

ITEM 4.2

Annual Student Grievance Report #AB18311

University of New England
Teaching and Learning Committee – 22 November 2018
Room 224, School of Education E07**Purpose**

To provide the Committee with an opportunity to review the Annual Student Grievance Report and to highlight in particular any key student issues and/or teaching and learning related matters to the Academic Board.

Origin of report: Scheduled Item

Related to Teaching and Learning Committee [Terms of Reference](#): 4, 14

TEQSA Compliance Ref: 2. Learning Environment: 2.4 (Student Grievances and Complaints); 6. Governance and Accountability: 6.2.1f (Corporate Monitoring and Accountability), 6.3.1d and 6.3.2a (Academic Governance); 7. Representation, Information and Information Management: 7.2.2d (Information for Prospective and Current Students).

Recommendation**Professor Jonathan Powles, Pro Vice-Chancellor Academic Innovation**

The Teaching and Learning Committee is asked to discuss the key issues and governance matters arising from the Annual Student Grievance Report and to consider any matters to be highlighted to the academic board; and to:

- 1) NOTE the Annual Student Grievance Report for 2017, report #AB18311

Executive Summary

The report, prepared by the Manager of the Student Grievance Unit, Ms Anne Hodson is attached for discussion by the Committee, with a brief summary of issues outlined below.

Key Information

Some high level observations are outlined below, but members are encouraged to refer to the full report (see attachment 1) for further context and detail.

- 1.4% of the entire student body have lodged a complaint, which is relatively low in the sector;
- Of the 342 grievances handled (many covering multiple issues) a higher number of grievances were from off-campus rather than on-campus students;
- 90.1% of issues (*report section 4.1 page 8*) raised by students were in relation to Academic Provision¹; Administrative Provision²; and Student Conduct.
- grievances relating to Higher Degree Research in 2017 were related to HDR supervision issues (2);

¹ **Academic Provision** including: (1) Assessment, exams, results and feedback (28.9%), (2) Teaching standards and supervision (20.7%), and (3) Unit content and intensive schools (24.8%) and Academic Misconduct (Exams) 17.4%.

² **Administrative Provision** including: Fees, charges and remission (20.8%); Enrolment and progression (15.6%); Advanced Standing (11.4%) and Admissions (11.4%).

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- business units with the highest number of grievances were Student Success (26); Oorala (19); Finance (11); Information Technology (7); UNE Life (6); UNESA(3), VC Unit Respect Now Always(3); International(3); Library (2); Research Services (2); and then Campus Bookshop, Security, FMS, MAPA with 1 each;
- when business improvement recommendations were made (section 3.6 page 6 of the report) they related mostly to diversions from policy, procedure and practice including:
 - Gaps in policy and procedural operation;
 - Incorrect application / interpretation of policy and procedures;
 - Practices contradictory to University policy;
 - Errors in procedure;
 - Transparency and communication; and
 - Breach of University policy and procedure.
- Three formal recommendations (see report Table 5.3 page 13) in 2017 were made regarding: a) Timeframes for Unit Coordinators to respond to student's questions (email and Moodle); b) Academic process-Ethics committee; and c) Administration process – degree rules. Section 5.2 of the report details the list of business improvement recommendations from 2016.
- The total number of appeals (see report section 6 page 15) relating to Academic Assessment were 418 (compared to 402 in 2016).
- Summary areas of focus (report section 8 page 17) are:
 1. Assessment processes, most notable timely feedback on assessments (including exams);
 2. HDR supervision;
 3. Alcohol regulation in residential colleges;
 4. Communication with students;
 5. Increased assistance for students with English as a second language/ or more rigorous English testing procedures;
 6. CCTV cameras in residential colleges;
 7. Policy revision (Student Behavioural Misconduct) to reduce complaint handling times;
 8. Transparency of processes and procedures, and
 9. Simplification of policies and procedures.

Strategic Alignment

This report forms part of UNE's commitment to internal quality assurance. It also responds to UNE's requirements under the Higher Education Threshold Standards and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students to respond to student experience and outcomes data and to analyse the nature of student grievances {*Reference: 2017 Annual Student Grievance Report page 2*}.

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Accountability

The Student Grievance Unit is within the portfolio of the Pro Vice-Chancellor Academic Innovation.

Attachments

Attachment 1 – 2017 Annual Student Grievance Report

UNE ANNUAL GRIEVANCE AND ACADEMIC ASSESSMENT APPEALS REPORT

2017 REPORTING YEAR

JULY 2018

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1 INTRODUCTION

The UNE Annual Grievances and Academic Assessment Appeals Report is based on relevant data from UNE's Student Grievance Unit (SGU). This data is cross-referenced with the Graduate Outcomes Survey (GOS) data to provide a comprehensive analysis of students' perceptions about relevant policy, practice and systems.

SGU collects and collates data over a 1-year timeframe (1 January-31 December) into four primary grievance categories: Academic, Administration, Behaviour and Services. These primary grievance categories are subdivided as follows:

TABLE 1.1 Primary and subcategories of grievances.

Academic	Administrative	Behaviour	Services
Plagiarism Assessment/exams/results/ feedback Academic misconduct Course Rules (inc HDR rules) Unit content/intensive schools Teaching standards/ supervision Appeals policy & process Course information Practicums/clinical placements Show cause/HDR progression	Fees & charges/remissions Admissions Examinations Advanced standing Enrolment & progression Customer service Graduation Scholarships Timetabling Counselling Student support Disability support Careers Library Oorala International Research (HDR) ITD Governance Privacy	Staff conduct Student conduct Sexual assault Sexual harassment Respect Now Always	Facilities Parking Security UNE Life Campus bookshop Residential services Affiliate

This report forms part of UNE's commitment to internal quality assurance. It also responds to UNE's requirements under the *Higher Education Threshold Standards* and the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students* to respond to student experience and outcomes data and to analyse the nature of student grievances.

2 UNE GRIEVANCE PROCESS

Under the current *Higher Education Threshold Standard (Provider Registration)* UNE must ensure:

2.4 Student Grievance and Complaints

- (1) *Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with their higher education provider, its agents or related parties.*
- (2) *There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge, or at a reasonable cost, to students, and these are applied consistently, fairly and without reprisal.*
- (3) *Institutional complaints-handling and appeals processes for formal complaints include the provision of confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.*
- (4) *Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further Avenues of appeal where they exist and where the student would benefit.*
- (5) *If a formal complaint of appeal is upheld, any action required is initiated promptly.*

6.2 Corporate Monitoring and Accountability

Prepared by the Student Grievance Unit with assistance of Strategy & Planning & Office of Planning & Quality.

6.2(1)(f) the occurrence and nature of formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents and monitored and action is taken to address underlying causes.

The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (Standard 8) requires:

Registered providers' complaints and appeals processes to be independent, easily and immediately accessible and inexpensive for the parties involved.

The registered provider must have an appropriate internal complaints-handling and appeals process that satisfies the following requirements, or can use its existing internal complaints and appeals processes as long as they meet these requirements:

- *Process is in place for lodging a formal complaint or appeal if the matter cannot be resolved informally, which requires a written record of the complaint or appeal to be kept;*
- *Each complainant or appellant has an opportunity to formally present his or her case at minimal or no cost to him or herself;*
- *Each party may be accompanied and assisted by a support person at any relevant meetings;*
- *The complainant or appellant is given a written statement of the outcome, including details of the reasons for the outcome, and*
- *The process commences within 10 working days of the formal lodgement of the complaint or appeal and supporting information and all reasonable measures are taken to finalise the process as soon as practicable.*

The registered provider must have arrangements in place for a person or body independent of and external to the registered provider to hear complaints or appeals arising from the registered provider's internal complaints and appeals process or refer students to an existing body where that body is appropriate for the complaint or appeal.

If the student is not satisfied with the result or conduct of the internal complaint handling and appeals process, the registered provider must advise the student of his or her right to access the external appeals process at minimum or no cost.

If the student chooses to access the registered provider's complaint- handling and appeals processes as per this standard, the registered provider must maintain the student's enrolment while the complaints and appeals process is ongoing.

As a result of the External ESOS Audit for Registration Authorities and Providers of Education and Training to Overseas Students 2017, the Student Grievance Unit has conducted a review of its Student (related) Grievance Handling Policy and Procedures. Changes were made according to Standard 8 of the National Code, whereby the National Code Standard 8 obligations have been clearly stated and fulfilled.

UNE meets these obligations via a number of policies:

- Student (related) Grievance Handling Policy
- Student (related) Grievance Handling Procedure
- Academic Assessment Appeals Policy
- Academic Assessment Appeals Procedure
- General Rules
- Residential College Code of Conduct
- Student Behavioural Misconduct Rules
- Student Coursework Academic Misconduct and Behavioural Misconduct Rules - Academic and Behavioural Misconduct Investigation and Penalty Guidelines
- Student Coursework Academic Misconduct and Plagiarism Rules - Plagiarism Investigation and Penalty Guidelines
- Student Coursework Plagiarism and Academic Misconduct Rules
- Assessment Policy and Procedure
- Course Progression Policy and Procedure.
- Advanced Standing Policy and Procedures

Formal grievances are administered through SGU with an external review process through the NSW and/or any external agency the complainant believes may be able to assist them with their concerns, which may include, but is not limited to:

- NSW Civil and Administrative Tribunal
- Anti-discrimination Board NSW
- Tertiary Education Quality and Standards Agency (TEQSA)
- Department of Education

SGU investigates complaints from:

- students about students
- students about their studies
- university representatives about students
- the general public about students
- the general public about the university
- students about the university, and
- issues related to a student's studies or relationship with the University of New England that may be causing distress to a university representative, a student or a member of the public.

Training and Information Sessions

In 2017, the SGU did not conduct any monthly information and question sessions for staff to regarding SGU processes, philosophy, policy operation, and business improvement recommendations.

The annual complaints handling training conducted by NSW Ombudsman Officer and held on campus because the minimum participation quota of trainees (12) was not reached, with a total of five participants for each course (Frontline Compliant Handling; Managing Unreasonable Complainant Conduct).

The SGU is working towards the inclusion of information sessions into the induction training for staff new to the University. The SGU is also looking to source further training opportunities for staff from external suppliers specialising in professional complaints handling and prevention.

3 VOLUME ANALYSIS

3.1 NUMBER OF FORMAL GRIEVANCES

For the period from 1 January 2017 to 31 December 2017, SGU handled 342 grievances covering 507 separate student related issues. Of those grievances, 165 encompassed more than one issue category. An analyses of 2016 and 2017 data revealed an overall decreasing trend of 17.8% in the number of grievances lodged with SGU in 2017 compared to 2016, irrespective of a 0.08% increase in student enrolments for the same time period. (<https://planning.une.edu.au/Statistics/overview/index.htm>)

Similar to 2016, a substantial number of grievances received by SGU in 2017 were of a complex nature (48.2%), encompassing up to four issue categories. This decrease in the number of grievances lodged in 2017 may be indicative of a higher number of less complex matters are being handled at a lower-level closer to the point of origin, while complex matters are more likely to be referred to SGU.

SGU have committed to undertaking a greater proactive role within the grievance area by identifying errors in policy and procedure interpretation and/or application outside of a formal complaint. Steps are taken to rectify the difficulty, which then in turn, may circumvent future grievances.

3.2 SOURCE OF GRIEVANCES

In total, 1.4% of the entire student body lodged a grievance with SGU – mirroring UNE's continued positive overall satisfaction rating in the Australian Graduate Survey.

The highest number of grievances were received from off-campus students (16.5%) compared to on-campus students (11.5%). This figure reflects the number of students enrolled at the University (on-campus: 4 670, off-campus: 19 177). While the overall trend in grievances by source shows a decrease in the number of grievances received by SGU compared to the previous year, there was a marked increase in the number of grievances lodged relating to on-campus international students (Fig. 4.1). Almost half of these grievances were for Academic Misconduct.

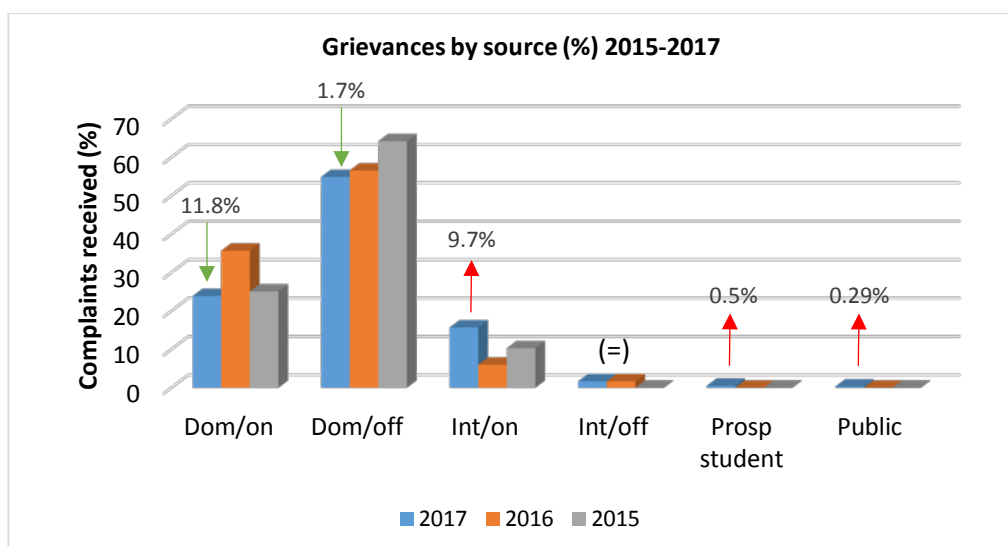


FIG 3.1: Grievances by source (%) (2015-2017)

3.3 GRIEVANCES BY BUSINESS UNIT

TABLE 3.1 Grievances by Business unit (2015-2017)

Business Unit	No. of grievances			Trend		
	2017	2016	2015	2017	2016	2015
SASS	46	53	60	7	7	12
Finance	11	11	10	-	1	7
ITD	7	16	7	9	9	1
UNESA	3	0	7	3	7	5
Academic Skills Office	0	3	6	3	3	4
Research Services	2	3	5	1	2	2
International	3	3	5	-	2	1
Library	2	7	3	5	4	1
Academic						
Board/Governance	0	3	2	3	1	1
Parramatta Campus	0	2	2	2	-	1
Human Resources	0	0	0	-	-	3
UNE Life	6	11	7	5	4	n/a
Campus Bookshop	1	0	0	1	-	1
Security	1	1	1	-	-	n/a
FMS	1	1	2	-	1	1
CFO/SAFF	0	5	-	5	n/a	n/a
MAPA	1	1	-	-	n/a	n/a
OORALA	19	-	-	19	n/a	n/a
VC Unit - RNA	3	n/a	n/a	n/a	n/a	n/a
TOTAL	106	120	117			

(■ Decreased no. of grievances; ■ Increased no. of grievances, - no change from previous year, n/a not recorded)

The business unit with the highest number of grievances in 2017 was SASS (Student Administration and Support Services). Of these grievances, 24.4% related to admissions, followed by 22% (exams), and 17.7% (enrolment and progression). The high number of SASS grievances is to be expected, given that SASS staff experience a high volume of direct and frequent contact with current and future students, and are often the first point of contact for enquiries. The number of grievances relating to Financial Services have been relatively stable from year to year (2015-2017). A marked decrease in the number of grievances for ITD and UNE Life were recorded between 2016 and 2017. The most substantial increase in the number of grievances received by SGU was for Ooralala, with 19 recorded for 2017. Missing data for 2015 and 2016 is indicative that there were no grievances for Ooralala lodged with SGU during these time periods. The increase in grievances may be related to the increased activities of the ISA (Indigenous Students Association) at the Ooralala Aboriginal Centre.

3.4 GRIEVANCES BY SCHOOL

No. of grievances per School

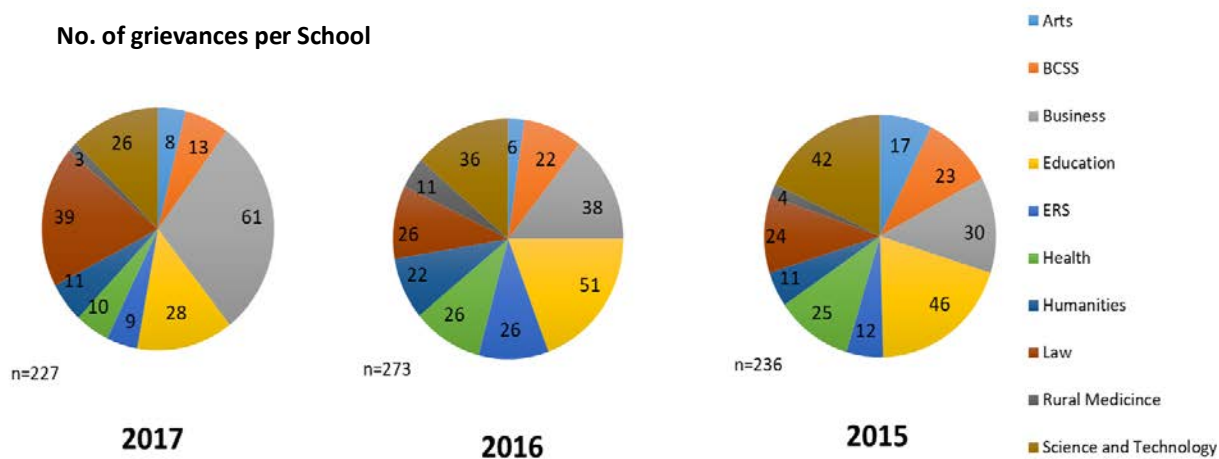


FIG 3.2: Grievances by school (no. of complaints) (2015-2017)

The number of grievances relating to the UNE Business School have more than doubled over the past three years from 30 to 61 grievances. This is most likely a result of the substantial increase in reported cases of academic misconduct in the School and the high numbers of international students attracted to business degrees at UNE. There has also been a substantial increase in the number of grievances lodged with SGU from the School of Law from 24 grievances in 2015 to 39 grievances in 2017. A comparison of 2015 and 2017 data shows a marked decline in the number of grievances from the Schools of Education, Health, Science and Technology, and Behavioural and Cognitive Social Science.

3.5 GRIEVANCES BY RESIDENTIAL COLLEGE

No. of grievances per residential college

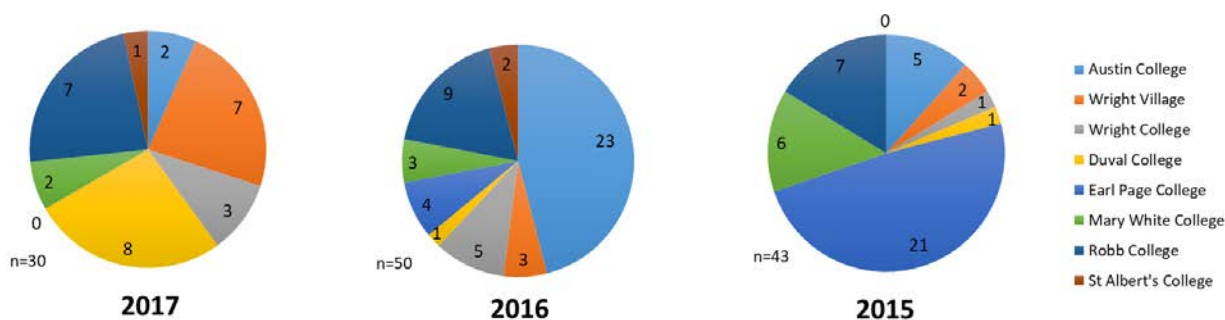


FIG 3.3: Grievances by residential college (no. of complaints) (2015-2017)

Worth noting is the marked increase over a three-year timeframe in the number of grievances SGU received from Duval College (2015/6 – 1 grievances; 2017 – 8 grievances), in addition to the substantial decline in grievances numbers from Earl Page College (2015 – 21 grievances; 2017 – 0 grievances). Residential college-related grievances varied from year to year with very little evidence of a clear longitudinal trend. This is expected as the student resident cohorts change from year to year. Overall, a substantial number of grievances (50%) received from the residential colleges were either directly or indirectly related to alcohol or drugs.

3.6 OUTCOMES

Business improvement recommendations arise from investigations conducted into concerns raised by complainants. This is undertaken in line with the *NZW Ombudsman's - Complaint handling at universities: Australasian best practice guidelines (2015)*. Recommendations stem from the identification of difficulties concerning policy, procedure and practise such as:

- Gaps in policy and procedural operation;
- Incorrect application / interpretation of policy and procedures;

- Practises contradictory to University policy;
- Errors in procedure;
- Transparency and communication, and
- Breach of University policy and procedure.

“Complaints are used to identify and repair any weaknesses in the university's policies, procedures, practices and service delivery. Complaints are used to strengthen a university by highlighting areas for improvement in its services and programs.”¹

Of the 342 grievances lodged, only 5 resulted in a recommendation for business improvement. Some matters revealed duplicate business recommendations. Replicate business recommendations were not made to the business unit. See Section 5.2 below for details regarding the business recommendations.

In 2017, very few grievances outcomes were the result of straight applications of policy, withdrawal or rejection. Depending upon the basis of the grievances, for matters where the complainant did not wish to proceed, SGU continued their enquiries if in the best interests of the University. No grievances was rejected outright; every grievances was subjected to preliminary enquiry and an outcome was provided to the complainant.

3.7 TIMELINESS OF RESPONSE

The *NSW Ombudsman's - Complaint handling at universities: Australasian best practice guidelines (2015)* states that provision of realistic timeframes to complainants for dealing with grievances is imperative. SGU endeavours to complete the case management and/or investigation of grievances, efficiently maintaining comprehensive and conscientious enquiry. The Unit informs complainants through the initial acknowledgment letter as follows:

“Please be aware that some complaints can involve lengthy investigations, while others can be solved in only a matter of days. Whilst we appreciate your desire for resolution, please be patient where investigations and outcomes are delayed due to unavoidable circumstances. In these instances the SGU will advise you and shall keep you up to date with the progress of the investigation.”

TABLE 3.2: Working days taken to respond to grievances (2015-2017)

Working days	Response time (% days)		
	2017	2016	2015
0-5	24.5	26.6	38.0
6-10	12.2	11.8	22.5
11-15	8.2	11.8	8.5
16-20	11.7	12.7	8.5
>20	35.4	37.8	22.5
unresolved	7.9	n/a	n/a

(■ Decreased no. of grievances; ■ Increased no. of grievances, n/a not recorded)

All grievances were acknowledged in writing within five working days or being received by SGU, as required by UNE Student (related) Grievance Handling Policy and Procedure. The majority of grievances (56.6%) received by SGU in 2017 were resolved within 20 working days of receipt compared to 62.0% in 2016 and 77.5%. The increased number of working days for SGU to complete grievances reflects the increasing complexity of the grievances being received. Two primary factors delayed response times: (1) increased incidents of cases requiring the management of unreasonable complainant conduct, and (2) complainants frequently raise concerns from multiple issue categories.

It is also important to note that the *Student (Related) Grievance Handling Procedures* under the *Student Academic Misconduct and Plagiarism (Coursework) Rule* and the *Residential College Code of Conduct* provide responding students at least ten working days to respond. For matters of behavioural misconduct, the *Student Behavioural Misconduct Rule* mandates that students are given the opportunity to attend two interviews (to address the allegations

¹ *NSW Ombudsman's - Complaint handling at universities: Australasian best practice guidelines (2015) page.6.*

made and any adverse comments raised during the investigation). For each interview, student are given 10 working days to respond. This requirement has a detrimental and negative impact on completion times and creates time delays of at least 20 days.

4 AREAS OF GRIEVANCE

4.1 ISSUES

The overwhelming majority of issues (90.1%) raised by students were in relation to:

- Academic Provision;
- Administrative Provision; and
- Student Conduct.

This represents a 3.4% decrease in the number of academic, administrative and student misconduct grievances compared to the previous year (93.5%) and is likely attributable to the revision of policy, greater understanding of policy operation, adherence to procedure together with streamlining of business unit internal procedures, and assistance sought from UNE Ombudsman and SGU (includes grievances with multiple categories (n=507)).

Aspects of academic and administrative provision are explored in more detail below.

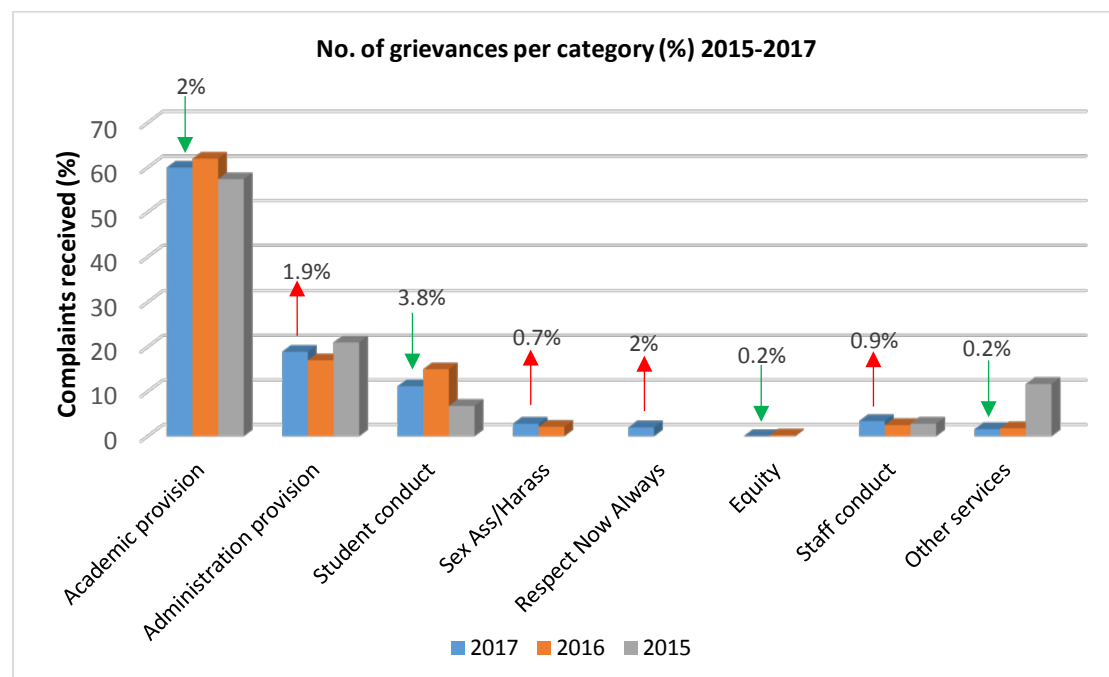


FIG 4.1: Categories of grievances showing % variance from previous year (2015-2017)

Formal grievances related to Higher Degree Research are addressed jointly between SGU and Research Services, given these types of grievances frequently require a level of academic judgement, which does not fall within the scope of SGU. In such cases, SGU is able only to address matters of process and matters of academic judgement are referred to Research Services. Refer to the list below of specified HDR grievances (2015-2017).

2017

- HDR supervision issues (2)

2016

- APA scholarship application process (1)
- HDR supervision issues and provision of information by Research Services (1)

2015

- Administration of HDR – Stipend support withheld (1)

- Cancellation of candidature (1)
- Admission process to PhD (1)
- Higher Research Ethic Committee approval (1)
- PhD Change of supervision (behaviour and process) (1)

4.2 ACADEMIC GRIEVANCES

The student focus of SGU is reflected in the high representation of academic matters within reported concerns (59.9%). A further breakdown in subcategories shows that the four areas in which the bulk of grievances were lodged were:

- Assessment: exams, results, feedback 28.9%
- Teaching standards/supervision 20.7%
- Unit content/intensive schools 24.8%
- Academic Misconduct (Exams) 17.4%

TABLE 4.1: Grievance by academic provision subcategory (2015-2017)

Academic provision	No. of grievances			Trend			Grievances (%)		
	2017	2016	2015	2017	2016	2015	2017	2016	2015
Assessment/exams/results /feedback	88	134	93	46	41	28	28.9	38.0	35.2
Teaching standards/supervision	63	80	45	23	45	5	20.7	23.0	17.0
Unit content/intensive schools	75	86	45	11	41	7	24.6	24.4	17.0
Academic misconduct (Exams)	53	24	40	29	16	39	17.4	6.7	15.1
Practicums/ Clinical placement	9	7	18	2	11	13	2.9	2.0	6.8
Course information	3	7	7	4	-	4	1.0	2.0	2.6
Appeals policy and process	1	6	6	5	-	1	0.3	1.6	2.2
Plagiarism (process)	2	1	6	1	5	3	0.6	0.3	2.2
Course and HDR rules	7	5	4	2	1	1	2.3	1.3	1.5
Show cause/HDR progression	3	2	1	1	1	3	1.0	0.7	0.4
TOTAL	304	570	460						

(■ Decreased no. of grievances; ■ Increased no. of grievances, - no change from previous year)

For academic provisions relating to categories (1) Assessment, exams, results and feedback, (2) Teaching standards and supervision, and (3) Unit content and intensive schools, there has been a substantial decline (from 2016) in the number of complaints lodged with SGU, indicating an improvement in these areas. A comparison of 2016-2017 data shows a marked increase in the number of academic misconduct complaints related to exam cheating, which were reported by examination supervisors during University invigilated examination on-campus and off-campus. The spike in exam cheating may be related to several factors, including poor English skills of international students, increased vigilance of examination supervisors and/or the additional stress placed upon student by the shortened Trimester system, which does not allow for a study preparation week between the end of the teaching period and the commencement of exams.

Student continued concerns regarding academic provision are mirrored in comments made by students in the Graduate Outcomes Survey 2017 (see below). The primary concerns raised by students about their experience(s) at UNE were: (1) unengaging, irrelevant, outdated unit material, (2) untimely feedback for assessments, (3) the shortened Trimester system, and (4) the attitude and lack of teaching experience of lecturers. Some issues regarding online learning we also mentioned.

- *Education units were very dry.*
- *Some lecturers were quite horrible at their job and even after all bad reviews and complaints from everyone they were kept on.*
- *Lectures could be long and boring which made me not listen them all. Points could have be put across in a more time efficient way.*
- *Making course more engaging.*
- *Explain the requirement of the assignments more clearly.*

- *Content, some units 100% text based.*
- *I found myself wondering too often whether the materials had any relevance to reality.*
- *Lectures were quite boring majority of the time, with the same information being presented in a repetitive manner.*
- *Some lectures were really boring. As an external student there is a need to explain things well and use animated voice.*
- *Boring subjects need a bit more livening up.*
- *Consistency across lecturer feedback.*
- *Grading return time.*
- *Student teacher interaction. Questions should be aimed at and answered by the lecturer and not be left to other students to post an appropriate response on Moodle.*
- *Limited feedback from teachers in some subjects.*
- *We need assignment feedback to improve our academic writing skills.*
- *Some coordinators need improved communication skills.*
- *Better feedback from lectures. Better planning by lecturers to deliver and make available online the lectures by first thing on Monday morning!!! This is really important for off campus students.*
- *Sometimes essay feedback wasn't very helpful. It needed more explanation in how I can improve future essays.*
- *Turn-around of assignment return.*
- *Feedback would be one main problem, it took a lot of effort for lecturers to give feedback.*
- *Some lecturers were snide in their feedback and too emotional with nasty responses. Some feedback was less than constructive and even judgmental.*
- *I would like to see better feedback from lecturers, some feedback on assignments was actually illegible! Disappointing that you don't get to see exam results - I am sure this would improve learning.*
- *In one unit I did not receive feedback on an essay worth 50% until 5 days before the exam.*
- *I would like to see assignments graded and returned in a timely manner; they were often ungraded unreturned after a month or more. That makes it hard to take on board feedback and adapt for the subsequent assignment.*
- *Lecturers could provide more information to students about how to improve in areas they are having difficulty in.*
- *Wish we got feedback on our final exams as can remain a mystery!*
- *Communication- more feedback about results please! We want to improve so help us to do that.*
- *Some lecturers did not appreciate the demands of online learning and some did not provide timely or worthy feedback.*
- *Trying to do group assignments online... Doesn't work.*
- *Group work - online - impossible to coordinate.*
- *At times I experienced rude, inconsiderate responses to questions I asked. When I undertook distance education I believed I would be supported by caring educators. This was not the case and at times I felt let down by inconsiderate lecturers too caught up in their own importance.*
- *Some lecturers were more enthusiastic than others at teaching online content.*
- *Not just this course but as a whole, more support for distance students.*
- *Cost: what exactly is the reasoning for the high cost of distance learning online?*
- *Interactions with lecturers via distance education was lacking.*
- *There was far too much content and too many assignment shoved into such a short period of time.*
- *Short terms made it very difficult.*
- *The new trimesters suck. Too short a time to take on study loads. I also exited early because many courses were offered on alternate years, which meant the total duration of the degree stretched out too long for me to reach my goals.*
- *Everything seemed rather rushed.*
- *Not enough time absorb coursework.*
- *Workload for amount of time available not in balance.*
- *The teaching staff needing to hurry through content due to time restraints.*
- *More units need to be made available in semester 3.*
- *Trimester format too short.*
- *Crammed workload during trimester.*
- *The amount of information needing cover in a short period of time.*
- *There was a lack of time, 11 week was not long enough to go over everything in enough depth.*
- *Recycled material, poor navigation in page and very unforgiving lessons. A one size fits all template.*
- *Some assignment questions were unclear. Marking was not consistent.*

Prepared by the Student Grievance Unit with assistance of Strategy & Planning & Office of Planning & Quality.

- *Lots of old lectures (recordings and slides), minimal assessment opportunities to display knowledge.*
- *Some teaching staff had a disappointing teaching style.*
- *Some teaching staff in various elective courses were not of a very high calibre and I subsequently avoided units taken by those teachers later in my degree.*
- *Some of the units need to be looked at, they were either too content heavy or what was taught was irrelevant.*
- *The relevancy and interest of the course material.*
- *Some lecturers were poor with their presentation of material and lack of feedback (feedback was provided to the university for every unit I studied).*
- *Some lecturers were a bit biased and racist.*
- *The course material was not current and needs to be updated.*
- *Only a couple of lecturers were highly valuable, professional, and personable. The rest made it easy to disconnect from the subject.*
- *One course fell well below all of the above expectations--lecturer was uncommunicative--poor learning materials which were chaotic and nonsensical--no lecture podcasts--no significant feedback on assignments. Very unpleasant experience.*
- *Lectures were academics mainly and lacked experience, or had been out of practice for a long time they lost touch.*
- *Some lecturers I don't feel were 100% committed to their course and or students.*
- *Some staff need to complete a Graduate Certificate in Higher Education in order to learn positive teaching techniques.*
- *Lecturers not explaining things in plain English or providing enough explanation.*
- *You could see some lecturers were given units they knew nothing about or were not passionate about them. Lack of enthusiasm and passion makes the students think "If they don't enjoy/like it, why will I?"*
- *Course material needs to cater to different learning styles, course material was useless in helping me learn.*
- *Certain lecturers did not know how to teach, and did not have the necessary English skills to teach.*
- *Some lecturers were very poor communicators.*
- *Practical component. Little support, understanding and terrible paper work issues with the office.*
- *Some things I will never use or are completely irrelevant to what I needed to learn. When I went to school in my first job there was so much more that I felt I needed to learn about kids in general.*

Positive feedback from students was primality centred on the flexibility of online learning and the broad range of interesting topics offered at UNE.

- *Being off campus enabled me to work when time was best for me.*
- *Flexibility to study at own pace and time, with plenty of support from teaching staff and the style of collaborative study modes as organise by teaching staff. This allows me to work and study with confidence. Even though it's distance education, I felt supported.*
- *Flexibility. Interesting and relevant subjects.*
- *It was flexible enough for me to fit into my life.*
- *Being flexible by learning through distance education.*
- *The flexibility of online study.*
- *The ability to study on line whilst working in my chosen field.*
- *Learning from home at my own pace.*
- *That it was online - brilliant.*
- *Ability to study all online. Course material was well designed for online learning.*
- *Distance education, working from home.*
- *The exposure to wide contexts of learning.*
- *Being able to juggle work family and study.*
- *Being able to do the whole thing online*
- *Self-paced learning.*
- *It was interesting, every subject.*
- *Some classes were interesting with passionate lecturers and tutors who explained things well.*
- *The exposure to wide contexts of learning.*
- *Learning new information.*
- *Learning new things.*

Prepared by the Student Grievance Unit with assistance of Strategy & Planning & Office of Planning & Quality.

- *Gaining more knowledge.*
- *Interesting, a lot of fun.*
- *It was interesting, especially practicals where we were able to look at real animals, either living or deceased.*
- *The diverse range of subjects covered.*
- *Delving into topics that I don't normally deal with day to day.*
- *Learning new skills.*
- *Learning new skills. Directed learning. Topics offered that I would not normally have been interested in.*
- *Being able to undertake units from a diverse range of subjects.*
- *The wide range of subjects to choose from.*
- *The interesting and wide range of topics available.*
- *The ability to choose from a wide variety of subjects that I was interesting in studying. Also the content was beyond amazing as I was intensely interested in learning about the topics.*
- *Challenging and interesting.*
- *The variety of choices of units to study, great support for the units where I did my own research, supportive lecturers.*
- *The units on offer were not only of interest to me, but also challenged me in a positive way.*

4.3 ADMINISTRATIVE GRIEVANCES

In respect of administrative provision, students were most concerned about issues relating to enrolment and progression, fees and charges, advanced standing and admissions.

- Fees, charges and remission 20.8%
- Enrolment and progression 15.6%
- Advanced Standing 11.4%
- Admissions 11.4%

Comments from the Graduate Outcomes Survey 2017 specifically relating to these areas are less numerous than those relating to academic provisions, indicating that academic issues have a more lasting impact and are a greater cause for concern for students than administrative issues. Fees, charges and remissions accounted for 20.8% of all student administrative complaints, indicating that students are more concerned with monetary issues than service issues when they arise. This is expected, given that a large proportion of students live frugally and struggle to afford to attend University. Students are also becoming increasingly aware of their consumer rights as paying customers of their University tuition.

TABLE 4.3: Grievance by administration provision subcategory 2015-2017

Administration provision	No. of grievances			Trend			Grievances (%)		
	2017	2016	2015	2017	2016	2015	2017	2016	2015
Enrolment and progression	15	18	21	3	3	3	15.6	18.9	22.3
Advanced standing	11	10	17	1	7	8	11.4	10.4	18.0
Fees, charges and remissions	20	21	14	1	7	2	20.8	22.0	14.9
Examinations	10	10	9	-	1	4	10.4	10.4	9.6
Information technology	7	5	7	2	2	3	7.2	5.2	7.5
Admissions	11	5	5	6	-	4	11.4	5.2	5.3
Customer service	2	2	4	-	2	1	2.1	2.0	4.2
Research-related services	2	1	4	1	3	1	2.1	1.0	4.2
Careers	3	1	3	2	2	3	3.1	1.0	3.2
Library services	1	3	3	2	-	1	1.0	3.1	3.2
Scholarships	1	1	1	-	-	1	1.0	1.0	1.0
Graduation	2	6	2	4	4	1	2.1	6.3	2.1
International student Services	2	2	1	-	1	1	2.1	2.0	1.0
Student support	0	0	1	-	1	1	0	0	1.0
Disability support	4	7	1	3	6	1	4.2	7.3	1.0
Governance	1	4	1	3	3	1	1.0	4.2	1.0
TOTAL	96	96	93						

(■ Decreased no. of grievances; ■ Increased no. of grievances, - no change from previous year)

4.4 BEHAVIOURAL GRIEVANCES

With respect to grievances pertaining to behavioural misconduct, the majority of grievance received by SGU were related either to staff or student behaviour.

- Staff misconduct 17.7%
- Student misconduct 58.1%

TABLE 4.2: Grievance by academic provision subcategory (2015-2017)

Behaviour	No. of grievances			Trend			Grievances (%)		
	2017	2016	2015	2017	2016	2015	2017	2016	2015
Staff conduct	17	14	14	3	-	11	17.3	12.6	32.5
Student conduct	57	85	29	28	56	10	58.1	76.5	67.5
Sexual assault	4	12	n/a	8	n/a	n/a	4.1	10.8	n/a
Sexual harassment	10	n/a	n/a	n/a	n/a	n/a	10.2	n/a	n/a
Respect Now Always	10	n/a	n/a	n/a	n/a	n/a	10.2	n/a	n/a
TOTAL	98	111	43						

(■ Decreased no. of grievances; ■ Increased no. of grievances, - no change from previous year, n/a not recorded)

Student misconduct continued to form the bulk of behavioural grievances, however, the number of student misconduct grievances substantially decreased (18.4%) compared to the previous year. The number of staff misconduct grievances increased slightly from 2016. This increasing trend could be a reflection of students' increasing awareness of their position as paying customers, and they are therefore more likely to complain when University services don't meet expectations.

5 CORRECTIVE AND PREVENTATIVE ACTION (CAPA)

5.1 NUMBER OF GRIEVANCES INITIATING CAPA (2017)

In 2017, approximately three (3) formal recommendations for business improvement were made. Matters arising that are identified as being conducive to correction via an informal approach are addressed unofficially by email, face-to-face or telephone contact to ensure immediate resolution. Such matters may include misinterpretation of policy and/or procedures, minor administration errors and reversal of actions demanding instant correction due to timeframe.

Business improvement recommendations are usually made directly to the School or Business Unit. In cases of identified potential risk or heightened exposure, organisational recommendations were made to the relevant Executive Officers or Directors.

SGU is working with the Compliance Systems Manager to formalise the responsibility for business recommendation as a task through the UNE compliance system, which will enable feedback on recommendations regarding implementation to be systemised. This system enables SGU to effectively track and report on the implementation and status of all recommendations.

TABLE 5.3: Category and number of CAPA (2017)

Category	Number	Summary of Recommendations
Timeframes for UCs to respond to student's questions (email and Moodle)	1	<ul style="list-style-type: none"> • Unit coordinators publish information regarding expected response time on Moodle prior to the commencement of each teaching period. • These detailed expectation are to set on a unit-by-unit basis by the Unit Coordinator. • A broad School policy should be set in place stating that response expectations should be a mandatory part of the Unit Information on Moodle.

Academic process-Ethics committee	1	<ul style="list-style-type: none"> • Research Services should publish appeals procedures for to allow students to appeals decisions made in relation to applications for Human Ethics Research applications. • Research Services should establish a pool of experts to assist in the assessment of ethics applications as recommended by the National Health and Medical Research Council (NHMRC). • Research Services should consider providing the opportunity for appellants to appeal the decisions made by HREC and subcommittees.
Administration process – degree rules	1	<ul style="list-style-type: none"> • Given the course requirements for Grad Dip Humanities do not clearly specify 48 cps in one subject area it is recommended that both interpretations of the course rules be allowed. • Those students with 48 cps in the one subject area can graduate with a Grad Dip and major. • Those students with 48 cps in more than one subject area can graduate with an unbadged Grad Dip.

5.2 REVIEW OF 2016 CAPA

SGU's remit enables it to recommend business improvements in relation to specific grievances. However, Schools and administrative units are not currently required to report back to SGU in relation to their acceptance/refusal of the recommendations. In preparing this report, SGU has liaised with the relevant business unit to report on progress with implementation of recommendations made in 2016.

TABLE 5.4: Category and number of CAPA (2016)

Category	Number	Summary of Recommendations
Advanced Standing	4	<ul style="list-style-type: none"> • Reviews of policy and procedures • Improve communication between Advanced Standing, Schools and students.
Course Deferment	2	<ul style="list-style-type: none"> • Notification that the course may not be offered upon return to studies be conveyed to the student at the front end of the deferment process as well as the back end.
Student Behaviour– Colleges	2	<ul style="list-style-type: none"> • House committees be removed • Serious matters be escalated to SGU. • Opportunity to respond to allegations must be provided. • Fair process/natural justice must be observed • Check currency of Liquor Licenses. • Check all staff at events have RSA
Sport UNE – memberships	1	<ul style="list-style-type: none"> • Clearer explanation of discounts (only one can apply) • Removal of out of date prices from web. Advertise as TBA or contact • Recording all incidents to assist in future processes concerning complainants who display unreasonable conduct.
Student Behaviour	8	<ul style="list-style-type: none"> • Formulate and implement procedure for dealing with students whose complainant conduct is classed as unreasonable.
Academic Misconduct	4	<ul style="list-style-type: none"> • Place into announcement at commencement of exams specifically that no talking is permitted. • Place into written information sent to students specifically that no talking is permitted in exams
Student Behaviour	3	<ul style="list-style-type: none"> • Ensure reporting of any sexual based harassment is reported to SGU even if no action is requested. • Re introduction of educational talks during orientation to new students regarding consent and appropriate behaviour.

Plagiarism Process	1	<ul style="list-style-type: none"> Plagiarism officer's findings are in line with penalty. Consideration of all relevant circumstances are considered.
Student Behaviour	1	<ul style="list-style-type: none"> Removal of inactive student staff ITD access. ITD training for students in position of IT help in colleges concerning responsibilities and inappropriate behaviour when using staff IT access.
Staff Behaviour	1	<ul style="list-style-type: none"> Criminal History checks to be made part of job criteria for positions in Residential Colleges. Working with children's checks for all staff in Residential Colleges.
Advanced Standing	2	<ul style="list-style-type: none"> Reversal of granted advanced standing (AS) – timeframe between when AS notified to student and applied and when to be reversed prior to application of reversal. Consequences of reversal taken into consideration prior to reversal. AS for non-law units be quantified by Law School. Schools and AS Unit complete AS together before student notified of AS outcome. Improved communication between schools and AS Unit.
Academic process Marking of assessment tasks	2	<ul style="list-style-type: none"> Marking criteria be applied consistently across unit cohort (for example imposition of a penalty for going over word count.)
Special Assessment Process	2	<ul style="list-style-type: none"> School process to be reviewed and streamlined.
Academic Appeals and Special Assessment	2	<ul style="list-style-type: none"> Procedure and policy to be observed. Recording of all actions to be completed and out into TRIM.
Special Needs	1	<ul style="list-style-type: none"> Schools and Special needs to approve Study plans together. Study plans to be approved by course coordinators prior to being finalised to ensure inherent requirements of course and units can be met. Greater use of disabilities officers in schools.
Academic Process Ethics Committee	1	<ul style="list-style-type: none"> Grievances policy /procedure concerning ethics committee application approval process.

6 APPEALS

In 2017, the SGU recorded a total of 418 appeals received under this policy, compared to 402 in 2016 and 208 in 2015. These data collected and collated by SGU are used for analyses in this report.

Academic Assessment Appeals are lodged via the online Academic Assessment Appeals form through the Student Records Management System (SRM). SGU manually records appeal statistics to ensure accuracy of data. The SGU statistics reveal the category of the appeal, the number of appeals processed, the type of appeal, and to whom the appeal is directed (e.g. Unit Coordinator, Head of School of the Pro-vice Chancellor's Office of Academic Innovation).

In 2017, the majority of appeals received by SGU were from the UNE Business School (27.2%), and represented a three-fold increase in the number of appeals received from the same School in 2016 (8.7%). These results, along with previous results, identify the UNE School of Business as a potential hotspot for student grievances and appeals. The increase in appeals most likely corresponds to the large number of students enrolled in Business units, and the increase in academic misconduct grievances and student grievances in general.

There was a notable decline in the number of appeals (2016 to 2017) from the Schools of Education, Health, Humanities and Law.

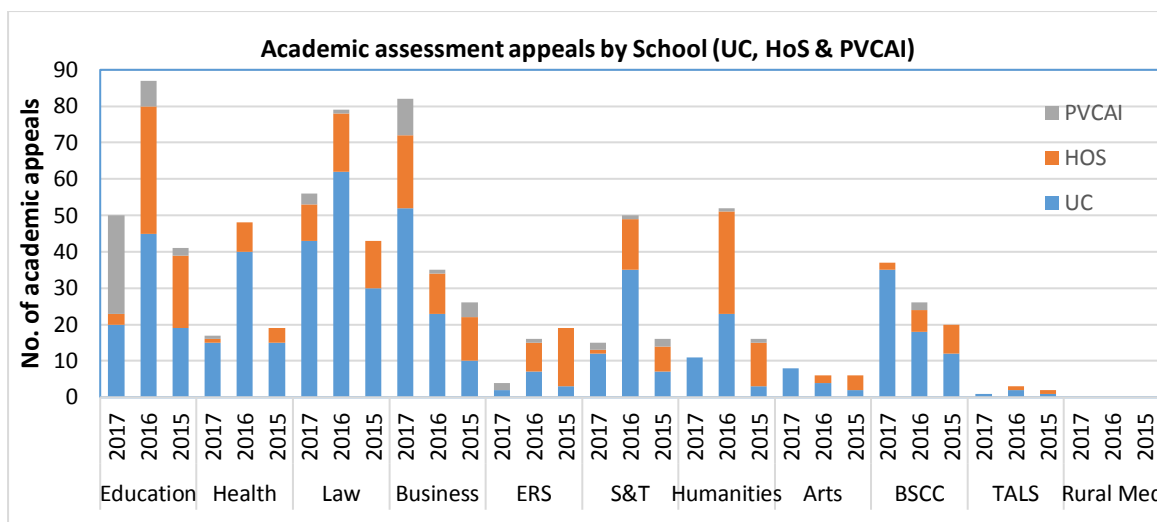


FIG 6.1: Academic assessment appeals by School directed to UC, HoS and PVCAI (SGU) (2015-2017)

TABLE 6.1: Academic assessment appeals by appeal subtype (2015-2016)

Appeals subcategory	Unit Coordinator			Head of School			PVCAI		
	2017	2016	2015*	2017	2016	2015*	2017	2016	2015*
Unit assessment	199	259	102	37	61	44	n/a	n/a	n/a
Practical/professional experience	n/a	n/a	n/a	0	3	0	4	3	0
School policy/procedure	n/a	n/a	n/a	9	3	3	2	3	0
Special assessment/exclusion	n/a	n/a	n/a	121	60	50	38	8	9
BHons/assessment/thesis	n/a	n/a	n/a	6	2	0	1	0	0
Results for Grad Dip/non-research Master's thesis	n/a	n/a	n/a	1	0	0	0	0	0
TOTAL	199	259	102	174	129	97	45	14	9

(* Data for 2015 is not for the full year as online academic assessment appeal lodgement through SRM commenced on 17 June 2015, n/a subcategory not handled at this level).

Most academic appeals were handled at the Unit Coordinator level, with the exception of appeals from the School of Education, of which the majority (54%) were escalated to PVCAI level.

Appeals relating to unit assessment decreased by 23.2% from 2016 to 2017. The most prevalent types of academic appeals handled by Heads of School and the PVCAI fell under the subcategory of Special assessment outcomes/Exclusions for insufficient course progress. It is most likely that the majority of academic appeals in this subcategory relate to exclusion rather than special assessment outcomes, given the severity of the consequences of exclusion for students and the potential negative effects on their study and lifestyle. The Academic Appeals Procedures dictate that both these appeal types are covered by one clause as they are presented in this report.

7 SUMMARY OF FINDINGS

During 2017, the Student Grievance Unit has worked to increase its profile amongst both students and staff via information and training sessions regarding SGU processes, philosophy, policy operation, and business improvement recommendations. In 2016, SGU also undertook, for the first time, the recording and investigation of Academic Misconduct matters reported by examination supervisors during University invigilated examinations at domestic and international examination centres. In mid-2015 the SGU also began recording academic assessment appeals under the Academic Assessment Appeals Policy and Procedure.

For the period from 1 January 2017 to 31 December 2017, SGU handled 342 grievances across the University. An analyses of 2016 and 2017 data revealed an overall decreasing trend of 17.8% in the number of grievances lodged with SGU in 2017 compared to 2016, irrespective of a 0.08% increase in student enrolments for the same time period.

Overall, only a small percentage of students and staff combined (1.4%), lodged a formal grievance with the Student Grievance Unit (SGU) in relation to student related matters. The highest number of grievances were of an academic nature (59.9%) relating predominantly to services provided by student-facing business units, followed by behavioural misconduct issues (19.3%) and administration issues (18.9%).

The majority of 2017 grievances (56.6%) were completed by SGU within 20 days of receipt, compared to 62.6% the previous year. These figures reflect in the increased complexity of grievances coming to SGU. SGU is consulting with other areas of the University to reduce the timeframe for student behavioural misconduct matters.

SGU continues to liaise with the Compliance Systems Manager to formalise the responsibility for business recommendations as a task through the UNE compliance system which will enable feedback on recommendations regarding implementation to be systematised. This will enable SGU to more effectively track and report on the implementation and status of all recommendations in future reports.

8 RECOMMENDATIONS

Based on our combined analysis of 2015-2017 SGU data and data retrieved from the Business Intelligent and Data Governance Unit, the University may wish to reflect on the following themes to improve the student experience:

- Assessment processes, most notable timely feedback on assessments (including exams);
- HDR supervision;
- Alcohol regulation in residential colleges;
- Communication with students;
- Increased assistance for students with English as a second language/ or more rigorous English testing procedures;
- CCTV cameras in residential colleges;
- Policy revision (Student Behavioural Misconduct) to reduce complaint handling times;
- Transparency of processes and procedures, and
- Simplification of policies and procedures.

Attachment 4 - Summary Student Progress Report - 2017

ITEM 4.3

Analysis and Trends: Student Progress#AB18319

University of New England

Teaching and Learning Committee – 22 November 2018

Room 224, School of Education E07

Purpose

To provide the Teaching and Learning Committee with the annual student progress reports for commencing undergraduate, postgraduate, higher degree by research student cohorts and 2017 survey outcomes so that the committee may:

- review findings and current trends identified by the attached reports;
- discuss key issues and risks inherent in the feedback/results; and
- propose next steps for the university to move forward and to address and report on matters arising at a whole of university level.

Origin of report: New Standing Item

Related to Teaching and Learning Committee [Terms of Reference](#): 4, 14

TEQSA Compliance Ref: 5. Institutional Quality Assurance: 5.2.1 (Academic and Research Integrity), 5.3.7 (Monitoring, Review and Improvement); 6. Governance and Accountability: 6.1.1 and 6.1.4 (Corporate Governance), 6.3.2g (Academic Governance).

Recommendation**Dr Paul Corcoran, Director Academic Quality**

The Teaching and Learning Committee is asked to provide a formal response to the issues raised in the reports by way of commentary and/or recommendations for improvement to Academic Board, and to:

- 1) NOTE the 2017 Commencing Undergraduate Student Progress Annual Report #AB18319(1);
- 2) NOTE the 2017 Commencing Postgraduate Student Progress Annual Report #AB18319(2);
- 3) NOTE the 2017 Commencing Higher Degree by Research Student Progress Annual Report #AB18319(3); and
- 4) NOTE the 2017 Survey Outcomes Annual Report #AB18319(4).

Executive Summary

The key driver for these annual reports is the Higher Education Standards Framework (HESF) which obliges UNE, as a self-accrediting institution, to ensure that it is satisfied that all students, regardless of their background or mode of study, are given the best chance to succeed at UNE. Standard 5.3 of the HESF, "Monitoring, Review and Improvement", requires review of student progress and success across all student cohorts, so these Annual Reports comply with the standard, providing analysis of UNE's commencing student cohorts, against selected metrics.

For the 2017 commencing student progress annual reports the features that are analysed are:

1. Mode: Internal, External (based on course enrolment mode at each point in time);
2. ATSI status: ATSI (self-identified);
3. SES status: Low;
4. Citizenship: Domestic, International;
5. Age Group: Under 25 years, 25 years and over;

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6. Gender: Female, Male;
7. Attendance: Full time, Part time; and
8. Basis of Admission (for commencing undergraduate students only): Higher Education, VET/TAFE, School, Other.

For the Survey Outcomes Report the analysis is divided between undergraduate and postgraduate by coursework respondents to the Student Experience Survey (SES) and Graduate Outcomes Survey (GOS).

The inclusion of qualitative feedback provided by students has proven to be a rich source of information to assist in devising appropriate action for improvement, and to evaluate and reflect upon good practice.

Key Information**(1) 2017 Commencing Undergraduate Student Progress Annual Report**

This is the third annual report investigating the progress and success of commencing undergraduate students at UNE. The first two versions of the report focussed on bachelor-pass students. This version takes a broader approach and analyses UNE's commencing undergraduate cohort enrolled in the following course type categories: Bachelor Pass; Bachelor Honours; Bachelor Graduate Entry; Advanced Diploma(AQF)/Diploma; Diploma(AQF)/Associate Diploma; and Cross-institution Program (UG).

This Annual Report provides analysis of UNE's commencing undergraduate student cohort against the metrics of Pass Rate, Grade Point Average (GPA), Retention Rate, and Progress Rate.

The key findings from this report in 2017 are:

- Average pass rates, average GPA scores and average student progress rates for commencing domestic undergraduate students have all declined over the 3 year period;
- Average retention rates for commencing domestic undergraduate students has increased over the period 2014 to 2016 (albeit driven by the external cohort; the average retention rate for the internal cohort has decreased);
- Average pass rates, average GPA scores, average student progress rates and average retention for commencing international undergraduate students have all declined over the 3 year period, however, these outcomes are higher than the average results of the commencing domestic undergraduate student cohort; and

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- When looking at retention, those commencing domestic undergraduate students entering via the School or Other admission basis who are studying full-time internally and are under 25 years of age tend to have higher average retention rates than the rest of the commencing domestic undergraduate student population.

The full report is presented as Attachment #AB18319(1).

(2) 2017 Commencing Postgraduate by Coursework Student Progress Annual Report

This is the second annual report investigating the progress and success of UNE's commencing postgraduate by coursework (CPG) student cohorts. The previous report focussed on Masters by Coursework students only. This report takes a broader approach and analyses UNE's commencing postgraduate coursework cohort enrolled in the following course type categories: Masters by Coursework; Graduate Diploma; Graduate Certificate; and, Cross-institution Program (PG).

The key findings from this report in 2017 are:

- Over the 3 years of data, pass rates, GPA scores and progress rates of commencing domestic masters by coursework students have decreased, whilst retention rates have increased;
- Internal commencing domestic postgraduate coursework students have experienced consistently higher pass rates, GPAs, progress and retention rates than their external counterparts over the 3 years of data analysis; and
- Commencing International postgraduate coursework students achieved significantly higher results across the four data metrics when compared to the commencing domestic postgraduate coursework students at UNE over the 3 years.

The full report is presented as Attachment #AB18319(2).

(3) 2017 Commencing Higher Degree by Research Student Progress Annual Report

This is the first annual report investigating the progress and success of Commencing Higher Degree Research (CHDR) students at UNE and includes those student cohorts pursuing Doctoral studies and Masters by Research.

This Annual Report provides analysis of UNE's commencing undergraduate student cohort against the metric of Retention Rate as the usual approaches to calculating pass rates, GPA and progress rates are not applicable to this cohort. This report will hopefully commence a conversation regarding the analysis of progress for this cohort of students, and assist with determining how and where UNE can collect further data regarding higher degree research students, and develop ways to conduct more meaningful review and analysis of that data cohort.

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The key findings from this report in 2017 are:

- The retention rate for the domestic CHDR at the University has reduced year on year over the 3 years, with a reduction of 4.17 percentage points to 84.92% in 2016; and
- The retention rate of the international cohort of CHDR students at UNE reduced to 2015 but has increased again to 2016, just 0.90 percentage points below the rate of retention in 2014.

The full report is presented as Attachment #AB18319(3).

(4) 2017 Survey Outcomes Annual Report

This report analyses select data from the Student Experience Survey (SES) and Graduate Outcomes Survey (GOS). Together these surveys provide both quantitative and qualitative feedback at the course level from commencing and completing students and graduates (approximately four months after completion). This enables direct comparisons with outcomes being achieved in similar courses at other institutions,

Some of the key metrics in the GOS and SES instruments are used to determine ratings in the Good Universities Guide (GUG), and these metrics, among others, are included in this report (with caveats).

The core issues outlined in this report for 2017 are:

- UNE was placed in 39th position for Learner Engagement by both the undergraduate (UG) and postgraduate coursework (PGCW) respondents, with scores of 2.80 and 2.65 respectively when national average scores were 3.40 and 3.28 respectively.
- UNE ranked poorly in the Skills Development scale, ranking in 36th position, with the UG cohort scoring the metric at 3.71 and the PGCW cohort scoring it at 3.73. The national average scores for Skills Development were 3.80 and 3.83 respectively.
- UNE's ranking for Learning Resources has declined substantially since 2015 when UNE was ranked in 4th position. The UG cohort ranked UNE in 21st place with a score of 3.87 and the PGCW cohort ranked UNE in 14th position with a score of 3.93, whilst national averages for this scale in 2017 were 3.88 and 3.89 respectively.
- UNE lost the 5 star ratings it held in the 2018 Good Universities Guide for Learning Resources and Learner Engagement.
- UNE achieved strong scores in the SES measures of Student Support, Teaching Quality and Overall Experience, and in the GOS metrics for Full Time Employment and Starting Salary. This translated to 5 star ratings in the 2019 Good Universities Guide (GUG) for these measures,

The full report is presented as Attachment #AB18319(4).

ITEM 4.3**Analysis and Trends: Student Progress#AB18319****University of New England****Teaching and Learning Committee – 22 November 2018****Room 224, School of Education E07****Key Assumptions/Constraints**

Key assumption:

- That this analysis is sufficiently detailed to enable appropriate corrective action to be designed and implemented to achieve required outcomes.

Key constraint:

- The availability of datasets that meet the specific requirements of this analysis.

Strategic Alignment

These annual reports are aligned with the Strategic Goal to Deliver an Outstanding Student Experience. The analysis seeks to identify areas or contexts where student outcomes for UNE's key student groups are not equivalent, with the view to initiating targeted action to improve the overall progress and success and thus the overall student experience.

Risk Management and Implications

Risk	Likelihood of Risk	Impact of Risk	Strategy to Manage the Risk
The scope of these reports do not address the full requirements of the standards framework.	Possible	Minor	Increase the scope of the report and the associated capability over subsequent years.
The scope of the data in these reports do not identify the core issues and trends that require action..	Possible	Moderate	Monitor effectiveness of intervention and revise strategy as needed to achieve goals.
The recommended action does not improve student progress and success in targeted groups.	Possible	Moderate	Monitor effectiveness of intervention and revise strategy as needed to achieve goals.

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The Provost and Deputy Vice Chancellor has delegated responsibility for the oversight of compliance with TEQSA requirements and the associated Higher Education Standards Framework. These reports respond directly to Standard 5.3 *Monitoring, Review and Improvement*, which in part requires UNE as a self-accrediting institution to guide and evaluate improvements based on regular monitoring and student feedback. The key UNE policy for acquitting this requirement is the *Academic Quality Assurance Rule*.

This report responds directly to Standard 5.3 and is consistent with the Terms of Reference of the Teaching and Learning Committee.

Attachments

Attachment 1 - 2017 Commencing Undergraduate Student Progress Annual Report

Attachment 2 - 2017 Commencing Postgraduate Student Progress Annual Report

Attachment 3 – 2017 Commencing Higher Degree by Research Student Progress Annual Report

Attachment 4 - Survey Outcomes Annual Report

The above attachments are not included in this report - but are available via Convene

Attachment 5 - Academic integrity Review

2018

Review

UNIVERSITY OF NEW ENGLAND (UNE) ACADEMIC INTEGRITY POLICY
AND PROCEDURES

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Executive Summary

This report documents the outcomes of a review of the academic integrity policy and processes at the University of New England (UNE), based on detailed analysis of policy documents, online materials and learning resources, and a site visit to UNE by Associate Professor Tracey Bretag on 18-20 July 2018 which enabled interviews with 18 stakeholder groups.

Terms of Reference

The purpose of the review was to provide UNE senior executive with an expert review of and recommendations pertaining to:

- Relevant UNE policies and procedures
- Academic integrity structural resources (e.g., positions, groups, committees)
- Student organisation (e.g., dedicated student representatives or groups)
- Student education
- Education for academic and administrative staff
- Curriculum information (e.g., assessment policies, student-facing materials, etc)
- Communication
- Data collection and reporting
- Regulatory compliance

Commendations

There is much that UNE is doing well to promote and uphold academic integrity, as evidenced by seven commendations:

Commendation 1: Access to relevant policies is generally good, responsibilities for stakeholders are well articulated, and the mandatory Academic Integrity Module for students is a good example of appropriate institutional support.

Commendation 2: School Academic Managers, Heads of School, Associate Deans: Teaching and Learning and Investigating Officers are committed to supporting students and upholding academic integrity, despite the challenges of the recent restructure and lack of resources.

Commendation 3: UNE is commended for establishing the position of Manager: Academic Integrity.

Commendation 4: Individual students were positive about the support services available at UNE.

Commendation 5: The Academic Integrity Module, and soon to be introduced Epigeum Academic Integrity Program, is a good first step to introduce students to the principles and practices of academic integrity.

Commendation 6: Academic integrity has a strong presence in Assessment policy and procedures and in the student's Learning Management System.

Commendation 7: The Records Management Office does an excellent job of maintaining the Student Coursework Misconduct Register.

Recommendations

There are a number of areas where improvements could be made to build on the good work already being done. These are summarised by the 12 recommendations below:

Recommendation 1: There is an urgent need to revise the UNE *Student Coursework Misconduct Rule and Procedures* so that a consistent, educative and student-centred approach is implemented across the university, and five suggestions for improvements are provided.

Recommendation 2: UNE policy and procedures need to be revised to ensure that there is consistent academic integrity breach decision-making across the university, and that those in decision-making roles are adequately trained, supported (by professional staff for example) and resourced (eg through appropriate workload).

Recommendation 3: The Manager: Academic Integrity should be supported and resourced to collaborate with key functional units to promote academic integrity across the UNE community.

Recommendation 4: UNE needs to partner more closely with student organisations, clubs and advocates to create a culture of academic integrity.

Recommendation 5: UNE should utilise existing functional units (eg Academic Skills Office, Student Success, TALC, students' clubs, etc) to promote and embed academic integrity, and thereby complement the introductory work of online training programs.

Recommendation 6: There is an urgent need for academic and administrative staff to receive consistent training and ongoing professional development regarding their functional responsibilities to promote and uphold academic integrity.

Recommendation 7: A standard University-wide Unit Overview template should be developed and implemented in all units to ensure consistency of academic integrity messaging.

Recommendation 8: An online, e-referral system should be established so that both teaching staff and academic integrity breach decision-makers can efficiently refer students to the Academic Skills Office for learning support.

Recommendation 9: Following the revision of academic integrity policy and procedures, a university-wide marketing campaign should be launched to promote it to both staff and students.

Recommendation 10: School Academic Managers need to have the authority and training to enter and download information in the Student Coursework Misconduct Register for the sake of both efficiency and quality improvement.

Recommendation 11: UNE should revisit the Higher Education Standards Framework (Thresholds Standards) (2015), and the associated guidelines and good practice recommendations by TEQSA to ensure that 'compliance' includes proactive implementation of academic integrity policy and procedures.

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Introduction

The following section is taken directly from the Terms of Reference document written by Dr Alex Dunn, Manager: Academic Integrity.

Background and rationale

Academic integrity in universities, both in Australia and internationally, is a critical aspect of universities' pedagogy, ethical responsibility and regulatory requirements. The issue is broad and complex insofar as it includes a wide range of stakeholders, causes, and remedies. The issue is also an evolving one, with rapidly developing technologies both facilitating acts of academic dishonesty and providing the means to detect and ameliorate the problem. The issue of academic integrity has traditionally been approached by Australian universities mainly through a reactive 'catch and punish' approach. However, more recently there has been a trend towards more proactive educative and preventative whole of institution approaches.

UNE is a mid-sized Australian university with a student cohort characterised by a majority of students studying online (many of whom may be low SES, first in family, working and with family responsibilities) and a significant traditional on-campus residential system. UNE has a tradition of committed staff members working to ensure academic integrity is understood, promoted and enacted. The University currently fosters academic integrity through policy and processes, orientation materials and messaging, a mandatory Academic Integrity Module for students and curriculum materials. Investigations of academic integrity breaches are conducted by senior academic staff members and their delegated officers at faculty and/or school level. Appeals are conducted by the Office of the Pro Vice Chancellor Academic Innovation and the Student Conduct Appeals Committee. A Manager, Academic Integrity position has been created on secondment for a year (ending February 2019). No formal specialised academic integrity committees or groups currently exist.

The rationale behind commissioning such an audit is first and foremost to contribute to student success at UNE. To do this, UNE first needs to benchmark existing policy and processes against internationally recognised standards. Both students and staff will benefit. Students will receive improved academic integrity education and increased confidence in the consistency and fairness of UNE breach procedures. Improvements in the areas identified in the objectives below should help guide staff to more effectively and efficiently carry out their roles and responsibilities. Such an audit will cohere to fundamental tenets of the Strategic Plan including, delivering an outstanding student experience, leading the sector in delivering such activities in the online space, improving operational resilience and creating a bold and innovative culture. Any recommendations may be implemented through the dual policy instruments of education and education and breach responses/outcomes in regards to academic integrity.

All universities hold a level of risk in regards to academic misconduct and historically the most explicit action in regards to that risk has been reactive rather than proactive. For example, UNE's mandatory use of the Turnitin text-matching software was instituted directly as a result of a highly publicised issue wherein over 200 Masters theses were found to have been plagiarised. Beyond 'standard' plagiarism, some of the most significant current issues for all universities include contract and machine-based cheating, which is often undetectable through text-matching software alone. The industry regulator, the Tertiary Education Quality Standards Agency, has responded to this by allocating \$3.1 million from the last Federal Budget to specifically address academic integrity and contract cheating in Australian universities over the next four years.

Terms of reference

The purpose of the review was to provide the senior executive with an expert review of and recommendations pertaining to:

- Relevant UNE policies and procedures

- Academic integrity structural resources (e.g., positions, groups, committees)
- Student organisation (e.g., dedicated student representatives or groups)
- Student education
- Education for academic and administrative staff
- Curriculum information (e.g., assessment policies, student-facing materials, etc)
- Communication
- Data collection and reporting
- Regulatory compliance

Prior to the site visit on 18-20 July, Associate Professor Bretag was provided with access to all relevant policies, and to the UNE student-facing Moodle site so that Unit Information and Assessment Overviews could be perused.

UNE stakeholder identification and liaison was determined in consultation with Dr Alex Dunn, Manager, Academic Integrity. Associate Professor Bretag had the opportunity to meet with:

- School Academic Managers
- Heads of School
- Associate Deans: Teaching and Learning
- Deputy Deans
- Academic Integrity Decision-Makers ('Delegates'/'Investigating Officers')
- Sessional staff

Representatives from:

- Academic Quality and Analytics
- Student Grievance Unit
- Secretariat
- Records Management Office
- Academic Board
- Academic Skills
- First Year Advisors
- Student Success
- Research Office

Senior Executive:

- Provost and Deputy Vice Chancellor, Professor Todd Walker
- Vice Chancellor – Professor Annabel Duncan

Representatives of the student body:

- Currently enrolled students
- College Mentors
- Student Advocate

All interviews were recorded and transcribed to ensure accurate representation of stakeholder feedback in this report. To maintain confidentiality, no individuals are named in this report, with the exception of Dr Alex Dunn, and Professors Todd Walker and Annabel Duncan.

A list of five semi-structured questions formed the basis of the interviews. These included:

1. Can you please tell me a little about your role?
2. Are you familiar with UNE academic integrity policy and procedures?

- a. Can you provide a brief summary of how academic integrity is promoted at UNE?
 - b. How are breaches managed?
 - c. Have you had any personal experience of dealing with academic integrity breaches? Can you tell me about that?
3. How do you see your role promoting academic integrity?
 4. Are you involved in any groups or committees that address academic integrity (in any way)?
 5. Do you think UNE is doing a good job with respect to academic integrity?
 - a. Can you provide any examples?
 - b. Do you have any particular concerns or worries about academic integrity at UNE?
 - c. Speaking from your own functional role, how might UNE improve academic integrity policy and procedures? What's on your wish list?

Structure of this report

The report follows the structure of the Terms of Reference with eight sections relating to relevant UNE policies and procedures; academic integrity structural resources (e.g., positions, groups, committees); student organisation (e.g., dedicated student representatives or groups); student education; education for academic and administrative staff; curriculum information (e.g., assessment policies, student-facing materials, etc); communication; data collection and reporting; and regulatory compliance. Each section includes commendations for good practice and recommendations for possible improvements going forward. The final section summarises the commendations and recommendations from the whole report.

1. Relevant UNE policies and procedures

Policy documents

A range of UNE policies were accessed prior to the site visit. These are listed in order of relevance to the academic integrity review as follows:

- Student Coursework Academic Misconduct Rule
- Student Coursework Academic Misconduct Procedures
- Bachelor of Medicine – JMP Student Academic Misconduct Rule
- Assessment Rule
- Assessment Procedures
- Code of Conduct for Research Rule
- HDR – Preventing and Detecting Plagiarism (Higher Degree Research) Guideline
- Avoiding Plagiarism and Academic Misconduct (Higher Degree Research) Guideline
- Code of Conduct

Each of these documents will be discussed in turn, with the primary focus on the three policies that specifically relate to academic integrity - Student Coursework Academic Misconduct Rule; Student Coursework Academic Misconduct Procedures; and Bachelor of Medicine – JMP Student Academic Misconduct Rule.

Student Coursework Academic Misconduct Rule and Procedures/JMP Student Misconduct Rule

The *Student Coursework Academic Misconduct Rule* ('The Misconduct Rule') sets out UNE's commitment to academic integrity, explains the term 'academic misconduct', provides definitions of the various forms of academic misconduct in coursework and the associated penalties, and details the responsibilities of key stakeholders to uphold academic integrity.

The longer and more detailed *Student Coursework Academic Misconduct Procedures* ('The Misconduct Procedures') give specific instructions on how misconduct is to be investigated, by whom, how a determination of misconduct is made, the appeals process, reporting requirements and records management.

The *JMP Student Academic Misconduct Rule* ('The JMP Misconduct Rule'), is applicable only to Bachelor of Medicine Joint Medical Program students, and incorporates elements of the UNE Misconduct Rule and Procedures, alongside the University of Newcastle *Student Misconduct Rule* and *Student Academic Integrity Policy*. The JMP Misconduct Rule, in particular the way that penalties and outcomes are determined, has clearly been influenced by the internationally recognised Oxford Brookes Model (Carroll 2007), which has been operationalised at the University of Newcastle (UoN). There is also some evidence of elements of the Oxford Brookes Model in UNE *Misconduct Rule*.

It is evident that UNE policy and procedures have also been informed to some degree by recommendations by Bretag et al (2011) to incorporate the 'five core elements of exemplary academic integrity policy'. These core elements are detailed below with a comment about how *The Misconduct Rule/s* and the associated *Misconduct Procedures* adhere to these recommendations and where there may be areas for improvement.

Access: The policy is easy to locate, easy to read, well written, clear and concise. The policy uses comprehensible language, logical headings, provides links to relevant resources and the entire policy is downloadable as an easy to print and read document. This element is given priority in this list, because no matter how comprehensive or well developed a policy, if it is not accessible and understandable to both staff and students, it would be unlikely to be implemented effectively. (Bretag et al 2011)

UNE provides a simple one-click navigation from the university homepage to two critical links – one to the compulsory Academic Integrity Module (AIM) and another to the Tertiary Literacies Assessment (TLA). Presenting these two resources to students on the same page is excellent in terms of making it clear to students (and staff) that academic integrity and academic literacies are inextricably intertwined. Embedded on the same page is a direct link to the *Misconduct Rule*, and within this document is a link the *Misconduct Procedures document*. The language on the website is appropriately colloquial and speaks directly to students. The language in the policy documentation is generally accessible, although as noted below (see Approach), at times the language can be overly legalistic. The documents are provided as pdfs for ease of downloading and printing.

Despite my own assessment as an outsider that UNE documents are relatively easy to access, concerns were raised about accessibility for students by one of the university representatives interviewed for this report as follows:

- a) The name ‘Student Coursework Academic Misconduct Rule’ currently is not something that new students would easily grasp. The policy document is difficult to not only locate but also to understand.
- b) There is a distinct need for a fact sheet – so students can appreciate what will amount to Academic Misconduct. The current rule lists what may amount to misconduct, but this could be enhanced by a more user-friendly model which includes examples and scenarios. It is notable that many students who have received allegations of Academic Misconduct do not appreciate the application of the rule – its scope and how incorrect referencing can mean misconduct.
- c) The rule is very much procedural in nature, and this means that students unfamiliar with such a writing style will not necessary appreciate its full application. I.e. – see ‘academic advantage or advancement which they are not entitled to’- this sentence is not aimed for a first year student or an international student with limited English capacity to comprehend. It therefore would be of great benefit to students if this was written in plain English.
- d) The nature of the rule being located in UNE Policy Register System, rather than being linked directly on the Moodle pages reinforces the inaccessibility of the rule. Students can access this, but the issue remains that they are unlikely to if they do not know how to.
- e) There is a particular level of ambiguity present, with the policy outlining that ‘Academic Misconduct also includes, but is not limited to:’. The scope of the policy should provide a clear guideline to students what conduct is and is not acceptable. (Email communication 30 August 2018, following interview with UNE Representative A)

Each of the concerns raised about accessibility is valid and should be taken into account when revising the policy. In particular, the need for plain English definitions and links from the Moodle site to the relevant policies is important.

Approach: Academic integrity is viewed as an educative process and appears in the introductory material to provide a context for the policy. There is a clear statement of purpose and values with a genuine and coherent institutional commitment to academic

integrity through all aspects of the policy. This aspect needs to be one that necessarily runs through all other elements of the policy. An exemplary approach does not begin and end with an upfront statement of intent, but influences both the language and the substance of the entire policy. (Bretag et al 2011)

While *The Misconduct Rule* does provide an upfront commitment to academic integrity – “The University of New England (UNE) values Academic Integrity and aims to foster good scholarship and effective learning” (p. 1) – this positive approach is not consistently articulated and is almost immediately over-ridden by moralistic and punitive language. Eg “The University does not tolerate dishonesty and impropriety in academic work and imposes strict penalties on any student found to have acted dishonestly or improperly in assessment processes” (p. 1).

The Misconduct Procedure also uses negative and legalistic language, despite the assertion that investigations and appeals are “lay proceedings and not in the adversarial manner of a court of law” (p. 1). The Unit Coordinator who first identifies a potential case of academic misconduct is referred to as the ‘Complainant’ (p.3) who makes a ‘complaint’ (p.1) to an ‘Investigating Officer’ and this has the potential to create a combative relationship between the student and the Unit Coordinator. Other legalistic language in *The Misconduct Procedure* undermines any sense that the process is an educative one (eg. “...Support Person, shall not have the right of audience” [p. 3]; “cross-examine any witnesses” [p. 4]; “accused Student” [p. 6]; “appellant” [p. 5])

The *JMP Misconduct Rule* (which also covers research misconduct) uses a mix of language from both the UNE and UoN policy environments and also refers to the *Australian Code for Responsible Conduct of Research*, making this document highly complex and often inconsistent. No definition of academic integrity is provided, but the document does start with a broad-ranging commitment to “promoting the highest standards of academic and research integrity, scholarship, safety and welfare for students and staff” (p. 1). Legalistic language such as “A student shall be presumed innocent unless and until guilt is freely admitted or determined...” (p. 4) is arguably not appropriate in an educational environment.

This point was also reinforced by UNE Representative A as follows: “Penalties are noted in the Misconduct Rule prior to information regarding investigation, and this is intimidating. Additionally, there is a lack of information regarding what these penalties mean, and this could be frightening for the student.” (Email communication 30 August 2018, following interview)

Responsibility: The policy has a clear outline of responsibilities for all relevant stakeholders, including university senior management, academic and professional staff, and students....a systems approach could be embedded in an exemplary policy...[which] incorporates responsibility for academic integrity at the individual, organisation, education system and social levels. (Bretag et al 2011)

The Misconduct Rule clearly outlines the responsibilities for all stakeholders and aside from some small edits (eg ‘UNE plagiarism detection software’ should be rewritten ‘UNE text-matching software’), and the need to put this section much earlier in the document, this part of the document is good. However, there is some confusion in that *The Misconduct Rule* states in the ‘Scope’ section that the document relates to both students and university representatives, but the rest of the document makes the assumption that only students engage in misconduct. Eg “Academic Misconduct is any conduct in which a Student...” (p. 1). *The JMP Misconduct Rule* does not repeat information about stakeholders’ responsibilities, except for student responsibilities (p. 4) but states clearly that the document should be read in conjunction with the UNE and UoN Misconduct Rules.

Detail: The policy provides a detailed description of a range of academic integrity breaches and explains those breaches using easy to understand classifications or levels of severity. Details of how breaches are identified (such as through the use of text-matching software) are provided. Processes are detailed with a clear list of objective outcomes, and the contextual factors relevant to academic integrity breach decisions are outlined. Extensive but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process. Exemplary policy incorporates simple flow charts to demonstrate how the policy is enacted in practice. (Bretag et al 2011)

The Misconduct Rule provides adequate detail about the various forms of academic misconduct, but does not in any way classify the severity of the breaches or link them to likely penalties/outcomes. The penalties are listed “in escalating order of severity” (p. 2), but there is no way a student (or a decision-maker) could use the document to determine which breach is likely to receive which penalty. *The Misconduct Procedures* simply state that “The penalties listed in the Rule may be imposed on a Student who is found to have committed Academic Misconduct” (p. 2). Four criteria for decision-making are provided (p. 2), but point (d) “the Student’s cooperation with an investigation and any acknowledgement (at the first reasonable opportunity) of a breach of the Rule” (p. 2) is not based on international recommendations for best practice and is problematic in that students may feel pressure to “confess” to a breach to reduce the penalty.

Conversely the *JMP Misconduct Rule* provides clear direction for breach decision-making based on five criteria recommended by Carroll (2007). While these criteria do not mention the student’s “cooperation”, later in the document under ‘Authorised Penalties’, it states (somewhat confusingly) that “The penalty may also take into account the fact that the student has admitted to the allegation”.

No specific guidance is provided in any of the Rules or Procedures in relation to *why* an “allegation of academic misconduct” would be referred to a higher decision-maker (Eg the DVC/PVC or the Dean of Medicine JMP). It is very challenging to determine how decisions are made for breaches at any level because both the Rule and Procedures documents must be read in tandem. None of the Rules or Procedures documents provide easy to follow flowcharts which outline the process for identifying, referring, adjudicating and appealing academic integrity breach cases.

The section ‘Investigation and Determination of a Complaint’ in *The Misconduct Procedures* provides extensive and specific detail on the importance of the Investigating Officer holding an interview with the student as part of the decision-making process. However, communication with a number of ‘Investigating Officers’ (variously called ‘Plagiarism Officers’, ‘Academic Misconduct Officers’ or ‘Academic Integrity Officers’ depending on the faculty or discipline) indicated that interviews are rarely held with students, and penalties are most often determined based on textual evidence alone (including a written response to the allegation from the student). The practice that appears to have become the norm is to tell the student that they “may request an interview” with the Investigating Officer, and unsurprisingly, very students take the initiative to do this.

The term ‘Investigating Officer’ itself is ill-defined and it appears that this role could be held by almost any UNE staff member, from a professional staff member (above HEO7¹) to an Academic (above Level B) to a Head of School to the PVC (Academic Innovation).

¹ Based on numerous interviews, it was evident that contrary to policy there are instances where professional staff at HEO6 are actually managing this role.

From a structural point of view, the *JMP Misconduct Rule* provides extensive detail in relation to definitions which comprise two full pages of the document. It is recommended that most of these definitions are provided as an appendix.

Support: Systems are in place to enable implementation of the academic integrity policy including procedures, resources, modules, training, seminars, and professional development activities to facilitate staff and student awareness and understanding of policy. For example, proactive measures to educate students about academic writing and referencing conventions as well as practical strategies to prevent breaches of academic integrity. Enabling strategies enact the policy. Without long-term, sustainable and practical support resources, a policy will not be enacted, no matter how well it is articulated. (Bretag et al 2011)

The UNE Academic Integrity Module which must be completed by all students prior to the submission of their first assignment is an excellent first step towards promoting and supporting academic integrity. However, UNE Staff member A was concerned that the Academic Integrity Module needed to be revised to better meet the needs of students, particularly in relation to the layout and design of the module, the need for more up-to-date characterisations, the importance of linking the Module to the policy and using student-oriented, plain English (Staff member A, email communication 30 August 2018).

There is no mention made in any of the policy and procedures documents regarding training and professional development for academic staff, academic integrity breach decision-makers ('Investigating Officers') and professional staff. The detail provided in *The Rule* about the responsibilities of the various stakeholders from University Representatives to Unit Coordinators to Teaching and Support staff demonstrates that UNE understands and resources proactive measures to support students and enact the policy. The implementation of the Epigeum Academic Integrity Program in 2019 will further enhance efforts in this domain.

Commendation 1: Access to relevant policies is generally good, responsibilities for stakeholders are well articulated, and the mandatory Academic Integrity Module for students is a good example of appropriate institutional support.

Recommendation 1: There is an urgent need to revise the UNE *Student Coursework Misconduct Rule* and *Procedures* so that a consistent, educative and student-centred approach is implemented across the university. The following suggestions are provided as a guide:

- **Suggestion 1:** The three related documents (*The Misconduct Rule*, *The Misconduct Procedures* and *The JMP Misconduct Rule*) need to be consistently articulated using a shared framework for promoting academic integrity and identifying, referring and determining outcomes for academic integrity breaches. A simple way to approach this task would be to use the EAIP [Academic Integrity Policy Toolkit](#) and basing a revised policy on the University of Newcastle policy (currently used by JMP) which was identified by the EAIP as being exemplary.
- **Suggestion 2:** All policy documents should be premised on a positive, educative approach to academic integrity which foregrounds learning outcomes and natural justice for students.
- **Suggestion 3:** Academic integrity breaches should be classified according to severity and linked to appropriate outcomes.
- **Suggestion 4:** The roles and responsibilities of all academic integrity breach decision-makers ('Investigating Officers', DVC/PVC, JMP Dean of Medicine) should be clearly outlined, using consistent terminology and with support structures articulated.
- **Suggestion 5:** All procedural documents should include simple flowcharts which outline the process for identifying, referring, adjudicating and appealing academic integrity breach cases.

The next section of this report briefly discusses how the *Student Coursework Academic Misconduct Rule and Procedures* (and the *JMP Student Academic Misconduct Rule*) relate to the other relevant UNE policies and procedures.

Assessment Rule

The *Assessment Rule* articulates UNE's framework for "rigorous assessment processes" at UNE, including the underlying principles, responsibilities of key stakeholders, appeals, record management and definitions of key terms. The importance of academic standards, quality assurance, robust assessment practice, honesty and integrity is appropriately woven throughout the whole document and there is specific mention of the role of Unit Coordinators in "identifying and reporting cases of academic or behavioural misconduct or plagiarism" (p. 3). The *Assessment Rule* also requires that teaching staff must be "sufficiently resourced and supported to fulfil their roles and responsibilities" (p.3).

Assessment Procedures

The *Assessment Procedures* provide detailed and useful guidance to UNE staff in how to apply the *Assessment Rule*. Guidance in relation to the number, volume and weighting of assessments provide a strong foundation for ensuring academic integrity in assessment. Staff are directed to provide information to students about academic integrity, the *Misconduct Rule* and the requirement to submit assessment tasks through *Turnitin*, presumably through the Unit Outline. Requirements relating to marking, marking standards and moderation are provided. It should be noted that the requirement that assignments should be marked and returned to students within 30 days seems to be excessively long, with the likely outcome that students will not receive feedback in time to use it for subsequent assessment tasks.

Code of Conduct for Research Rule

This Code provides a framework for high quality research practices, based on the *Australian Code for Responsible Conduct of Research*. The UNE Code makes an appropriate distinction between a "breach of the Code" and "research misconduct" and provides a clear rationale for how to determine the difference between the two. This distinction is currently lacking in the *Student Coursework Academic Misconduct Rule and Procedures*, with all breaches (even those that occur from an honest mistake or due to a lack of understanding/training) classified as "academic misconduct". However, although the *Code of Conduct for Research Rule* defines research misconduct, it does not provide specific guidelines for how to manage an allegation of research misconduct, other than that it "may be grounds for disciplinary action".

HDR – Preventing and Detecting Plagiarism (Higher Degree Research) Guideline

This document provides broad advice and links to resources for supervisors regarding how to prevent and detect plagiarism by HDR students. It explains the informal process for dealing with unintentional plagiarism but is silent on the formal process for handling research misconduct.

Avoiding Plagiarism and Academic Misconduct (Higher Degree Research) Guideline

This document is directed towards HDR students to help them understand their responsibilities in relation to completing the requirements of their program, and their rights in relation to an allegation of plagiarism or academic misconduct. Loose details are provided on what the student should expect in the case of an allegation, but no specific information on the formal process is provided, and no links to other relevant policy documents. It is unclear, given the title of this document ("Academic" rather than "Research" Misconduct) if perhaps the *UNE Student Coursework Misconduct Rule and Procedures* apply here.

Both HDR Guideline documents are not useful in their current forms. At times, both are *too* detailed (eg explaining how to reference an internet source) and at other times, not detailed enough (eg not outlining the formal allegation process or providing links to the associated procedural document).

Code of Conduct

The *Code of Conduct* provides five overarching principles to be applied to all UNE activities and behaviour. Principle 3 is particularly pertinent to academic integrity – “We act with honesty and integrity, transparency and openness”. This document is very broad and provides no detail on any procedures that may apply if the principles are not upheld.

Implementation of policies

The following section draws on information provided by UNE staff and students at the site visit in July 2018, to determine if the various policies (particularly the *Student Coursework Academic Misconduct Rule and Procedures*) are being implemented consistently across the university.

Investigating Officers

‘Investigating Officers’ have different titles and different responsibilities according to the discipline or faculty. Much of this difference has evolved over time, and occurred because of the large number of schools. This discrepancy in practice is expected to dissipate in the near future now that UNE has a much flatter structure and just three faculties.

One group of Academic Managers (AM) explained the situation thus:

- AM1: We're all working towards the same procedures, but it's administered differently. In [Name of School] there's a Senior Administrative Officer - HDR and Plagiarism, who is responsible for academic integrity. In [Name of School], it's investigated by an academic with admin support; and in the [another Name of School] it's investigated by an academic with admin support.
- AM2: No one has been looking at the supra-school level previously, everyone has just been muddling along getting it done.
- AM3: It was 12 little schools, or 10 little schools, just individually working.
- AM2: Yeah. So in the recent workplace change, when we looked at their position descriptions, I actually wanted a faculty-level approach to that. We haven't done it yet, because we only just brought that in two weeks ago, but yeah, we're wanting to have someone who oversees that at the faculty level but still works with the investigating officers in each of the two schools, because they know those schools better. They'll be the delegates of the head of school [who] will still be the investigating officer, and they'll work with those academic staff members but they'll manage it all.

(Excerpt from Session 1)

Training for staff to identify and refer cases

It appears that to date, academic staff and Investigating Officers have received little to no training on how to identify a breach and then refer the case in line with the *UNE Academic Misconduct Rule and Procedures*:

- Bretag: What sort of training is provided for unit coordinators so that they know how to even assess that [when to refer a breach]?
- AM2: I haven't provided any training for them.
- AM3: This has come up, because we're talking about putting guides together for the faculty for people when they start. But there isn't anything that, from a Teaching and Learning perspective, about the different things, reviews, plagiarism and that sort of thing.

(Excerpt from Session 1)

Need for consistency across the university

Given the recent restructure, it is not surprising that numerous stakeholders expressed concern about the lack of consistency in academic integrity breach decision-making across the university. Associate Deans Teaching and Learning (ADTL) were particularly vocal on this point:

- ADTL1: At the moment it's challenging because we're new faculties and my faculty has four schools and they have four different processes and different ways they implement those processes. So at the moment, the challenge is to understand what each school does and how they do it with reference to the current policy that we have, as much as we do or don't like that.
- Bretag: It is what it is, you've got a policy, yeah.
- ADTL1: Yeah, and we can follow that policy. The challenge at the moment is to get consistency in the application of the policy and consistency in the reporting of academic integrity to the people that manage the process and implement the policy. So the challenge is step one, staff members feeling that they understand the process enough to put cases forward.

(Excerpt from Session 3)

It was evident that there are pockets of good practice in some faculties, but there is not enough collaboration between stakeholders in other disciplines/schools/faculties to ensure that such good practice is shared and implemented across the whole institution.

Need to adequately resource breach decision-making

The inconsistent breach decision-making process was seen to have developed due to lack of resourcing, wherein each school managed as best it could, using whatever resources were available, but without an overarching, institutional direction and prioritisation of academic integrity.

- ADTL1: I guess from my perspective, that...what appears...is somewhat chaotic or inconsistent as a process is driven by each school, resourcing it in a way that they can. So the university and/or schools have not targeted resources to that position, which means the function of academic integrity within these schools has fallen to a process that works within that school with the resources that are available, as opposed to a priority process that says we need one of these people. Here is that person; that is their job.

(Excerpt from Session 3)

School Academic Managers (AM) also explained the need for more resources so that tight and competing timelines would not prevent breaches from being addressed in a timely and consistent manner:

- Bretag: Do you have any suggestions for how that [competing deadlines] might be resolved?
- AM1: More resourcing to allow us to investigate it immediately rather than competing with other workflows at the same time.
- Bretag: Yeah. Resourcing is a big one, for sure.

AM2: I agree with that. It's just from getting the paperwork together, checking the reports, compiling, drafting up the notification letter, liaising with the delegated academic who's investigating, it's so time consuming. ...The whole workload is always about timeframes, deadlines. It's a very restricted calendar and then you've got these other things that interject that need to be done within 10 days....it's just compounding everything to these very tight timeframes.

(Excerpt from Session 8)

Challenges of merging UNE policy with JMP policy

Concerns were raised about the fact that UNE essentially has two academic integrity policies/processes: one for the Medical School Joint Program with the University of Newcastle, based on a model of Student Academic Conduct Officers (SACOs) and the one for the rest of the university, based on a completely different decision-making model. This created specific challenges for staff managing breaches in faculties that comprised both medicine and other disciplines, as articulated by the Heads of School (HoS):

HoS1: The HoS in [in Medicine and Pharmacy] is basically going to have to have two faces. She's going to [have] to align with Newcastle and that will be all of the medicine. The other face must align with UNE for pharmacy. So, she's in a process right now of trying to figure out how she is going to make that work.

Bretag: That's very challenging.

HoS1: It is very challenging because everything is a steep learning curve. There are policies and procedures they've never had to deal with. There's rules..., there is a [position] such as how are we going to get someone to deal with plagiarism on the UNE side because everything else has been channelled through Newcastle. So, she is in a very unique position and that's why coming up with a unified voice of how it's just going to be dealt with becomes essential because I don't think it's appropriate for her to be in a position where she has to start from zero and figure it out for herself. She needs to know that there is a uniform policy that she can adhere to rather than oh well in this school they do this, and in this school they do this, and now you have to do come up with what you want to do. I think that's going to be a real major challenge for that school.

(Excerpt from Session 2)

Agreement that the policy needs to be revised

All stakeholders interviewed for this review indicated that the current Academic Misconduct Policy and Procedure does not provide clear instructions which can be consistently applied across the university. The following exchange between Heads of Schools (HoS) exemplifies the concerns raised:

HoS2: Well I'm not sure the policy is as clear as it could be.

HoS3: Yes, that's right. Agreed.

HoS4: Open to interpretation.

Bretag: I agree.

HoS2: Absolutely.

Bretag: Real issues with the policy...

HoS4: Fixing it.

Bretag: Yes, get that right.

HoS4: Very clear steps.

Bretag: I agree, and then everyone knows. You're all on the same page. You refer back to policy.

HoS4: I think a lot of them are getting caught up, oh I've got to solve this, and they don't. They're really, at the unit coordinator level, they are just simply saying I think there is a problem.

HoS2: We have a concern. Yes.

HoS4: Yep, send it on to the expert.

HoS3: ...diagrams in there as well to guide people if this happens.

(Excerpt from Session 2)

Commendation 2: School Academic Managers, Heads of School, Associate Deans: Teaching and Learning and Investigating Officers are committed to supporting students and upholding academic integrity, despite the challenges of the recent restructure and lack of resources.

Recommendation 2: UNE policy and procedures need to be revised to ensure that there is consistent academic integrity breach decision-making across the university, and that those in decision-making roles are adequately trained, supported (by professional staff for example) and resourced (eg through appropriate workload).

2. Academic integrity structural resources (e.g. positions, groups, committees)

At the time of the site visit, there had recently been a restructure at UNE which meant that most stakeholders interviewed talked at length about how faculty structures are currently in flux with many staff members still working out their new roles and procedures still being developed and refined.

In terms of academic integrity structural resources such as positions, groups and committees, it was good to see that the position of Manager: Academic Integrity has been created, although it was evident that this position has not yet been integrated adequately with key stakeholders and functional units. The Manager: Academic Integrity needs to have formal links and collaborations with (at the very least) Academic Skills Office, Student Success, International Students Office, Delegates, Academic Managers, Heads of Schools, Associate Deans: Teaching and Learning, Student Grievance Unit, Records Management Office, Academic Quality and Analytics, student representative groups, and teaching staff at all levels (undergraduate, postgraduate, on-campus, online, continuing and sessional). It would also be worthwhile for some interaction (as appropriate) with the Audit and Risk Committee and the Governance Office.

The remit of the Manager: Academic Integrity is extremely broad and structures need to be put into place so that academic integrity becomes integral to all of the functions of the university. The first step towards achieving this would be to have top-down support from the UNE leadership, such as the PVC: Academic Innovation (who was not available to be interviewed for this report), the Provost and the Vice Chancellor. This support needs to be publicly communicated to the UNE community via revisions to policy and procedures, and the inclusion of the Manager: Academic Integrity in relevant committees and groups.

At present, there appears to be no specific committee or group which deals with the multi-faceted issues involved in promoting academic integrity and responding to breaches. There are a number of existing committees and groups, where the Manager: Academic Integrity could make a valuable contribution. These include:

1. Academic Board - Teaching and Learning Committee
2. Academic Board - Curriculum Committee
3. Faculty Teaching and Learning Committees/School Education Committees
4. Quality Committee
5. The Academic Development Community of Practice (ADCOP)
6. Student Success Community of Practice (SSCOP). The Manager: Academic Integrity has recently joined this informal group.

There may be other school-based committees and groups but they were not highlighted by any stakeholders during the interviews.

When asked for recommendations on how UNE might improve current practices in relation to academic integrity, a number of interviewees specifically mentioned the need to better support International students, as in the following excerpt from a Head of School:

HoS4: You asked a second question which was, what we could do better. The wish list. For me one thing that arose for me when I was teaching, so probably about five years ago, I actually approached the international office and the caveat on what I'm about to say is that I'm not claiming that it's more of a problem with international students than domestic students, but certainly in [name of discipline] we have experienced some differences culturally in the approach that students take to preparing assessment material. Also, within what's considered acceptable

behaviour and what's not considered acceptable behaviour, and also the challenges for learners who have English not as their first language. There's a whole bunch of stuff behind that.

So, one of the things we talk to the international office about is when students come in and do their prep modules as international students that there is more attention paid during that time to academic integrity and what is and isn't acceptable within the framework of UNE, and within Australian university sectors, and spend quite a bit of time on that. Not just say well here's the policy, this is what you have to do, but actually spend time with the students explaining what they should and shouldn't do, and then having some supports there in place for them when they have to prepare these assignments.

One very short example, I actually ended interviewing two students who colluded on an online assessment, and when I got to the bottom of why they colluded, they said this is really difficult for us because we're not used to learning like this. At home the expectations of learning are this and this. Here you're asking us to do something completely different.

So, it's about setting up the students what those expectations will be around problem solving, around information literacy, not just regurgitating facts and those sorts of things. So, actually having a front end with our international students, I think, would be really helpful.

(Excerpt from Session 2)

Based on this advice and other ideas raised in the interviews, some suggestions for new groups or communities of practice might include:

1. **Delegates Support Group:** This group would comprise Investigating Officers and Academic Managers from each faculty plus the Manager: Academic Integrity and should meet regularly (at least bi-monthly), either face to face, or via teleconference. An online discussion forum should be established to support this group, so that difficult cases can be discussed virtually in-between meetings. A website containing FAQs, summaries of discussed cases, decision-making matrices, guidelines and flowcharts, letter templates and other relevant resources should be established for this group. Members of this group could provide mentoring and training to incoming Investigating Officers, and offer informal reports to their faculty boards on initiatives and progress made.
2. **Supporting Vulnerable Students Group:** This group would comprise representatives from Academic Skills, Student Success, First Year Advisors, Student Advocacy, International Students Office and the Manager: Academic Integrity to collaborate on appropriate ways to support vulnerable cohorts of students (such as First in Family, English as an Additional Language, International, First Year) to understand and practise academic integrity. The remit for this group would need to be determined by the group itself, but may include identifying gaps in service provision, promoting existing support services for students, developing communication plans to promote academic integrity, advocating to senior management for resources as appropriate, providing feedback to policy committees on how academic integrity is articulated or the content to include in AIM (or its equivalent), collaborating with teaching staff, meeting with student representatives, etc. This group would call on other functional groups such as the Records Management Office, Associate Deans Teaching and Learning as needed, and have its own online

discussion forum. The proposed functions may already be covered by the ADCOP and SSCOP, but the key initiative here would be to make academic integrity the focus of the group.

The suggestions above are not meant to be formal recommendations, but to provide the impetus for discussion and reflection about how existing functional units and teams might work together to genuinely promote academic integrity, taking a proactive and educative approach and utilising the expertise of the Manager: Academic Integrity.

Commendation 3: UNE is commended for establishing the position of Manager: Academic Integrity.

Recommendation 3: The Manager: Academic Integrity should be supported and resourced to collaborate with key functional units to promote academic integrity across the UNE community.

3. Student organisation (e.g. dedicated student representatives or groups)

For the purpose of this review, three students were available to be interviewed, representing the disciplines of business, law, science and education. The students held leadership positions at UNE (eg as a mentor in a college, or as student representative on teaching and learning committees).

All three students had a very clear and nuanced understanding of academic integrity, recognising that it is a multi-stakeholder responsibility which goes beyond what students do or don't do, as in the following excerpt:

Student 3: Well, to me, my first response to academic integrity is that there are two sides. Obviously, the one side, and the more prominent side, would be that of ensuring that the work is our own work or the ideas that we rely upon, or the sources that we rely upon, are referenced accurately so that we can reference that work to support our own developed notions, but on the wider, broader side, in my mind, academic integrity is the work that we're being delivered from our academics and the quality nature of that.

(Excerpt from Session 10).

The students talked positively about the value of their relationships with 'understanding' teaching staff, and with the Academic Skills Office staff who offered additional support to the on-campus college students, and the 'wealth of ASO resource sheets online' (Student 2). Student 1 raised a concern about students not really knowing what to do, or where to seek help, when they received an allegation of academic misconduct, and the stress associated with short timelines to respond. All of the students had encountered commercial cheat sites advertising their services on social media. Student 2 suggested that this type of cheating might be more tempting for online students who don't have a connection to the university community. There was general agreement that increased pressures (eg concerns about late penalties or having too many assignments due at the same time) might lead to outsourcing.

The student association at UNE is called the University of New England Students' Association (UNESA), although it appears that this association is currently undergoing a review and was not operational at the time of writing. The two independent student advocates are based in the UNESA office, but under the banner of [uni4me](#). They are employed by [UNE Life](#), a controlled entity of the University which runs services for students (food, sport, bar, clubs and societies, etc).

Based on information provided by students and University Representatives, there appears to be little liaison with students' organisations as part of a concerted campaign to understand students' needs and promote academic integrity. There is evidently a need to work more closely with students, particularly online students who may feel disengaged from the UNE community. Following internationally recognised best practice (see TEQSA 2017; ICAI 2016), identifying student leaders who can be trained to be academic 'champions', 'ambassadors' or 'mentors' is an important next step in developing a culture of integrity at UNE.

Commendation 4: Individual students were positive about the support services available at UNE.

Recommendation 4: UNE needs to partner more closely with student organisations, clubs and advocates to create a culture of academic integrity.

4. Student education

The Academic Integrity Module (AIM), which students must complete before submitting their first assignment, was generally lauded by both staff and students as an appropriate way to introduce students to the key concepts of academic integrity.

Students were mostly positive about AIM, saying that the video ‘put a practical spin on it rather than the theoretical side of the quiz’. (Student 1).

Staff also liked the idea of an introductory module, but were not always convinced that AIM was sufficient for students to understand academic integrity requirements at UNE:

- HoS4: ...don't know how effective [AIM] is though because every student has to do it before they submit their first assignment. A common error that I find among students is recycling. So, they've written something previously and they cut and paste it this time. Now, they're not picking up an understanding that that's a breach of the policy. Even though they do the integrity module, that just doesn't seem to...
- HoS5: Whether they're engaging with it is the question.
- HoS4: That's right.

(Excerpt from Session 2)

While the Associate Deans: Teaching and Learning (ADTL) praised AIM, they also had concerns that it was not being used to full effect, or that it was adequate by itself in terms of educating students:

- ADTL1: The academic integrity module that's in Moodle is good as a gateway to get into assessment.
- ADTL2: And that was a struggle. So that was - it remains a struggle because we struggle to get metrics about - so that's a duty of care module. What we don't have is something that helps in more than that. So it's content driven and it's our duty of care to expose people to what academic integrity is all about. They have to complete that module.

(Excerpt from Session 3)

School Academic Managers expressed a concern that AIM was too easy and quick to complete to be of value:

- AM1: I just think all students are meant to an academic integrity [module]. I'm quite disappointed in that [module] because they virtually watch a video online. Then [name of colleague] tells me that they actually have races to see who can complete it the quickest and all those sorts of things. They're not...
- AM2: Five minutes I heard one student say.

(Excerpt from Session 8)

UNE is a member of the Development Group for the [Epigeum Academic Integrity Program](#), due for publication in 2019. This online training program will build on the early success of AIM and expand education to other stakeholders such as teaching and professional staff.

UNE ensures that entry level students receive targeted support and training through the work of the First Year Advisors in the faculties, described as “academic staff with discipline specific backgrounds as well as

education experience or qualifications. They are sat within the faculty and their role is specifically to work with first year students - to bridge the gap between what they were coming in with, whatever it may be and their expectations of University life” (Academic Advisor, Session 12). While educating students about academic integrity is not the sole purpose of First Year Advisors, much of their work is comprised of teaching students about core academic literacies such as how to find, use and cite sources appropriately. Additional support is also offered through the Academic Skills Office.

There is an opportunity for academic integrity to be explicitly embedded in curriculum through the inclusion of the Manager: Academic Integrity in key bodies such as Teaching and Learning Committees and the Curriculum Committee. There is also the potential for students to take a lead on educating other students through peer mentoring, particularly for those students who have experienced the Academic Misconduct process. Such a mentoring process would require appropriate resourcing, training and oversight by the Manager: Academic Integrity. The University of California (San Diego) and Macquarie University (NSW) have [Academic Integrity Student Matters Organisations](#) on campus which could provide an excellent model for UNE to develop peer-assisted academic integrity education and support.

Commendation 5: The Academic Integrity Module, and soon to be introduced Epigeum Academic Integrity Program, is a good first step to introduce students to the principles and practices of academic integrity.

Recommendation 5: UNE should utilise existing functional units (eg Academic Skills Office, Student Success, TALC, students’ clubs, etc) to promote and embed academic integrity, and thereby complement the introductory work of online training programs.

5. Education for academic and administrative staff

There is a great deal of inconsistency of practice across faculties, particularly around nomenclature, resourcing and responsibilities of academic integrity breach decision-makers. Investigating Officers (also called Delegates, Plagiarism Officers, Academic Integrity Officers or Academic Misconduct Officers depending on the school/discipline/faculty) and other teaching and professional staff receive no training in how to identify and respond to a potential breach.

In the absence of adequate resourcing and clearly defined responsibilities, staff are quite reasonably apprehensive about following through on identifying and responding to breaches as shown in the following exchange with Associate Deans Teaching and Learning (ADTL):

- ADTL1: So it's knowing what to report and when, and a lack of confidence that - overcoming the inertia that if they start something that they're going to be overwhelmed with administration and the perception that they're already overwhelmed with administration and why would I start something new?
- Bretag: Yeah, that's true.
- ADTL1: I think part of the - for me, the challenge is to get staff understanding their role in the process, why that process is important, what the outcomes are, the positive outcomes for students of starting that process, and that they're not going to be overwhelmed with workflow. That's...
- Bretag: It's a real challenge, and it can be overwhelming if the processes are not clear and followed consistently. They can be overwhelming.
- ADTL1: Default response would be that's more work for me so I'm not going to start and cases don't get reported.
- Dunn: Particularly when appeals are upheld, they lose faith in the process as well.
- Bretag: Appeals are upheld if the process isn't followed so there's your irony. So if we don't get our policy absolutely tickety-boo and then the processes all followed and adhered to, then you won't get appeals that are upheld.
- ADTL1: And that comes back to the resourcing. So my...
- Bretag: It does.
- ADTL1: ...push that has to happen is in order for that to work and for that communication to work is to have dedicated people as single points of contact within each school or faculty. That's...
- Bretag: With professional staff support by the sounds.
- ADTL1: With professional staff support.
- ADTL2: Definitely.
- Bretag: So people who fill in those records, management staff, and do that all admin that academics are not good at.
- ADTL1: That's their job.
- Bretag: And don't have the time for it.
- ADTL1: We have to have those people otherwise the process won't get followed no matter...
(Excerpt from Session 3)

The School Academic Managers (AM) also noted a lack of training around academic integrity breaches but explained that each school or faculty had developed its own informal processes:

- Bretag: What sort of training is provided for unit coordinators so that they know how to even assess that [a potential breach]?
- AM2: I haven't provided any training for them.

- AM3: This has come up, because we're talking about putting guides together for the faculty for people when they start. But there isn't anything that, from a Teaching and Learning perspective, about the different things, reviews, plagiarism and that sort of thing.
- Dunn: I think to date there's just been handovers, really, from the existing plagiarism officer will give a handover to the incoming one.
- Bretag: So they'll do a bit of mentoring one-on-one and say, this is how we do it, and that's good. But I was thinking more about the unit coordinators.
- AM2: If a unit coordinator wonders about something, then they'll say, who do I talk to? I'll say, talk to the academic coordinator, or talk to the academic manager and they'll give you policy and procedures advice about what to do. So that's often how it works, I think it's not formal training, no.

(Excerpt from Session 1)

Furthermore, there appears to be a mix of practices around the way that staff from the Student Grievance Unit, as nominees of the PVC:AI, manage aspects of student academic misconduct.

With no formal training provided to academic or professional staff on academic integrity, it is anticipated that the new Epigeum Academic Integrity Program, which has modules for staff according to functional roles, will go some way to filling this gap. It should be noted, however, that online training must be complemented by institutionally specific training and education, and ongoing mentoring and support for new staff.

Recommendation 6: There is an urgent need for academic and administrative staff to receive consistent training and ongoing professional development regarding their functional responsibilities to promote and uphold academic integrity.

6. Curriculum information (e.g. assessment policies, student-facing materials, etc)

Although some concerns were raised by UNE staff representatives about how accessible academic integrity information is for students, as an outsider I found both the policy/procedures and AIM module quick and easy to access. As noted in Section 1, the importance of academic integrity is reiterated throughout the *Assessment Rule and Procedures*.

Moodle

The link provided to AIM directly from Moodle was easy to see and use, and the link directly to Turnitin (and associated information and guidance) from the Assessments tab was also easily identified and very useful. The Tab called 'Getting assistance' provides students with quick access to academic support, including advice on academic writing, and the online support service, Studiosity.

The following paragraphs aim to ensure that students get the help they need, when they need it:

Still confused?

If you can't find the right person to talk and need a little bit of support with your university experience, contact the [Student Support Team](#) and you'll be sent in the right direction.

Contact Student Support via email studentsupport@une.edu.au or via the Student Support hotline on 02 6773 4430. If there is no answer, please leave a message (**including your contact number and the best time to return your call!**) We are keen to make sure that you get the support you need.

The Unit Information and Assessment Overviews available online provide detailed information about the various skills that students will need to complete the unit (eg communication skills, self-directed learning, study techniques), but do not always provide direct links to academic integrity information. However, this is ameliorated in some schools because the very first link on the Unit Moodle site is a link to AIM. In addition, there is a direct link to 'Assessment Information and Late Assessment Policy' (eg in the UNE Business School) which provides further links to Plagiarism and Referencing, as well as the relevant UNE policies. Other units don't always provide such explicit advice and links to the appropriate resources, although may cover key topics (such as 'How to write an essay') which detail the importance of referencing, using sources etc as part of that advice. Some units provide a link to 'Student Support' on the unit Moodle site and from there students could locate the necessary academic integrity information if they knew what they were looking for.

As an outsider, I got the sense that academic integrity is important, and that adequate support is provided to students to ensure that they understand their responsibilities to uphold academic integrity as part of the assessment process. However, there doesn't appear to be a consistent approach across the disciplines and individual units to ensure that students get the same information about academic integrity and the same access to resources. This could be easily remedied with the introduction of a standard, University-wide Unit Overview template which includes this information.

Based on the interviews with the various University Representatives, it appears that outcomes for academic integrity breaches may include a recommendation to see an Academic Skills Advisor. One Delegate (Investigating Officer) described how students are encouraged to seek support:

Bretag: Learning support?

Delegate2: Yes. That's supposedly there all the way along. They're encouraged to see the first-year advisor, the academic skills officer and all that sort of thing. That stuff is there all the way along so, yes, I can in these meetings suggest that they need to do that more. Usually - I would say it's more tended to be the case in the meetings that I have had that I've had to go through the assignment or whatever it may be with them explaining to them in person what the problem is.

(Excerpt from Session 13)

However, based on conversations with academic staff, there does not appear to be the facility for academics to formally refer struggling students to the Academic Skills Office for support. One way to address this deficit would be to set up a simple, online e-referral system which all staff are made aware of, and can quickly complete as part of the assessment feedback or academic integrity breach process. Students could not be compelled to attend a learning support meeting, but at the very least there would be a record of this referral online for future reference, if needed.

Commendation 6: Academic integrity has a strong presence in Assessment policy and procedures and in the student's Learning Management System.

Recommendation 7: A standard University-wide Unit Overview template should be developed and implemented in all units to ensure consistency of academic integrity messaging.

Recommendation 8: An online, e-referral system should be established so that both teaching staff and academic integrity breach decision-makers can efficiently refer students to the Academic Skills Office for learning support.

7. Communication

In the context of the recent restructure, it is not surprising that stakeholders suggested that there had been little to no university-wide communication of academic integrity policy and processes, and that this was partly responsible for the inconsistent way that the policy is applied across the faculties. Despite the recommendation by TEQSA (2017) to communicate breach outcomes to the whole academic community (for the sake of transparency and credibility), and the recommendation to make academic integrity 'visible' through physical and online media campaigns, there was no evidence that either recommendation had been taken up at UNE. It should, however, be noted that academic integrity, particularly the AIM, is highly visible to students via their Unit Overviews and Moodle sites.

Staff were open in suggesting that much more could be done to better communicate the academic integrity breach process to staff, as in the following excerpts from Associate Deans Teaching and Learning (ADTL):

ADTL1: ... from my perspective, it needs to be a step wise process where we need certainty on what the process is to then develop a communication plan to staff. So step one is getting staff understanding the process enough so that they implement the procedures correctly. So that they're deciding that 19 percent of [Turnitin similarity score] is okay in some instances and not okay in others.

Bretag: So understand.

ADTL2: Yeah.

ADTL1: So that discretionary power that they have, that they wield appropriately. So that's step one. But that can only come once we have a process that we can communicate to them. So they have certainty that if they start something, here is their level of responsibility throughout.

(Excerpt from Session 3)

Another University Representative (UR) raised concerns about the fact that there is no central unit or authority who can provide clear instructions to staff about how to interpret the policy, as in the following excerpt:

UR1: Yeah, I think...our biggest problem has been that we haven't had a central source of [truth] actually about how the policy can be interpreted and applied, and I think that's definitely been a problem.

(Excerpt from Session 11)

Later in the interview, the same University Representative suggested that the fact that the UNE policy is constantly being modified has made communication to the academic community even more challenging:

UR1: ...there's a problem of constant tweaking and evolution rather than actually going down to fundamentals...Yeah, what we need is a - something easily understood and which is stable. ...People learn to live with it and understand it and apply, not this constant tweaking...

(Excerpt from Session 11)

Recommendation 9: Following the revision of academic integrity policy and procedures, a university-wide marketing campaign should be launched to promote it to both staff and students.

8. Data collection and reporting

Recording, archiving, reporting and evaluating academic integrity breach data is critical to the development of a culture of integrity, and also an essential aspect of demonstrating to TEQSA that the Higher Education Standards are being upheld.

The Records Management Office (RMO) plays a vital role at UNE in terms of maintaining the Student Coursework Misconduct Register through what has historically been called TRIM (Total Records Information Management) but is more accurately called HP Content Manager. All professional staff are expected to know how to use TRIM for record keeping (and they receive training on this during induction), although due to the perceived complexity of the system, this may not be the case on the ground.

Creating a misconduct file

The *Student Misconduct Academic Misconduct Procedures* document states that:

The Investigating Officer should contact the Records Management Office so that an Academic Misconduct file can be created (p. 3)

This requirement of the policy is perhaps unnecessarily unwieldy and inefficient, when all (or virtually all) professional staff have the expertise to create a misconduct file themselves.

Reporting misconduct data

The *Student Misconduct Academic Misconduct Procedures* document states that:

(65) The Records Management Office will provide an annual report to the Pro Vice-Chancellor (Academic Innovation) that will include a summary of the category of Academic Misconduct cases by School, the number of cases, course level (i.e. undergraduate or postgraduate), the penalties imposed and the final decision maker in each instance, and any other information as requested by the Pro Vice-Chancellor (Academic Innovation). These reports must ensure that parties involved cannot be identified. (p. 8)

The Records Management Office does provide an annual report, as required in the policy. However, based on the information provided by staff in the interviews, recording of breaches is patchy at best, with many staff unclear about which breaches should be recorded, and/or how to do this. Furthermore, a Delegate from one school reported dealing with 'at least 100 cases' this year alone (Session 13) but the number of breaches for the whole university in 2016 (the latest report available for review) was only 457, which suggests that many cases are not being recorded in the Register.

The requirement for strict confidentiality of the Misconduct Register is an appropriate measure to ensure that these records do not provide an opportunity for staff to 'profile' particular students and pre-judge potential misconduct:

(89) Student Coursework Misconduct Register means a database where records of proven cases of Academic Misconduct are stored. The records must be retained for at least ten years after the Student's graduation from the University. Access to these records is limited to the following (or nominees): Heads of Schools, Pro Vice-Chancellors, Provost and Deputy Vice-Chancellor, Vice-Chancellor and Chief, Executive Officer, Chair of the Student Conduct Appeals Committee, and the Chief Legal and Governance Officer. (p. 9)

However, if professional staff such as School Academic Managers are not permitted to access the Register, they cannot provide full and efficient administrative support to the Investigating Officer/Delegate.

Furthermore, without access to the Register individual Schools/Faculties do not have the capacity to download specific reports for the purposes of evaluation and improvement (of assessment practices, for example). At the moment, the Investigating Officer must contact the RMO to set up a new case file, liaise with them to determine if any previous breaches are in the Register, and make a request for unit/discipline/school/faculty reports.

A Staff Representative (SR) explained how simple the process could potentially be:

- SR: It's so easy to create a file. You just bring up the last one, click a button, copy record, change the name and, boom, you're done. But...
- Bretag: Then each school would have easy access to see if there were previous breaches.
- SR: Well, they have now. All they have to do is - they do, all they have to do is enter the student number and it'll bring up all...

(Excerpt from Session 9)

This same Staff Representative explained how the Misconduct Register has an important role to play in promoting academic integrity, but much depends on the information that is input to the system:

- Bretag: Can you imagine, what's your wish list for how [the RMO]...could help UNE promote academic integrity?
- SR: Okay, if we can somehow get some assurance that every school applies the same rigour and standards to identifying academic misconduct, we would then have some definitive information to either give people a big tick, show that we're improving, show where we're failing everywhere else.

(Excerpt from Session 9)

Commendation 7: The Records Management Office does an excellent job of maintaining the Student Coursework Misconduct Register.

Recommendation 10: School Academic Managers need to have the authority and training to enter and download information in the Student Coursework Misconduct Register for the sake of both efficiency and quality improvement.

9. Regulatory compliance

It is evident from the documentation reviewed and the conversations with 17 separate groups of University Representatives and four students that UNE takes regulatory compliance seriously and endeavours to promote it to the whole university community. As stated on the [UNE website](#), the Vice Chancellor, Professor Annabel Duncan reminds staff of UNE's "commitment to compliance with all applicable laws, regulations, standards and internal policies" and that "compliance is everyone's responsibility".

There is evidence that a concerted effort has been made via extensive revisions of the *Student Coursework Academic Misconduct Rule* and the associated *Procedures* to meet the requirements of the [Higher Education Standards Framework \(Threshold Standards\) \(2015\)](#). However, as noted by the [TEQSA Guidance Note: Academic Integrity](#), regulatory compliance goes beyond policy documentation and is assessed on how well those documents are implemented in practice:

The principal Standard concerned with academic integrity is in Part A, Section 5.2 of the HES Framework on Academic and Research Integrity, which sets out four broad requirements for a provider; in summary:

- to have policies that promote and uphold academic and research integrity and policies and procedures which address allegations of misconduct
- to take action to mitigate foreseeable risks to academic and research integrity
- to provide students and staff with guidance and training on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity, and
- to ensure that academic and research integrity are maintained in arrangements with any other party involved in the provision of higher education. (TEQSA Guidance Note: Academic Integrity 2017)

UNE clearly has policies and procedures in place; however, as noted throughout this review, improvements could be made to those policy documents. It is less evident how UNE has taken action 'to mitigate foreseeable risks', although the very fact of seeking an independent review, as well as establishing the position of Manager: Academic Integrity, indicates that there has been positive movement to start to address this requirement. Furthermore, a staff representative from Academic Quality articulated the importance of moving beyond a compliance mindset towards one that is focussed on "innovation and finding new and better ways of delivering courses, increasing learner engagement" (Session 5).

The interviews demonstrated that much more needs to be done to meet the requirement to 'provide students and staff with guidance and training'. Third party arrangements were outside the scope of the review and so no comment can be provided in relation to the fourth requirement.

In addition, there is little evidence that UNE has responded to the 22 recommendation for good practice provided in the TEQSA (2017) [Good Practice Note: Addressing contract cheating to safeguard academic integrity](#). Good practice recommendation 12: 'Establish an office responsible for promoting academic integrity and responding to breaches', has been implemented to some extent with the establishment of the new position, Manager: Academic Integrity. Case Study 8: 'Processes and training to ensure consistent responses to academic integrity breaches' is based on the Student Academic Conduct Officer model at the University of Newcastle and is one that could be readily implemented at UNE given the existing collaboration through the Joint Medical Program.

Universities Australia (2017) provided a set of academic integrity best practice principles, which UNE has not followed fully in many cases. In particular, the aspects of Principle 4 underlined below, require attention.

PRINCIPLE 4: CONSISTENT AND EFFECTIVE INSTITUTIONAL POLICIES AND PRACTICES

Universities need to clearly define what they consider to be academic integrity, and ensure that they maintain a suite of academic integrity policies and practices that:

- focus on educative and preventive measures and activities;
- have clear terms and definitions that distinguish between types of policy breach;
- establish the level of penalties applicable to different types of breach; and
- have processes for investigating and assessing possible breaches that are clear, easy to follow and fair.

To eliminate academic misconduct, universities should ensure that their policies and processes are used consistently and effectively across all schools and faculties. Central administrations are responsible for the collection and use of data on the details of identified breaches and using that data for ongoing internal quality assurance and improvement. (UA 2017, p.7)

Aspects of Principle 6, highlighted below, should also be addressed:

PRINCIPLE 6: EMPOWER AND ENGAGE WITH STAFF

Through their work, frontline teaching and professional staff have a critical role to play in deterring and identifying student academic breaches. Universities are encouraged to consider ways in which academic integrity champions might be recognised and supported.

Universities should proactively communicate to teaching and assessment staff institutional policies relating to academic integrity and develop a framework that describes the processes that need to be followed when cases are identified.

Tools and resources, including best practices in course delivery, course design and assessment (to deter breaches) and technological aids (to detect breaches) should be made available to teaching staff, who should be tasked with using them. This would typically involve the provision of professional development opportunities on the issue. ² (UA 2017, p. 8)

Recommendation 11: UNE should revisit the Higher Education Standards Framework (Thresholds Standards) (2015), and the associated guidelines and good practice recommendations by TEQSA to ensure that ‘compliance’ includes proactive implementation of academic integrity policy and procedures.

² Many examples of good practices can be found in the TEQSA *Good Practice Note: Addressing contract cheating to safeguard academic integrity.*

10. Conclusions and summary of recommendations

This review of academic integrity at UNE included the analysis of relevant policies and procedures, engagement with the Learning Management system, the Academic Integrity Module and interviews with 18 stakeholder groups.

There is much that UNE is doing well to promote and uphold academic integrity, as evidenced by the following commendations:

Commendation 1: Access to relevant policies is generally good, responsibilities for stakeholders are well articulated, and the mandatory Academic Integrity Module for students is a good example of appropriate institutional support.

Commendation 2: School Academic Managers, Heads of School, Associate Deans: Teaching and Learning and Investigating Officers are committed to supporting students and upholding academic integrity, despite the challenges of the recent restructure and lack of resources.

Commendation 3: UNE is commended for establishing the position of Manager: Academic Integrity.

Commendation 4: Individual students were positive about the support services available at UNE.

Commendation 5: The Academic Integrity Module, and soon to be introduced Epigeum Academic Integrity Program, is a good first step to introduce students to the principles and practices of academic integrity.

Commendation 6: Academic integrity has a strong presence in Assessment policy and procedures and in the student's Learning Management System.

Commendation 7: The Records Management Office does an excellent job of maintaining the Student Coursework Misconduct Register.

There are a number of areas where improvements could be made to build on the good work already being done. They are summarised in the recommendations below:

Recommendation 1: There is an urgent need to revise the UNE *Student Coursework Misconduct Rule and Procedures* so that a consistent, educative and student-centred approach is implemented across the university.

Recommendation 2: UNE policy and procedures need to be revised to ensure that there is consistent academic integrity breach decision-making across the university, and that those in decision-making roles are adequately trained, supported (by professional staff for example) and resourced (eg through appropriate workload).

Recommendation 3: The Manager: Academic Integrity should be supported and resourced to collaborate with key functional units to promote academic integrity across the UNE community.

Recommendation 4: UNE needs to partner more closely with student organisations, clubs and advocates to create a culture of academic integrity.

Recommendation 5: UNE should utilise existing functional units (eg Academic Skills Office, Student Success, TALC, students' clubs, etc) to promote and embed academic integrity, and thereby complement the introductory work of online training programs.

Recommendation 6: There is an urgent need for academic and administrative staff to receive consistent training and ongoing professional development regarding their functional responsibilities to promote and uphold academic integrity.

Recommendation 7: A standard University-wide Unit Overview template should be developed and implemented in all units to ensure consistency of academic integrity messaging.

Recommendation 8: An online, e-referral system should be established so that both teaching staff and academic integrity breach decision-makers can efficiently refer students to the Academic Skills Office for learning support.

Recommendation 9: Following the revision of academic integrity policy and procedures, a university-wide marketing campaign should be launched to promote it to both staff and students.

Recommendation 10: School Academic Managers need to have the authority and training to enter and download information in the Student Coursework Misconduct Register for the sake of both efficiency and quality improvement.

Recommendation 11: UNE should revisit the Higher Education Standards Framework (Thresholds Standards) (2015), and the associated guidelines and good practice recommendations by TEQSA to ensure that 'compliance' includes proactive implementation of academic integrity policy and procedures.

References

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- TEQSA (2017). Guidance Note: Academic Integrity <https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-integrity> [Accessed 15 September 2018]
- Universities Australia (2017) Academic integrity best practice principles, [Academic integrity best practice principles](#), [Accessed 15 September 2018]

5. GENERAL ITEMS

6. GENERAL BUSINESS

7. MEETING FINALISATION

7.1. Council Open Work Plan 2019

Council is asked to NOTE the 2019 Open Council Work Plan.

For Noting

Presented by Brendan Peet

2019 DRAFT Council OPEN Work Plan

Report Name	Owner	Status/ Comment
Meeting 1: Thursday, 31 January 2019		
#19004 Chancellor's Report to Council	Chancellor	
#19005 Vice-Chancellor's Report to Council	VC	
#19006 Chair Academic Board Report	Chair AB	
2019 Open Council Work plan	CLGO	
Meeting 2: Friday, 15 March 2019		
#19015 University Activities in Focus	VC	
#19016 Chancellor's Report to Council	Chancellor	
#19017 Vice-Chancellor's Report to Council	VC	
#19018 Chair Academic Board Report	Chair AB	
#19019 Approval of Annual Report (Year Ended 31 December 2018)	VC	
#19020 Approval of Annual UNE Group Financial Statements (Year Ended 31 December 2018)	CFO	
2019 Open Council Work plan	CLGO	
Meeting 3: Friday 24 May 2019		
#19039 University Activities in Focus		
#19035 Chancellor's Report to Council	Chancellor	
#19036 Vice-Chancellor's Report to Council	VC	
#19037 Chair Academic Board Report	Chair AB	
#19038 UNE Alumni Association	VC	
2019 Open Council Work plan	CLGO	

2019 DRAFT Council OPEN Work Plan

Meeting 4: Friday 26 July 2019		
#19054 University Activities in Focus		
#19055 Chancellor's Report to Council	Chancellor	
#19056 Vice-Chancellor's Report to Council	VC	
#19057 Chair Academic Board Report	Chair AB	
#19058 Student Association Bi-Annual Report to Council	Student Assoc.	
2019 Open Council Work plan	CLGO	

Report Name	Owner	Status/ Comment
Meeting 5: Friday 27 September 2019		
#19072 University Activities in Focus		
#19073 Chancellor's Report to Council	Chancellor	
#19074 Vice-Chancellor's Report to Council	VC	
#19075 Chair Academic Board Report	Chair AB	
#19076 Joint Medical Program Academic Calendar 2020	Chair AB	
#19077 Council and Committee meeting dates 2020	CLGO	
2019 Open Council Work plan	CLGO	

Meeting 6: Friday 22 November 2019		
#19078 University Activities in Focus		
#19079 Chancellor's Report to Council	Chancellor	
#19080 Vice-Chancellor's Report to Council	VC	
#19081 Chair Academic Board Report	Chair AB	
#19082 Bi-Annual Student Association Report	Student Association	
#19083 Update on Academic Matters	PVCAI	
#19084 Program of Induction for Council Members	CLGO	
#19206 2019 & draft 2020 Open Council Work plan	CLGO	

2019 DRAFT Council OPEN Work Plan

Report Details:

- i. **2019 Work Plan & Draft 2020 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 2018):** To provide the Council with a draft copy of the annual report and financial statements for the year ending 31 December 2018. 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.
- iii. **Bi-Annual Student Association 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 HESF and ESOS 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 – Alumni Association:** The University has an Alumni Association which may provide an update 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 2020:** 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.

2019 DRAFT Council OPEN Work Plan

- 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.

7.2. * Next Meeting and Close

The next Council meeting is scheduled for Friday, 15 March 2019. This meeting will be held in the Council Room, Booloominbah, University of New England.

Presented by James Harris