

Supporting Documents

Linking Paper

Supporting Document 1 : Ethics approval

HREC has given approval for the following.

A case study of the context, development, implementation and outcomes of the New England Award (NEA) in the first two years of operation

Your HREC approval numbers are:

Approval Number: HEO4/1 Valid to 31/8/05 for Surveys 1 & 2.

Approval number: HE05/133 valid to 3/06/2006 for Surveys 3,4,5,6,7 & 8.

Approval number HE05/153 valid to 28/07/2006 for Survey 9.

Approval number HE05/186 valid to 22/09/2006 for Interviews 1 & 2.

Supporting Document 2 : Letter accompanying student survey 1

Dear

The New England Award

You are one of our first students to successfully complete the New England Award (NEA). We are very interested in your experience since graduation to test some of the assumptions underpinning the development of the NEA and would therefore like you to participate in an electronic survey.

The survey has been approved by UNE Human Ethics Research Committee (see details below). Participation is voluntary. If you are happy to participate please indicate by return email and the survey will then be sent to you electronically. It will take about 10 minutes.

Information received will be treated confidentially and may be used anonymously in the doctoral research of R.Muldoon. All data will be kept for a maximum of five years in password protected files of the researcher. Although I know your name it will not be recorded.

Looking forward to hearing from you

Yours sincerely etc.

*This project has been approved by the Human Research Ethics Committee of the University of New England. Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:
Research Services, University of New England, Armidale, NSW 2351.
Telephone: (02) 6773 3449 Facsimile (02) 6773 3543; Email: Ethics@metz.une.edu.au*

Supporting Document 3 : Correspondence with the Chairperson of the Human Research Ethics Committee

Dear Robyn

The student's written permission is fine.

Peter

On 23/06/2005, at 10:17 AM, Robyn Muldoon wrote:

Dear Peter,

Tom Maxwell (my Ed D supervisor) suggested I ask you this question:

If a student writes something in an assignment or journal, say for the NEA or the VC's Student Leadership Course that I coordinate, and I think it might be relevant to a research project I'm doing, say for my Ed D portfolio, is it enough to get that student's written permission to use part of their work or do I need to do a retrospective ethics application? Thanks for your time, Robyn.

Robyn Muldoon

Supporting Document 4 : New England Award focus group questions 2004

How did you hear about the New England Award?

Why did you register?

What do you think are the award's strengths, i.e. what you got out of it?

What do you think are the award's weaknesses?

Do you have any suggestions for improvement? Do you have any suggestions for promotion?

Supporting Document 5 : Survey 1 & 2

New England Award Survey of students registered to graduate 2005

How did you find out about the New England Award (NEA)?

Indicate the extent to which you agree or disagree with the following statements.
Fill in the appropriate dot to make your selection.

1 = Strongly Disagree, 2 = Moderately Disagree, 3 = Mildly Disagree,
4 = Mildly Agree, 5 = Moderately Agree, 6 = Strongly Agree, 7=not applicable.

1 2 3 4 5 6 7

- | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I have found the NEA rules easy to follow | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I have found the NEA procedures, eg getting points authorised, easy to follow | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I had no trouble identifying sufficient activities to achieve 1000 points | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I have engaged in activities for the NEA that I wouldn't have otherwise | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. The providers of my activities have been supportive re the NEA | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I have found the unE-portfolio easy to use | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Using the unE-portfolio has helped to clarify my thoughts about my skills development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I think that the written requirements of the NEA (reflective journals and unE-portfolio entries) are reasonable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. There is value in UNE recognising extra-curricular activity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I would encourage new students to register for the NEA | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

RMuldoon/ASO/NEA/Survey/May04

11. My NEA activities are being provided by: (Fill in dots)

- Academic Skills Office
- Dixson Library
- Counselling and Careers Service
- Marketing and Public Affairs
- UNE Union
- Sport UNE
- UNESA
- UNEPA

The Faculties (please specify)

The Residences (please specify)

Other (please specify)

12. Why did you register for the NEA?

13. What value have you derived from being involved in extra-curricular activities while at UNE?

14. What value have you derived from being registered for the NEA and working towards achieving the required number of points?

15. Do you think the NEA fairly recognises the activities you have been involved in?

16. What value do you think the NEA will have for you after you have graduated?

17. What value do you think the NEA has for UNE?

18. What suggestions do you have for improving the NEA in the future?

Thank you very much for taking the time to work through this survey.

Please return to:

Robyn Muldoon, ASO, TLC

in the enclosed reply-paid envelope.

RMuldoon/ASO/NEA/Survey/May04

Supporting Document 6 : Survey 3



New England Award

This survey of students who were registered for the New England Award (NEA) but did not complete it, is part of a larger evaluation of the NEA in its first two years of operation. Your feedback is highly valued so we would be grateful if you would answer a few questions for us. We guarantee that your answers will remain anonymous. The information collected will be used to inform the future development of the NEA. It may also be used (anonymously) in the NEA annual report and in doctoral research being carried out by R.Muldoon.

Are you Male / Female ? What Faculty are you enrolled in?

1. In what ways have you been actively involved in extra-curricular activity* while at uni?

i _____

ii _____

iii _____

2. In what three ways do you think there is value in engaging in extra-curricular activity while at uni?

i _____

ii _____

iii _____

3. Why did you register for the NEA?

4. What three main benefits did you expect to gain from the NEA?

i _____

ii _____

iii _____

*extra-curricular=activities in addition to that required for your degree such as voluntary work, committee and board membership, elected and appointed positions in residences, being a peer mentor, additional training etc.

5. What prevented you from completing the NEA?:

- a. study commitments
- b. the need to have paid work
- c. other commitments (such as ?) _____

- d. lack of suitable NEA activities?
- e. lost interest
- f. decided it was not worthwhile (if so, why?) _____

- g. other reasons (such as?) _____

6. In what ways do the NEA rules need further fine-tuning?

i. _____

ii. _____

iii. _____

7. In what ways do the NEA procedures need further fine-tuning?

i. _____

ii. _____

iii. _____

8. Did you have trouble identifying sufficient activities to achieve 1000 points?

Yes No

9. a) In what 3 ways did you find the support offered to you by the NEA Office to be effective?

i. _____

ii. _____

iii. _____

b) In what 3 ways do you suggest the NEA Office might improve?

i _____

ii _____

iii _____

10. a) In what 3 ways did you find the support offered to you by the providers of your NEA activities to be effective?

i _____

ii _____

iii _____

b) In what 3 ways do you suggest the support offered to you by the providers of your NEA activities might improve?

i _____

ii _____

iii _____

11. In what ways could the written requirements of the NEA be improved?

(a) reflective journals _____

b) unE-portfolio _____

12. In what ways did you benefit from the New England Award while registered?

i _____

ii _____

iii _____

13. What suggestions do you have for improving the NEA for the future?



New England Award



Survey of NEA graduates

This is a survey of students who have graduated from UNE in 2005 with a New England Award. It is part of a larger survey of the New England Award in its first two years of operation. Your feedback is highly valued so please take the time to complete the survey and return it electronically. We guarantee that your answers will remain anonymous. The information collected will be used to inform the future development of the NEA. It may also be used (anonymously) in the NEA annual report and in doctoral research being carried out by R.Muldoon.

Are you Male / Female ?

Current occupation _____

1. Have you used your New England Award to your advantage since graduating?

Yes No If 'yes', please describe how:

If 'no', why not?

2. Is your current employer aware of your New England Award?

Yes No Don't know

a) If 'yes', how and with what result?

b) What was your employer's reaction on learning you had a New England Award?

c) If 'no', why not?

3. Do you expect the New England Award to be of use to you in the future?

Yes No Don't know If 'yes', please say how:

If 'no', why not -

4. a) Please describe any other advantages you think might result from being a New England Award graduate.

b) Are there any disadvantages resulting from being a New England Award graduate?

5. Which of the UNE Graduate Attributes did you develop or enhance through the NEA?

	A lot	A little	Not at all
Communication skills			
Global perspective			
Social responsibility			
Teamwork			
Problem solving			
Information Literacy			
Lifelong Learning			

6. Please describe any other benefits (apart from indicated in question 5. above) you gained personally from participating in the New England Award.

7. a) In what three ways did you find the support offered to you by the NEA Office to be effective?

i

ii

iii

b) In what three ways do you suggest the NEA Office might improve its function?

i

ii

iii

8. a) In what three ways did you find the support offered to you by the providers of your NEA activities to be effective?

i

ii

iii

b) In what three ways do you suggest the support offered to you by the providers of your NEA activities might improve?

i

ii

iii

9. What do you think are the three most important benefits of the New England Award for UNE as a tertiary education institution?

i

ii

iii

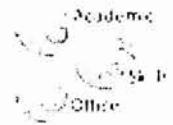
10. What are your suggestions for how the New England Award might be used to promote the UNE on-campus experience?

11. What are your suggestions for how the New England Award could be improved overall?

Any other comments?

Thank you very much for taking the time to work through this questionnaire.
Please return to: Robyn Muldoon, by return email.

Supporting Document 8 : Survey 5



**New England Award
Survey of NEA Activity Providers**

This survey of NEA activity providers is part of a larger evaluation of the first two years of the New England Award. Your feedback is highly valued so please take the time to complete and return this survey in the envelope provided. Please note that data collected in this survey may be used (anonymously) in the R.Muldoon's doctoral portfolio.

Name: _____

Position: _____

Activities Provided: _____

Do you believe that: 1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree

1. The New England Award supports the UNE Graduate Attributes Policy? 1 2 3 4
2. The New England Award is an effective way to recognise extra-curricular activity? 1 2 3 4
3. The opportunities available at UNE for extra-curricular activity are an important part of the UNE on-campus experience? 1 2 3 4
4. There is value in UNE recognising extra-curricular activity? 1 2 3 4
5. The New England Award has the potential to add value to students' CVs? 1 2 3 4
6. The New England Award has the potential to promote extra-curricular participation? 1 2 3 4

7. What value do you think are the 3 main benefits that students derive from being involved in extra-curricular activities while at UNE?

i. _____

ii. _____

iii

8. What value do you think UHE students are deriving from
a) being registered for the HEA?

b) working towards achieving the required number of points?

c) writing the reflective journals?

d) maintaining their ePortfolio?

9. Have you observed that the HEA has encouraged more students to get involved in extra-curricular activity?

Yes No Uncertain

If 'yes', what have you observed?

ii

iii

10. In what three ways do you think the HEA has the potential to improve participants' ability to articulate their personal and professional development?

i

ii

iii

11. What value do you think the HEA will have for UHE students after they have graduated?

i

ii

iii

12. Have you encouraged new students to register for the NEA? Yes No

13. Have you noticed if the New England Award has encouraged more students to get involved in the activities your area provides? Yes No Uncertain

14. Has your area used the incentive of NEA points to recruit students into the activities your area provides? Yes No

15. In what three ways has the NEA affected any planning or decisions taken in your area in the last 2 years?

i _____

ii _____

iii _____

16. What problems have you encountered related to the monitoring of NEA students undertaking your activities?

i _____

ii _____

iii _____

17. What are the three most important benefits the NEA might have for UNE as an institution?

i _____

ii _____

iii _____

18. Do you think that the NEA rules need further fine-tuning?

i _____

ii _____

iii _____

19. Do you think that the NEA procedures need further fine-tuning?

i _____

ii _____

iii _____

20. What three suggestions do you have about how the marketing of the NEA to students could be improved?

i _____

ii _____

iii _____

21. What three suggestions do you have for improving the NEA in the future?

i _____

ii _____

iii _____

22. In what ways could the written requirements of the NEA be improved?

(a) reflective journals _____

(b) an E-portfolio entries _____

23. Do you have any other comments about the NEA?

Thank you very much for taking the time to work through this survey.

Please return to

Rebyn Muldoon, ASO, TLC

Supporting Document 9 : Survey 6



New England Award Survey of UNE staff



The New England Award (NEA) is a non-competitive award which recognises student involvement in the full UNE experience including the many extra-curricular opportunities available to develop the UNE graduate attributes and other life skills through activities such as:

- extra-curricular training training such as the VC's Student Leadership Course;
- committee membership;
- leadership roles in the residences and faculty organisations eg Law Students' Society;
- event organization eg fundraising; sporting and cultural events;
- casual paid and voluntary work; and
- community contribution eg being a tUNE-in Peer Supporter.

Eligible roles and activities are worth a number of points towards the NEA allocated according to the time and commitment involved and the follow-up required. Proof of attendance is required for activities of short duration and a reflective journal is required for longer activities. Reflective journals vary between 500 and 2,000 words depending on the points value of the activity. All activities, as well as the skills and attributes developed, are recorded in the online uNE-portfolio. A number of safeguards are in place to ensure that participants demonstrate commitment and enthusiasm in fulfilling and completing NEA eligible activities. Once students have gained 1000 points they are eligible to apply for the New England Award and receive it with their degree at graduation.

For a more detailed description of the NEA, the categories of eligible activities and the NEA rules and procedures please see the website www.une.edu.au/nea.

This survey of UNE staff is part of a larger evaluation of the first two years of the New England Award. Please note that data collected may be used (anonymously) in the R.Muldoon's doctoral portfolio. Your feedback is highly valued so please take the time to complete and return this survey in the envelope provided. If you would prefer to respond by email please ask me (rmuldoon@une.edu.au) for an electronic copy. Naturally your position within the university is of interest in relation to your views about the NEA. However if you wish to remain anonymous please turn to the next page.

Name (optional)

Position (optional)

Do you believe that:

(1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly disagree)

1. The New England Award supports the UNE Graduate Attributes Policy?
1 2 3 4
2. The New England Award is an effective way to recognise extra-curricular activity?
1 2 3 4
3. There is value in UNE recognising extra-curricular activity?
1 2 3 4
4. The New England Award will encourage more students to get involved in extra-curricular activity?
1 2 3 4
5. The opportunities available at UNE for extra-curricular activity are an important part of the UNE on-campus experience?
1 2 3 4
6. That the NEA is it is worthwhile because it complements curriculum-based graduate attribute development by promoting extra-curricular ways of developing the graduate attributes?
1 2 3 4
7. The New England Award has the potential to add value to students' CVs?
1 2 3 4
8. You would encourage new students to register for the NEA?
1 2 3 4

9. What are the three main benefits that UNE students derive from being involved in extra-curricular activities while at UNE?

i _____

ii _____

iii _____

10. What are the three main benefits UNE students will derive from being registered for the NEA and working towards achieving the required number of points?

i _____

ii _____

iii _____

11. What are the three main benefits NEA will have for UNE students after they have graduated?

i

ii

iii

12. What are the three main benefits the NEA has for UNE?

i

ii

iii

13. What suggestions do you have for improving the NEA in the future?

Thank you very much for taking the time to work through this survey.

Please return to: Robyn Muldoon, ASO, TLC in the enclosed reply-paid envelope if wishing to remain anonymous. Otherwise please use an internal envelope and return both the survey and the reply paid envelope or return electronically.

Supporting Document 10 : Interview schedule (Vice-Chancellor)

Interview of the Vice-Chancellor

The interview may revisit some of the questions listed in survey 6.

The following additional questions will also be asked:

1. What prompted you to fund the development and implementation of the New England Award?
2. Do you believe the NEA is innovative? within the context of graduate attribute development in higher ed?
3. Do you have any other thoughts about the NEA in terms of :
 - a. what it offers UNE's students and
 - b. how it might enhance UNE's reputation?
4. Why is the development of student leadership skills important in your view?
5. Do you think there is value in tying a course like the Vice-Chancellor's Student leadership Course to the New England Award?

Supporting Document 11 : Survey 7



New England Award
Survey of Vice-Chancellor's Student Leadership Course participants

This is a survey of students who completed the Vice-Chancellor's Student Leadership Course in semester 2, 2004 and semesters 1 & 2, 2005 while being registered for the New England Award. It is part of a larger evaluation of the New England Award in its first two years of operation. Your feedback is highly valued so please take the time to complete and return this survey in the envelope provided. The survey is anonymous. Please note that data collected may be used (anonymously) in R.Muldoon's doctoral portfolio.

Are you Male / Female ?

1. How did you find out about the Vice-Chancellor's Student Leadership (VCSL) Program?

2. Why did you apply to do the VCSL?

3. What did you expect to gain from the VCSL?

4. In what three main ways did the New England Award have any bearing in your decision to do the VCSL?

i _____

ii _____

iii _____

5. What other extra-curricular (in addition to academic units) learning or training have you done while at UNE?

6. Which three aspects of the VCSL did you enjoy the most?

i _____

ii _____

iii _____

7. What were the three most important things you learned from the VCSL?

i _____

ii _____

iii _____

8. In what three ways did you develop personally and/or professionally as a result of the VCSL?

i _____

ii _____

iii _____

9. In what three ways did the VCSL enhance your leadership skills?

i _____

ii _____

iii _____

10. Which of the UNE Graduate Attributes did you develop or enhance through the VCSL?

	A lot	A little	Not at all
Communication skills			
Global perspective			
Social responsibility			
Teamwork			
Problem solving			
Information Literacy			
Lifelong Learning			

11. What three main ways did you benefit from the process of writing and speaking about your leadership plans for the future?

- i _____
- ii _____
- iii _____

12. What three main ways are you deriving benefit from
a) being registered for the NEA?

- i _____
- ii _____
- iii _____

b) working towards achieving the required number of points?

- i _____
- ii _____
- iii _____

c) writing the reflective journals?

i _____

ii _____

iii _____

d) maintaining the unEportfolio?

i _____

ii _____

iii _____

13. What value do you think the NEA will have for you after you have graduated?

14. In what ways has the New England Award encouraged more students to get involved in extra-curricular activities?

i _____

ii _____

iii _____

15. What are three important outcomes of the NEA for UNE as an institution?

i _____

ii _____

iii _____

16. In what ways do the NEA rules need further fine-tuning?

i _____

ii _____

iii _____

17. In what ways do the NEA procedures need further fine-tuning?

i _____

ii _____

iii _____

18. What are your suggestions about how the marketing of the NEA to students could be improved?

i _____

ii _____

iii _____

19. In what ways could the written requirements of the NEA be improved?

(a) reflective journals _____

b) unE-portfolio _____

20. What three suggestions do you have for improving the NEA in the future?

Thank you very much for taking the time to work through this survey.

Please return in the enclosed reply-paid envelope to

Robyn Muldoon, ASO, TLC

Supporting Document 12 : Survey 8



New England Award
Survey of NEA students in part-time paid or voluntary work

This is a survey of students who are participating in part-time paid or voluntary* work while being registered for the New England Award. It is part of a larger evaluation of the New England Award in its first two years of operation. Your feedback is highly valued so please take the time to complete and return this survey in the envelope provided. The survey is anonymous.

*Note that voluntary work ranges from unpaid work experience through to work you do for the university or college community such as school visits, open day & orientation guides.

Are you Male / Female ?

1. Please describe the paid or voluntary work you are or have been involved in while studying at UNE.

2. Re paid work - are there any other reasons for doing it apart from the money? (If you are/were not involved in paid work write NA for not applicable).

3. Re voluntary work - why did you become involved in voluntary work?

4. In what ways have you undertaken preparation for future work (such as workshops and courses or WorkReady) while at uni?

5. Which three aspects of the your paid and/or voluntary work do/did you enjoy the most?

i _____

ii _____

iii _____

6. What were the three most important things you have learned from your paid and/or voluntary work while at uni?

i _____

ii _____

iii _____

7. In what ways have you developed personally and/or professionally as a result of your paid and/or voluntary work while at uni?

i _____

ii _____

iii _____

8. In what ways do you think your part-time work at uni has enhanced your employability?

i _____

ii _____

iii _____

9. Please use the following grid to indicate which of the UNE Graduate Attributes you have developed or enhanced in particular paid or voluntary jobs at uni eg improved communication skills through waitressing.

	eg								
Job Description	waitress								
Communication Skills	X								
Global Perspective									
Information Literacy									
Lifelong Learning									
Problem Solving	X								
Social Responsibility									
Team work	X								

10. What other skills and attributes (apart for those indicated in 9. above) have you developed as a result of your paid and/or voluntary work while at uni?

11. In what ways did New England Award have any bearing in your decision to do voluntary work?

i _____

ii _____

iii _____

12. What are the three most important outcomes for you from being registered for the NEA and working towards achieving the required number of points? (This includes writing the reflective journals and maintaining their unEportfolio.)

i _____

ii _____

iii _____

13. What value do you think the NEA will have for you after you have graduated?

14. In what ways have you noticed if the New England Award has encouraged more students to get involved in extra-curricular activities?

i _____

ii _____

iii _____

15. What the three most important outcomes the NEA has for UNE as an institution?

i _____

ii _____

iii _____

16. In what ways do the NEA rules need further fine-tuning?

i _____

ii _____

iii _____

17. In what ways do the NEA procedures need further fine-tuning?

i _____

ii _____

iii _____

18. What are your suggestions about how the marketing of the NEA to students could be improved?

i _____

ii _____

iii _____

19. In what ways could the written requirements of the NEA be improved?

(a) reflective journals _____

b) unE-portfolio _____

20. Please describe any other benefits (than the ones described above) you gained personally from participating in the New England Award.

21. a) In what 3 ways did you find the support offered to you by the NEA Office to be effective?

i _____

ii _____

iii _____

b) In what 3 ways do you suggest the NEA Office might improve?

i _____

ii _____

iii _____

22. a) In what 3 ways did you find the support offered to you by the providers of your NEA activities to be effective?

i _____

ii _____

iii _____

b) In what 3 ways do you suggest the support offered to you by the providers of your NEA activities might improve?

i _____

ii _____

iii _____

23. What suggestions do you have for improving the NEA in the future?

Thank you very much for taking the time to work through this survey.
Please return in the enclosed reply-paid envelope to
Robyn Muldoon, ASO, TLC.

Supporting Document 13 : Interview schedule (Employers)



New England Award

Survey of employers of NEA students in part-time paid or voluntary work Interview Schedule

This is a survey of employers of students who are participating in part-time paid or voluntary* work while being registered for the New England Award. It is part of a larger evaluation of the New England Award in its first two years of operation. Your feedback is highly valued and we are very grateful for your participation. The survey is anonymous.

*Note that voluntary work ranges from unpaid work experience through to work done for the university or college community such as school visits, open day & orientation guides.

1. Please describe the paid or voluntary work for which you have employed a UNE student registered for the New England Award.

2. What do you think are the three most important things a student learns from part-time paid and/or voluntary work?

i _____

ii _____

iii _____

3. In what ways do you think part-time work enhances a student's employability?

i _____

ii _____

iii _____

4. UNE has a Graduate Attributes Policy which says that UNE graduates will have developed the following skills and attributes: Communication Skills; Global Perspective; Information Literacy; Lifelong Learning; Problem Solving; Social Responsibility and Team work.

a. As an employer do you agree that the UNE graduate attributes are important in a prospective employee?

b. What graduate attributes are developed by students employed by you in part-time work? (See attached sheet for full graduate attribute descriptors.)

	Importance (1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly disagree)	Developed during part-time employment in your area (tick)
Communication Skills	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>	
Global Perspective	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>	
Information Literacy	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>	
Lifelong Learning	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>	
Problem Solving	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>	
Social Responsibility	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>	
Team work	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>	

5. What do you believe are the three most important effects of the New England Award?

i _____

ii _____

iii _____

6. What value do you think the NEA has for students after they have graduated?

7. As an employer in what ways would you be swayed by a potential employee holding a New England Award?

i _____

ii _____

iii _____

8. What do you think are the three most important outcomes of the NEA for UNE as an institution?

i _____

ii _____

iii _____

9. In what ways might the NEA Office be of assistance to employers such as yourself?

i _____

ii _____

iii _____

10. What suggestions do you have for improving the NEA in the future?

Thank you very much etc.

Supporting Document 14 : Survey 9

NEA/tUNE-in Peer Support Program 2005

Are you Male / Female ? Are you an undergraduate / postgraduate ?

How many mentees were you allocated in total? _____

Of your mentees, how many did you meet with on a regular basis? _____

Indicate the extent to which you agree or disagree with the following statements.

1 = Strongly Disagree, 2 = Moderately Disagree, 3 = Mildly Disagree,
4 = Mildly Agree, 5 = Moderately Agree, 6 = Strongly Agree

Disagree --> Agree NA

1. I thought the meet and greet function in Orientation Week was successful.

2. I built an effective supportive relationship with my mentees.

3. My training was sufficient for the challenges I faced as a Peer Supporter.

4. It was easy to maintain the "Record of Activities".

5. I would recommend becoming a Peer Supporter to other students.

6. Having a peer supporter helped my mentees settle in to Uni life.

7. Overall, the peer support program was worthwhile.

8. I am confident I referred my mentees to appropriate services

9. These are the services I referred my mentees to: (Fill in dots for any services used)

- | | |
|--|---|
| Academic Skills Office <input type="radio"/> | Counselling and Careers Service <input type="radio"/> |
| Faculty Mentors <input type="radio"/> | Equity Office <input type="radio"/> |
| Library - Technology Passport <input type="radio"/> | Oorala Aboriginal Centre <input type="radio"/> |
| Library - Other Services <input type="radio"/> | UNE Students Association <input type="radio"/> |
| Information Technology - Help Desk <input type="radio"/> | Other (Please Specify) <input type="radio"/> |
| Information Technology - Computer Labs <input type="radio"/> | |

10. Why did you decide to become a tUNE-in Peer Supporter?

11. What three things have you liked most about being a Peer Supporter?

1. _____

2. _____

3. _____

12. What were the three main issues faced by your mentees?

1. _____

2. _____

3. _____

13. What did you gain personally from the program?

14. What skills and attributes did you develop through acting as a tUNE-in Peer Supporter?

15. How will the experience of being a tUNE-in Peer Supporter benefit you after graduation?

16. What 3 things were your biggest challenges with the program?

1. _____
2. _____
3. _____

17. What suggestions do you have for improving the tUNE-in Peer Supporter program?

18. Which of the UNE Graduate Attributes did you develop or enhance through being a tUNE-in Peer Supporter? Communication skills ; Global perspective ; Social responsibility ; Teamwork ; Problem solving ; Information Literacy ; Lifelong Learning .

19. Are you registered for the New England Award (NEA)? Yes No

If No- you have completed the survey. Thank you. If yes, please continue.

20. Was the availability of NEA points a factor in deciding to be a tUNE-in Peer Supporter?

Yes No

21. If yes, did you find there were unexpected benefits to be derived from being a tUNE-in Peer Supporter (apart from NEA points)? Yes No

If yes, what were these benefits?

Thank you very much for taking the time to work through this questionnaire.
Your feedback will help us improve both programs for the future.

Please return to:

Robyn Muldoon, ASO, TLC, UNE, 2351, in the envelope provided.

ASO_AA\tUNE-in\Evaluation Forms\NEA.tUNE-in Survey.doc

Supporting Document 15 : Final Report, Recommendation 3

Recommendation 3

Revision of the UNE Graduate attributes

Supporting UNE's 2007-2010 Category C Priorities related to students' interests, excellent, relevant programs and superior outcomes.

Recommendation: That UNE revise its Graduate Attributes Policy so that it is a set of inter-connecting categories of learning skills, professional capabilities and personal qualities.

Rationale: The UNE Graduate Attribute Policy in its current form, with a list of narrowly defined, discrete skills and attributes, is outdated. Most universities are now moving to graduate attributes that sit within broader categories of skills, capabilities, attributes and attitudes. This is in recognition of not only the fact that broader categories allow for more creative application and incremental growth within the formal curriculum. It is also the result of a recent trend towards a reconceptualisation of graduate attributes that embrace human qualities (Barnett 2004; Barrie 2004, 2005). For example, Barnett (2003; 2004) proposes that it is not knowledge and skills that will assist graduates to prosper in an unknown world but rather a way of being that is characterized more by self-confidence and the ability to 'launch themselves forth in a world that will furnish responses that cannot be entirely anticipated' (Barnett 2004: 253). He sees this ability as springing from self-belief, self-confidence and self-motivation (2004: 254). It goes beyond acquisition of knowledge and skills. He proposes that university curricula should therefore be three tiered encompassing 'understanding (knowledge), acting (skills) and being (self)' (2004: 254) in order to prepare graduates adequately for an increasing complex world. For Barnett certain human qualities are more important than skills. By human qualities he means carefulness, thoughtfulness, humility, criticality, receptiveness, resilience, courage and stillness (2004: 259). Most graduate attribute policies contain skills and attributes corresponding to Barnett's first two tiers but not always the third tier – *being*, essential according to Barnett for an unknown future.

This is not inconsistent with recent calls from employers for graduates who are responsive to change and the need for innovation (Business Council of Australia 2006; Maiden & Kerr 2006; Wimshurst, Wortley, Bates, & Allard 2006). Some universities are responding. Student qualities such as being creative, innovative, entrepreneurial, collaborative, flexible, self-motivated, self-managed and having a capacity for reflexivity are increasingly being included in discussion about the purposes of higher education (Coldstream 2003: 10; Rooke 2003: 245; Watts 2006: 5) and finding their way into universities' graduate attribute policies (Boud & Tennant 2006:294).

For example: UTS' graduate attributes sit within three categories: learning to learn attributes; professional attributes; and personal attributes (University of Technology Sydney 2006).

The University of Sydney's graduate attributes sit within the overarching attributes of scholarship; citizenship and lifelong learning (Barrie 2004: 268-270).

Deakin University describes its graduate attributes in terms of knowledge and understanding; skills; and attitudes (The Deakin Guide 2005).

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It appears that UNE has the capacity to develop these 'ways of being' through the NEA.

Also, it is clear that different activities and experiences develop different skills and that it is unrealistic to expect all activities and learning experiences to develop each of a list of discrete list of skills like UNE's equally effectively. A broader set of categories of skills and attributes would allow for multi-disciplinary approaches to sit comfortably within an institutional framework.

Categories are more flexible and adaptable to different contexts during and after university. They would allow different disciplines to interpret graduate attributes in their own contexts and the categories to be expanded to include postgraduate attributes. The existing list of seven graduate attributes would sit within these categories. Existing initiatives to embed the current graduate attributes would remain relevant. The types of human qualities and citizenship attributes nurtured by the NEA would sit within the third category. The employability skills developed through some NEA activities would sit within the second category. The skills and attributes developed through the curriculum would sit within all three categories. For example, the School of Law is currently developing a set of proficiencies within a) legal research and communication; b) legal thinking and c) developing values of justice and fairness. These categories are consistent with those suggested above. Similarly, career competencies recommended in the Australian Blueprint for Career Development (Department of Education Science and Training 2006) also fit comfortably within these categories.

Some examples of the types of skills, capabilities, competencies and personal attributes that would fit within each of the categories are listed below. Ideally each discipline area would develop its own set as in the case of the School of Law described above.

Learning skills:

Tertiary literacy, **information literacy**; independent learning skills; critical thinking; discipline-specific skills; research skills.

Professional capabilities:

Teamwork; problem solving; leadership; organisational and management skills; entrepreneurship

Personal qualities:

Communication skills; interpersonal skills; **social responsibility**; **global perspective**; **lifelong learning skills**; citizenship; ethical and social understanding; cultural sensitivity, self-motivation; self-confidence.

Supporting Document 16 : Final Report, Executive Summary

To: Professor Alan Pettigrew, Vice-Chancellor
Professor David Rich, Pro Vice-Chancellor (Academic)
Professor Ian Macdonald, Director, Teaching & Learning Centre

Subject: The New England Award

- Report on pilot period 2004-06
- Recommendations for the future

From: Robyn Muldoon, Academic Skills Coordinator, TLC

Executive Summary

The New England Award was established in 2004 for on-campus students. Its primary aim was to recognise and reward student development, particularly of the UNE Graduate Attributes, through extra-curricular activity. The secondary aim was to promote the unique UNE on-campus experience. Research has shown that both objectives have been met by the NEA in its first three years. Indeed, the NEA assists students to develop a range of desirable attributes and attitudes, practise professional skills, and develop the capacity to plan, reflect upon, and articulate their personal development during their time at university.

It is recommended that:

1. That UNE support the ongoing operation of the NEA by committing recurrent funding;
2. That the NEA be extended to off-campus students with an additional commitment of resources; and
3. That the UNE Graduate Attributes be revised in line with recent developments in the graduate attribute literature and encompass broad categories of skills, capabilities, attributes and attitudes. This will also better reflect the student development opportunities that exist at UNE, both within the formal curriculum and through extra-curricular activity. It will also allow for more creativity and greater flexibility for adaptation to different disciplines and contexts.

These recommendations are consistent with UNE's 2007-2010 Priorities A,B and C.

Supporting Document 17 : Final Report, Recommendation 2

Recommendation 2

Distance education students

Supporting UNE's 2007-2010 Priorities

C.2 - Outstanding student experience and engagement; and

B.1 – Regional focus;

B.3 – Productive engagement with surrounding regions; and

B.4 – National collaborations (Achieving Regional and Global Impact 2006: 10-12)

For the NEA to be extended to off campus students some adjustments need to be made to the program. This is because the NEA was originally designed around the UNE on-campus experience. It is also about enhancing the employability young graduates through the development of personal and professional skills and this is not necessarily a primary need of many off-campus students. Some of the emphases of the NEA in its current form need to be shifted if it is to meet the needs and priorities of off-campus students. Currently there are three categories of NEA eligible activities: 1. *Extra-curricular learning and training*; 2. *Preparation for the workforce*; 3. *Community Service*. Students are required to carry out activities from each of the categories.

It is proposed that for the NEA to be offered to off-campus students the second category of activity be renamed *Professional development*. That would mean that for those off-campus students for whom the second category is relevant, ie those who are planning to enter or re-enter the workforce, or who are planning a career change, then work experience in the career of choice or discipline area of their UNE studies would be recognised. Others who intend to remain in their current employment would be able to count professional development activity towards the NEA. For on-campus students, the choice of Category 2 activity would be unaffected. For them, career planning activities offered by the Counselling and Careers Service and WorkReady will count as well as work experience both paid and unpaid, as is currently in place.

A key feature of the NEA is that there are supervisors who vouch for student performance in the activities they undertake for NEA points. This is particularly important for Category 3 activities that require a commitment from both students and supervisors. Currently the majority of the supervisors are employees of UNE who understand the concept of the NEA and therefore are committed to maintaining its standards. This is the most perplexing aspect of any attempt to extend the NEA to off-campus students.

For UNE to have the capacity to recognise community service of off-campus students it needs to form a partnership with one or two major national organisations such as Rotary, Red Cross, St Vincent de Paul Society, Greening Australia, Camp Quality, to name just a few. UNE would offer the voluntary services of its students in return for confirmation of the activity (using NEA claim forms currently in use). UNE students would gain the well documented benefits associated with the community service, the organisation would have willing volunteers and UNE would develop a reputation for

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community involvement and producing civic minded and altruistic students: a win-win-win situation.

The Director of Marketing and Public Affairs, Ms Ingrid Rothe has confirmed that there is huge marketing potential in this.

Additionally, this proposal presents an opportunity for UNE to seek corporate sponsorship of the community service of our students around the nation. The sponsorship might come from an organisation like National Australia Bank which has a philanthropic arm or possibly one or more of the organisations directly benefiting from the program. This sponsorship would ideally be directed to the Country Scholarships fund so that there was a clear link between our students' contributions to their communities and UNE's support of those communities. Again, a win-win situation.

Costs

Once the arrangements were in place, the administration and management would be absorbed by current NEA staff for a pilot period of one year, at the end of which the situation would be reappraised to determine what additional resources were required. This would depend on uptake and growth. Note that this is possible because the initial start up phase, including the development and implementation of the NEA for on-campus student, is complete and does not need to be replicated.