accreditation requirements, where applicable. The framework ensures courses and student services are implemented in a consistent manner and undergo continuous improvement, ~~identifying areas of institutional best practice and opportunities for improvement~~.

(9) Evaluation of the University's undergraduate and postgraduate units and courses occurs through the key quality activities of unit and course monitoring, ~~and~~ unit review, ~~and~~ course review.

(10) Evaluation of the University's faculties and schools occurs through the quality activity of faculty review.

(11) Benchmarking allows UNE to compare practices, processes and performance outcomes across schools and faculties as well as the sector, identifying areas of institutional best practice and opportunities for improvement to ensure high best practice and quality academic experiences and outcomes.

Authority and Compliance

(12) The Vice-Chancellor and Chief Executive Officer, pursuant to Section 29 of the University of New England Act, makes this University Rule.

(13) UNE Representatives must observe it in relation to University matters.

(14) The Rule Administrator is authorised to make procedures and guidelines for the operation of this Rule. The procedures and guidelines must be compatible with the provisions of this Rule.

(15) This Rule operates as and from the Effective Date.

(16) Previous policy on academic quality assurance and any related documents are replaced and have no further operation from the Effective Date of this new Rule.

(17) Notwithstanding the other provisions of this Rule, the Vice-Chancellor and Chief Executive Officer may approve an exception to this Rule where the Vice-Chancellor and Chief Executive Officer determines the application of this Rule would otherwise lead to an unfair, unreasonable or absurd outcome. Approvals by the Vice-Chancellor and Chief Executive Officer under this clause must be documented in writing and must state the reason for the exception.

Status and Details

Status	Current
Effective Date	To Be Advised
Review Date	To Be Advised
Approval Authority	
Approval Date	To Be Advised
Expiry Date	To Be Advised
Unit Head	Julie Love Resource Manager - Office of PDVC 02 6773 2129
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Glossary Terms and Definitions

"Quality Assurance" - Is the ongoing, internal process of assessing a university's outcomes against its aims.

"Course" - Course means a syllabus, a curriculum, a training package, units of study, or structured workplace learning, the successful completion of which leads to the conferral of an award on the student by the University (including but not limited to a regulated qualification under the Australian Qualifications Framework).

"Quality Management" - Is a system that integrates effective strategic planning with quality assurance and quality improvement activities to monitor a university's performance against its plans.

"Standard" - Is an agreed specification or other criterion used as a rule, guidelines or definition of a level of performance or achievement.

"Undergraduate" - Relates to a course or a student enrolled in that course leading to an award of Diploma, Advanced Diploma, Associate Degree or a Bachelor.

"Postgraduate" - Relates to a course or a student in that course leading to the award of Graduate Certificate, Graduate Diploma, Master or Doctor.

"Unit" - Is a part of a course with a code, title and credit point value for which a result is recorded on a student's academic record.

"Unit and Course Monitoring" - Is the annual consideration of quantitative data and qualitative information for the purpose of improving the quality and efficiency of the University's units and courses. Data includes the student profile, demand, student feedback, assessment outcomes, resources, graduate outcomes, evaluations by students and graduates, and peer reviews. Monitoring also provides the opportunity to address the strengths and weaknesses of a course or unit through annual enhancement plans.

"Unit Review" - Is the in-depth evaluation of a unit, including currency of content and learning outcomes, relevance for the courses that it relates to, quality of teaching and learning including assessment, student perceptions and feedback, EFTSL load, assessment practices and alignment of assessment to learning outcomes.

"Course Review" - Is the in-depth evaluation of an academic program, including the course structure and alignment

of learning objectives to learning outcomes, in the context of the University's strategic priorities, the currency of the curriculum, changes to the discipline, quality of teaching and learning including assessment, student perceptions and feedback, and feedback from relevant professional, accrediting and employer groups.

"School" - Is an organisational unit comprising academic staff in related fields of study who are responsible for teaching and research in those academic fields together with support staff. Each School also has lead management for the design and delivery of the courses within its responsibility.

"Benchmark" - Means to evaluate processes, practices and outcomes by comparison with sector and discipline norms. (Assessment Rule)

"UNE Representative" - Means 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. It includes corporations and other bodies falling into one or more of these categories.

"Effective Date" - means the Rule/Policy takes effect on the day on which it is published, or such later day as may be specified in the policy document.

Purpose

To provide the Academic Board with an update from its student representative members regarding those academic matters within the Academic Board's terms of reference.

Origin of report: Standing Item

Related to Academic Board [Terms of Reference](#): 30

TEQSA Compliance Ref: 2. Learning Environment: 2.1.3 (Facilities and Infrastructure); 5. Institutional Quality Assurance: 5.3.5 (Monitoring, Review and Improvement); 6. Governance and Accountability: 6.1.4 (Corporate Governance), 6.3.3 (Academic Governance); 7. Representation, Information and Information Management: 7.2.2 (Information for Prospective and Current Students).

Recommendation

Academic Board Student Representatives

Academic Board is asked to NOTE the report from the Academic Board Student Representatives #AB18187.

Executive Summary

The recent student survey highlighted a specific range of issues relating to the UNE learning environments (both on campus and online), institutional quality assurance, academic governance and representation, information and information management. Recurrent themes relate to the current trimester duration; access to academic resources; unit content and student workload and differences between the internal / external student experience.

The main recommendations for consideration from this survey include the review of the trimester structure; reimagining of the online academic calendar; academic review of unit content as it relates to the combination of internal / external student delivery and minimum standards requirements; improvements in the management/ application of technological resources; increased and improved access to Library resources; more internal communication in relation to assessment scheduling and the provision of more unit offerings in trimester three.

Considering that only 507 students out of 23 847 students currently enrolled responded to this survey, the issues highlighted within this document cannot be accurately determined as indicative experiences for all students, while the recurrent main themes pertaining to these issues certainly suggest these are likely to be part of the greater student experience.

Key Information

The main recommendations that are the result of the collation of the recent student survey data yielded several main areas for consideration, review and action.

- a) Review of the trimester structure – including alignment of dates within a calendar year.
- b) Reimagining of the academic calendar
- c) Review of academic unit content – attending to internal / external student needs, ensuring that agree minimum standards are adhered to in relation to delivery and assessment
- d) Increased access to Library resources / improvements in Library resources
- e) Improvements in the management and application of technological resources – attending to issues with ECHO, the use of ECHO, ensuring that all ECHO content is current and of a high quality / fidelity.
- f) Increase intra-School/course communication to create assessment schedules that promote ‘deeper engagement’ with the content.
- g) Review the current dispersal of unit offerings to better reflect the strategic purpose of a three trimester academic year.

The recent student survey collected a total of 507 responses and highlighted areas of importance and concern to the student body. Nine (9) main categories were included in the survey which covered; the university calendar, unit offerings, intensive schools, assessment, practical work placements, quality of teaching, access to academic resources, university policies and access to information. Students were asked to rate the level of importance using three levels of importance that were measured as; a) very important; b) somewhat and c) not at all.

Of the nine categories, there were five (5) that recorded high percentages (that being over 70% of all the students surveyed) in the very important category. These categories are listed from highest to lowest as being; quality of teaching (92%), access to academic resources (86%), unit offerings (84%), assessment (77%) university calendar (72%), access to information (58.8%), university policies (51.7%), practical work placements (39%) and Intensive schools (34%). Within each area there were often recurrent themes / items of interest.

Quality of Teaching

Just under 10% of students provided positive feedback in relation to the quality of teaching. Issues with communication repeatedly related to lack of timely replies and responses by UNE teaching staff.

Students note a high variability in teaching styles and standards that seem to generate a lack of consistency across their learning experiences. One of the easily demonstratable examples relating to this is how lecture recordings are not being utilized correctly or are of poor quality.

Comments about shortened trimester duration and the amount of content covered in units seem to be producing inconsistent learning outcomes. Content issues are highlighted in units that contain internal and external students.

Access to Academic Resources

12% of the 507 students surveyed provided positive comments in relation to access to academic resources.

The main areas of concern related to Library concerns that included access to textbooks / physical resources highlighting requirements for; more online versions of original sources / seminal works (especially for external students), b) extended opening hours and c) improvements needed to improve 'clunky' navigation features on the Library website and database search. Overall comments about Library staff were excellent.

There are general access and technical issues with ECHO recordings across the board. Students note that they find lecture recordings useful, with external student's perception of being disadvantaged if the recordings are of poor quality or utilized badly, in comparison to internal students who were able to attend / ask questions.

Unit Offerings

27% of student responses provided a negative comment in relation to unit offerings. Most of the concerns with unit offerings related to lack of trimester three unit offerings, disproportionate number of trimester one units, request for course offerings across all trimesters, inconsistent unit scheduling and unit catalogue information not being detailed enough.

Students would welcome the opportunity to re-take units they have failed. Currently most students need to wait a full 12 months to retake a unit. Student suggestions focus on using trimester three as an opportunity to re-take units and thereby stay 'on track' with their studies.

Assessment

20% of student responses highlighted negative aspects related to assessment. When it comes to assessment students are predominantly concerned with assessment schedules (including clashes with assessment due dates, flexibility and learning outcomes) and feedback (including timeliness, detail and consistency).

Students who undertake multiple units per semester are experiencing a clustering of due dates for assessment items, with many not just due during the same week but also on the same day, which for many students produces increased stress and poorer learning outcomes.

Many comments were recorded in relation to the lack of timeliness and detailed feedback in relation to assignments. Students noted a perception of subjectivity or inexperience (PhD students / tutors) in relation to marking, primarily due to a lack of a comprehensive explanation for their loss of marks.

The number of assessments, marking concerns and types of assessments were also highlighted to a lesser extent. Negative marking was highlighted by a few students as an ineffective assessment strategy.

University Calendar

22.5% of student responses highlighted negative aspects of the university calendar. The main issues pertaining to the calendar were in relation to accessibility; length of teaching periods and scheduling of / within teaching periods. The majority of comments related to the teaching periods being too short with units overloaded with content which subsequently results in workload issues, increased stress and pressure, an inability to achieve and an ***increased perception in lower learning outcomes and decrease in value for money.***

6% of students provided positive comments about the length of teaching periods, providing comments about how the trimester structure allows them to study the year round, increasing their ability to finish their studies in optimum timeframes.

Recommendations in this area include changing the actual online presentation format of the academic calendar thereby improving online accessibility and delineation of dates; reviewing content to be delivered in shortened teaching periods; annually revisit aligning the academic calendar requirements with practicums and school holidays. Repeated comments about the lack of SWOTVAC available within the trimester period. Recommendation to review if this is particularly an internal student issue.

Access to Information

The main issues pertaining to access to information relate to accessibility / navigation concerns on the website, more information about scholarships, easier to navigate information about the GPA / Honours prerequisites and application processes, course advice and further study pathways.

University Policies

Several very positive comments about students with special needs. External students do not feel that university policies are directed at them, predominantly because of the recent focus of sexual harassment policies. It is interesting that external students are not connecting other university policies with their needs. There are several comments about sexual assault, college related problems and consequences. Most suggestions focus on ensuring that the university provides a safe learning environment.

Practical Work Placements

Students that are participating in placement are requesting more flexibility with placements both in scheduling and location. There are several requests for increased collaboration across universities, government departments and industry providers to increase opportunities for practical networking / placement opportunities. Approximately 40 of the students surveyed will not be undertaking any form of placement. Another dozen already work in their chosen field with no requirement for placement but who agree placements are a good idea for people new to their industries.

Intensive Schools

The two main issues with any intensive schools are related to the costs of attending and the perceived education value of the experience. The most viable suggestion for making intensive schools more accessible and cost effective to attend is to relocate more intensive schools to the Parramatta campus. Many students questioned the education value (and the mandatory nature) of the intensive school experience considering that all lectures are subsequently put online. Some external students have found the intensive schools to be valuable, while others have suggested that removing intensive school requirements from semester breaks would open up other opportunities such as SWOTVAC or longer teaching periods overall.

Evaluation of Options

There are currently other areas reviewing some of the items that students have identified as issues including the trimester structure, assessment / feedback policies and the ongoing requirements to improve technological literacy amongst staff and provision of quality technological services to students.

Within the survey students were asked to provide suggestions as to how certain issues could be addressed. Approximately 10% of students across each section contributed suggestions, some more viable than others. However, the students are providing some valuable alternative ideas that are worthy of consideration. For example; more information about the library textbook postal scheme; more collaboration with libraries nationally to allow external students greater access local resources.

Key Assumptions/Constraints

The key assumption with the student report is that if any of our students report these issues it is likely that more students who are not reporting these issues are also experiencing these issues. The main constraint is that without more student engagement to determine the most central issues, it is difficult to make financial arrangements to address the most important issues.

Strategic Alignment

The positive feedback and issues outlined by the recent student survey relate to three (3) of the objectives outlined in the 2016-2020 Strategic Plan;

1. Deliver a high-quality student experience: Considering there are more concerns than positive feedback on most issues, this suggests that further review and revision of certain aspects of the student experience are required to attain the 'deeper engagement' that is part of this strategic goal.
2. Digital dominance: The number of technologically related issues, comments and suggestions indicate that there are significant improvements that need to be implemented across a range of static and interactive technologies. Some of the student comments highlights the ongoing need for continual staff training and technology support. These will need to be addressed to deliver the optimal use of digital learning pedagogy.
3. Create a bold and innovative culture: The challenge for the AB in relation to this strategic goal will be the successful review and ongoing discussion of the main concerns raised by the students in this survey, with the larger student population, so as to create a mutually beneficial learning, teaching and culture experience for both internal / external and staff alike.

Budget/Financial Implications

There are considerable budget and financial implications to address any of the suggested recommendation, including those that simply require time and effort to be taken to further review and evaluate the concerns of the students. Any increase in Library resources, technological resourcing, T3 offerings and unit selections will incur significant costs. These would subsequently need to be prioritized as to which offered the most value to all the student body. The two main areas that have been identified are increasing / improving library resources and technological resources / support. Future considerations would include T3 offerings and increased unit delivery.

Attachments

Please find attached a copy of the summarised data of all 507 surveys which outlines the key themes and areas for consideration.

1. University calendar	Not at all	Somewhat	Very	Total # of Comments	Total responses				
	24	117	366	212	507				
	5%	23%	72%	42%	100%				
Comment Category	Positive	Neutral	Negative	Suggestion	*Total # of Comments (212)	% Comments	Secondary issue	^Total # of Comments (358)	% Comments
Length of teaching period	26	2	72	28	128	60.38	5	133	37.15
Scheduling of and within teaching periods	0	0	16	13	29	13.68	10	39	10.89
Accessibility of calendar	4	4	6	7	21	9.91	1	22	6.15
Scheduling of exams	0	0	4	12	16	7.55	7	23	6.42
Workload/Content to cover	0	0	10	0	10	4.71	57	67	18.72
Course offerings	0	0	5	3	8	3.77	8	16	4.47
Stress/pressure/struggle	0	0	0	0	0	0	27	27	7.54
4 teaching periods	0	0	0	0	0	0	5	5	1.4
Learning outcomes/value for money	0	0	0	0	0	0	26	26	7.26
Access to course materials	not relevant to calendar (not included in total number of comments)				1				
Exam venues	not relevant to calendar (not included in total number of comments)				1				

2. Unit offerings	Not at all	Somewhat	Very	Total # of Comments	Total responses				
	22	61	424	245	507				
	4%	12%	84%	48%	100%				
Comment Category	Positive	Neutral	Negative	Suggestion	Total # of Comments (245)	% Comments	Secondary issue	Total # of Comments (376)	% Comments
T3 course offerings	0	0	52	46	98	40	10	108	28.72
Course offerings across all the trimesters	3	0	31	9	43	17.5	15	58	15.43
Unit catalogue information and accessibility	1	4	15	9	29	11.7	16	45	11.96
Unit offerings	4	10	8	6	28	11.4	4	32	8.51
Information available to prepare ahead of time	0	0	5	9	14	5.7	7	21	5.58
Scheduling of courses on alternate years	0	0	13	0	13	5.2	8	21	5.58
Study mode	2	0	3	1	6	2.4	1	7	1.96
Selecting units	1	0	2	1	4	1.6	0	4	1.06
Moodle	1	0	2	0	3	1.22	0	3	0.78
Changes to courses/rules	0	0	2	0	2	0.82	6	8	2.13
Prerequisites	0	0	1	1	2	0.82	9	11	2.93
Workload/Content to cover	1	0	0	0	1	0.41	7	8	2.13
Assessment schedule	0	0	0	1	1	0.41	8	9	2.38
Degree duration	0	0	1	0	1	0.41	26	27	7.18
Special needs	0	0	1	0	1	0.41	2	3	0.78
Stress/pressure/struggle	0	0	0	0	0	0	3	3	0.78
4 teaching periods	0	0	0	0	0	0	2	2	0.53
Learning outcomes/value for money	0	0	0	0	0	0	3	3	0.78
Scheduling of and within teaching periods (breaks/holidays)	0	0	0	0	0	0	1	1	0.27
Process/administration	0	0	0	0	0	0	2	2	0.53

3. Intensive school	Not at all	Somewhat	Very	Total # of Comments	Total responses				
	171	163	173	178	507				
	34%	32%	34%	35%	100%				
Comment Category	Positive	Neutral	Negative	Suggestion	Total # of Comments (178)	% Comments	Secondary issue	Total # of Comments (306)	% Comments
Costs involved (financial, child care, travel, accommodation, time off work)	0	0	37	3	40	22.5	25	65	21.2
Educational value of intensive school	22	0	9	2	33	18.5	11	44	14.4
Lack of intensive schools	3	15	4	1	23	12.9	0	23	7.5
Intensive school attendance	2	10	3	3	18	10.1	0	18	5.9
Scheduling of intensive schools	0	0	4	8	12	6.7	10	22	7.2
Mandatory attendance	1	0	9	1	11	6.2	15	26	8.5
Subject choice	0	0	7	1	8	4.5	12	20	6.5
Alternate options to an intensive school	0	0	1	6	7	3.9	12	19	6.2
Location of intensive schools	1	0	0	6	7	3.9	9	16	5.2
Information available to prepare ahead of time	0	0	1	4	5	2.9	3	8	2.6
External student experience	1	0	1	1	3	1.7	16	19	6.2
Unable to or difficult to attend intensive schools	0	1	2	0	3	1.7	3	6	2
Cancellation of intensives	0	0	2	0	2	1.1	2	4	1.3
Finishing time	0	0	2	0	2	1.1	2	4	1.3
Optional attendance	2	0	0	0	2	1.1	0	2	0.7
Accommodation	0	0	1	0	1	0.6	1	2	0.7
Stress/pressure/struggle	0	0	0	1	1	0.6	2	3	1
Degree duration	0	0	0	0	0	0	1	1	0.3
Length of teaching period	0	0	0	0	0	0	1	1	0.3
Special needs	0	0	0	0	0	0	3	3	1

4. Assessment	Not at all	Somewhat	Very	Total # of Comments	Total responses				
	23	92	392	209	507				
	5%	18%	77%	41%	100%				
Comment Category	Positive	Neutral	Negative	Suggestion	Total # of Comments (209)	% Comments	Secondary issue	Total # of Comments (396)	% Comments
Feedback (timeliness, detail, consistency)	8	0	30	16	54	25.8	22	76	19.2
Types of assessment	4	1	6	14	25	12	16	41	10.4
Assessment schedule (clashes, flexibility, learning outcomes)	3	0	13	7	23	11	17	40	10.1
Number of assessments	0	0	12	10	22	10.5	4	26	6.6
Assessment	10	7	1	1	19	9.1	0	19	4.8
Exams (supervision, location, online)	2	0	6	3	11	5.3	17	28	7.1
Flexible assessment structure	4	0	3	3	10	4.8	8	18	4.5
Marking	1	0	5	3	9	4.4	18	27	6.8
Length of teaching period	0	0	6	2	8	3.8	4	12	3
Support from staff	4	0	4	0	8	3.8	9	17	4.3
Weighting of assessments	0	0	3	1	4	1.9	12	16	4
Information available to prepare ahead of time	0	0	1	3	4	1.9	4	8	2
Penalties	0	0	4	0	4	1.9	1	5	1.3
Value/purpose of assessment	0	0	2	1	3	1.4	14	17	4.3
Workload/Content to cover	0	0	3	0	3	1.4	8	11	2.7
Assessment expectations	0	0	2	0	2	1	1	3	0.8
Stress/pressure/struggle	0	0	0	0	0	0	21	21	5.3
Moodle	0	0	0	0	0	0	5	5	1.3
External/online student experience	0	0	0	0	0	0	6	6	1.5

5. Practical workplace placements	Not at all	Somewhat	Very	Total # of Comments	Total responses				
	179	130	198	140	507				
	35%	26%	39%	28%	100%				
Comment Category	Positive	Neutral	Negative	Suggestion	Total # of Comments (140)	% Comments	Secondary issue	Total # of Comments (212)	% Comments
Placements	4	37	1	0	42	30	0	42	19.8
Flexibility of placement (scheduling, location)	1	0	4	11	16	11.4	7	23	10.8
Value	7	0	3	3	13	9.3	9	22	10.4
Already working in relevant field	1	4	2	5	12	8.6	0	12	5.7
Number and hours of placement	2	0	4	2	8	5.7	3	12	5.7
Future career/networking	0	0	6	1	7	5	2	9	4.2
Information available to prepare ahead of time	0	0	2	5	7	5	0	7	3.3
Support from UNE	1	0	3	2	6	4.3	9	15	7.2
Life commitments (work, family, finances, other units)	0	0	5	0	5	3.6	13	18	8.5
Sourcing placements	0	0	3	2	5	3.6	4	9	4.2
Mandatory placement	0	0	0	4	4	2.9	0	4	1.9
Organising placements	1	0	3	0	4	2.9	1	5	2.4
External/online student experience	0	1	0	1	2	1.4	7	9	4.2
Government regulations	0	0	2	0	2	1.4	1	3	1.4
Optional component of degree	0	0	0	2	2	1.4	0	2	0.9
T3 placements	0	0	0	2	2	1.4	1	3	1.4
Financial support	0	0	0	1	1	0.7	3	4	1.9
Placement preferences	0	0	1	0	1	0.7	2	3	1.4
Subject choice	0	0	1	0	1	0.7	0	0	0
Recognition of prior learning	0	0	0	0	0	0	1	1	0.5
Collaborate with other Unis	0	0	0	0	0	0	2	2	0.9
Exemptions	0	0	0	0	0	0	2	2	0.9
Stress/pressure/struggle	0	0	0	0	0	0	5	5	2.4

6. Quality of teaching	Not at all	Somewhat	Very	Total # of Comments	Total responses				
	3	39	465	229	507				
	0.50%	7.50%	92.00%	45%	100%				
Comment Category	Positive	Neutral	Negative	Suggestion	Total # of Comments (229)	% Comments	Secondary issue	Total # of Comments (446)	% Comments
Teaching materials/methods	5	0	38	16	60	26.2	36	96	21.5
Staff (training, skills, attitude, substitutes)	9	0	20	3	32	14	32	64	14.3
Quality of teaching	23	6	0	0	29	12.6	1	30	6.7
Consistent student experience	0	0	15	7	22	9.6	6	28	6.3
Online/external student experience	1	0	12	8	21	9.2	22	43	9.6
Feedback (timely, useful)	6	0	4	6	16	7	22	28	6.3
Length of teaching period	0	0	12	3	15	6.6	12	27	6.1
Communication/engagement/interaction	5	0	4	2	11	4.8	36	47	10.5
Technology used	0	0	3	4	7	3.1	22	29	6.5
Workload/Content to cover	0	0	7	0	7	3.1	19	26	5.8
Complaints/dissatisfaction	0	0	3	0	3	1.3	0	3	0.7
Information available to prepare ahead of time	0	0	1	2	3	1.3	7	10	2.2
Feedback re unit	0	0	2	0	2	0.8	8	10	2.2
Special needs	0	0	0	1	1	0.4	0	1	0.2
Stress/pressure/struggle	0	0	0	0	0	0	5	5	1.1

7. Access to academic materials	Not at all	Somewhat	Very	Total # of Comments	Total responses				
	8	64	435	173	507				
	1.60%	12.40%	86.00%	34%	100%				
Comment Category	Positive	Neutral	Negative	Suggestion	Total # of Comments (173)	% Comments	Secondary issue	Total # of Comments (295)	% Comments
Accessibility to/of resources/academic material	24	3	4	10	41	23.7	6	47	15.9
E resources (e books, journals, databases)	6	0	11	9	26	15	11	37	12.5
Recording lectures/tutes	5	0	10	6	21	12.1	12	33	11.2
Online/external student experience	4	2	4	4	14	8.1	20	34	11.5
Access to textbooks/physical resources	3	0	5	5	13	7.5	6	19	6.4
Library	7	0	2	3	12	7	13	25	8.5
Technology used	1	0	8	0	9	5.2	13	22	7.5
Timely access to resources	5	0	4	0	9	5.2	7	16	5.4
Staff support	5	0	1	2	8	4.6	15	23	7.8
Information about resources	0	0	1	4	5	2.9	4	9	3
Incorrect links	0	0	5	0	5	2.9	2	7	2.4
Information available to prepare ahead of time	0	0	1	2	3	1.7	1	4	1.4
Staff (training, skills, attitude, substitutes)	0	0	3	0	3	1.7	2	5	1.7
Consistent student experience	0	0	2	0	2	1.2	0	2	0.7
Outdated resources	0	0	1	0	1	0.6	3	4	1.4
Communication/engagement/interaction	0	0	1	0	1	0.6	1	2	0.7
Stress/pressure/struggle	0	0	0	0	0	0	3	3	1
Agreement with other units	0	0	0	0	0	0	2	2	0.7
Length of teaching period	0	0	0	0	0	0	1	1	0.3

8. University policies	Not at all	Somewhat	Very	Total # of Comments	Total responses				
	50	195	262	109	507				
	9.90%	38.40%	51.70%	21.50%	100%				
Comment Category	Positive	Neutral	Negative	Suggestion	Total # of Comments (109)	% Comments	Secondary issue	Total # of Comments (166)	% Comments
Online/external student experience	2	10	2	12	26	23.9	3	29	17.5
Policies	9	6	1	8	24	22	0	24	14.5
Environment for learning	2	0	0	9	11	10.1	2	13	7.8
Access and provision of information	3	0	3	3	9	8.3	7	16	9.6
Assault	0	0	5	1	6	5.5	9	15	9.1
Special needs	4	0	1	0	5	4.6	1	6	3.6
Plagiarism	2	0	3	0	5	4.6	4	9	5.4
Addressing the issues	4	0	0	1	5	4.6	7	12	7.2
Consequences	0	0	3	2	5	4.6	5	10	6.1
College	0	0	3	1	4	3.7	1	5	3
Student welfare	0	0	1	1	2	1.8	1	3	1.8
Student reps	0	0	0	2	2	1.8	0	2	1.2
Staff support	2	0	0	0	2	1.8	3	5	3
Reputation	0	0	0	1	1	0.9	3	4	2.4
Bullying	0	0	1	0	1	0.9	0	1	0.6
Academic misconduct	0	0	1	0	1	0.9	0	1	0.6
Equity	0	0	0	0	0	0	4	4	2.4
Reporting	0	0	0	0	0	0	7	7	4.2
Uncategorised comment	Not included in total number of comments				1				

9. Access to information	Not at all	Somewhat	Very	Total # of Comments	Total responses				
	40	169	298	106	507				
	7.90%	33.30%	58.80%	20.90%	100%				
Comment Category	Positive	Neutral	Negative	Suggestion	Total # of Comments (106)	% Comments	Secondary issue	Total # of Comments (137)	% Comments
Accessibility/navigation	7	0	15	8	30	28.3	3	33	24.1
Information	3	7	3	5	18	17	2	20	14.6
Scholarships	0	0	9	4	13	12.3	1	14	10.1
GPA/Honours process	0	0	6	6	12	11.3	2	14	10.1
Further study pathways	1	1	1	7	10	9.4	5	15	11
Course advice/information	1	0	2	3	6	5.7	1	7	5.1
Support from staff	4	0	1	0	5	4.7	11	16	11.7
Advanced standing	0	0	1	1	2	1.9	0	2	1.5
Research	0	0	2	0	2	1.9	2	4	2.9
Moodle	0	0	1	1	2	1.9	0	2	1.5
Orientation/initial student info	0	0	0	2	2	1.9	0	2	1.5
Student support	0	0	0	2	2	1.9	0	2	1.5
Online/external student experience	1	1	1	0	1	0.9	1	2	1.5
Technology used	0	0	0	1	1	0.9	0	1	0.7
Information available to prepare ahead of time	0	0	0	0	0	0	1	1	0.7
Stress/pressure/struggle	0	0	0	0	0	0	2	2	1.5
Buildings	Not included in total number of comments				1				
Uncategorised	Not included in total number of comments				1				

Tell us about yourself
Bachelor of Nursing, not fast-tracking, full-time
Graduate Diploma in Psychology
Honours
I am a post graduate studying Latin for fun and pleasure
I study part-time.
Internal student, but international just here for tri 1
Masters course
Recording of lectures for external students seems to be prone to problems. Some lectures fail to record or are cut short. This would seem to be an integral part of what the university does and could certainly be improved upon.
Student with disability
this semester I'm doing 2 units. psyc200 and psyc202

5. STRATEGIC MATTERS

Nil.

6. GENERAL ITEMS

Nil.

7. GENERAL BUSINESS

Nil.

8. MEETING FINALISATION

8.1. Work Plan 2018

Council is asked to NOTE the 2018 Open
Council Work Plan

For Noting

Presented by James Harris

2018 Council OPEN Work Plan

Report Name	Owner	Status/ Comment
Meeting 1: Friday, 16 March 2018		
#18191 University Activities in Focus	VC	
#18164 Chancellor's Report to Council	Chancellor	
#18208 Vice-Chancellor's Report to Council	VC	
#18122 Chair Academic Board Report	Chair AB	
#18116 Approval of Annual Report (Year Ended 31 December 2017)	VC	
#18115 Approval of Annual UNE Group Financial Statements (Year Ended 31 December 2017)	CFO	
#18135 Chair of Governance Working Party Report	Chair	
#18113 2018 Open Council Work plan	CLGO	
Meeting 2: Friday 25 May 2018		
#18190 University Activities in Focus – Update from the Faculty Science, Agriculture Business and Law (SABL)	Prof Aron Murphy	Oral report
#18163 Chancellor's Report to Council	Chancellor	
#18207 Vice-Chancellor's Report to Council	VC	
#18121 Chair Academic Board Report	Chair AB	
#18179 UNE Alumni Association	VC	
#18233 Council Member Elections	CLGO	
#18112 2018 Open Council Work plan	CLGO	
Meeting 3: Friday 27 July 2018		
#18162 Chancellor's Report to Council	Chancellor	
#18206 Vice-Chancellor's Report to Council	VC	
#18120 Chair Academic Board Report	Chair AB	
#18117 Bi-Annual UNESA Report to Council	UNESA	Cancelled as UNESA not operating
#18111 2018 Open Council Work plan	CLGO	

2018 Council OPEN Work Plan

Report Name	Owner	Status/ Comment
Meeting 4: Friday 21 September 2018		
#18188 University Activities in Focus	VC	
#18161 Chancellor's Report to Council	Chancellor	
#18205 Vice-Chancellor's Report to Council	VC	
#18119 Chair Academic Board Report	Chair AB	
#18165 Council and Committee meeting dates 2019	CLGO	
#18110 2018 Open Council Work plan	CLGO	

Meeting 5: Friday 23 November 2018		
#18187 University Activities in Focus	VC	
#18160 Chancellor's Report to Council	Chancellor	
#18204 Vice-Chancellor's Report to Council	VC	
#18118 Chair Academic Board Report	Chair AB	
#18186 Bi-Annual UNESA Student Report	UNESA	TBC
#18128 Chair Report – Convocation	Convocation †	Replaced by UNE Alumni Association
#18192 Update on Academic Matters	PDVC / DVCR / PVCAI	
#18175 Program of Induction for Council Members	CLGO	
#18109 2018 & DRAFT 2019 Open Council Work plan	CLGO	

Report Details:

- i. **2018 Work Plan & Draft 2019 Work Plan:** To provide the Council with an updated work plan for the open session of Council at each meeting to track progress against Council objectives during the year, as well as a draft work plan for endorsement for the coming year (in November).
- ii. **Approval of Annual Report / Financial Statements (Year Ended 31 December 2017):** To provide the Council with a draft copy of the annual report and financial statements for the year ending 31 December 2017. As well as a key statutory requirement these documents are a record of the performance of the University and University Group for the previous year. The report relates to the role and function of Council to (12) d. Approve the University's mission, strategic direction, annual budget and business plan.

2018 Council OPEN Work Plan

- iii. **Bi-Annual UNESA Report to Council:** To provide the Council with a report (twice annually) from the University's Student Association regarding student engagement and feedback the association's perspective. It relates to the role and functions of Council to (12) b. Oversee and monitor the University's performance.
- iv. **Chair Academic Board Report:** The Chair of Academic Board report provides an overview of the work of the Academic Board committees, including an outline of the progress of the University towards meeting its strategic academic and student related priorities as well as key compliance requirements under HESA and ESOC Acts. This report relates to the role and functions of Council to (12) c. Oversee and monitor the academic activities of the University and (12) i. Ensure that the University's grievance procedures, and information concerning any rights of appeal or review conferred by or under any Act are published in a form that is readily accessible to the public.
- v. **Chair Report – Convocation:** The University may have a committee of Convocation and receive a report on convocation matters. The report relates to the role and functions of Council to (12) h. Establish policies and procedural principles for the University consistent with legal requirements and community expectations.
- vi. **Chancellor's Report to Council:** To provide the Council with the Chancellor's report on activities undertaken on behalf of the Council since the previous meeting. It relates to the role and functions of Council to (3) provide strategic leadership to the University.
- vii. **Council and Committee meeting dates 2019:** To provide Council with proposed meeting dates for the coming year. The report relates to planning of Council business and the role and functions of Council to (12) j. Regularly review its own performance.
- viii. **Program of Induction for Council Members:** To provide Council members with a program of induction to support their understanding of the institution and its operational model. It relates to the role and functions of Council to (12) l. Make available for members of the Council a program of induction and of development relevant to their role as such a Member.
- ix. **University Activities in Focus:** The item is an optional item on the agenda, and may not be provided to every meeting. The report is an opportunity to showcase innovative and progressive University activities which are helping to delivery on the University's strategic priorities. It relates to the role and functions of Council to (12) b. Oversee and monitor the University's performance.
- x. **Update on Academic Matters:** The report provides Council with an update on academic innovation at the University. It relates to the role and functions of Council to (12) c. Oversee and monitor the academic activities of the University.
- xi. **Vice-Chancellor's Report to Council:** To provide the Vice-Chancellor's update to the Council on the activities of the University. It relates to the role and functions of Council to (12) a. Monitor the performance of the Vice-Chancellor and Chief Executive Officer.

8.2. * Next Meeting and Close

The next Council meeting is scheduled for Friday, 21 September 2018. This meeting will be held in the Council Room, Booloominbah, University of New England.

Presented by James Harris