4. LEADERSHIP REPORTS

4.1. * Chancellor's Report to Council #19073

Council is asked to NOTE the Chancellor's report to Council, #19073.

For Noting

Presented by James Harris

Purpose

To provide Council with the Chancellor's Report for the September 2019 Council Meeting.

Origin of report: Scheduled work plan item.
Related to Terms of Reference: Providing strategic leadership to the University.

Recommendation   **Mr James Harris, Chancellor**

Council is asked to NOTE the Chancellor's report to Council, #19073.

Executive Summary

This month I was pleased to receive confirmation from the Minister for Skills and Tertiary Education, The Hon Geoffrey Lee MP, that Ms Meredith Symons has been re-appointed for a for a third term to the Council which will conclude in August 2023. It was also pleasing to note Council's confirmation by flying minute of third terms for Ms Rosemary Leamon and Ms Anne Myers. I look forward to their ongoing contributions.

Events and appointments attended since the last meeting:

On 31 July 2019 and also 5 September, I attended University Chancellor's Council sub-committee teleconferences, where discussion included the AICD Governance courses for 2019; updates from the Vice-Chancellor's Remuneration Working Group; updates regarding The French Report; and plans for the National Conference on University Governance. I am due to take part in the AICD panel discussion during the course being held in Adelaide at the end of October.

On 9 August I attended the official opening of the Australian Pesticides and Veterinary Management Association (APVMA) in Armidale. The Vice-Chancellor and I also met with members of Armidale Regional Council regarding regional economic development.

On 15 August, along with the Deputy Chancellor, Vice-Chancellor, Chair of Academic Board and a number of notable guests, I attended the 2019 Earle Page College Politics Dinner with special guest The Hon Sarah Mitchell MP.

30th and 31st August saw three, yet again outstanding, graduation ceremonies. Whilst the decision was made to hold the ceremonies indoors at Lazenby Hall due to the fragile state of the campus' grassed areas, the ceremonies were very well attended and as usual the staff involved showed their dedication and professionalism to these important and exciting events. This round of ceremonies saw some 450 graduates presented with awards from all three faculties including 10 out of 23 eligible Aboriginal and Torres Strait Islander students.

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On 11 September I attended the Wright College & Village Annual Awards Dinner where, along with Professor Jonathan Powles, I presented academic award certificates to residents.

On 18 September I attended the Certified Practicing Accountants (CPA) Awards and Networking evening at the UNE Business School. I met personally with the top 3 awardees who had travelled from as far as Victoria to attend the event.

On 20 September I met with Senior Lecturer, Dr Peter McGilchrist, for a tour of the Meat Science facilities on campus and heard about their current lamb experiments with our Kirby research station flock.

Also on 20 September I attended the International Leaving Ceremony, fare welling students from 11 countries who have studied Nursing, Agriculture, Economics, Social Work, Environmental Science and Philosophy.

Next week I am due to attend a dinner event with the Armidale Business Chamber with special guest, Dr Philip Lowe, Governor of the Reserve Bank of Australia. I am also attending the UNE Sports Awards where I have been invited to present some awards and also to formally close the event.

4.2. * Vice-Chancellor's Report to Council #19074

Council is asked to NOTE the Vice-Chancellor's Open report to Council, #19074.

For Noting

4.3. * Chair Academic Board Report #19075

Council is asked to NOTE the Chair of Academic Board Open report to Council, #19075.

For Noting

Presented by Mark Perry

Purpose

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

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

Origin of report: Scheduled work plan item.
Related to Terms of Reference: Oversee and monitor the academic activities of the University.

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

Council is asked to NOTE the Chair of Academic Board Open report to Council, #19075.

Executive Summary

This report summaries those key matters considered by the Academic Board and its Committees from the 5th of August to the 10th of September. This has been a busy period with many course changes and endorsements required for their offering in 2020.

In addition to the crucial but usual business of reviewing and ensuring quality of our current and revised and new courses, a range of issues critical to effective academic governance should be highlighted. Two cultural issues arose, the failure of the Teaching and Learning Committee to reach quorum for the 5th August meeting may have been an anomaly, or indicative of some disengagement from the committee by some members. This may be attributable in part by the feeling that the committee is not receiving the information it requests.

Some recommendations have resulted in action to aid quality oversight. The formation of Structural Aspects of Student Progress Working Advisory Group under the Teaching and Learning Committee has led to the development project for tools that will enable Course Coordinators identify struggling students, and thus be able to take the appropriate action. Indeed, this is an action that UNE is obliged to take under ECOS for international students. The committee chairs and deputies are working with the secretariat to design better processes for oversight of academic governance, which will fit well with and be further enhanced with the adoption of the curriculum management system.

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As Chair of Academic Board, I have asked to be invited to each Faculty Education Committee and Faculty Research Advisory Committee to enhance the link between academic governance at the Faculty level and the University level. I also had the opportunity to meet again with fellow Chairs 6th September at the NSW/ACT/NT Committee of Chairs of Academic Boards and Senates meeting. This is an exciting group with similar issues faced across the sector. Of particular interest has been the issue of Academic Risk, the French Report, UAC reports, benchmarking of misconduct and the NSW Technical Scaling Committee. These issues will be discussed in full at the November national conference of Chairs.

This report will consider in detail below:
1. *Teaching and Learning Committee 05 August*
2. *Curriculum Committee 06 August*
3. *Academic Board 19 August*
4. *Teaching and Learning Committee 02 September*
5. *Academic Board Standing Committee 10 September*
6. *Other Associated Matters*

Key Information

1. *Teaching and Learning Committee 05 August*

- **Failure to meet Quorum:**

The meeting of 5th August failed to meet quorum as only nine (9) members were in attendance at this meeting (quorum is over half, ie 10). This meeting was crucial in terms of the endorsement of changes to the English Language Requirements Rule Annexure, and also the discussion surrounding Governance and Accountability. Whilst the Committee meeting went ahead and 'notes' were taken, the need for participation and engagement at Committee level is required for the work to be progressed. As a result of failing to meet quorum, the strategic items of the Committee were completed via flying minute.

As will be discussed in the Academic Board Self-Review of this report; the lack of participation and engagement at Academic Board and its Committees is a significant risk. It may indicate the lack of value placed on the functions of the work of the Committee in terms of Academic Governance, and may indicate that the required training and support to enable full and complete execution of their duties is not available.

- **HESF Domain Discussion on Governance and Accountability:**

The Committee discussed HESF Domain 6 Governance and Accountability incorporating 6.1) Corporate Governance, 6.2) Corporate Monitoring and Accountability, and 6.3) Academic Governance.

The Chair of the Teaching and Learning Committee gave an outline of the Domain noting that governance and accountability is very much the foundation of any high quality institution and is the cornerstone of TEQSA's re-accreditation. The Act outlines the requirements for an accountable body, which assures itself that requirements for academic governance oversight is meet. Further, the Act ensures compliance with all seven (7) domains for a provider of quality education. It was noted by those members present that while some of these accountabilities reside solely with this 'governing body', most rely on delegations to the Teaching and Learning Committee, Curriculum Committee, the Pro Vice-Chancellor (Academic Innovation) and the Deputy Vice-Chancellor (Research).

Overall, it is the responsibility of the University to ensure that that we meet these standards. This continual assessment must be part of ongoing ordinary business as this will be a significant factor in ensuring TEQSA's confidence in our ability to meet and continue to meet the HESF requirements. In ensuring that we have comprehensive competent academic governance we must have strong leadership and education, and ensure that awareness activities have been implemented, and that these are effective in maintaining the quality of our institution. In doing so we must guarantee that we are governing in way that is taking into account all issues, remaining up-to-date with shifts in the higher education landscape and continually aiming for improvement. While any lapse in compliance is unacceptable, we are required to ensure that these are identified, managed, monitored and that prompt corrective action taken.

- **Structural Aspects of Student Progress Working Advisory Group:** (#AB19316)

The Committee considered a report from the working party established at the 01 July meeting to investigate the Structural Aspects of Student Progress (SASP). This Working Advisory Group (SASPWAG) was tasked at answering two key questions and making recommendations to the Teaching and Learning Committee and the Academic Board, as to the responsibility for tracking a student's candidature from enrolment through to graduation, and whether the current data and systems supporting this person in meeting their obligations to the student and to the university.

In accordance with Section 19 of the Course Progression Rule, the SASPWAG concluded that Course Coordinators are those responsible for tracking a student's candidature. However, members noted that there is a lack of quality data that is able to assist them in any meaningful way and that Course Coordinators do not currently have the tools to do this work. SASPWAG made a recommendation that a combined integrated student analytic program be designed and implemented as a 'dashboard' to assist Course Coordinators better fulfill their role in this capacity.

The Teaching and Learning Committee NOTED this report and the Pro Vice-Chancellor (Academic Innovation) and the Director of Student Success were tasked with this project. A full a comprehensive report as to the development of such a dashboard and its implementation is expected at the first Teaching and Learning Committee of 2020 (expected to be February 3rd). For more information on the SASPWAG and its work see Attachment 1.

- **Academic Integrity, Plagiarism and Misconduct Report:** (#AB19126)

Despite the Teaching and Learning Committee not having enough time to fully consider the Academic Integrity, Plagiarism and Misconduct Report the committee was asked to consider a number of questions and recommendations.

Currently, the UNE Student Coursework Academic Misconduct Procedures state that (65) *The Records Management Office* [Records, Policy & Governance] *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, … the penalties imposed and the final decision maker in each instance.* The Academic Integrity Guidance Note as issued by TEQSA notes that Section 7.3.3c *obliges providers to 'document and record responses to allegation of misconduct and breaches of academic or research integrity'.* Additionally, Part B of the HESF on Provider Categories, sets out that *any provider seeking to use the title 'university' as an Australian University must have particular systematic mature internal process for the maintenance of academic standards and integrity.*

It was apparent, during the reporting cycle for the creation of this Annual report that there is much to be progressed in the systematic documenting and recording of allegations of misconduct. The method of capturing this data in the records management system changed from Trimester 2 2018. However, it appears that due to staff turnover, or other factors, this system has a low compliance rate. For more information on the processes see Attachment 2. When preparation for this annual report began, it was found that more than 50% of allegations (those that had been established in the records management system) had not had

any further information entered. Consequently, relevant staff in Schools were contacted and asked to update this information as a matter of urgency. It is difficult to analyse the trends without a complete data set as 2016 and 2017 data was incorrectly sourced. A revised report will be provided when the data set has been audited and is complete.

The Committee was asked to consider 3 Discussion Questions and 3 Recommendations from the Report for the 04 November meeting to consider in detail with a revised report.

Q1. Does Clause 65 of the Student Coursework Academic Misconduct Procedure satisfactorily respond to the requirements of HES Framework?

Q2. Is the noting of an annual report with details described above sufficient academic governance in relation to academic integrity?

Q3. What other information and analysis would better support the academic governance around academic integrity?

R1. That the Student Coursework Academic Misconduct Procedure be amended from annual to biannual reporting.

R2. That the Records, Policy and Governance Unit and Office of the PVCAI complete an audit of academic misconduct cases from 2017 to 2018 to ensure that all records are correctly captured in the University record management system.

R3. That a revised report is provided to Teaching and Learning Committee at the last meeting in 2019 for the reporting periods 2017 and 2018.

2. Curriculum Committee 06 August:

- **Volume of Committee Business Papers and Approvals:**

At the Curriculum Committees meeting and at the Academic Board Standing Committee, the Acting Chair of the Committee, Associate Professor Amy Lykins (Deputy Chair, Academic Board) outlined the large volume of work of the Committee over the past few months. The huge number of papers that form the agenda of the committee is often near the thousand page range and has even reached three-thousand (3,000) pages. This is not manageable to provide effective oversight of the materials. This is partly due to the nature of the reports requested from and supplied by Faculties. Sometimes the detail is obscuring the mission.

While the Committee and the Academic Board must have access to the full proposals to reference the level of course and subject detail required, once outside the , is significantly less. As such, at the previous Standing Committee, the Curriculum Committee and the Academic Board meeting the Acting Chair informally noted and discussed recommendations that new assurance reports for the Committee, Board and subsequent Vice-Chancellor approval be drafted and considered.

The Curriculum Committee and the Academic Board noted that Dr Michael Tomlinson (Director, Assurance Group, TEQSA) took the time to remind the Academic Board at its June meeting that independent academic oversight does not mean 'removed from', merely, 'independent of' the proponents of specific amendments. Therefore, it was noted by the Academic Board Standing Committee that that the required level of assurance and attention to detail should come from the School and level. Consequently, the Curriculum Committee

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Acting Chair and the Provost & Deputy Vice-Chancellor noted that the School and Education Committees (alongside School and Research Committees) be organised and scheduled in alignment with the Committees of Academic Board to ensure that there is a clear workflow sequencing process and a smoother information communication process.

In addition to this, the Curriculum Committee noted that a number of amendments had not been checked by Information Management prior to being sent to the Committee and as such were returned to the / School when this became apparent. Moreover, members noted that current heavy reliance on Flying Minute(s) raises higher levels of risk and significantly reduces quality control.

- **Discussion of Final Exam vs Final Assessment:**

At a previous meeting of the Curriculum Committee the notion of Final Exams vs Final Assessments was raised by the Student Representative, Mr Ashley Woods. Assignments, exams and assessment methods have been topical amongst students. Many students are asking whether UNE has the intention of replacing some final examinations with a second assignment. Emeritus Professor Mike Sharples (Open University, UK) suggests that a second assignment provides the opportunity to further investigate the topic that is being studied and to practically apply the coursework. Such assignments provide deeper learning and appreciation for the material, allowing students to improve upon their knowledge base. This approach would also support UNE's vision of providing a quality online higher education.

This continues to be an item of discussion at Curriculum Committee and in the broader university as we assess the benefits of the variety of assessment options available including the use of Online Supervised Exams. Students have noted that the online examination method made distant study much easier, as this method is easier to align to their schedules.

3. *Academic Board 19 August:*

- **Strategic Discussion: Management and Governance:**

Deputy Chair, Associate Professor Robyn Bartel provided a report and presentation to the Academic Board on "Good Governance, what is it, and how do we promote it?" and outlined a number of key themes, factors and models for the Board's deliberation and consideration. This report followed on from a presentation at the previous Academic Board meeting by Dr Michael Tomlinson, Director of the Assurance group TEQSA. Both Associate Professor Bartel and Dr Tomlinson highlighted that in recent times lacklustre governance has resulted in more than 80 per cent of TEQSA's adverse decisions on provider registration and re-registration.

The Board were presented with and discussed a number of approaches to governance, noting that for a provider to operate effectively and efficiently, a strong and respectful relationship must be fostered between the corporate and academic governing bodies and management (Academic Governance, Business Governance, and Corporate Governance). This report examined the overlap of process, people and purpose in a way that promotes openness, transparency, integrity, effective collaboration and performance orientation to achieve 'good governance'.

Deputy Chair Bartel noted that Dr Julie Rowlands has outlined that there are a number of challenges to strong academic governance: power imbalances, lack of academic and student voice, symbolic rather than meaningful roles, little or no role in strategy and role & responsibility confusion. Rowlands outlines seven strategies to strengthen governance:

- Prioritise role of Academic Board,
- Build trusting relationship with executive,
- Build meaningful role in quality & assurance,
- Build capacity of Academic Board Committees,
- Recognise role in planning & strategy, and
- Strengthen exercise of powers.

Members discussed the various models as were presented and highlighted a number of other models that may also be drawn upon to inform our current and future approach.

- **Vice-Chancellors Report to Academic Board:**

The Academic Board welcomed our new Vice-Chancellor and Chief Executive Officer. In addition to discussing UNE's legacy, curriculum development, the impact and importance of communication, her report also addressed a number of sector issues all of which are located in the Convene Document Library: Academic Board Business Papers. Professor Heywood addressed the Academic Board, speaking to her report and outlining her vision for UNE. The Vice-Chancellor provided a brief background on her experiences in tertiary education, and noted unique origins of this University and Sir Robert Madgwick's legacy. The Vice-Chancellor spoke with regards to communication, community input and impact, the agenda and principals for change, Tamworth, Parramatta and beyond, strategic planning, looking ahead, and the Academic Board as a whole. Professor Heywood's Speech can be found in the Convene Document Library: Council Reading Room.

- **Student Report & HDR Student Survey Results:**

The Board considered a report prepared by the HDR Students on the Academic Board and Research Committee. This report was based on a survey of Higher Degree Research Students that was undertaken earlier in the year. The report raised a number of issues and concerns surrounding supervision, access to support services, and the processes in dealing with serious issues, concerns, and complaints.

The Board discussed the survey and its results and examined the impact that this has had on the students and on the University. The Board made a number of recommendations including solidifying and improving the current induction process ensuring a better understanding of supervisor and university responsibilities for our students, improving access and communication channels enabling a whole of university approach.

It was recommended by both the Provost & Deputy Vice-Chancellor and the Chair of Academic Board that the issues as outlined in the Student Report should be referred to the Research Committee of Academic Board for full and fair consideration with the possibility of establishing a working group to identify and action the concerns raised.

Additionally, this report also addressed some suggestions for improving the long-term involvement of alumni including the use of the Universities Library and resources as well as access to a life-long email, this would continue to contribute to an outstanding student experience and contribute to our network of life-long learners here at UNE.

- **Research Committee Report:**

Professor Jane Edwards provided an update on the Working Groups of the Research Committee, those being the Hochman Review of Human Research Ethics Working Group and the Cotutelle Working Group.

The Human Research Ethics Working Group was convened following receipt of the review of Human Research Ethics at UNE resulting in 15 recommendations. The working group has considered these recommendations, all of which are now closed or referred to the Director of Research Services for follow up and implementation. These recommendations were accepted at 'face value', with some being slightly modified, and one not supported, that being recommendation 3; that subcommittees of the Human Research Ethics Committee be formed in each of the Faculties.

As Chair of Academic Board I requested that the Research Committee develop a Cotutelle Working Group to examine the value proposition for UNE in developing a cotutelle strategy and/or policy. Currently UNE has no joint HDR award programs as defined by TEQSA. The cotutelle working group met to discuss the opportunity cotutelle might afford and there was general agreement of the value in moving towards an HDR joint award. However, additional analysis identified that there is currently little appetite to develop joint HDR programs. The next step for the working group is to provide information on joint award programs in other Australian universities, and if relevant, for the working group to seek a business case for development of joint HDR awards at UNE.

4. *Teaching and Learning Committee 02 September:*

- **Academic Quality Issues Register:**

At the July meeting of the Teaching and Learning Committee, the Committee resolved to add an Academic Quality Issues Register as a standing item as a result of the Committee's discussion surrounding Academic Governance and Accountability. This Issues Register aims to identify HESF issues or risks, manage and monitor them as a part of our commitment to good governance and accountability.

The September meeting of the Committee discussed the current issues register and noted that working group of the Pro Vice-Chancellor (Academic Innovation), Chief Operation Officer, Pro Vice-Chancellor (External Relations), and Faculties may be required to identify current projects that are working towards resolving or mitigating the issues that are currently listed.

- **Lack of Completion of Outstanding Action Items:**

The Acting Chair of the Teaching and Learning Committee, Associate Professor Susan Feez noted that there are a number of Action Items that have been outstanding for nearly 12 months. Most notably, from the 22nd of November meeting 2018, the Deans of each and the

Pro Vice-Chancellor (Academic Innovation) were asked to provide information on School Board of Examiners; Terms of Reference, membership, agendas, timings, record keeping practices, reporting pathways and meeting frequencies. As at the September meeting of the Committee, the Deans of HASSE and M&H alongside the PVCAI had provided this information. The Chair requested through the SABL Education Chair that the Dean of SABL provide this information to the Secretariat as a matter of urgency.

While the work of the Boards of Examiners is crucially important to the academic operation of the university, the failure to provide information as requested is of equal. This is merely one example of failures on providing the relevant and required information to the Committee so that it may fulfill its functions.

- **HESF Domain Discussion Representation, Information, and Information Management:**

The Teaching and Learning Committee Discussed the 7th and last HESF Domain for 2019 being that of Representation, Information, and Information Management. Key discussion at this meeting revolved around:

(7.1)   whether representations about UNE and its course(s) of study were accurate, ethical, and not misleading in their claims;

(7.2)   whether there is sufficient publicly available information to assist students in making informed choices about selecting their courses of study to enable effective and informed participation in a chosen course of study and to resolve grievances if necessary, including the particular needs of international students studying in Australia; and

(7.3)   that UNE's information management system meets certain critical requirements concerning content, security and integrity.

The committee noted that in accordance with Section 7.3.3 of the Domain, the information systems and records management must be secure and confidential so as to maintain accurate and up-to-date records of enrolment, progression, and completions and award of qualifications; prevent unauthorised or fraudulent access to private or sensitive information, including information where unauthorised access may compromise academic or research integrity; document and record responses to formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents; and overall demonstrate compliance with the Higher Education Standards Framework.

Lastly, the Committee noted that information in the public domain is subject to monitoring at any time, meaning that we will not always be required to submit evidence in relation to the domain for regulatory purposes. On the other hand, continual monitoring of this public information may raise concerns that lead to a request for further information/clarification from TEQSA, outside of our normal regulatory cycle.

- **Discussion and Evaluation of Online Supervised Exams:**

The Committee received a report from the Manager of Examinations and Scheduling, Ms Kylie Day. This report provided an overall background on the Online Supervised Examinations

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Project (OLX) the trajectory and impact, student satisfaction rates, challenges, costs and options for discussion. Please refer to the <u>Convene Document Library: Council Reading Room</u>.

Currently all paper-based exams are held at a worldwide scale require long lead times and substantial effort. There are usually disruptions to every exam period such as natural disasters or civil unrest and these impact on students' ability to progress. Many students are unable to attend exams as scheduled because of their other commitments and responsibilities. It is not possible to respond quickly to cater to affected students and students are typically asked to wait four (4) months before their exam can be offered again. The OLX Platform allows for supervised exams to be held 24/7 on any day of the year. Students are supervised in real time by an experienced supervisor via their webcam, audio and screen share technology. The majority of exam sittings each exam period are now offered online. The number of students choosing to sit their exams online has also grown steadily, and with excellent student satisfaction outcomes.

With the assistance of the Examinations and Scheduling Manager, the Teaching and Learning Committee is currently in the process of doing an audit of each unit investigating the uptake of Online Exams or examining the reasons behind whey these exams are not offered online. While there could be a number of reasons relating to this, such as lack of access to integrated technology that would enable certain subjects to provide online examinations to students, this must be addressed to ensure that "Australia's leading online university" provides this service to its students, consistent with our HESF Domain on Representation.

- **Annual Student (Academic) Grievance Report:** (#AB19131)

The Committee considered the Annual (Academic) Student Grievance Report for 2018. 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.

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*. The report also supports the University's strategic plan particularly the delivery of an outstanding student experience and improving operational resilience.

For the period from 1 January 2018 to 31 December 2018, SGU handled 349 grievances covering 482 separate student related issues. Of those grievances, 246 encompassed more than one issue category. An analyses of 2017 and 2018 data revealed an overall increasing trend of 2.1% in the number of grievances lodged with SGU in 2018 compared to 2017, irrespective of a 0.2 % decrease in student enrolments for the same time period. An increased number of grievances received by SGU in 2018 were significantly greater in complexity (70.5%), encompassing more than one issue category.

The overwhelming majority of issues (52.3%) raised by students were in relation to: Academic Provision; Administrative Provision; and Staff & Student Conduct. Student Success

experienced an increase in complaints of approximately 33% (23 individual complaints) for 2018. Of these grievances, 52% related to exams (includes 2 for OLX). 27 of these complaints were generated by the exams section regarding possible Academic Misconduct in an invigilated exams. A large number of these matters pertained to mobile phones and writing in text books where it was ascertained that the identified breach was technical in nature and a guidance letter was issued.

- **Online Unit Design, Consistency, and Innovations:**

The Pro Vice-Chancellor (Academic Innovation) gave a presentation to the Teaching and Learning Committee on Online Design, Consistency, and Innovations based on the report of Cathy Stone (Opportunity Through Online Learning: Improving Student Access, Participation and Success in Higher Education. 2017. Perth: National Centre for Student Equity in Higher Education), and on the Napthine Review (National Regional, Rural and Remote Tertiary Education Strategy – Final Report. August 2019).

The PVCAI echoed the Vice-Chancellors speech to the Academic Board outlining that "when we are looking at curriculum content…and design, we have to recognise that there are different types of students. There is not just one type of UNE student" and that we must adapt our teaching practices to this to ensure that we "create a flexible and agile approach to curriculum that responds better to the needs of each student typography rather than just serving academic vanity". From this the PVCAI delineated that content, curriculum, and delivery needs to be designed specifically for online learning in that it needs to be engaging, interactive, supportive, and designed to strengthen interaction amongst students.

The PVCAI drew upon previous unit monitoring reports that had been reviewed by the Committee with specific regard to comments such as:

C1:   *Having the ability to learn online is great. The experience is really shaped by the lecturers. Some go absolutely out of their way to educate in an engaging way, vs*

C2:   *The academic staff need to up their game. A lot! Need more interaction online… they should be available to talk to, run [t]utorials etc. We still pay the same, but don't get the same face to face assistance.*

This presentation considered Consistency, Coherence, and Connectedness in addition to touching on elements and causes of attrition. As the National Regional, Rural and Remote Tertiary Education Strategy points out, "many students studying independently in RRR areas drop out of their courses for a variety of reasons; they may suffer from lack of mentoring/assistance to keep on track with their studies or to surmount hurdles they may encounter, such as with their course assessments, with IT, or in their personal lives". A recommendation of the Stone Report (R5) observes that "regular and structured contact between the institution and the student is important in providing connection and direction along the student journey. This includes proactively reaching out to students at particular points along their journey, and is best achieved through the development of an institutional framework of interventions".

Overall the PVCAI's report made a number of recommendations to the Teaching and Learning Committee for consideration including that UNE embark on a schedule program of curriculum renewal that takes a whole-of-discipline and whole-of-course approach to design. By building

a linear, sequential and consistent student experience between units, leveraging emergent learning technologies to support an "online-first" design process that builds upon an analytic-driven, institutional and level support can ensure that our curricula is in the foreground of real-world learning supporting students' employability.

5. *Academic Board Standing Committee 10 September:*

- **University Medals:**

At its last meeting of the Academic Board Standing Committee it considered both the applicants and the process undertaken to select candidates for University Medals.
The Standing Committee discussed the 'academic' nature of medals and a student's additional co/extra-curricular activities, the required level of achievement, the restriction on the number of medals, such as one per category per . The Committee is currently seeking wider discussion amongst FECs and FRACs as to a proposed provision of University Medals including an: **Undergraduate Academic Medal**, a **Bachelor Honours University Medal**, a **Postgraduate Academic Medal**, a **Chancellors Medal**, as well as a **University of New England Medal.**

- **Bespoke Programs:**

At the Standing Committee's meeting on the 14th of May, as Chair, I outlined a number of considerable concerns that have been brought to the attention of Academic Board regarding the Bespoke Program and its governance. An extract of the confirmed minutes can be found as Attachment 3 to this report. Principal areas of concern surround:

1) Offerings
2) Policies & Procedures
3) Inclusion of Units
4) Communications with students regarding the Bespoke program
5) The procedures followed by the academic concierge
6) Role of the '' of the PVCAI and 'School' of LaTT
7) Information about Bespoke Students

The Pro Vice-Chancellor (Academic Innovation) and Program Director Academic Success (LaTT) provided a report to the Teaching and Learning Committee that can be reviewed in the Convene Document Library: Council Reading Room. The Standing Committee reviewed this report in an attempt to answer some of all of the questions as detailed in Attachment 3.

The Standing Committee of Academic Board to request a full and comprehensive report form the PVCAI and Program Director in answer to the questions raised that would help clarify the program as a whole. Members of the Teaching and Learning Committee, Academic Board, and Standing Committee have outlined that if these issues and concerns are not appropriately addressed in terms of Academic Governance and Accountability there may be significant risk attributed to the university.

- **University Teaching and Learning Plan:**

The Academic Board Standing Committee discussed the processes around the approval of the University Teaching and Learning Plan. In accordance with Section 3 (26) of the Board's

functions as defined under Section 21 of the UNE By-law the Academic Board is to advise the Council and the Vice-Chancellor on all developments and initiatives relating to and affecting the University's teaching and research activities and its educational programs. Pursuant to Section 6.3.1.b of the *Higher Education Standards Framework (Threshold Standards)* 2015 it is the responsibility of the provider to ensure that Processes and structures are established and responsibilities are assigned that collectively set and monitor institutional benchmarks for academic quality and outcomes i.e. through a Teaching and Learning Plan as endorsed to the Council by the Academic Board from the Teaching and Learning Committee.

Current DRAFT Teaching and Learning Plan Background:
2018
The Teaching and Learning Committee (TLC) discussed the Teaching and Learning Plan (TLP) at its meeting on the 8th of March 2018. The TLC again discussed the TLP at its meeting on the 19th of April 2018. The 31 May meeting of the TLC was canceled and in lieu of a meeting the PVCAI was to provide the Committee with an update by email on the University-Wide Teaching and Learning Plan Consultation. The TLP was scheduled for consideration at the 13 August and 15 October 2018 meetings of the Academic Board, however, no such report was forthcoming.

2019
The TLC again considered the TLP on the 1st of April 2019 and again disused at the 6 May Meeting, and again at the 5 August Meeting. This plan was due to be considered by the Academic Board it its 19 August meeting, however, at the request of the Pro Vice-Chancellor (Academic Innovation) this has been deferred to the 21 October meeting (D19/114038).

Current Documents (as displayed on the Universities website)
UNE Strategic Teaching and Learning Plan 2012 – 2016
UNE Operational Teaching and Learning Plan 2012 – 2016
Teaching and Learning Strategic Plan 2015
More Information about Teaching and Learning at UNE can be found HERE.

6. Other Associated Matters:

- **Academic Board and Committees Annual Self-Review 2018-2019:**

The Academic Board and its Committees has now completed the first annual self-review since the implementation of the Winchester Review. These Surveys were developed, designed and informed by the Terms of Reference, the direct input from the Academic Board Standing Committee, previous self-reviews and In line with extensive benchmarking from a number of other Universities. As this *is* the first self-review since the implementation of the Winchester report recommendations, the self-review for 2018-2019 included all members and observers who have been engaged since July 2018.

The Academic Board noted the format of the survey on the 17th of June and the Survey was sent out for completion. The survey was scheduled to close 3 weeks after opening. Due to a significant lack of responses the self-review remained open for 7 weeks. Overall, the AB

survey was sent to **41** individuals, only **25** had completed at close. Similar levels of completion, or lack thereof, from the Committees are shown below:

	Invitations	Responses	Open	Close
Academic Board	41	25	17/06	09/08
Standing Committee	10	8	14/06	09/07
Research Committee	16	12	05/06	27/06
Teaching and Learning Committee	26	15	01/07	05/08
Curriculum Committee	26	17	05/06	05/08

Once all of these summaries have been received and considered by the Academic Board this may then be used to inform a review of the current Terms of Reference.

- **Academic Board and Committees Terms of Reference:**

As a part of the wider review of the Academic Board and its Committees, each of these have been asked to consider their terms of Reference and functions in that capacity. Once the board has undertaken this processes, if changes are required, a formal resolution will be sent to the Council for approval.

The Acting Curriculum Committee Chair has noted that Terms of Reference should enable contingencies with regards to, '*Chairs*'. Members of the Academic Board Standing Committee noted that the University currently has one Deputy Chair and one 'Acting' Associate Dean Teaching and Learning as the Chairs of Committees, effectively operating outside of the Terms of Reference. It was recommended by those members present that:

- The Terms of Reference be amended to include "*or nominee*" after *"[a] Associate Dean (Teaching and Learning) appointed by the Chair of Academic Board"*, which could include a Deputy Chair.

- **UNE Student Consultative Committee:**

As Council members will recall from the Student Representation Report #19058 that was NOTED at the July meeting of Council; the Pro Vice-Chancellor (Academic Innovation) informed Council of the proposed timeline for Approval of the Terms of Reference, election of representatives and the implementation of the new model and representatives. It was proposed that elections will take place in October for the new representative body to take effect from the 1st of January 2020.

The Academic Board meeting members noted and discussed the evident lack and absence of a functioning student body, with some members expressing significant concern if progress is not made to support students to re-establish, in one way or another. The PVCAI informed the Board that the working party responsible for the establishment of the Student Consultative Committee has recommended a set of Terms of Reference which have now been sent to the CLGO for consideration.

- **Ongoing Engagement with the Board and University:**

As you will note form the Vice-Chancellors address to Academic Board, we are in the process of invigorating the Board, its functions, operations and communications. As we tend to use a

number of conventional communication mechanisms, we are now exploring new and vibrant ways to communicate with staff and students.

I would again like to warmly invite members of the Council to attend Academic Board, Research, Curriculum, or Teaching and Learning Committee and be further engaged with the Board and the Academic Governance functions of the University.

Strategic Alignment
This report is aligned with the Strategic Goals to;
- Improve Operational resilience to ensure our long-term resilience by improving flexibility, responsiveness, efficiency and reliability and through adopting best practice in all things we do;
- Deliver excellent research with high impact which will positively impact and strengthen our communities;
- Deliver an outstanding student experience, As well as high quality education, we will provide a formative experience that enhances our students' lives and enables them to excel personally and professionally, nationally and internationally.
- Digital dominance in the delivery of high quality and innovative teaching and learning, with digital and online education.

Accountability
The Chair of the Academic Board is the University academic spokesperson to the Vice-Chancellor and Chief Executive Officer and reports to the UNE Council and represents the academic community on the UNE Council as an ex-officio member, and on the committees of the University Senior Executive as the Vice-Chancellor and Chief Executive Officer determines.

Attachments

Attachment 1:
Structural Aspects of Student Progress Working Advisory Group Minutes *(#AB19316)*

Attachment 2:
Analysis and Trends: Academic Integrity, Plagiarism and Misconduct Report *(#AB19126)*

Attachment 3:
Chair Academic Board Standing Committee Report *(#AB19293)*

References: [available Convene Document Library - Council & Senior Executive Reference Material]

1. Vice-Chancellors Report to Academic Board *(#AB19181)*
2. Vice-Chancellors Speech to Academic Board *(Item 5.2 Extract)*
3. Learnings from the OLX Project – Discussion Paper *(#AB19120 A1)*
4. Opportunity Through Online Learning: Improving Student Access, Participation and Success in Higher Education (March, 2016)
5. National Regional Rural and Remote Tertiary Education Strategy (August, 2019)

Structural Aspects of Student Progress Working Advisory Group

University of New England

MINUTES

Tuesday 30 July 2019, 4.00-5.00PM, Morning Room, Booloominbah UNE

Hayden Gray
Secretary

IN ATTENDANCE:
Associate Professor Susan Feez, *Chair, Teaching and Learning Committee (Chair)*
Dr Paul Corcoran, *Director, Academic Quality*
Professor Mark Perry, *Chair, Academic Board*
Dr Bruce Stevenson, *Member, Teaching and Learning Committee/Academic Board*
Mrs Barb Shaw, *Director, Student Success*
Ms Carmel Velleley, *Academic Manger, School of Law*

APOLOGIES:
Mr Simon Knight
Professor Darren Ryder (Absent)

CONTEXT:

The Structural Aspects of Student Progress Working Advisory Group was formed as a result of the Analysis and Trends: Graduation Cohort 2015-2017 Completions Report (#AB19286) to the 01 July Meeting of the Teaching and Learning Committee 2019.

The 'WAG' is tasked at answering two key questions and making recommendations to the Teaching and Learning Committee and the Academic Board for improvement. Question (1): who is responcible for tacking a student's candidature from enrolment through to graduation, and; Question (2): is the current data and systems – supporting this person in meeting their obligations to students and under the HESF.

DISCUSSION:

(1) In accordance with Section 19 of the Course Progression Rule, the WAG concluded that the 'Course Coordinators' are responsible for tracking a student's candidature from enrolment to graduation, with the opportunity to suggest an appropriate alternative exit where appropriate.

Section 19 provides that...
Course Coordinators are responsible for:
a. monitoring the course progression of Students
b. determining actions on Student progression under the Rule (where applicable);
c. completion of an agreed Academic Improvement Strategy in consultation with the Student; and
d. determining the outcome of a Student's show cause submission.

Furthermore, the Course Coordinator Procedures provide (Sections 4 and 7)

The detailed responsibilities and key performance expectations of a Course Coordinator include but are not limited to the following:

    a. *Liaise with Student Administration and Services regarding advice to students on programs of study; eligibility for admission to candidature enrolment approvals; special examinations/special consideration/special extensions of time; advanced standing, exclusions and Early Intervention Strategy.*

    d. *Make a determination on applications from students seeking reinstatement or readmission or re-enrolment after exclusion where the course coordinator's approval is required.*

    f. *Grant intermission from a course for up to two years.*

    g. *Grant an extension of time of up to one year (or part-time equivalent) beyond the normal maximum period of candidature for a Student to complete a course.*

    h. *Decline a request to transfer into the Coordinator's course.*

    j. *Decide on the application of the Course rules during transition to a new course or course requirements and for students resuming study after approved intermission.*

Taking into consideration the Rule(s) and Policy(s) of the University, the Working Advisory Group agreed that the Course Coordinator was the designated individual to track a student from enrolment to graduation.

Notwithstanding this confirmation, a number of issues were raised with regards to the role of Course Coordinator, including the following considerations:

- Large size of courses such as Arts, Nursing, Science, Law and Agriculture,
- Numerous courses, such as Latin, History, with low enrolments,
- High turnover of Course Coordinators,
- Lack of comprehensive handovers between Course Coordinators,
- Lack of adequate training and support for Course Coordinators,
- Absence of work plans for new and existing Coordinators to work from,
- Lack of access to a single source of truth for student information and data;

leading to Course Coordinators facing barriers to monitor effectively

As such, the following recommendations were made by the WAG to improve the effectiveness of course coordination:

- Annual Course Coordinator Information Sessions,
- Adequate and comprehensive handover processes (possible shadowing processes enabling successful succession),
- Adequate academic and professional resourcing at faculty and school levels,
- Introductions and training for new Course Coordinators having been designed by experienced Course Coordinators, the inclusion of an annual work plan,
- An authoritative source of truth re: student information, data and records, for information of the Course Coordinator,
- Access to a team of administrative staff that have the ability to assist Course Coordinators in making informed decisions and determinations,
- Being provided with relevant student data re: enrolment and progression sooner than is currently provided (if at all),
- A timely record of student's applications for Special Extensions of Time, Special Examinations and Special Consideration.

(2) In turning to the second question of 'is the current data and systems – supporting the **Course Coordinator** in meeting their obligations to students' the Working Advisory Group identified that the data, data systems, systems of communication, lack of learner analytics, lack of appropriate tools, and the lack of updated course monitoring dashboards resulted in inadequate support for Course Coordinators to fulfil their duties in an efficient and effective manner.

The WAG discussed the use of Power BI and Course Monitoring Dashboard, however, issues relating to the current accuracy data prevent this from being a complete solution.

The Director of Student Success noted that there is currently a pilot trial being run on 'UNE Predict' a Blackboard product that enables student facing learner analytics enabling a course and unit coordinator to track a student's progress and potential outcomes. This program will, once completely implemented, potentially enable a course coordinator to better predict a student's academic outcome and if necessary satisfy the need for timely intervention.

The WAG also noted three areas of current risk; progression, attrition, and completion, the cleansing of student data and the removal of non Bona-Fide students – thus improving our attrition data. There are previous versions of dashboards that could be used as models for building an updated dashboard to satisfy the need to inform Course Coordinators, Faculty Academic Managers, School Academic Managers and Unit Coordinators to better manage students.

The WAG agreed that there needs to be a coherent needs analysis and/or 'road show' to comprehensively identify these factors and make recommendations for improvement. It was recommended by one member that a small number of experienced Course Coordinators assist in this process so as to further ensure a uniformed approach.

It was recommended by the WAG that a Project Team be established comprising;
   1. Project Manager accountable to the Teaching and Learning Committee,
   2. Experienced Senior Student Administration Officer,
   3. IT Data & Systems Expert, and
   4. Experienced Course Coordinators as co-opted.

It was the expectation of the WAG that this project team, once established, would present a project imitation document within 31 days.

RECOMMENDATION:

That the Teaching and Learning Committee NOTE and ENDORSE to the Academic Board, the establishment of a Project Team comprising of a Project Manager, Experienced Senior Student Administration Officer and an IT Data & Systems Expert for a period of six (6) months for the design, creation, and implementation of a combined integrated student analytic program.

The meeting was closed at 5pm.

**University of New England
Teaching and Learning Committee – 5 August 2019
Room 224, School of Education E07**

Purpose

To meet the obligations set out in the UNE Student Coursework Academic Misconduct Procedure to report annually on the cases of student academic misconduct.

Origin of report: Scheduled Item.
Related to Teaching and Learning Committee Terms of Reference: 4 and 14.
TEQSA Compliance Ref: 5. Institutional Quality Assurance: 5.2 (Academic and Research Integrity); 6. Governance and Accountability: 6.3.2d (Academic Governance).

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

The Teaching and Learning Committee is asked to and NOTE the Annual Academic Integrity, Plagiarism and Misconduct Report #AB19126.

Executive Summary

This report provides an update on the reporting and monitoring of student academic misconduct in 2018. It also provides an update on developments in relation to guidance and training for students and staff on academic integrity.

Key Information

Annual Reporting

UNE Student Coursework Academic Misconduct Procedures Clause (65) states: *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. The Pro Vice-Chancellor (Academic Innovation) will submit the report to the Academic Board for noting.*

Guidance Note: Academic Integrity issued by the Tertiary Education Quality and Standards Agency notes that *Section 7.3.3c obliges providers to 'document and record responses to allegations of misconduct and breaches of academic or research integrity'*. It goes on to say that *Part B of the HES Framework on provider categories, sets out the requirements for use of the title 'university'. Any provider seeking to use the title 'university' as an Australian university must have particular systematic, mature internal processes for the maintenance of academic standards and integrity.*

During this reporting cycle, it is apparent that there is much progress to be made in the systematic documenting and recording of allegations of misconduct.

Recommendations:

1. That the Student Coursework Academic Misconduct Procedure be amended from annual to bi-annual reporting.
2. That the Records, Policy and Governance Unit and Office of the PVCAI complete an audit of academic misconduct cases from 2017 to 2018 to ensure that all records are correctly captured in the University record management system.
3. That a revised report is provided to Teaching and Learning Committee at the last meeting in 2019 for the reporting periods 2017 and 2018.

As noted in the TEQSA Guidance Note, Part A, Section 5.2 of the HES Framework on Academic and Research Integrity outlines a requirement to provide students and staff with guidance and training on what constitutes academic…misconduct and the development of good practices in maintaining academic…integrity. Learning and Teaching Transformation staff are leading an institution wide project to update and improve the Academic Integrity Module. The project is a collaboration with Epigeum and other Australian and international institutions. The updated AIM has Modules focused on both student and staff training and guidance. The timelines for this project is to trial ne AIM in selected units in T2, 2019 (underway), roll out new AIM to all units in T3, and finally roll out the new AIM to all units in T1, 2020. The Project Moodle unit can be found here.

Recommendation

That all staff involved in the reporting, monitoring and/ or investigation of allegations of student academic misconduct be required to complete the Staff Academic Integrity Module.

Discussion questions:

1. Does Clause 65 of the Student Coursework Academic Misconduct Procedure satisfactorily respond to the requirements of HES Framework?
2. Is the noting of an annual report with details described above sufficient academic governance in relation to academic integrity?
3. What other information and analysis would better support the academic governance around academic integrity?

Evaluation of Options

Not applicable.

Key Assumptions/Constraints

**University of New England
Teaching and Learning Committee – 5 August 2019
Room 224, School of Education E07**

A review will be conducted of the processes for documenting and recording responses to allegations of misconduct and breaches of academic integrity, to meet the obligations of Section 7.3.3c.

Strategic Alignment

Not applicable.

Budget/Financial Implications

The report prepared at the conclusion of the review will indicate any budget or financial implications. The review will potentially have budget implications depending on the resources required to conduct the review.

Academic Risk Management and Implications

Risk	Likelihood of Risk	Impact of Risk	Strategy to Manage the Risk
Breaches in academic integrity	Moderate	High	Implement robust review and reporting
Inadequate staff training to detect and properly investigate student academic misconduct	Moderate	High	Staff undertake Staff Academic Integrity Module
Students are inadequately educated on proper academic integrity practices, leading to inadvertent, or intentional breaches of academic integrity standards	Moderate	High	Students required to complete Student Academic Integrity Module
Students are provided formative opportunities to practice academic integrity in all courses and breaches are approached as an opportunity to further educate students on academic integrity and consequences of breaches

Accountability

Pro Vice-Chancellor Academic Innovation will ensure that the review/audit of data and processes occurs and will report to Academic Board by the last meeting of 2019.

Page **3** of **3**

Annual Academic Misconduct Report – 2018

Overview and data integrity

The 2018 annual report is collated from data captured in the University's records management system relating to allegations of academic misconduct. The University Policies relating to academic misconduct are:

[Student Coursework Academic Misconduct Rule](#)

[Student Coursework Academic Misconduct Procedures](#)

Matters relating to behavioural misconduct are covered under separate instruments, and are not covered in this report.

The data used in this report is noted to be incomplete at the date of writing. This is assumed to have several contributing factors.

The method of capturing data in the records management system changed from Trimester 2 2018. Before this time, paper files were constructed for each allegation of academic misconduct. Data was captured when files were created in the Records Management Office and on return of the paper file, data was entered into the system by RMO staff. From T2, 2018, data is entered directly into the records management system by a variety of staff across the institution. Staff from the Records, Policy and Governance Unit conducted information sessions and training at the time of the change, and provide instructions (see Attachments x, y, z) on the new procedure for entering information into the record management system. However, it appears that due to staff turnover, or other factors, this system has a low compliance rate.

When preparing this report, the first 'report run' found that more than 50% of allegations (those that had been established in the record management system) had not had any further information entered. Relevant staff in Schools were contacted and asked to update the information urgently. It is unclear whether all information has now been captured. We have specifically been made aware of a large backlog of allegations/ cases in the School of Education. This backlog is the result of staff turnover, and will be addressed by the recent appointment of a dedicated staff member to review and action the recording of cases in the record management system.

2018 Data

The 2018 Plagiarism Report is collated from data on corporate record covering the full 2018 academic year. The original source data for 2018 is located in TRIM as D19/98655.

Penalties under the Student Coursework Academic Misconduct Rule

	Not Established/Dismissed
11a	Reprimand
11b	Probation
11c	Rewriting & resubmission of assessment task, comparable task with a reduction of 20 - 50% of the mark that the assessed task would otherwise had received
11d	Reduction in assessment mark
11e	Reduction in unit mark and grade
11f	Award of a grade of WUN (Withdrawn by the University and Deemed to have Failed)
11g	Exclusion from enrolment in a particular course or unit permanently or for a period of time
11H	Exclusion from the University for a period of up to five years
11i	Expulsion
11j	Revocation of Award (UNE graduates whose work is found to contain Plagiarism after graduation)

No penalty higher than 11g has been captured in 2018.

Total cases (as currently reported to Records, Policy and Governance Unit) – 446, represented in the following breakdown, by School and Penalties.

School	Allegations	Cases not established	11a	11b	11c	11d	11e	11f	11g	No Outcome Reported**
Education*	9*	1	0	1	0	0	0	2	0	5
ERS	70	11	19	0	8	25	2	1	0	4
Health	56	3	10	0	31	9	0	0	0	3
Humanities, Arts and Social Sciences	113	7	5	0	12	76	0	4	1	8
Law	39	3	0	0	11	9	13	1	0	2
Psychology	27	2	2	1	14	0	0	0	0	8
Rural Medicine	2	1	0	0	0	0	0	0	0	1
Science & Technology	39	6	17	0	2	10	0	0	0	4
UNE Business School	91	15	11	0	0	55	0	3	1	6
Total	446	49	64	2	78	184	15	11	2	41

*School of Education has a large number of cases not captured in this data, as outlined above

**Records, Policy and Governance Unit, and PVCAI Office are following up cases with no reported outcome

Cases 2011 – 2017*

School	2011	2012	2013	2014	2015	2016	2017*
Arts	0	10	21	13	28	11	11
BC&SS	11	6	19	58	59	59	59
Education	53	90	75	73	81	54	54
ERS	0	3	1	9	12	41	41
Health	22	26	43	50	57	45	45
Humanities	15	27	23	58	48	59	59
Law	10	29	43	65	52	33	33
S&T	116	111	106	103	63	53	53
UNE Business School	57	163	81	79	72	102	102
Total							

It is difficult to analyse trends without a complete data set. A revised report will be provided when the data set has been audited and is complete.

*It appears that data reported in the 2017 Annual Plagiarism Report (#AB17420) was incorrectly sourced from 2016. Records, Policy and Governance Unit and PVCAI Office are reviewing.

Academic Integrity Category*

* AI Category commenced T2 2018
The AI category is captured in the electronic reporting form. This requires further analysis, when the full data set is available.

AI Category	Cases
Examination Quiz Assessment Misconduct	1
Misrepresenting Authorship or Data	9
Plagiarism Collusion	35
Plagiarism Contract Cheating	17
Plagiarism Partial	58
Plagiarism Significant	27
Plagiarism Unacknowledged Assistance	40
Recycling	16
Other - See Notes	7
Not Completed (Trimester 1)	163
Not Completed/Awaiting Outcome	73*
Total	446

*Records, Policy and Governance Unit and PVCAI Office are reviewing this category and seeking documentation to complete the cases.

2019 Units

Unit	Count		Unit	Count		Unit	Count		Unit	Count
AFM242	4		ECON406	1		HLTH425	3		LSSU392	1
AFM304	1		ECON420	1		HLTH500	1		MEDI2101A	1
AFM324	15		EDEC105	1		HLTH520	2		MM105	20
AFM340	1		EDEC324	2		HSCS472	2		MM110	5
AFM406	2		EDEC388	4		HSHM502	1		MM200	10
AGEX310	1		EDIT101	1		HSNS162	1		MM221	1
AGRO100	1		EDLT500	1		HSNS163	1		MM320	3
AGRO223	3		ENGL101	2		HSNS206	3		MM322	15
ANAT110	1		ENGL102	8		HSNS262	2		MM324	1
ANCH112	2		ENGL342	2		HSNS264	3		MM332	1
ANCH325	2		ENGL542	2		HSNS265	1		MM333	1
ANPR211	1		ERS481	1		HSNS310/510	1		MM403	3
ANPR440	2		ERS501	11		HSNS361	1		MM443	1
ANPR528	1		ERS502	1		HSNS365	1		Mm453	1
ANSC304	1		EXSC239	1		HSNS366	1		Mm523	1
BCHM240	2		FREN301	1		HSNS367	1		MM332	1
BCSS101	5		FREN302	2		HSNS268	3		NEUR335	1
BCSS596	1		FREN303	1		HSNS565	1		PAIS103	1
BIOL110	4		GENE251	5		HSNS566	2		PAIS315	1
BIOL120	6		GEOL110	1		HUMS103	1		PEAC100	1
CHEM250	2		GEOL202	3		LAW100	4		PHAR450	1
COMM103	1		GEPL111	1		LAW101	11		PHIL102	2
COSC101	2		GEPL112	1		LAW161	3		PHIL313	1
COSC110	4		GEPL307	1		LAW171	3		PHIL323	2
COSC340	1		GEPL361	1		LAW220	1		PHIL506	1
COSC472	1		HDEV402	2		LAW251	3		PMTH331	3
COSC540	4		HINQ100	4		LAW270	1		PSCY101	8
COTT300	3		HIST150	5		LAW282	1		PSYC102	1
CRIM100	1		HIST301	2		LAW301	1		PSYC200	4
CRIM101	3		HIST329	2		LAW312	3		PSYC213	4
CRIM302	5		HIST354	1		LAW314	1		PSYC308	1
CRIM306	8		HIST357	1		LAW323	2		PSYC315	1
CRIM307	6		HIST368	2		LAW338	2		PSYC363	1
CRIM308	2		HIST529	1		LAW377	1		PSYC366	3
CRIM344	2		HLTH104	1		LING366	2		PSYC424	1
ECOL100	1		HLTH164	3		LING450	2		PSYC472	2
ECOL100	1		HLTH300	11		LING451	1		PSYC506	1
ECON144	1		HLTH310	1		LING553	1		RSNR110	15
ECON329	2		HLTH320	5		LING571	2		SOCY110	1
ECON351	1		HLTH340	1		LSSU251	1		SOCY302	1
SOCY345	1		THEA134	8		THEA234	5		WOOL412	2
SOIL222	6									

2018 Student Number of Offences

FIRST ALLEGATION	353
SECOND ALLEGATION	74
THIRD ALLEGATION	13
FOURTH ALLEGATION	1
FIFTH ALLEGATION	2
SIXTH ALLEGATION	1
SEVENTH ALLEGATION	2
Total Cases	446

Note that individual students may be represented multiple times. For example, in this report one student is represented in the fifth, sixth and seventh allegation categories. This student is currently under a recommended penalty of exclusion from the University for a period of 12 months, and the appeal process is in progress.

The other student in the fifth allegation category is in the process of appealing a recommendation of exclusion for 12 months.

The second student in the seventh allegation category has had all cases reviewed. Multiple cases occurred in the first trimester of study and related to poor academic referencing practice. This students' issues have now been addressed through an educative and supportive approach, and is making good progress in their course.

2018 Decision Made By

Decision made by	Count
HEAD OF SCHOOL	81
PVC (A)	1
STUDENT DISCIPLINARY COMMITTEE	0
ACADEMIC INTEGRITY OFFICER / SENIOR ADMINISTRATIVE OFFICER / PLAGIARISM COORDINATOR / OFFICER / ALLEGATIONS ADMINISTRATOR	301
CHAIR/DEPUTY CHAIR TEACHING & LEARNING COMMITTEE / PRE SERVICE PROGRAMS	4
UNIT COORDINATOR	0
ACADEMIC DIRECTOR/MANAGER	0
DEPUTY HEAD OF SCHOOL	1
LECTURER	0
MARKER	0
12 STUDENT GRIEVANCE UNIT (SGU)*	23
Awaiting Outcome	35
Total Cases	**446**

*Student Grievance Unit investigate all academic integrity matters related to exams, including online exams

UNIVERSITY OF NEW ENGLAND
ACADEMIC BOARD STANDING COMMITTEE OF ACADEMIC BOARD
EXTRACT OF CONFIRMED MINUTES – 14 MAY 2019

4.2 * Chair Academic Board Standing Committee Report #AB19293

The Chair noted there had been a number of discussions about the governance of UNE Bespoke Courses raised at Academic Board and Committees. This was brought into focus at the last Curriculum Committee (CC) meeting when a new Diploma of Professional Practice was brought forward by the PEC (Pro Vice-Chancellor (Academic Innovation) Portfolio Education Committee). The course had a possibility for 7 of 8 units to be 'given' as advanced standing (based on prior experience rather than study), and the one compulsory unit, DYPP100 (Demonstrate Your Professional Preparation) by discussion with an Academic Concierge. This raised ongoing governance and quality concerns at a number of levels, and many questions as to the quality of what is offered under the UNE badge. The Chair provided details on other matters of concern:

1. **Offerings**
   - What are the certificates/diploma sub-degrees/degrees and postgraduate degrees offered under the "Bespoke" name?
   - How are these programs designed to scaffold with other UNE programs?
   - What impact do these programs have on existing Pathways programs, Enabling courses, Faculty diplomas etc.?
   - How is a student offered or directed to Bespoke programs versus other UNE programs and is there a conflict of interest?

2. **Policies and Procedures (e.g. Bespoke Program Procedures)**
   - The current version of the procedures on the website was approved 15 September 2017. Current policies refer to numerous matters of practice that do not appear to align with recent proposals (e.g. Bespoke "Program" students are not eligible to graduate; units are included only with Head of School or equivalent approval; does not cover 'degrees'; advanced standing/recognition of prior learning limited and other matters). It begins "establish a framework for the marketing, quality, delivery, support and recognition of non-Australian Qualifications Framework (AQF) compliant Bespoke Programs at UNE". At one time (possibly 2015) UNE had committed to only offering courses that were AQF compliant.
   - There was comment made at Teaching and Learning Committee (TLC) on 1 April (and communications sent to staff in March) referring to "recent policy changes" that there were updated Bespoke Procedures, but if such updated policies and procedures do exist it is unlikely that they are enforceable as:
     o they are published not on the UNE Website (no promulgation);
     o they have not been endorsed by TLC, CC or Academic Board (no governance oversight);
     o they have not been widely circulated to members of the academy (no commentary or feedback).
     o if developments in our offerings are not socialised, they are less likely to gain widespread support.
   - How can the Academic Board and Committees be assured that changes to policy and procedures are going to be duly channelled through the Academic Board governance structures, following appropriate consultation, and that updates will be made available to all staff and students via the UNE Policies website?

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4.2 * Chair Academic Board Standing Committee Report #AB192936

3. **Inclusion of Units**
   - There are questions over the way in which decisions are being made regarding the inclusion of units in the Bespoke Program. This includes:
     - How during 'admission' decisions are made to assess students entry into advanced level (e.g. 400 and 500 level) units and/or those which have assumed prior learning/prerequisites and/or which may form part of professional accreditation scaffolding?
     - Who is consulted in terms of advice regarding these admission decisions? Unit coordinator/course coordinator/course convener?
     - How is the University assured that staff members offering advice on admission have suitable level qualifications and discipline expertise?
     - Who retains final authority over admission decisions (including determination of prior learning etc.) – concierge or course convener / coordinator?
     - What records are kept regarding admission decisions, assessments of prior learning/work experience?
     - What reporting will be undertaken and available to TLC and Academic Board to track progression and success of the Bespoke student cohort; and provide necessary feedback regarding effectiveness of admission practices?
   - Academic Staff recently received this communication regarding unit inclusions – which, in the absence of other information about Bespoke, has created a level of concern among unit coordinators.

From: Bespoke-Website <bespoke-website@une.edu.au>

Subject: Expansion of the units available through the Bespoke Program

Bespoke Courses were launched in 2017 in response to extensive market research that identified a large subset of the Australian population who value higher education but had no plans to study as standard courses didn't suit their needs. This group, known as the Latent Market, who typically work full time and earn well, seek greater flexibility and targeted learning to be able to fit study in and around their busy lives. This and other research has led to the development of the UNE by 2025 vision and the Academic Transformation program.

Recent policy changes now allow for the majority of UNE units to be made available through the Bespoke website, with some exceptions, for example, units within the Joint Medical Program and thesis units within Higher Degrees by Research and Honours Programs.

The website is structured so that students can explore units that are available within a particular degree, and choose to study only those that they need, rather than the full program. They can also mix and match units from different disciplines and courses. To assist the student to choose the right unit, additional information is provided on the unit pages (refer to the table below). Students are also supported by the Academic Concierge to guide them through the selection process.

Purpose of this communication

This project aims to expand the list of available units on the Bespoke website. Your unit, listed below, will also be added. The purpose of this communication is to seek your feedback regarding the unit information in the following table.

4.2 * Chair Academic Board Standing Committee Report #AB192936

4. **Communications with Students regarding Bespoke Program**
   - Queries have been raised regarding the language used in Bespoke communications to prospective students and whether these may raise student expectations over and above what UNE will accept in terms of academic rigour (i.e. what units might be included in a Bespoke postgraduate degree; what specific work experience might be (or not be) recognized; or what "less effort" might mean);
   - Discussions at TLC on 1 April seemed to suggest that the marketing area may have responsibility for communications (rather than the Bespoke organisers) which, if correct, raises the issue of compliance, particularly with HESF Domain 7 – Information Representation;
   - Some examples of communications flagged for discussion:
     o "Australia's 1st Bespoke Graduate Certificate: The new Bespoke Grad Cert: freedom to 100% design your postgrad degree, have work experience recognised, and defer fees".
     o "Less effort: UNE has developed a genuinely innovative process that allows you to complete this course with less effort, and with more career benefits, than a standard graduate certificate. 25–50% of the course is devoted to collaborating with your Academic Success Advisor, to articulate and demonstrate the knowledge you have already gained in your professional life."
     o "Your personal Academic Success Advisor and Concierge Team: Your individual circumstances are unique, so an Academic Success Adviser will help you to plan your Bespoke Graduate Certificate and will be there for advice all the way.
       The Concierge Team is made up of accredited Career Practitioners. They teach the core unit in the Graduate Certificate in Professional Practice — 'Developing Your Professional Practice' — and provide students with careers-focused guidance around elective unit choices, and consciously connecting the student's studies in those units with professional aspirations. The Concierge Team also provides students with guidance as needed to navigate the processes and language of university study to ensure students can make best use of their opportunities."
     o "Students develop a compelling professional identity and philosophy during the course."
     o "If life gets too busy for you during your course and you aren't able to complete, you have the option to exit with a two- or three-unit Bespoke Course, with a University Certificate of Completion to confirm your progress."
   - How does UNE justify each of these aspects of communications regarding the Bespoke programs?
   - What records are kept to evidence that UNE has met its obligations to students in all cases and how are such assurances envisaged as being provided to governance bodies?

5. **The procedures followed by Academic Concierge**
   - There is a general lack of understanding on how an Academic Concierge works in practice.
   - How is UNE assured that Concierge have the requisite level of expertise to advise students regarding Units and Courses outside of LaTT?
   - What is the process by which Faculty staff are engaged by the Concierge in the event that the latter do not have the required discipline expertise or level of qualification?
   - What records are kept on the student file (RMO/AskUNE) regarding advice provided by the Academic Concierge? In the event of a student appeal, where are records kept?
   - Should Faculty staff have some training on how/when they should interact with the Academic Concierge?

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4.2 * Chair Academic Board Standing Committee Report #AB192936

- How does UNE avoid a student being contacted multiple times from Concierge/Course and Unit Coordinators etc.
- If a case arises where the advice provided by Faculty is different from that of the Concierge, which information is considered correct?

6. Role of Faculty PVCAI / LaTT

- Clarity is needed regarding the role and responsibilities of LaTT and PEC compared to SABL/M&H/HASSE Faculties and the FECs Terms of Reference.
- There have been approved terms of reference for the PVCAI Portfolio Education Committee included in CC papers in the past but these are not available on the UNE Policies website.

7. Information about Bespoke students

- As elements of Bespoke programs are taught by Faculty, what information (identifying students/specific formative learning needs/admission assumptions) about Bespoke students is available to Lecturers/Tutors/Unit or Course coordinators external of LaTT?
- Given the different needs and potentially different backgrounds/advice access for Bespoke students – is UNE tracking Bespoke students (sub-degree and post graduate) as separate cohorts when benchmarking students/tracking progression and in considering unit monitoring feedback etc.?

Members discussed further concerns regarding the Bespoke program, including:

- Bespoke awards appear to be pre-degree but it is not clear if they will replace the current Enabling Pathways courses (which are currently offered free of charge to students);

- uncertainty around the source of heavy subsidisation of the program;

- the confusion around the role of the Academic Transformation Steering Committee within the context of academic innovation, as there are limited active academic members;

- matters that effect governance are not being dealt with via the defined processes; and

- the difficulty of progressing matters through committees was acknowledged, which results in alternate methods being pursued and matters labelled as something other than governance.

ACTION: The Chair of Academic Board will request reports from the Pro Vice-Chancellor (Academic Innovation) seeking responses to these queries.

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5. GENERAL ITEMS

5.1. * Joint Medical Program Academic Calendar 2020 #19076

Council is asked to:
1) NOTE report #19076 regarding the proposed Joint Medical Program Academic Calendar for 2020; and
2) APPROVE the 2020 BMed JMP Academic Calendar; and
3) APPROVE the 2020 BMedSci/MD JMP Academic Calendar.

For Approval

Presented by Mark Perry

Purpose

To request Council's approval of the 2020 Academic Calendar for the Joint Medical Program (University of New England and the University of Newcastle).

Origin of report: Scheduled work plan item.
Related to Terms of Reference: Oversee and monitor the academic activities of the University.

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

Council is asked to:
1) NOTE report #19076 regarding the proposed Joint Medical Program Academic Calendar for 2020; and;
2) APPROVE the 2020 BMed JMP Academic Calendar; and
3) APPROVE the 2020 BMedSci/MD JMP Academic Calendar.

Executive Summary

Council as the body responsible for approving the University's Principal Dates, is asked to approve the JMP calendar for 2020.

The Joint Medical Program (JMP) calendar for 2020 was approved at the JMP Teaching and Learning Committee on the 5 September 2019. UNE's Academic Board Standing Committee endorsed to Council on 10 September 2019 (minutes are currently in draft).

Attachments

Attachment 1: Joint Medical Program Academic Calendar 2020 Academic Board Standing Committee Report #AB19330

Page **1** of **1**

**JOINT MEDICAL PROGRAM 2020 ACADEMIC CALENDAR
BACHELOR OF MEDICINE AND
BACHELOR OF MEDICAL / SCIENCE / DOCTOR OF MEDICINE**

PURPOSE

To seek approval for the Bachelor of Medicine – Joint Medical Program and the Bachelor of Medical Science / Doctor of Medicine - Joint Medical Program 2020 Academic Calendars.

BACKGROUND AND STRATEGIC CONTEXT

Due to the structure and nature of the BMed – JMP and BMedSc / MD - JMP, the calendar for each academic year of program is different from standard University dates. The calendars have been developed by the JMP Course Coordinators, Year Managers, MD Phase 1 and Phase 2 Committees.

ISSUES FOR DISCUSSION AND/OR NOTING

The calendar incorporates Year 1, 2, 3 and 4 of the new BMedSc / MD, it also details Year 3 – 5 of the BMed. Year 3 BMed is included for those students who are currently enrolled in the BMed but who may not complete requirements of Year 3 in 2019, e.g. through approved leave of absence, withdrawal from a course or academic failure.

RECOMMENDATION:

The Academic Board Standing Committee is asked to ENDORSE to Council FOR APPROVAL:
   A) 2020 BMedSc / MD – JMP Academic Calendar; and
   B) 2020 BMed – JMP Academic Calendar.

Document History

Prepared by	Sue Gardner Administrative Officer, Office of the Dean, Joint Medical Program	V1.0 – XXXX
Sources of Data/Information	JMP Year Managers; JMP Program Convenor; MD Phase 1 Committee, MD Phase 2 Committee, MD Phase 3 Committee	
Edited by		
Reviewed by		
Distributed to		
Responsibility for further action		

Table 1.   **Bachelor of Medical Science / Doctor of Medicine semester dates – 2020**
              Bachelor of Medicine semester dates – 2020

1

B MedSc / MD - 1st Year	
Semester 1 commences	Monday 24 February 2020
Last day to add a unit to an existing enrolment	Friday 6 March 2020
Census Date	Friday 20 March 2020
Semester 1 Recess (includes Easter Holiday)	Friday 10 April to Friday 17 April 2020
Semester 1 resumes	Monday 20 April 2020
Queen's Birthday Public Holiday	Monday 8 June 2020
Semester 1 concludes	Friday 12 June 2020
Assessment	Monday 15 June to Friday 26 June 2020
Mid-Year Recess	Monday 29 June July to Friday 17 July 2020
Semester 2 commences	Monday 20 July 2020
Last day to add a unit to an existing enrolment	Friday 31 July 2020
Census Date	Friday 14 August 2020
Semester 2 Recess (includes Labour Day Public Holiday)	Monday 5 October to Friday 9 October 2020
Semester 2 resumes	Monday 12 October 2020
Semester 2 concludes	Friday 6 November 2020
Assessment	Monday 9 November to Friday 20 November 2020
Supplementary Assessment	Monday 7 December to Friday 18 December 2020

B MedSc / MD – 2nd Year	
Semester 1 commences	Monday 17 February 2020
Last day to add a unit to an existing enrolment	Friday 28 February 2020
Census Date	Friday 20 March 2020
Semester 1 Recess (includes Easter Holiday)	Friday 10 April to Friday 17 April 2020

2

Semester 1 resumes	Monday 20 April 2020
Queen's Birthday Public Holiday	Monday 8 June 2020
Semester 1 concludes	Friday 12 June 2020
Assessment	Monday 15 June to Friday 26 June 2020
Mid-Year Recess	Monday 29 June to Friday 10 July 2020
Semester 2 commences	Monday 13 July 2020
Last day to add a unit to an existing enrolment	Friday 24 July 2020
Census Date	Friday 14 August 2020
Semester 2 Recess (include Labour Day Public Holiday)	Monday 28 September to Monday 5 October 2020
Semester 2 resumes	Tuesday 6 October 2020
Semester 2 concludes	Friday 30 October 2020
Assessment	Monday 2 November to Friday 13 November 2020
Supplementary Assessment	Monday 30 November to Friday 18 December 2020

B Medicine - 3rd Year	
Semester 1 commences	Monday 24 February 2020
Last day to add a unit to an existing enrolment	Friday 6 March 2020
Census Date	Friday 20 March 2020
Semester 1 Recess (includes Easter Holiday)	Monday 6 April to Tuesday 14 April 2020
Assessment	Wednesday 15 April to Friday 17 April 2020
Semester 1 resumes	Monday 20 April 2020
Semester 1 concludes	Friday 29 May 2020
Assessment	Monday 1 June to Friday 5 June 2020

3

Mid-Year Recess (includes Queen's Birthday Holiday)	Monday 8 June to Friday 19 June 2020
Semester 2 commences	Monday 22 June 2020
Last day to add a unit to an existing enrolment	Friday 3 July 2020
Census Date	Friday 14 August 2020
Assessment	Monday 31 August to Friday 4 September 2020
Semester 2 Recess	Monday 7 September to Friday 11 September 2020
Semester 2 resumes	Monday 14 September 2020
Labour Day Public Holiday	Monday 5 October 2020
Semester 2 concludes	Friday 6 November 2020

B MedSc / MD – 3rd Year UON	
Semester 1 commences	Monday 13 January 2020
Last day to add a unit to an existing enrolment	Friday 24 January 2020
Australia Day observed	Monday 27 January 2020
Census Date	Friday 20 March 2020
Easter Holiday	Friday 10 April to Monday 13 April 2020
Assessment	Monday 20 April to Friday 24 April 2020
Recess	Monday 27 April to Friday 8 May 2020
Study resumes	Monday 11 May 2020
Queen's Birthday Public Holiday	Monday 8 June 2020
Assessment	Monday 3 August to Friday 7 August 2020
Recess	Monday 10 August to Friday 21 August 2020
Census Date	Friday 14 August 2020
Study resumes	Monday 24 August 2020

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Labour Day Public Holiday	Monday 5 October 2020
Assessment	Monday 16 November to Friday 27 November 2020
Supplementary Assessment	Monday 14 December to Friday 18 December 2020

B MedSc / MD – 3rd Year UNE	
Semester 1 commences	Monday 13 January 2020
Last day to add a unit to an existing enrolment	Friday 24 January 2020
Australia Day observed	Monday 27 January 2020
Census Date	Friday 20 March 2020
Recess Group B	Monday 23 March to Friday 3 April 2020
Recess Group A	Monday 6 April to Friday 17 April 2020
Easter Holiday	Friday 10 April to Monday 13 April 2020
Queen's Birthday Public Holiday	Monday 8 June 2020
Assessment	Monday 15 June to Friday 19 June 2020
Recess	Monday 22 June to Friday 26 June 2020
Study resumes	Monday 29 June 2020
Census Date	Friday 14 August 2020
Recess Group B	Monday 24 August to Friday 4 September 2020
Recess Group A	Monday 7 September to Friday 18 September 2020
Assessment	Monday 16 November to Friday 27 November 2020
Supplementary Assessment	Monday 14 December to Friday 18 December 2020

5

B Medicine - 4th Year	
Enrolment Sequence: SEM 1 – MEDI4015 & SEM 2 MEDI4016	
MEDI4015	
Semester 1 commences	Monday 13 January 2020
Mandatory FRS / Clinical Skills Sessions	Monday 13 January to Friday 17 January 2020
Rotations commence	Monday 20 January 2020
Last day to add a unit to an existing enrolment	Friday 24 January 2020
Australia Day observed	Monday 27 January 2020
Assessment	Monday 2 March to Friday 6 March 2020
Semester 1 resumes	Monday 9 March 2020
Census Date	Friday 20 March 2020
Easter Holiday	Friday 10 April to Monday 13 April 2020
Assessment	Monday 20 April to Friday 24 April 2020
Recess	Monday 27 April to Friday 1 May 2020
Semester 1 resumes	Monday 4 May 2020
Assessment	Tuesday 1 June to Friday 5 June 2020
Mid-Year Recess	Monday 8 June to Friday 12 June 2020
MEDI4016	
Semester 2 commences	Monday 15 June 2020
Mandatory FRS / Clinical Skills Sessions	Monday 15 June to Friday 19 June 2020
Rotations commence	Monday 22 June 2020
Last day to add a unit to an existing enrolment	Friday 26 June 2020
Census Date	Friday 14 August 2020
Assessment	Monday 17 August to Friday 21 August 2020

6

Recess	Monday 24 August to Friday 28 August 2020
Semester 2 resumes	Monday 31 August 2020
Semester 2 concludes	Friday 23 October 2020
Assessment	Monday 26 October to Friday 6 November 2020

B Medicine - 4th Year	
Enrolment Sequence: SEM 1 – MEDI4016 & SEM 2 MEDI4015	
MEDI4016	
Semester 1 commences	Monday 13 January 2020
Mandatory FRS / Clinical Skills Sessions	Monday 13 January to Friday 17 January 2020
Rotations commence	Monday 20 January 2020
Last day to add a unit to an existing enrolment	Friday 24 January 2020
Australia Day observed	Monday 27 January 2020
Assessment	Monday 16 March to Friday 20 March 2020
Census Date	Friday 20 March 2020
Recess	Monday 23 March to Friday 27 March 2020
Semester 1 resumes	Monday 30 March 2020
Easter Holiday	Friday 10 April to Monday 13 April 2020
Semester 1 concludes	Friday 22 May 2020
Assessment	Monday 25 May to Friday 5 June 2020
Mid-Year Recess	Monday 8 June to Friday 12 June 2020
MEDI4015	
Semester 2 commences	Monday 15 June 2020
Mandatory FRS / Clinical Skills Sessions	Monday 15 June to Friday 19 June 2020

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Rotations commence	Monday 22 June 2020
Last day to add a unit to an existing enrolment	Friday 26 June 2020
Assessment	Monday 3 August to Friday 7 August 2020
Semester 2 resumes	Monday 10 August 2020
Census Date	Friday 14 August 2020
Assessment	Monday 21 September to Friday 25 September 2020
Recess	Monday 28 September to Friday 2 October 2020
Labour Day Holiday	Monday 5 October 2020
Semester 2 resumes	Tuesday 6 October 2020
Semester 2 concludes	Friday 30 October 2020
Assessment	Monday 2 November to Friday 6 November 2020

B MedSc / MD – 4th Year	
Orientation	Monday 13 January to Friday 17 January 2020
Rotation 1 commences	Monday 20 January 2020
Last day to add a unit to an existing enrolment	Friday 24 January 2020
Australia Day observed	Monday 27 January 2020
Rotation 1 concludes	Friday 28 February 2020
Rotation 2 commences	Monday 2 March 2020
Rotation 2 concludes	Thursday 9 April 2020
Easter Holiday	Friday 10 April to Monday 13 April 2020
Integration Week	Tuesday 14 April to Friday 17 April 2020
Vacation	Monday 20 April to Friday 24 April 2020
Rotation 3 commences	Monday 27 April 2020

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Rotation 3 concludes	Friday 5 June 2020
Queen's Birthday Public Holiday	Monday 8 June 2020
Rotation 4 commences	Tuesday 9 June 2020
Rotation 4 concludes	Friday 17 July 2020
Integration Week	Monday 20 July to Friday 24 July 2020
Vacation	Monday 27 July to Friday 7 August 2020
Rotation 5 commences	Monday 10 August 2020
Rotation 5 concludes	Friday 18 September 2020
Rotation 6 commences	Monday 21 September 2020
Rotation 6 concludes	Friday 30 October 2020
Integration Week	Monday 2 November to Friday 6 November 2020
Assessment	Monday 9 November to Friday 27 November 2020
Supplementary Assessment	Monday 14 December to Friday 18 December 2020

B Medicine - 5th Year	
Enrolment Sequence: SEM 1 – MEDI5015 & SEM 2 MEDI5016	
Orientation Day	Friday 10 January 2020
MEDI5015	
Semester 1 - Rotation 1 commences	Monday 13 January 2020
Last day to add a unit to an existing enrolment	Friday 24 January 2020
Australia Day observed	Monday 27 January 2020
Assessment at end of PHCS	Monday 10 February to Friday 14 February 2020
Recess at end of PHCS assessment	Monday 17 February to Friday 28 February 2020
Long Case Week	Monday 24 February to Friday 28 February 2020

Semester 1 – Rotation 2 commences	Monday 2 March 2020
Census Date	Friday 20 March 2020
Assessment at end of PHCS	Monday 30 March to Friday 3 April 2020
Recess at end of PHCS assessment	Monday 6 April to Friday 17 April 2020
Easter Holiday	Friday 10 April to Monday 13 April 2020
Long Case Week	Tuesday 14 April to Friday 17 April 2020
Semester 1 – Rotation 3 commences	Monday 20 April 2020
Assessment at end of PHCS	Monday 18 May to Friday 22 May 2020
Recess at end of PHCS assessment	Monday 25 May to Friday 5 June 2020
Long Case Week	Monday 1 June to Friday 5 June 2020
Queen's Birthday Holiday	Monday 8 June 2020
Psychiatry OSCE	Tuesday 9 June to Friday 12 June 2020
Mid-Year Recess	Monday 15 June to Friday 26 June 2020
MEDI5016	
Semester 2 – Rotation 4 commences	Monday 29 June 2020
Last day to add a unit to an existing enrolment	Friday 10 July 2020
Recess at end of SSO	Monday 27 July to Friday 7 August 2020
Semester 2 – Rotation 5 commences	Monday 10 August 2020
Census Date	Friday 14 August 2020
Recess at end of SSO	Monday 7 September to Friday 18 September 2020
Semester 2 – Rotation 6 commences	Monday 21 September 2020
Labour Day Public Holiday	Monday 5 October 2020
Recess at end of SSO	Monday 19 October to Friday 30 October 2020
Semester 2 - Rotation 6 concludes	Friday 30 October 2020
Critical Care Assessment	Monday 2 November to Friday 6 November 2020

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Grand Rounds and Award of Prizes	Monday 9 November to Friday 13 November 2020
Remediation	Monday 16 November to Friday 20 November 2020

Enrolment Sequence: SEM 1 – MEDI5016 & SEM 2 MEDI5015	
Orientation Day	Friday 10 January 2020
MEDI5016	
Semester 1 – Rotation 1 commences	Monday 13 January 2020
Last day to add a unit to an existing enrolment	Friday 24 January 2020
Australia Day observed	Monday 27 January 2020
Recess at end of SSO	Monday 10 February to Friday 21 February 2020
Semester 1 – Rotation 2 commences	Monday 24 February 2020
Census Date	Friday 20 March 2020
Recess at end of SSO	Monday 23 March to Friday 3 April 2020
Semester 1 – Rotation 3 commences	Monday 6 April 2020
Easter Holiday	Friday 10 April to Monday 13 April 2020
Recess at end of SSO	Monday 4 May to Friday 15 May 2020
Critical Care Assessment	Monday 18 May to Friday 22 May 2020
Mid-Year Recess	Monday 25 May to Friday 5 June 2020
Queen's Birthday Holiday	Monday 8 June 2020
MEDI5015	
Semester 2 – Rotation 4 commences	Tuesday 9 June 2020
Last day to add a unit to an existing enrolment	Friday 19 June 2020
Assessment at end of PHCS	Monday 6 July to Friday 10 July 2020

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Recess at end of PHCS assessment	Monday 13 July to Friday 24 July 2020
Long Case Week	Monday 20 July to Friday 24 July 2020
Semester 2 – Rotation 5 commences	Monday 27 July 2020
Census Date	Friday 14 August 2020
Assessment at end of PHCS	Monday 24 August to Friday 28 August 2020
Recess at end of PHCS assessment	Monday 31 August to Friday 11 September 2020
Long Case Week	Monday 7 September to Friday 11 September 2020
Semester 2 – Rotation 6 commences	Monday 14 September 2020
Labour Day Public Holiday	Monday 5 October 2020
Assessment at end of PHCS	Monday 12 October to Friday 16 October 2020
Recess at end of PHCS assessment	Monday 19 October to Friday 30 October 2020
Long Case Week	Monday 26 October to Friday 30 October 2020
Psychiatry OSCE	Monday 2 November to Friday 6 November 2020
Grand Rounds and Award of Prizes	Monday 9 November to Friday 13 November 2020
Remediation	Monday 16 November to Friday 20 November 2020

Note: Students may be required to attend sessions or placements on a public holiday or university concession day - please check with the relevant Year Manager for further information.

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2020 Bachelor of Medicine Academic Calendar - FINAL JMPTL1922

UON / UNE

Week Beginning	UON		UNE	
30-Dec-19				
06-Jan-20				
13-Jan-20				
20-Jan-20				
27-Jan-20				
03-Feb-20				
10-Feb-20				
17-Feb-20	ORIENTATION		ORIENTATION	
24-Feb-20	Sem 1	Wk 1	Trim 1	Wk 1
02-Mar-20		2		2
09-Mar-20		3		3
16-Mar-20		4		4
23-Mar-20		5		5
30-Mar-20		6		6
06-Apr-20		7	EXAMS / INTENSIVE 1	
13-Apr-20	VACATION Easter = 10th to 13th April Anzac Day= 25th April			
20-Apr-20		8	EXAMS / INTENSIVE 1	7
27-Apr-20		9		8
04-May-20		10		9
11-May-20		11		10
18-May-20				
25-May-20		12		11
01-Jun-20	Sem 1 ends	13		
08-Jun-20	EXAMS		EXAMS / INTENSIVE 2	
15-Jun-20				
22-Jun-20	VACATION		VACATION	
29-Jun-20			Trim 2	Wk 1
06-Jul-20				2
13-Jul-20				3
20-Jul-20	Sem 2	Wk 1		4
27-Jul-20		2		5
03-Aug-20		3		6
10-Aug-20		4	EXAMS / INTENSIVE 1	
17-Aug-20		5		7
24-Aug-20		6		8
31-Aug-20		7		9
07-Sep-20		8		10
14-Sep-20		9		11
21-Sep-20		10		
28-Sep-20	VACATION		EXAMS / INTENSIVE 2	
05-Oct-20				
12-Oct-20		11		
19-Oct-20		12	VACATION	
26-Oct-20		13	Trim 3	1
02-Nov-20	EXAMS			2
09-Nov-20				3
16-Nov-20				4
23-Nov-20	UON Fully Graded Date 27/11			5
30-Nov-20				6
07-Dec-20	JMP GRD (MD)		EXAMS / INTENSIVE 1	
14-Dec-20	UON Graduation			
21-Dec-20			VACATION	

Year 3 BMed

Week Beginning	Year 3 BMed	
24-Feb-20	MEDI3017 General Practice and Subspecialties 1 (40 units UON 24 points UNE) 24 - 29 February is an Introductory Week Attendance is Mandatory for all sessions during this period	Wk1
02-Mar-20		Wk2
09-Mar-20		Wk3
16-Mar-20		Wk4
23-Mar-20		Wk5
30-Mar-20		Wk6
06-Apr-20	VACATION	
13-Apr-20	MID-SEMESTER ASSESSMENT	
20-Apr-20		Wk7
27-Apr-20		Wk8
04-May-20		Wk9
11-May-20		Wk10
18-May-20		Wk11
25-May-20		Wk12
01-Jun-20	ASSESSMENT	
08-Jun-20	VACATION	
15-Jun-20		
22-Jun-20	MEDI3018 General Practice and Subspecialties 2 (20 units UON 12 points UNE) 22 - 26 June is an Introductory Week Attendance is mandatory for all sessions during this period	Wk1
29-Jun-20		Wk2
06-Jul-20		Wk3
13-Jul-20		Wk4
20-Jul-20		Wk5
27-Jul-20		Wk6
03-Aug-20		Wk7
10-Aug-20		Wk8
17-Aug-20		Wk9
24-Aug-20		Wk10
31-Aug-20	ASSESSMENT	
07-Sep-20	VACATION	
14-Sep-20	MEDI3014 Health Equity Selectives (20 units UON 12 points UNE)	Wk11
21-Sep-20		Wk12
28-Sep-20		Wk13
05-Oct-20		Wk14
12-Oct-20		Wk15
19-Oct-20		Wk16
26-Oct-20		Wk17
02-Nov-20		Wk18
09-Nov-20		
16-Nov-20		
23-Nov-20	FGD 27/11	

Year 4 BMed

Student numbers for each course are limited.
In each Semester full time students will enrol in either:
MEDI4015 Women's Adolescent's and Children's Health (40 units UON 24 points UNE) or
MEDI4016 Medicine and Surgery (40 units UON 24 points UNE)

Academic progression hurdle at the end of Year 4.

Week Beginning				
13-Jan-20	MEDI4015 - Women's, Adolescent's and Children's Health Common Week: 13 - 17 January 2020 (Mandatory attendance for all students. Venue: Hunter Clinical School, John Hunter Hospital)		MEDI4016 - Medicine & Surgery Common Week: 13 - 17 January June 2020 (Mandatory attendance for all students. Venue: Hunter Clinical School, John Hunter Hospital)	
20-Jan-20	Group A O&G	Wk1	MEDICINE	Wk1
27-Jan-20		Wk2		Wk2
03-Feb-20		Wk3		Wk3
10-Feb-20		Wk4		Wk4
17-Feb-20		Wk5		Wk5
24-Feb-20		Wk6		Wk6
02-Mar-20	O&G MCQ Exam			Wk7
09-Mar-20	Group A Paediatrics	Wk1		Wk8
16-Mar-20		Wk2	Medicine MCQ exam	
23-Mar-20		Wk3	VACATION	
30-Mar-20		Wk4	SURGERY	Wk1
06-Apr-20		Wk5		Wk2
13-Apr-20		Wk6		Wk3
20-Apr-20	Paediatrics MCQ Exam			Wk4
27-Apr-20	VACATION			Wk5
04-May-20	Group A Elective	Wk1		Wk6
11-May-20		Wk2		Wk7
18-May-20		Wk3		Wk8
25-May-20		Wk4	Surgery MCQ exam	
01-Jun-20	OSCE Assessment		SURGERY VIVA	
08-Jun-20	VACATION		VACATION	
15-Jun-20	MEDI4016 - Medicine & Surgery Common Week: 15 - 19 June 2020 (Mandatory attendance for all students. Venue: Hunter Clinical School, John Hunter Hospital)		MEDI4015 - Women's, Adolescent's and Children's Health Common Week: 15 - 19 June 2020 (Mandatory attendance for all students. Venue: Hunter Clinical School, John Hunter Hospital)	
22-Jun-20	MEDICINE	Wk1	Group A O&G	Wk1
29-Jun-20		Wk2		Wk2
06-Jul-20		Wk3		Wk3
13-Jul-20		Wk4		Wk4
20-Jul-20		Wk5		Wk5
27-Jul-20		Wk6		Wk6
03-Aug-20		Wk7	O&G MCQ Exam	
10-Aug-20		Wk8	Group A Paediatrics	Wk1
17-Aug-20	Medicine MCQ exam			Wk2
24-Aug-20	VACATION			Wk3
31-Aug-20	SURGERY	Wk1		Wk4
07-Sep-20		Wk2		Wk5
14-Sep-20		Wk3		Wk6
21-Sep-20		Wk4	Paediatrics MCQ Exam	
28-Sep-20		Wk5	VACATION	
05-Oct-20		Wk6	Group A Elective	Wk1
12-Oct-20		Wk7		Wk2
19-Oct-20		Wk8		Wk3
26-Oct-20	Surgery MCQ exam			Wk4
02-Nov-20	SURGERY VIVA		OSCE Assessment	
23-Nov-20	FGD 27/11		FGD 27/11	

Year 5 BMed

Student numbers for each course are limited.
Students are required to attend an Orientation Day on Friday 10 January 2020.
The Orientation Day will be held in Newcastle & videoconferenced to Gosford, Tamworth, Taree and Armidale.
Attendance at this session is **mandatory** for **ALL** Year 5 students.
MEDI5015: Medicine/Psych/Pall Care/PHCS (40 units UON 24 points UNE)
& MEDI5016: Critical Care (40 units UON 24 points UNE)

Enrolment Sequence: Semester 1 MEDI5015 / Semester 2 MEDI5016 — Enrolment Sequence: Semester 1 MEDI5016 / Semester 2 MEDI5015

Week Beginning	Rotation 1	Rotation 1	Rotation 1	Rotation 1	Rotation 1	Rotation 1	Wk
13-Jan-20							Wk1
20-Jan-20	Medicine	Psychiatry/Pall Care	PHCS	Anaesthesia / ICU & Emergency Medicine	Ortho Surgery/ Oncology	SSO	Wk2
27-Jan-20							Wk3
03-Feb-20							Wk4
10-Feb-20				ASSESSMENT			Wk5
17-Feb-20	Long Case Week		VACATION			VACATION	Wk6
24-Feb-20				Rotation 2	Rotation 2	Rotation 2	Wk7
02-Mar-20	Rotation 2 Psychiatry/Pall Care	Rotation 2 PHCS	Rotation 2 Medicine	Ortho Surgery/ Oncology	SSO	Anaesthesia / ICU & Emergency Medicine	Wk8
09-Mar-20							Wk9
16-Mar-20							Wk10
23-Mar-20		ASSESSMENT			VACATION		Wk11
30-Mar-20							Wk12
06-Apr-20		VACATION		Rotation 3	Rotation 3	Rotation 3	Wk13
13-Apr-20			Long Case Week	SSO	Anaesthesia / ICU & Emergency Medicine	Ortho Surgery/ Oncology	Wk14
20-Apr-20	Rotation 3 PHCS	Rotation 3 Medicine	Rotation 3 Psychiatry/Pall Care				Wk15
27-Apr-20							Wk16
04-May-20				VACATION			Wk17
11-May-20							Wk18
18-May-20	ASSESSMENT			CRITICAL CARE OSCE / PRESCRIBING SKILLS ASSESSMENT			Wk19
25-May-20	VACATION			VACATION			Wk20
01-Jun-20		Long Case Week					Wk21
08-Jun-20	PSYCHIATRY OSCE			Rotation 4	Rotation 4	Rotation 4	Wk1
15-Jun-20	VACATION			Medicine	Psychiatry/Pall Care	PHCS	Wk2
22-Jun-20							Wk3
29-Jun-20	Rotation 4 Anaesthesia / ICU & Emergency Medicine	Rotation 4 Ortho Surgery/ Oncology	Rotation 4 SSO				Wk4
06-Jul-20						ASSESSMENT	Wk5
13-Jul-20						VACATION	Wk6
20-Jul-20				Long Case Week			Wk7
27-Jul-20				VACATION			Wk8
03-Aug-20				Rotation 5 Psychiatry/Pall Care	Rotation 5 PHCS	Rotation 5 Medicine	Wk9
10-Aug-20	Rotation 5 Ortho Surgery/ Oncology	Rotation 5 SSO	Rotation 5 Anaesthesia / ICU & Emergency Medicine				Wk10
17-Aug-20							Wk11
24-Aug-20						ASSESSMENT	Wk12
31-Aug-20				VACATION		Long Case Week	Wk13
07-Sep-20		VACATION					Wk14
14-Sep-20				Rotation 6 PHCS	Rotation 6 Medicine	Rotation 6 Psychiatry/Pall Care	Wk15
21-Sep-20	Rotation 6 SSO	Rotation 6 Anaesthesia / ICU & Emergency Medicine	Rotation 6 Ortho Surgery/ Oncology				Wk16
28-Sep-20							Wk17
05-Oct-20							Wk18
12-Oct-20				ASSESSMENT			Wk19
19-Oct-20	VACATION			VACATION			Wk20
26-Oct-20					Long Case Week		Wk21
02-Nov-20	CRITICAL CARE OSCE / PRESCRIBING SKILLS ASSESSMENT			PSYCHIATRY OSCE			Wk22
09-Nov-20	GRAND ROUNDS PRESENTATION & AWARD OF PRIZES ON THURSDAY 12 NOVEMBER COMPULSORY ATTENDANCE						
16-Nov-20	REMEDIATION						
23-Nov-20	FGD 27/11						
07-Dec-20	UON GRADUATION						

2020 BMedSc and MD Academic Calendar - FINAL JMPTL1921

Year 1
Students enrol in semester based courses/units with full year delivery:
MEDI1101A Semester 1 (40 units UON / 24 points UNE)
MEDI1101B Semester 2 (40 Units UON / 24 points UNE)
Academic progression hurdle at the end of Year 1

MEDI1101A
Clinical Sciences, Scholarship and Practice 1 - Part A

MEDI1101B
Clinical Sciences, Scholarship and Practice 1 - Part B

Year 2
Students enrol in semester based courses/units with full year delivery:
MEDI2101A Semester 1 (40 units UON / 24 points UNE)
MEDI2101B Semester 2 (40 Units UON / 24 points UNE)
Academic progression hurdle at the end of Year 2

MEDI2101A
Clinical Sciences, Scholarship and Practice 2 - Part A

MEDI2101B
Clinical Sciences, Scholarship and Practice 2 - Part B

Year 3 UON
Students enrol in semester based courses/units with full year delivery:
MEDI3101A Semester 1 (15 units UON / 9 points UNE)
MEDI3101B Semester 2 (15 units UON / 9 points UNE)
MEDI4101A Semester 1 (20 units UON / 12 points UNE)
MEDI4101B Semester 2 (20 units UON / 12 points UNE)
MEDI6001A Semester 1 (5 units UON / 3 points UNE)
MEDI6001B Semester 2 (5 units UON / 3 points UNE)
Academic progression hurdle at the end of Year 3

GROUP A | GROUP B | GROUP C

Year 3 UNE
Students enrol in semester based courses/units with full year delivery:
MEDI3101A Semester 1 (15 units UON / 9 points UNE)
MEDI3101B Semester 2 (15 units UON / 9 points UNE)
MEDI4101A Semester 1 (20 units UON / 12 points UNE)
MEDI4101B Semester 2 (20 units UON / 12 points UNE)
MEDI6001A Semester 1 (5 units UON / 3 points UNE)
MEDI6001B Semester 2 (5 units UON / 3 points UNE)
Academic progression hurdle at the end of Year 3

GROUP A | GROUP B

Year 4
Students enrol in semester based courses or units with full year delivery:
MEDI6101A Semester 1 (25 units UON / 15 points UNE)
MEDI6101B Semester 2 (25 units UON / 15 points UNE)
MEDI6102A Semester 1 (5 units UON / 3 points UNE)
MEDI6102B Semester 2 (5 units UON / 3 points UNE)
MEDI6103A Semester 1 (10 units UON / 6 points UNE)
MEDI6103B Semester 2 (10 units UON / 6 points UNE)
Academic progression hurdle at the end of Year 4

GROUP A | GROUP B | GROUP C

5.2. * Council and Committee meeting dates for 2020 #19077

Council is asked to APPROVE the Council and Committee meeting dates for 2020, as per report #19077.

6. GENERAL BUSINESS

7. MEETING FINALISATION

7.1. Council Open Work Plan 2019

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

For Noting

Presented by Brendan Peet

2019 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- Faculty Humanities Arts Social Sciences and Education	Dean HASSE Faculty	
#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	
#19231 Administrative Change to Principal Dates 2020	PVCAI	
2019 Open Council Work plan	CLGO	
Meeting 3: Friday 24 May 2019		
#19039 University Activities in Focus – Student Wellness Week	COO	
#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~~	~~DACE~~	
2019 Open Council Work plan	CLGO	

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Meeting 4: Friday 26 July 2019		
#19054 University Activities in Focus - Faculty Medicine & Health	Dean M&H Faculty	
#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~~ Student Representation at UNE Report to Council	~~Student Assoc.~~ PVCAI	
2019 Open Council Work plan	CLGO	

Report Name	Owner	Status/ Comment
Meeting 5: Friday 27 September 2019		
#19072 University Activities in Focus	Dean SABL Faculty	
#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	

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.

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, 22 November 2019. This meeting will be held in the Council Room, Booloominbah, University of New England.

Presented by James Harris