

Column 1

Supporting Document 1.1 : Attributes of a UNE Graduate

Attributes of a UNE Graduate

In pursuit of the University of New England's goal of openness to change, openness to challenges; and openness to its communities, graduates will be able to demonstrate command of a significant body of knowledge of sufficient depth, to demonstrate an understanding of one or many disciplines or professional areas; to apply that knowledge in a range of circumstances and to recognise the social and historical context of that knowledge within those disciplines of professional areas.

In the context of the learning experiences at UNE, graduates will be expected to have developed the following range of attributes. Exemplars are given to illustrate the kinds of skills a graduate should acquire but it should be noted that the list is not intended to be exhaustive. Different disciplines will emphasise different skills and may introduce additional skills.

Attribute	Descriptor	Exemplars (Not Exhaustive)
Communication Skills	<i>Graduates will be able to communicate effectively</i>	<ul style="list-style-type: none"> • Demonstrate oral, written, numerical and graphic communication; • Use the medium and form of communication appropriate for a given situation; • Present well reasoned arguments.
Global Perspective	<i>Graduates will be able to demonstrate a global perspective and inter-cultural competence in their professional lives.</i>	<ul style="list-style-type: none"> • Demonstrate an awareness of the global context of their discipline and professional; • Function in a multicultural or global context.
Information Literacy	<i>Graduates will have developed competencies in information literacy.</i>	<ul style="list-style-type: none"> • Find, acquire, evaluate, manage and use information in a range of media; • Acquire, organise and present information, particularly through technology-based activity.
Life-Long Learning	<i>Graduates will be prepared for life-long learning in pursuit of personal and professional development.</i>	<ul style="list-style-type: none"> • Understand the limitations of, and have the capacity to evaluate their current knowledge. • Identify, evaluate and implement personal learning strategies. • Use a wide range of academic skills (research, analysis, synthesis etc.)

		<ul style="list-style-type: none"> • Practice intellectual curiosity, creativity and critical thinking. • Learn both independently and co-operatively. • Learn new skills and apply learning to new and unexpected situations. • Recognise opportunities
Problem Solving	<i>Graduates will be effective problem-solvers, capable of applying logical, critical and creative thinking to a range of problems.</i>	<ul style="list-style-type: none"> • Identify critical issues in the discipline or professional area. • Conceptualise problems and formulate a range of solutions. • Collect, collate and analyse relevant information to assist problem-solving.
Social Responsibility	<i>Graduates will be encouraged to ethical action and social responsibility</i>	<ul style="list-style-type: none"> • Acknowledge the social and ethical implications of their actions. • Appreciate the impact of social change. • Recognise social justice issues relevant to their discipline and professional area. • Demonstrate responsibility to the community • Appreciate the importance of sustainable development.
Team Work	<i>Graduates will be able to work collaboratively to achieve common goals.</i>	<ul style="list-style-type: none"> • Work collaboratively and network effectively to solve problems. • Take responsibility and carry out agreed tasks. • Take initiative and lead others. • Operate in a range of supportive roles within teams. • Negotiate, assert their own values and respect the values and contributions of others. • Evaluate team performance.

Supporting Document 1.2 : Email to Vice-Chancellor, first suggestion of the NEA

From Robyn Muldoon [rmuldoon@metz.une.edu.au]
Sent Friday, 21 September 2001 03.13 PM
To Vice-Chancellor
Subject Re: idea/the New England Award

Dear Ingrid,

I want to let you know about a research project that I have just embarked upon, the final report of which will form part of my portfolio for the Ed D that I'm currently beavering away on. While I was in north Yorkshire on study leave earlier this year I became interested in different ways of recording student skills development at university. For eg at the U of York, they have the York Award which is a concurrent, voluntary, flexible award that students can tailor to their own future professional needs. At the U of Bradford, they have their "Alternative Degree" (a name I don't like because it can be misleading) which works in a similar way and is in fact coordinated by their learning support unit. At Leeds they have a different scheme with a similar outcome - an official, institutionally supported, recognised award which documents student achievement while at university (on top of their degree).

I think we could make something like this work for us. At UNE we do heaps of value adding which we take so much for granted that it is almost invisible to us. What happens in the colleges for instance, the organisation of events like last night's at Earle Page, today's coast run fundraiser, other fundraising events like organising a fashion parade, etc etc, the quite significant experience of being a college senior resident or tutor not to mention the training required, skills devel through the Academic Skills Office, the Technology Passport, the Counselling and Careers Service, the nurses who organise a conference each year, the extension units in the Sciences, membership of student union executives and other student bodies, the experience of living away from home etc

You mentioned on Monday that you are interested in ideas and this is one I'd like us to consider. I propose to do an investigation of alternative methods of recording skills development, an evaluation and analysis of what already happens and make some recommendations. I think that the implementation of such a scheme would really strengthen our offerings, be an attraction for prospective students and their parents, be meaningful and useful for current and graduating students, strengthen our graduate attributes policy and contribute to our image. The New England Award - what do you think? I'd quite like the opportunity to talk to you about this when you have some time.

Best wishes,
Robyn.

Supporting Document 1.3 : Email re survey of non-faculty based student training and development

From: Robyn Muldoon
Sent: Wednesday, 13 March 2002 2.04PM
To: (College Head)
Subject: Audit of non-faculty based student training and development

Dear X

I am about to embark on a mapping exercise of all the various initiatives, programs and projects taking place outside of the faculties which provide student training and development with a view to investigating the possibility of linking them into an overarching award. Would you be happy to fill out a brief survey for me about (Y) College's activities in terms of student development? If so, I will send you a letter explaining more fully my intentions or better still come and talk to you. Hoping to hear from you soon. Robyn M

Robyn Muldoon
Academic Skills Coordinator
Teaching and Learning Centre
University of New England

Supporting Document 1.4 : Survey of non-faculty based student training and development

Survey of student training and development programs (outside faculties)

Name

Activity	Description	Skills developed	Type (A, B, CorD) *1	Graduate Attribute *2	Assessment *3	Current Recording mechanism *4	Future Assessment/Recording *5

Key

*1

A) Extra-curricula learning (eg Technology Passport, college training program, Leadership course, student union work)

B) Preparation for employment/professional practice (eg Counselling & Careers, non-accredited Workready, work experience)

C) Off-campus learning (Exchange Program, part-time work, TAFE)

D) Contribution to university & wider community (Peer Mentoring, charity fundraising, volunteer work, college support programs)

*2

Which of the UNE Graduate Attributes is developed/enhanced by this activity?

*3

What, if any, assessment is currently undertaken of the skills taught?

*4

What kind of record does the student have to prove participation in this activity or to demonstrate acquisition of the particular skill(s)?

*5

Is it possible for this activity to be more rigorously assessed and recorded within the limits of your current resources? If yes, give brief description.

Would you be interested in your programs becoming part of a larger, over-arching, institutionally supported award?

Are there any other student training/development programs you are planning or thinking of which would be also be compatible with this idea? If so, please list.

Supporting Document 1.5 : Letter accompanying survey of non-faculty based student training and development

Dear X

Thank you for agreeing to take part in this survey. What I want to do is map the various initiatives, programs and projects taking place outside of the faculties which support the Attributes of a UNE Graduate Policy.

While the faculties have taken this Policy on board in various ways ranging from individual efforts within single units of study to School wide approaches to embedding the attributes into courses of study, there are also many groups outside the faculties who have involved themselves in promoting and developing the Graduate Attributes.

Your area is one of those. Students who take part in your programs or activities may receive a certificate or acknowledgement of their participation but they do not receive credit points as they do for faculty based learning so therefore the skills gained are not as highly valued. Yet, the experience, skills attainment and personal development derived from such participation are important and worthwhile and part of the overall UNE experience which has become invisible to most of us simply because it is taken for granted by students and staff alike.

There would appear to be good reason for seeking an alternative recording and rewarding device which legitimises non-academic student training and skills development and links the various initiatives which currently exist into an integrated and useful award. This would not only be more attractive to students but more marketable from an institutional point of view.

As part of my research portfolio I am currently investigating the possibility of an 'alternative', official, institutionally supported, recognised award which documents student achievement while at university (concurrent with academic award). This award would allow students to record and receive recognition for participation in the various training programs offered outside the faculties, as well as skills and attributes developed and enhanced through casual work and community service/voluntary work within student groups/unions, the colleges and the wider community.

The first step towards achieving this is to conduct an audit of what currently exists at UNE. Attached is a grid which I would like you to fill in as fully as possible. When I have received and processed your response I intend to make recommendations for the establishment of a new award at UNE, in addition to existing degrees, which recognises and legitimises training taken outside of the faculties. I believe that the implementation of such a scheme would really strengthen our offerings, be an attraction for prospective students and their parents, be meaningful and useful for current and graduating students, strengthen our graduate attributes policy and contribute to UNE's image.

A full report on this activity and its outcomes may contribute to the work carried out to satisfy the requirements of the Ed.D in which I am enrolled. This is a professional doctorate which seeks to extend the professional development of the candidate. While it is my intention that the research that I carry out in pursuit of this is of value to UNE, the majority of the work will be carried out in my own time.

If you have any questions or problems with this please feel free to contact me on ext 2836.
Yours sincerely,

Robyn Muldoon
Academic Skills Coordinator

Excerpt from 2003 Report on extra-curricular activity at UNE

Non-accredited student development programs and activities at UNE

Provider: Residential Colleges

Combined College Tutor Training

Description: Overview of policy & legislative requirements of duty of care.

Graduate Attributes: Communication Skills, Lifelong Learning, Social Responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Leadership, legal compliance and responsibility, awareness of occupational health and safety issues, time management, fire warden training.

Type: Extra-curricular learning, preparation for employment/professional practice and contribution to the university or wider community.

Current Assessment: Peer assessment and performance appraisal by relevant college head.

Current Recording Mechanism: Compulsory attendance and certificate of participation.

Possible Future Assessment/ Recording: Learning log or report completed by participants and assessed by relevant college head, Skills portfolio.

Junior Common Room (JCR) leadership training

Description: Training for efficient social club organisation.

Graduate Attribute: Communication Skills, Life Long Learning, Problem Solving, Social Responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Committee work, financial management, meeting procedure, responsible service of alcohol (RSA), responsible service of gambling.

Type : Extra-curricular learning, preparation for employment/professional practice and contribution to the university or wider community.

Assessment: Peer assessment, performance appraisal by relevant college head.

Current Recording Mechanism: References written by relevant college head, TAFE Certificates (RSA and gambling)

Possible Future Assessment/Recording: Learning log or report completed by participants and assessed by relevant college head, Skills portfolio

Academic support training

Description: Preparation for supporting students in their studies.

Graduate Attribute: Communication Skills, Life Long Learning, Problem Solving, Social Responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Leadership, mentoring skills, tutoring skills, understanding of learning styles and needs of self and others, advocacy skills, preliminary counselling skills.

Type: Extra-curricular learning, preparation for employment/professional practice and contribution to the university or wider community

Assessment: None.

Current Recoding Mechanism: None.

Possible Future Assessment/ Recording: Certificate, Reflective journal, Skills portfolio.

College employment

Description: Hospitality, Administration, Housekeeping, Grounds maintenance, I.T.

Graduate Attribute: Communication skills, Information literacy, Problem solving, Social responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Specific job-related skills and knowledge, punctuality, reliability, confidence.

Type: Preparation for employment/professional practice.

Assessment: Renewed employment.

Current Recoding Mechanism: References by supervisor/college head.

Possible Future Assessment/ Recording: References by supervisor/college head. Skills portfolio.

Charity fundraising

Description: Examples of fundraising activities carried out across the residential colleges are art shows, the Hawkesbury classic, fashion parades, auctions, fun-runs and various other special projects.

Graduate Attribute: Communication skills, Global perspective, Life-long learning, Problem solving, Social responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Leadership, management, organisational skills, marketing, public relations and time management.

Type : Contribution to the university or wider community.

Assessment: Outcomes.

Current Recoding Mechanism: References written by relevant college head, medallion in the case of the Hawkesbury Classic.

Possible Future Assessment/ Recording: Statements of participation and/or achievement from relevant college head, Reflective journal, Skills portfolio.

Volunteer work

Description: Various appeals and community outreach work such as Jeans for Genes, Red Nose Day, Clean-up Australia Day, Red Cross Appeals.

Graduate Attribute: Communication skills, Global perspective, Life-long learning, Problem solving, Social responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Engagement, involvement in and awareness of community, commitment to purpose/ideals.

Type: Contribution to the university or wider community.

Assessment: No

Current Recoding Mechanism: Certificate (sometimes)

Possible Future Assessment/ Recording: Statement (College / outside organisation), Reflective journal, Skills portfolio.

Events management

Description: Inter-college competitions such as Sir Frank Kitto Competition (art and performance, Mary Bagnall sport (women's sport), President's Trophy (men's sport), musical events, Art /craft exhibitions and other fundraising events (as listed above).

Graduate Attribute: Communication Skills, Information literacy, Lifelong learning, Problem solving, Social responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Self esteem, confidence, personal growth, leadership, public relations, marketing.

Type: Extra-curricular learning, preparation for employment/professional practice and contribution to the university or wider community.

Assessment: No.

Current Recoding Mechanism: None.

Possible Future Assessment/ Recording: Statements of participation and/or achievement from relevant college head, Reflective journal, Skills portfolio.

Publications training

Description: Production of college journals, magazines and special publications.

Graduate Attributes: Communication Skills, Information literacy, Lifelong learning, Problem solving, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: All stages of production – researching and writing text, word processing, graphics and associated software packages, editing/proofreading, print production, distribution.

Type : Extra-curricular learning, preparation for employment/professional practice and contribution to the university or wider community, off-campus learning.

Current Assessment: Outcome.

Current Recording Mechanism: None.

Possible Future Assessment/ Recording: Reflective journal, Skills portfolio.

Provider: Academic Skills Office

UNEup University Preparation Course (on –campus)

Description: A week long course held in February in the week before Orientation Week for commencing students covering academic writing, discipline-specific writing requirements, time management, effective study, improving concentration and memory, managing anxiety (see Counselling and Careers), listening, reading and notetaking strategies, exam technique, library and information technology skills (see Technology Passport below), and basic wordprocessing skills (see Information Technology Division).

Graduate Attributes: Communication Skills, Information literacy, Lifelong learning and Problem solving.

Other attributes, skills, abilities, personal qualities and knowledge developed: The study skills required for successful university study and professional skills transferable to the workplace.

Type: Extra-curricular learning.

Current Assessment: None.

Current Recording Mechanism: None.

Possible Future Assessment/ Recording: Certificate of completion, Skills Portfolio.

Study/academic skills workshops

Description: One-hour workshops held for college groups, discipline groups and others on a range of skills including essay writing, report writing, critical thinking, listening, reading and notetaking strategies, referencing, effective study, time management, preparing for exams and exam technique.

Graduate Attributes: Communication Skills, Lifelong learning and Problem solving.

Other attributes, skills, abilities, personal qualities and knowledge developed: The study skills required for successful university study and professional skills.

Type: Extra-curricular learning.

Current Assessment: None beyond outcomes identified through student evaluation.

Current Recording Mechanism: None.

Possible Future Assessment/ Recording: Stamped records, Learning journal, Skills Portfolio.

Provider: Counselling and Careers Service

SHAPES training program and ongoing support

Description: Sexual Harassment and Peers Support- 2.5 day training program for selected SHAPES representatives plus ongoing support during the year.

Graduate Attributes: Communication skills, Life-long learning, Problem solving, Social responsibility, Teamwork

Other attributes, skills, abilities, personal qualities and knowledge developed: Understanding of sexual harassment and assault issues and the ability to positively influence others, dealing with people in very sensitive situations, networking skills.

Type: Extra-curricular learning, and contribution to the university or wider community.

Current Assessment: No formal assessment but the intensity and high leader/student ratio means high level of feedback from leaders.

Current Recording Mechanism: Certificate of attendance.

Possible Future Assessment/ Recording: Certificate, Reflective journal, Skills portfolio

Suicide Awareness Program

Description: A two-hour program.

Graduate Attributes: Communication skills, Life-long learning and social responsibility

Other attributes, skills, abilities, personal qualities and knowledge developed: An understanding of the facts of suicide, the ability to recognise a possibly suicidal person and take appropriate action.

Type: Extra-curricular learning

Current Assessment: None.

Current Recording Mechanism: Certificate of attendance

Possible Future Assessment/ Recording: Certificate of attendance, Reflective journal, Skills portfolio.

Jobseeking skills

Description: Short workshops designed to inform students about the most effective ways of applying for positions; understanding employer expectations;

Graduate Attributes: Communication skills and lifelong learning.

Other attributes, skills, abilities, personal qualities and knowledge developed: Ability to write effective applications and resumes; interview skills.

Type: Preparation for employment/professional practice.

Current Assessment: None other than self-assessment on levels of confidence etc.

Current Recording Mechanism: None.

Possible Future Assessment/ Recording: Certificate or stamped records. Ideally an on-line portfolio builder would allow students to record their progress and provide a base of information for use in job seeking.

Provider: Dixson Library

Technology Passport

Description: 4 X 30 minute training sessions on Introduction to computing facilities (shared with IDT); Using Email; Using the World Wide Web; Using Electronic Indexes and databases.

Graduate Attributes: Communication Skills, Lifelong Learning, Problem Solving, Information Literacy.

Other attributes, skills, abilities, personal qualities and knowledge developed: Topic specific skills.

Type: Extra-curricular learning.

Current Assessment: None.

Current Recording Mechanism: Stamps in Technology Passport booklet.

Possible Future Assessment/ Recording: Stamps in Technology Passport booklet, skills portfolio.

Provider: Equity Office

EO Adviser network – training in mediation

Description: Mediation and conflict resolution training.

Graduate Attributes: Communication skills, Life-long learning, Problem solving, Social responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Mediation and conflict resolution skills.

Type: Extra-curricular learning and contribution to the university or wider community.

Current Assessment: None.

Current Recording Mechanism: Certificate.

Possible Future Assessment/ Recording: An assignment with feedback, skills portfolio.

Disability Contact Group

Description: Awareness raising training about issues faced by people with disabilities and how/when to refer for assistance.

Graduate Attributes: Communication skills, Life-long learning, Problem solving, Social responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Basic advocacy and support strategies.

Type: Extra-curricular learning and contribution to the university or wider community.

Current Assessment: None.

Current Recording Mechanism: None.

Possible Future Assessment/ Recording: Certificate of attendance, learning journal, skills portfolio.

Volunteer helper training

Description: Training in notetakers, reading, exam writing for students with disabilities.

Graduate Attributes: Communication skills, Life-long learning, Problem solving, Social responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Refined skills, insight into and empathy for needs of others less fortunate than themselves.

Type: Extra-curricular learning and contribution to the university or wider community.

Current Assessment: None.

Current Recording Mechanism: None.

Possible Future Assessment/ Recording: Certificate of attendance, learning journal, skills portfolio.

Provider: UNE Union

Membership of UNE Union Board

Description: Turnover of <\$8mill. Also members of UNE Union Limited which runs the commercial activities of the Union ie cinema and Tatts Hotel as company directors.

Graduate Attributes: Communication Skills, Global perspective, Information literacy, Lifelong learning, Problem solving, Social responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Skills – fiduciary responsibility, strategic planning, ability to budget, understand financial records, corporate governance, committee work (welfare and finance), assessing funding applications, planning business continuity, managing commercial services, negotiating, team building skills, cultural awareness. encourages a sense of initiative and responsibility.

Type: Extra-curricular learning, preparation for employment/professional practice and contribution to the university or wider community.

Current Assessment: None

Current Recording Mechanism: none

Possible Future Assessment/ Recording: Reference or statement from Union CEO or supervisor, skills portfolio.

Clubs and Societies

Description: Any 10 members of the UNE Union can form a club. Need an executive and to run an AGM. Eg film society, African students society, Debating Club, Choral Society (Richard sending list)

Graduate Attributes: Communication Skills, Global perspective, Information literacy, Lifelong learning, Problem solving, Social responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Empowers students, learn budgets, membership maintenance, marketing, promotion, events management, project management.

Type: Extra-curricular learning, preparation for employment/professional practice and contribution to the university or wider community.

Current Assessment: None.

Current Recording Mechanism: Certificates recognising service

Possible Future Assessment/ Recording: Certificates, reference or statement from Union CEO or supervisor, skills portfolio.

Volunteer work

Description: Public relations work at UNE Open day, Orientation week, Residential schools, external student receptions.

Graduate Attributes: Communication Skills, Lifelong learning, Problem solving, Social responsibility, Teamwork.

Other attributes, skills, abilities, personal qualities and knowledge developed: Public relations work/skills, complaint handling, dealing with difficult people.

Type: Extra-curricular learning, preparation for employment/professional practice and contribution to the university or wider community.

Current Assessment: None.

Current Recording Mechanism: None.

Possible Future Assessment/ Recording: Reference or statement from Union CEO or supervisor, skills portfolio.

Provider: Vice-Chancellor's Unit

Leadership course

Description: 12 hour course to develop leadership skills.

Graduate Attributes: Communication Skills, Global perspective, Information literacy, Lifelong learning, Problem solving, Social responsibility, Teamwork (program specifically designed to cover all graduate attributes).

Other attributes, skills, abilities, personal qualities and knowledge developed: Leadership skills, committee organization, minute taking, time management, organising and working with teams.

Type: Extra-curricular learning and preparation for employment/professional practice.

Current Assessment: Formal assessment will take place

Current Recording Mechanism: Certificate.

Possible Future Assessment/ Recording: Certificate and skills portfolio.

Provider: Marketing and Public Affairs

UNE student marketing team training

Description: 5 hour course preparing students to act as a marketing team.

Graduate Attributes: Communication, lifelong learning and teamwork

Other attributes, skills, abilities, personal qualities and knowledge developed: Public relations, marketing skills, customer service, dress standards and grooming.

Type: Extra-curricular learning, preparation for employment/professional practice.

Current Assessment: None.

Current Recording Mechanism: None.

Possible Future Assessment/ Recording: Certificate of completion, skills portfolio.

NB. Much of the training described above is preparation for further activities such as being a senior or tutor in the residential system, acting on Junior Common Rooms in the colleges, being SHAPES representatives and visiting secondary schools as part of the student marketing team. These activities in themselves contribute significantly to student experience and development and have the potential to be part of the New England Award via learning journals, written reports and skills portfolios.

Supporting Document 1.7 : Executive Summary of New England Award proposal

Proposal: the New England Award

Executive Summary

Currently at UNE we have many non-accredited programs, projects and initiatives which support the Attributes of a UNE Graduate Policy. There are also a range of student activities, many unique to UNE, which provide ideal opportunities for student development. Many, such as the social and cultural events, are a significant part of the unique UNE experience. We don't acknowledge, however, the tremendous potential of all of these activities in terms of student development.

Much of what we and our students do at UNE that promotes and enhances the UNE Graduate Attributes as well as many other skills and attributes necessary for successful study, transition to the workplace and good citizenship, goes unrecorded. This paper presents the proposal that we establish the New England Award which will be an official, institutionally supported, recognised award which documents student achievement while at university (concurrent with academic award). This award would allow students to record and receive recognition for participation in the various training programs offered outside the faculties, as well as skills and attributes developed and enhanced through community service, committee membership, casual paid work and voluntary work within UNE-based organisations such as the colleges and the student organisations.

The proposal is based on similar initiatives elsewhere which display features able to be adapted to the UNE context and the results of an audit carried out in 2002 of non-faculty based programs and activities occurring at UNE.

Supporting Document 1.8 : Sample mail correspondence re NEA points allocation

To: Robyn Muldoon
From: 10:36 AM 29/09/2003
To: (College Head):
Subject: Double dipping

Robyn,

Given that the D of E goes over some years and if you go headlong straight into Gold it will take a minimum of 18 months I think we decided that it would have to stand on its own and not be counted. This is like a double dipping otherwise because it leads to an Award at the end in any case... that would be my argument for not including it. There are parts of the D of E which would fit nicely into the NEA - charity work, skills etc. unlike the Hawkesbury which is training and then a marathon one off event for which you have been preparing 'team wise' and 'individually' for months

Cheers
X

Supporting Document 1.9 : Email correspondence with Vice-Chancellor re NEA website

Dear Ingrid,

I checked that link and it appears to work.

Re the sporting pictures - a lot of deliberation went into this. We looked for images representing a cross section of all the NEA eligible activities but the ones representing extra-curricular training were boring (more classroom scenes!) and others were non-existent (such as contribution to the community). So we went with those pictures because they show students having fun and represent the full UNE experience which is what NEA is about. Also, when you look closely they represent more than that eg the picture at the bottom is of the Page Coast run and that is also a fundraising for charity activity.

Anyway, the list of eligible activities is divided into three sections - extracurricular learning and training, work experience/preparation for employment and contribution to the UNE and wider community. Overseas exchange is in the second category. It's a bit hidden I suppose but the committee felt it belonged there more than either of the other categories.

The whole list is not complete yet. We have completed stage one which was to compile all activities provided outside faculties by the providers represented on the advisory committee. (Still waiting though for college heads to agree on some fine points which is why colleges are listed on web but no detail yet.) The next stage is to talk to providers of other activities identified by the committee and I will be meeting Richard Sheridan soon about International Office stuff. (I had already talked to AN the exchange officer, and she had indicated that there were no other 'formal' activities undertaken by students other than going on exchange but I will double check with R). This stage also includes identifying all committees that have student reps such as faculty equity committees etc. This is where students involved in ISA may come in.

The next stage is to approach the faculties about non-credit bearing faculty-based activities that students can be involved in such as meat judging comps etc. I have a notice in the next Smiths to this effect. You'll notice one such activity coming out of EBL - the SIFE thing - is already listed. Anyway, by O week 2004 we should be ready.

This has been a massive job. The hard part has been reaching consensus about activities and what they are worth. There has been no conflict but lots of collaboration and discussion and cross checking and benchmarking has been required so that we can be sure that our points system is fair and consistent.

Re your concern about students who have done things in past years - we considered this in depth but decided against awarding points in retrospect. The reason is that the providers of activities will have the responsibility of authorising points for completed activities and this needs to be done according to some hard and fast rules to ensure rigour and respect for the award. Points cannot be signed for willy nilly. It is crucial that standards be maintained and the NEA not come to be seen as 'easy'. Accordingly, we felt that we could not vouch for activities that occurred in the past when they were not

being monitored with the NEA in mind. The college heads are very strong on this. However, we felt that positions that were elected or appointed positions such as college senior and tutors could be vouched for in retrospect so those positions in 2003 will count. All those students have been written to. Its those students who will be able to accrue enough points in time to receive a NEA in 2005. We were not planning on awarding NEAs in 2004.

I understand your concerns about students who will miss out but we had to start somewhere and after much deliberation this is what we decided was manageable. Manageability is crucial because we only have seed funds. That means that beyond that, the NEA must be self-sustainable which will add to the workloads of the activity providers which must authorize the points after satisfying themselves that the job has been done satisfactorily and the extra requirements have been completed. None of this will be resources, simply absorbed. But the goodwill is there and also the will to do it and make it work. Everyone involved is in no doubt about what a good thing the NEA will be for students.

Speaking of resources, I believe that after my involvement ends (as supported by your grant), possibly even before that, there will be a need for a fulltime admin assistant to manage the administration of the award. If it takes off, we will not be able to absorb that into our duties in the ASO.

Would you like me to make a time with J to come and talk about it all this properly?
Best wishes, Robyn.

Supporting Document 1.10 : Email correspondence with the Deans re the New England Award

Dear W, X, Y and Z (Deans),

You will have heard and read bits about the New England Award which will recognize student involvement in extra-curricular activities (UNE-official from VC October 8 and October 8mths). Students will be able to begin accruing points next year and it is hoped the first NEAs will be awarded at the 2005 grad ceremonies. I am managing the establishment of the NEA with a VC Strategic Initiative Grant with the help of an advisory committee. What we have done so far is list most non-faculty based eligible activities, what points they are worth (1,000 points are required for a NEA) and what extra things are required. You can see all this plus rules and procedures on the web at <http://www.une.edu.au/nea>

What I need to do now is identify faculty-based activities that are non-credit bearing that may also be eligible. For example faculty committees that have student reps, other activities such as meat judging comps, voluntary work in schools etc. You'll notice one such activity coming out of ESL - the SIFE thing - is already listed. I need to not just identify these activities but also who will be the gatekeeper - the person who will vouch for the students undertaking them - that they have been committed, carried out the duty satisfactorily and completed the extra requirements (see website for examples of extra requirements).

Can you help me or refer me someone in your faculty who can? I am happy to come and talk about this. Looking forward to hearing from you. I will pop some posters and brochures in the mail to you as well. Best wishes, Robyn.

Supporting Document 1.11 : Email correspondence with student re possible NEA activity (Cattle judging)

Hi Robyn,

I received my Peer Mentoring cert and info on the NEA today, and I was just wondering if a couple of things I've undertaken will count towards the award. Firstly, I was part of the UNE meat judging team this year – we undertook a lot of training and then competed at Wagga - will this count even though I've done it this year? Also, as part of my Rural Science course we have to undertake a certain amount of work experience in different industries in the agricultural sector - am I right in understanding that I can count up to 35 hours of this? And lastly, I am on the Young Cattle Producers committee as Secretary for 2004 - how many points am I eligible for this?

Thanks, heaps Robyn, I hope I've directed my questions to the right person!

Dear Rebecca, Thanks for your enquiry and sorry about the delay but I have been waiting for info from your faculty. Just to help me out - who was the coordinator of the work experience and is the YCP committee connected to the faculty and if so who is the contact person for that. And same for the meat judging. I am keen for these activities to be part of the NEA but I need to identify people to sign off and authorise the points.

Also, can you confirm that you still want to be a peer mentor next year? For NEA points you need to have at least 3 mentees for the year. Of course you can also get a points for being in the pilot program as well.

Best wishes, Robyn.

Hi Robyn,

The co-ord for the Meat Judging was TF, who was a post-grad this year. Otherwise, I think PD has been heavily involved with it in the past, and both of those guys are in the Animal Science Faculty area. YCP is a little harder - I don't actually think it is connected with the faculty (although I could be wrong!) The presidents for the committee in the coming year are JH and DC, both students at UNE, and if you need to contact them, I think Jane would be your best bet. The co-ord for work experience is GH or WH.

And yes, I would still like to be involved with the mentoring program for next year - I'm happy to have 3 mentees, Thanks Robyn, let me know if I can be of any more help.

Rebecca

Supporting Document 1.12 : Email correspondence with student re possible NEA activity (Aboriginal Education Policy training)

Hi Robyn,

I am currently doing a course in the Aboriginal Education Policy, it is an optional course so I was wondering if it would count towards the New England Award. Thanks a lot. A

Dear A,

How long was the course and runs it? Robyn.

Hi Robyn,

It was four two hour sessions and was run by a guy named KP. I think he is working for the NSW Department of Education and Training. A

Thanks Andrew, Who is the contact person in the Faculty? Robyn

Robyn, It is an optional part of the professional development program, so I think DB would be the one to contact. Cheers, A.

Supporting Document 1.13 : Excerpt from NEA Advisory Committee minutes re bonus NEA points

Excerpt from New England Award Advisory Committee discussion arising from committee meeting August 12, 2003.

Re awarding NEA bonus points.

Outcome: Not at this stage.

Rule re bonus points	It has been suggested that the chance for bonus points be made available for those that go the extra mile eg there is a student on the student marketing team who far exceeded the numbers of hours required and made a huge impact wherever he went on school visits.	<ul style="list-style-type: none"> • How would you determine this? Does it just depend on the input of the assessor/person authorised to supervise the activity? If you are going to have bonus points then how many are allowed? A nice idea but I think difficult to implement fairly. (KH) • I agree. It also runs the risk of devaluing the 'ordinary' activity. (SS) • There would need to be some transparency in how bonus points are awarded – perhaps a committee rep. should endorse any bonus (this has an ongoing workload implication however) (RL) • Mmmm not sure about this. If enough people think there really is something more that students do, ok, but doesn't this just complicate things? Wouldn't it be easier to have the opportunity for excelling built into the program? (SS) • There are intrinsic rewards for those who go the extra mile. We need to be very careful at this stage that we do not overly complicate things. It is after all a pilot. More complex adjustments should be delayed until the basics are in place. (RM)
----------------------	--	--

Supporting Document 1.14 : Form – Request for NEA points



New England Award

Request for NEA Points

To be filled in by NEA registered student.

Name

Address

Position/ activity

Activity provider

To be signed by the representative of the above activity provider

This student has satisfactorily carried out this activity or the duties of this position and has completed the written requirements.

Name:

Signature

This request form and the written requirements of the activity/position to be forwarded to: NEA Office

C/- ASO, TLO.





New England Award

Student Employer’s Statement

This is to certify that(student’s name)
of(student’s address)
has been employed by me or my organisation in a paid capacity for a
minimum of 35 hours this year and that he/she has fulfilled the obligations
of the position/activity. I recommend that he/she be awarded 75 points
towards the New England Award.

Name

Organisation

Position held by student for 35+ hours.....

Signature

Date.....

Supporting Document 1.16 : Email to Vice-Chancellor re UNE Council decision not to award NEA at graduation

Dear Ingrid ¶

¶
I have just heard - quite by chance - that the UNE Council decided that the New England Award should NOT be awarded at graduation. I rang H.A. and she confirmed this. ¶

¶
I have been talking to the graduation people about this since August last year. In that time there has been a big change in personnel and organisation in that area so I made a point of maintaining contact with new people and keeping them informed so there would be no last minute surprises. ¶

¶
There seemed to be general consensus throughout that time that informing Council was a matter of courtesy only. I didn't know that it went to Council when it did and wish I'd had the opportunity of writing a paper or even better addressing the Council. ¶

¶
I feel as if 2 years- of hard work has been seriously compromised. We need to work out how to salvage it. Perhaps the matter could be revisited? ¶

¶
If I had the chance I would present it to the Council as an award which recognizes well rounded students who have not only attained their degrees but developed the UNE graduate attributes and personal and professional skills which prepare them for life after university. It also promotes the uniqueness of campus life at UNE which distinguishes us from the rest of the pack, particularly the metropolitan universities. ¶

¶
I hope that somehow it can get back on the agenda. ¶

¶
Best wishes Robyn ¶

¶

Supporting Document 1.17 : Memo to UNE Council re awarding NEA at graduation

Memorandum

To: Members of the UNE University Council

From: Robyn Muldoon, Academic Skills Coordinator and New England Award Manager

Subject: Request re New England Award at Graduation

Date: September 28, 2004

Background

What is the New England Award?

The *UNE Graduate Attribute Policy* says that UNE graduates will have sound communication and information literacy skills; a global perspective; problem solving, teamwork and lifelong learning skills; and have developed social responsibility. It was intended that these skills would be developed within the curriculum.

At UNE we have many non-accredited programs and initiatives which support the *Attributes of a UNE Graduate Policy*. There are also a range of student activities, many unique to UNE, which provide ideal opportunities for student development. Many, such as the social and cultural events, are a significant part of the unique UNE experience. Up until now we have not acknowledged the tremendous potential of all of these activities in terms of student development.

The New England Award (NEA) is about recognising and rewarding student development through extra-curricular activity (concurrent with academic award). It provides a framework within which students are able to acquire valuable skills, abilities and experiences which complement the skills and knowledge developed through their studies. The students who already participate fully in the UNE experience will be rewarded and others will be inspired to increase their participation. The overall result will be more successful and more satisfied students, and more employable graduates.

How does it work?

The NEA allows students to record and receive recognition for participation in the various training programs offered outside the faculties, as well as skills and attributes developed and enhanced through community service, committee membership, and

RMuldoon.UNECouncil.NEA.Sept04

voluntary work within UNE-based organisations such as the residences and the student organisations.

Activities are allocated varying numbers of points. Students are eligible to apply for their NEA when they achieve a points total of 1000 as well as record their skills development and personal achievements via in the unE-portfolio and a series of reflective exercises. For example, year long appointed or elected positions such as resident fellows and seniors in college, student organisation executive positions and student representation on university and faculty committees, are worth between 100 and 300 points. To achieve those points students are required to complete their duties to the satisfaction of their employer, supervisor or committee chairperson. They must also maintain their unE-portfolio and submit a reflective journal of between 500 and 2,000 words about their achievements, their personal and professional development and their development of the UNE Graduate Attributes. Extra-curricular training programs such as the Vice-Chancellor's Student Leadership Program, Technology Passport, Counselling and Careers workshops and the Academic Skills Office workshops and short courses and the training programs offered in the residences, are worth varying numbers of points between 10 and 100 depending on length and assessment regimes. Involvement in activities such as event management, approved charity fundraising activities and student mentoring are also eligible.

Implementation to date

The NEA Advisory Committee has worked for one year to establish the rules and procedures for the NEA. It consists of representatives of the various providers of the extra-curricular training and development opportunities which are part of the award. They are David Ward and Edwina Ridgway (Residences), Steve Griffith (Sport UNE), Julia Leong (Dixson Library), Sarah Stein (representing academic staff), Pip Kneen (Marketing and Public Affairs), Peter McClenaghan (Students in Free Enterprise), Krissy Loker/Phil Schubert (UNESA), Sue Paini (UNE Union) and Rhonda Leece (Counselling and Careers). Rhonda also managed the development of the unE-portfolio which was built and programmed by the TLC with funding allocated from the Vice-Chancellor's Strategic Initiative Grant held by Robyn Muldoon for the implementation of the NEA.

For more detailed information about the NEA rules and procedures and eligible activities visit the website: www.une.edu.au/nea/.

The first recipients of the New England Award will be students who graduate in 2005. There are currently 25 students participating in the NEA in the 2005 cohort. This group is small because the students involved had just one year to accrue the necessary number of NEA points although most were able to apply for points retrospectively for one or two years. There are approximately 35 students participating in the 2006 cohort although this number is expected to grow as the registration deadline is March 31, 2005.

RMuldoon.UNECouncil.NEA.Sept04

It is hoped that the New England Award will be able to be presented at Graduation ceremonies. While the NEA is not an academic award, it clearly endorses the endeavours of those proactive, well-rounded and community-spirited students who, while giving of themselves to the university and their peers, develop the skills and attributes of highly employable graduates and exemplary citizens.

Request

That the UNE Council allow the presentation of New England Awards simultaneously with degrees with a mention in the Graduation booklets which would contain a description of the NEA and a discrete notation next to NEA recipients' names such as an asterisk. There need be no spoken reference to the NEA.

Conclusion

The concept of the NEA is innovative and ground breaking within Australia. I strongly recommend that UNE embrace it and its potential to be a unique marketing tool, which demonstrates UNE's commitment to value-adding to the student experience. The best way to do this is to award it on the most prestigious occasion – Graduation. This will send a clear signal to graduate employers about our commitment to generic skill development and preparing students for the workplace, and to current and future students about the importance of the NEA. And it will also promote the unique experience of on-campus life at UNE.

RMuldoon.UNECouncil.NEA.Sept04

Supporting Document 1.18 : Student recruitment letter

Dear

Enclosed is a brochure outlining the New England Award (NEA) which is being established to recognise student involvement in extra-curricular activities at UNE. The brochure contains information about the aims and objectives of the NEA and a web address for details about eligible activities and rules.

Most students will not be able to participate in the New England Award (NEA) until 2004. However, for some there is the opportunity to begin accruing points for positions held in 2003. You have been identified as holding one of those positions. Accordingly I urge you to consider registering for the New England Award if you are graduating in or after 2005 and get yourself a headstart. If you are graduating in 2005 you need to register for the NEA by March 31, 2004 but the sooner the better!

Attached is a registration form for you to fill in and submit to the NEA Office if you decide to take advantage of this opportunity to gain points for a 2003 activity. The New England Award enables you to develop a meaningful portfolio and will be a valuable addition to your CV. For further information about it see the head of the college or area in which you hold your 2003 position, visit the NEA website or talk to me.

Yours sincerely

Robyn Muldoon

NEA Manager

The New England Award Office is situated in the ASO on the middle level of the ITD building.

Supporting Document 1.19 : UNE-official email from the Vice-Chancellor to University community re the NEA

UNE-official Email from the Vice-Chancellor about the New England Award:

From: Professor Ingrid Moses imoscs@pobox.unc.edu.au

Subject: [une-official] The New England Award.

Date: Wed, 08 Oct 2003 13:21:32 +1000

As you know, I strongly believe that at UNE we give our on-campus students unique opportunities to develop their skills and attributes over and above their academic studies. Our students have the chance to participate in a wide range of social, cultural, political and sporting activities. In doing so they are developing organisational and managerial skills, communication and problem solving skills, public relations and budgeting skills and many other personal attributes which will stay with them for life. There are also opportunities for extra-curricular training to help with the development of these skills, such as my Leadership Course introduced in 2002. Up until now we have not acknowledged the tremendous potential of all of these activities in terms of student development and their contribution to the Graduate Attributes.

Earlier this year Robyn Muldoon from the Teaching and Learning Centre put a proposal to me to establish an award which recognises student involvement in extra-curricular activities. I have made available a Vice-Chancellor's Strategic Initiative Grant to establish what will be known as the New England Award (NEA). Robyn is currently working with the NEA Advisory Committee which comprises representatives of all the areas that provide extra-curricular training and development opportunities to set the rules and procedures for the New England Award. The intention is that the first recipients will be conferred with their Awards in 2005. The first stage of the project will involve on-campus students and later we will consider ways of extending the concept to include off-campus students.

For more information about the New England Award see the article in the October issue of Smith's . You will also soon be seeing around the campus eye-catching posters and brochures promoting the NEA. I am very excited about this project. It gives us an opportunity to recognise and reward student involvement in the informal curriculum and allows us to demonstrate our commitment to value-adding to the student experience at UNE.

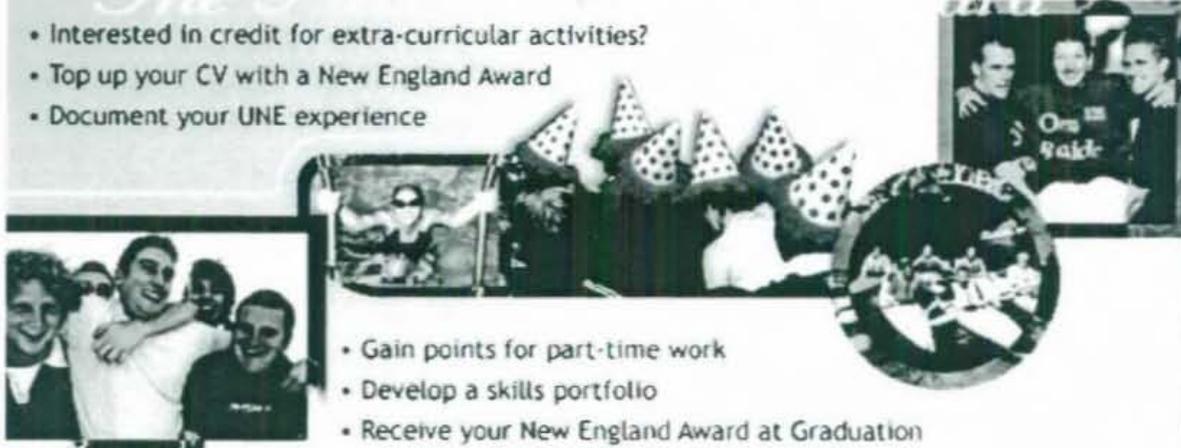
I hope you will encourage students to add a New England Award to their CVs.

Ingrid Moses

Supporting Document 1.20 : NEA poster

The New England Award

- Interested in credit for extra-curricular activities?
- Top up your CV with a New England Award
- Document your UNE experience



- Gain points for part-time work
- Develop a skills portfolio
- Receive your New England Award at Graduation

What is the NEA?

The NEA recognises your involvement in the full UNE experience and the many opportunities available to develop life skills through

- participation in social, cultural and sporting events
- training undertaken in addition to your degree
- committee membership
- event organisation
- casual paid and voluntary work
- extra-curricular achievement.

The NEA will add value to your CV, and provide evidence of your commitment to developing the UNE Graduate Attributes and preparing yourself for graduate employment and citizenship.

How does it work?

Eligible roles and activities are worth a number of points towards the NEA allocated according to time involved and the follow-up required. Proof of attendance is required for activities of short duration and a written report or reflective journal is required for longer activities. All activities and skills developed are recorded in an online portfolio.

What is it for?

The NEA acknowledges the development of the skills and attributes necessary for successful study, transition to the workplace and good citizenship. It will be a valuable addition to your academic record and CV and enhance your employability.

What counts?

- Training such as Vice-Chancellor's Leadership Course, Library classes, ASD workshops, Counselling and Careers workshops, tUNE in peer mentor training
- Event organisation such as Sir Frank Kitto Cultural Competition, Mary Bagnall & President's Trophy Sports, recognised college and Sport UNE events
- UNE's international exchange program
- Roles such as tUNE in peer mentors, elected and appointed positions in student organisations, colleges and Sport UNE, SMILES reps. And much more.....

For a full list of eligible activities visit the NEA website. The first NEAs will be conferred in 2005.

Start earning points now!

For NEA rules and eligible activities visit the website.



Supporting Document 1.21 : Homepage of NEA website



What is the New England Award?

SA Guide

[How to Get Started](#)

[summary of Activity requirements & responsibilities](#)

[Guide: Activities](#)

[How to Get NIA Points Authorized](#)

[reflective Journal guidelines](#)

[NIA Deadlines](#)

[links](#)

VRMS

[Registration Form](#)

[Activity Provider Statement](#)

[Statement of Completion](#)

Online Registration

The New England Award



- Interested in credit for extra-curricular activities?
- Top up your CV with a New England Award
- Document your UNE experience
- Gain points for part-time work
- Develop a skills portfolio
- Receive your New England Award when you graduate



[About UNE](#) | [News and Events](#) | [Study at UNE](#) | [UNE Online](#) | [Facilities and Student Clubs](#) | [Our Staff](#) | [Research](#)

[Student Support Team](#) | [Library](#) | [Self-Registration](#) | [Search](#) | [Index](#) | [Employment](#)
[Principal's Office](#) | [Complaints](#) | [Sitemap](#) | [Website](#)

Published by the Academic Office | Last updated: 2nd February 2005

Web: www.uned.edu.au

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Supporting Document 1.22 : Table of contents of NEA information booklet

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Chart to explain the process to authorise NEA points

Category	Activity	Task You need to Complete				Where to Submit	
		Maintain an E-Portfolio	Complete Activity Project Statement Form	Receive of Attendance Certificate of completion	Perfected Journal Submitted to UNEA office	The UNEA office	The Activity Provider
1	Activities worth less than 100 points	✓		✓			✓
	Activities worth 100 points or more	✓	✓	✓	✓		✓
2	Activities worth less than 100 points	✓		✓			✓
	Work Experience (35 Points)	✓	✓		✓	✓	
	International Exchange	✓	✓		✓	✓	
3	Faculty activities worth less than 100 points	✓	✓			✓	
	Faculty activities worth 100 points or more	✓	✓		✓	✓	
	Colleges, UNEBA, UNEPA, Uuka, Sport UNE Activities worth less than 100 points	✓	✓		✓		✓
	Colleges, UNEBA, UNEPA, Uuka, Sport UNE Activities worth 100 points or more	✓	✓		✓		✓

The chart should be used as a guide only. A more detailed explanation of the rules is available on the NEA website (<http://www.une.edu.au/nea/>).

Supporting Document 1.24 : NEA student checklist

New England Award checklist

New England Award Checklist

Please use this checklist to help you make sure that all the tasks have been completed in order to gain your New England Award at your graduation.

Have you (please tick):

- Registered for the New England Award (March 31st, the year before you graduate)? —
- Started and maintained unE-portfolio? —
- Identified enough activities to gain 1000 NEA points? —
- Handed in 'Activity Provider Statement' form to residences, and student organizations, (Before last day of term 3)? —
- Handed in completed 'Activity Provider Statement' form for work experience, international exchange, or faculty based activities to the NEA office plus all reflective journals (Before last day of term 4)? —

Once you have completed all the above tasks and have 1000 NEA points authorised in your unE-portfolio you are ready to submit your final NEA application form.

IMPORTANT! – See deadlines, page 14



Supporting Document 1.25 : NEA frequently asked questions

FAQs

New England Award

How do I register for the New England Award (NEA)?

There are two ways to register:

- You can fill a paper registration form and submit it to the NEA Office (Academic Skills Office, ITD Building). The registration forms are available in the Academic Skills Office, or you can download the form from the NEA website (www.une.edu.au/nea).
- You can complete the online registration form on the NEA website (www.une.edu.au/nea).

What is the New England Award (NEA)?

The NEA is a non-competitive award which recognises your involvement in the full UNE experience and the many opportunities available to develop life skills through

- participation in social, cultural and sporting events
- training undertaken in addition to your degree
- committee membership
- event organisation
- casual paid and voluntary work
- extra-curricular achievement.

The NEA will add value to your CV, and provide evidence of your commitment to developing the UNE Graduate Attributes and preparing yourself for graduate employment and citizenship.

For more information go to www.une.edu.au/nea.

What is unE-portfolio and how do I start using it?

The unE-portfolio is a web-based records management system which allows you to record your:

- Personal details
- Extra curricular activities
- Skills developed
- Achievements and highlights of your university experience and
- New England Award activities

To start simply go to the unE-portfolio website (www.une.edu.au/eportfolio/) and click on 'login'. Once you login using your UNE username and password you will automatically be able to use your unE-portfolio.

What are the New England Award (NEA) deadlines?

Refer to the NEA website www.une.edu.au/nea and click on 'NEA Deadlines'

How do I authorise my New England Award (NEA) points?

Refer to the NEA website www.une.edu.au/nea and click on 'How to Get NEA Points Authorised'.

How should I write my New England Award (NEA) reflective journals?

Refer to the NEA website www.une.edu.au/nea and click on 'Reflective Journal Guidelines'.

Where is the list of New England Award (NEA) eligible activities?

Refer to either of the following sites for a list of all the NEA eligible activities:

UnE-portfolio (www.une.edu.au/eportfolio/).

The New England Award (NEA) website (www.une.edu.au/nea/).

What activities are eligible for New England Award (NEA) points?

Refer to either of the following sites for a list of all the NEA eligible activities:

UnE-portfolio (www.une.edu.au/eportfolio/).

The New England Award (NEA) website (www.une.edu.au/nea/).

How can I get more info on the New England Award (NEA)?

Refer to the NEA website (www.une.edu.au/nea/).

What is the New England Award (NEA) website?

www.une.edu.au/nea.

Who do I contact for more information about the New England Award (NEA)?

Contact: John Evans, Academic Skills Office, ITD Building.

Email: John.Evans@une.edu.au.

Telephone: (02) 6773 5190.

Who can help me with my New England Award (NEA)?

Contact: John Evans, Academic Skills Office, ITD Building.

Email: John.Evans@une.edu.au.

Telephone: (02) 6773 5190.

Supporting Document 1.26 : NEA activity provider poster

The New England Award

- Interested in credit for extra-curricular activities?
- Top up your CV with a New England Award
- Document your UNE experience

- Gain points for part-time work
- Develop a skills portfolio
- Receive your New England Award at Graduation

Start earning points now!

<http://www.une.edu.au/nea>

Supporting Document 1.27 : Correspondence re student recruitment to faculty committee

Dear Robyn,

You might recall our telephone conversation when I told you that we had trouble recruiting undergraduate student representatives for the Faculty Equity Committee in the Faculty of the Sciences.

I just wanted to thank you for your assistance in recruiting undergraduate students through the New England Award.

Your response was incredibly fast and your assistance very much appreciated. KW sent out an email [see below] to all the New England Award students. I had immediate responses from about 5 students within a day and a total of 9 responses. I then asked a few additional questions of each student, and in a special meeting of the Faculty Equity Committee, we selected one student (KC). Our criteria included that the student will be available to serve on the committee until the end of 2007 and has an affiliation with one of the schools in the faculty. We could have invited all of the interested students to join the committee, all of them would have been excellent.

Many thanks again Robyn
With best wishes,
GD.

Attention students of the Sciences

Dear NEA participants,
The Faculty of the Sciences is looking for a student representative for their Faculty Equity Committee. This is worth 150 NEA points.

If you are interested in volunteering please contact Dr GD on ext X or email Y.

This is not only an opportunity to earn NEA points but also a chance to gain committee experience and contribute to your faculty.

KW.

Supporting Document 1.28 : Correspondence re promotion of workshops

Dear Robyn

I wanted to pass on my thanks to KW and the NEA team for the superb job they have done in promoting our workshops for this semester. Save a Mate, Careers Passport and Counselling workshops have received a huge response from students as a result of the email promotion. This has reversed a recent trend where we were receiving limited responses to our advertised programs.

Thanks again for a very successful proactive approach to communicating with students

Regards

R

Assistant Director (Student Services)
Student Administration and Services

Supporting Document 1.29 : NEA Work experience disclosure form



2006 NEA Work Experience Disclosure Form



Student Registration

Please insert your details below

Name:

Student Number:

Postal address:

.....Post code:

Tel (H):

(Mob/W):

Email:

Current Course Title:

Completion Semester:

Year:

Employer Registration

Please insert your details below

Name:

Position:

Company Name:

Postal Address:

.....Post code:

Tel (W):

Fax:

Mob:

Email:

Are you a past student of UNE? Yes No

Placement Details

Placement Period: to (within the calendar year of 2006)

Approximate number of hours:

Position Title:

General Duties to be performed by student:

Conditions

This scheme is available to UNE students who wish to obtain New England Award points for voluntary or paid work carried out while a student at UNE. The following conditions must be adhered to:

- The student must be currently enrolled.
- The student must obtain their own work placement.
- The work must be approved by the UNE New England Award Office as being eligible for New England Award points prior to starting.
- The employer must formally agree to supervise the student on-site.
- The student must read the information on the back of this form about workplace safety.
- Both the student and employer need to sign the registration form and a copy is to be provided to the New England Award Office at UNE and the employer prior to the commencement of the work.

Agreement

Student

I understand and agree with the above conditions of NEA work experience.

Signature:

Employer

I understand and agree with the above conditions of NEA work experience.

Signature:

UNE New England Award Office

I certify that the work experience is eligible for NEA points.

Signature:

Insurance Cover for the NEA Work Experience

The University of New England holds public liability and personal accident insurance for NEA work experience students who have completed this disclosure form. Details can be obtained from our website at

www.une.edu.au/finance/forms.htm

Your responsibilities in the workplace

As a part-time employee or worker you are responsible for:

- carrying out your work in a manner which does not present a risk to yourself, others or to the environment.
- obeying any reasonable directive given in relation to health and safety at work including the use of equipment provided to protect health and safety,
- complying with any procedure relating to health and safety at work.
- reporting all incidents, defects, hazards and inadequacies of procedures so that appropriate review and corrective action can be taken.

Supporting Document 1.30 : NEA Advisory Committee minutes 01/12/05

New England Award Committee Meeting

Meeting: Thursday the 1st of December 2005

Excerpt from minutes

Agenda item 3: Considerations of suggestions for change.

a) Word limit re reflective journals.

SP commented on reflective journals being an ongoing activity where the students should write entries as the activity is undertaken (i.e. start, middle, and end). The committee concluded that, although this would be beneficial to the students, in reality it will be difficult to get students to do this, with most students leaving it until the last minute. Suggestions of cutting out the journals completely were put forward, however decided against because Robyn and others are committed to that component of the NEA because it gets the students to reflect upon and articulate what how they have developed both personally and professionally while undertaking the activity. This is one of the central objectives of the NEA. Also Robyn has seen evidence in submitted journals that this is actually working.

The idea of consolidating the journal into one final journal of 5000 words was suggested by Robyn. Robyn Muldoon on behalf of RL put forward the idea of developing the capacity of the unE-portfolio to include a field for the recording of skills development which can convert to a word document that can be used in the final journal or report. The original intention that students keep track of their skills development as they go is kept but the arduous task of writing a journal for each activity is abandoned.

DW suggested that instead of addressing what they learned from individual activities in the final writing task, that students be asked to address each of the seven UNE graduate attributes with reference to the activities as appropriate. It was also suggested that this final writing task of 5,000 words can be submitted any time in the student's last semester up until the end of the year, giving them the opportunity to do it after the exam period. (The current deadline is the last day of term, before the exam period, but John has found that quite a few students have needed extensions of time.) The student should concentrate on the graduate attributes and use examples from their leadership positions to demonstrate the skills gained.

Carried: That the current practice of students writing up their experience of each activity be replaced in 2006 by one 5,000 report addressing the UNE Graduate Attributes.

That the capacity of the unEportfolio to be extended, as described above be explored.

Supporting Document 1.31 : Correspondence with NEA activity providers

Dear NEA Advisory Committee Members]

I'm writing to remind you about a few action items from the recent meeting:

1. All Activity Providers - please review your section of the NEA Activity List and take note of any changes needed e.g. position is now redundant, has had a name change etc. The Activity List can be viewed at http://www.une.edu.au/eportfolio/browse_nologin.jsp.
2. PLEASE NOTE that you can email me your list of items that need to be changed and I will do this for you.
3. THANKYOU to those of you who have already done so. Please complete by 7th December 2006.
4. E and or D - a reminder to please inform other College Heads about auditing their Activity List (as above) - again, any changes required can be emailed to me by 7th December 2006.

Please feel free to contact me if you have any questions or concerns.

Thanks and regards,

KW

New England Award

On-campus students at the University of New England have a unique ability to participate in an abundance of enriching cultural, social and sporting activities, and leadership opportunities.

The New England Award provides a framework within which students are able to receive recognition for participation in extra-curricular training as well as skills and attributes developed and enhanced through community service, committee membership, and voluntary work within student organisations, the residences and other local community groups. These experiences complement the skills and knowledge developed through their studies.

Extra-curricular activities are allocated varying numbers of points depending on their complexity and the time involved. Students are eligible to apply for their New England Award when they reach a points total of 1000, requiring a long term commitment on the part of each participating student. They are also required to record their skills development and personal achievements via the unE-portfolio and a series of reflective exercises which contribute valuable information to their resumes and job-seeking endeavours. The New England Award demonstrates our commitment to the UNE Graduate Attributes Policy which states that UNE graduates will have sound communication and information literacy skills; a global perspective; problem solving, teamwork and lifelong learning skills; and have developed social responsibility.

The recipient of the New England Award is a high achieving, proactive, community-spirited citizen who has developed a broad range of personal and professional skills and attributes while studying at UNE.



*Ms Robyn Muldoon
Manager, New England Award*



Supporting Document 1.33 : Photograph taken at first NEA graduation ceremony



Four of the first NEA graduates with the Vice-Chancellor, Professor Ingrid Moses