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| Clipboard Mixed with solid fill | Assessment Type: | Written Report and Data Visualisation | Ruler with solid fill | Length: | 4000-word report (+/-10% and excluding references) |
|  |  |  |  |  |  |
| Daily calendar with solid fill | Due Date: | 25 May 2025 at 23:59 (late penalties will apply) | Weights Uneven with solid fill | Weighting: | 30% of the overall grade |
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| **Pathways to Improving Equality: Gender equality in Australian workplaces** | | | | |
| **Purpose** | | | | |
| The purpose of this assignment is to implement a small-scale project business information systems project. The project is being undertaken to clearly identify current and future opportunities for promoting and improving gender equality in the Australian workplace from three (3) different stakeholder perspectives.  The assignment will test your research, critical thinking and reasoning skills, your data analysis and visualisation capabilities, and your ability to work both independently and as a team member. | | | | |
| **Objectives** | | | | |
| The objective of this assignment is to produce a report titled ‘Pathways to Improving Equality: Gender equality in Australian workplaces. The project will be primarily based on data collected by the Workplace Gender Equality Agency (WGEA)  Under the *Workplace Gender Equality Act* 2012, non-public sector employers with 100 or more staff must report to the Workplace Gender Equality Agency (WGEA) annually. This Act covers over 12,000 Australian organisations.  This assignment focuses on creating scenarios and data visualisations to identify opportunities for promoting and improving gender equality in workplaces in a real-life context.  Review the information and instructions below to complete and submit your group assignment via Turnitin on Canvas. | | | | |
| **Who is the Workplace Gender Equality Agency (WGEA)?** | | | | |
| The Workplace Gender Equality Agency (WGEA) in Australia is responsible for promoting and improving gender equality in workplaces. It achieves this by collecting and analysing data on gender equality indicators in large Australian organisations; monitoring compliance with reporting requirements under the Workplace Gender Equality Act; providing resources, guidance, and education to employers to support gender equality initiatives; advocating for gender equality policies and initiatives; and conducting research and analysis to identify trends and challenges in workplace gender equality.  Under the Workplace Gender Equality Act 2012, non-public sector employers with 100 or more staff must report to WGEA annually. This Act covers more than 12,000 Australian organisations. The WGEA plays a pivotal role in driving positive change towards gender equality in Australian workplaces through data-driven insights, advocacy, and support for employers. | | | | |
| **Requirements** | | | | |
| This is a real-life based project using the WGEA data set. Your group is required to develop a report inclusive of visual analysis of the nature of challenges concerning gender equality in the workplace from three (3) different stakeholder perspectives and propose actionable recommendation to overcome them.  To do this, you are required to develop a different persona for three (3) of the stakeholders of your choice detailed below and consider their needs and requirements in order to meet their organizations objectives and in different ways analyse gender equality in their organisations. Your report and visualisations should clearly reflect this.  The resulting personas are designed to represent a fictional (but believable) character whose profile sums up the features of a whole (existing) group or type of stakeholder (Godwin, 2009). Each persona represents much more than a typical group member.  Personas are often named (e.g., “Professor Sandra”) to emphasise human-centred design thinking. However, they do not represent a single (named) user but characteristics of a group of people whose needs and requirements have been considered. | | | | |
| **Foundations for developing the 3 personas:** Who are the key the stakeholders with an interest in improving gender equality in Australian workplaces? | | | | |
| 1 | | **Employers and Organisations** | Businesses and organizations rely on WGEA data to measure their gender equality performance against industry benchmarks and identify opportunities for improvement. This information helps them track progress in reducing gender pay gaps, enhancing diversity, and implementing policies that promote workplace equality. | |
| 2 | | **Government Agencies** | Government agencies at both federal and state levels utilize WGEA data to guide policy development and assess the impact of initiatives designed to enhance workplace gender equality. This data supports evidence-based decision-making in areas such as employment, pay equity, and working conditions. Agencies that rely on this information include Public Service Commissions, Fair Work Australia, State Industrial Relations Tribunals, and various State and Territory departments dedicated to advancing gender equality. | |
| 3 | | **Academics and Researchers** | Academics and researchers in gender studies, sociology, economics, and related disciplines utilize WGEA data to study gender disparities in the workplace. This data offers valuable insights into trends, challenges, and opportunities for promoting gender equality. | |
| 4 | | **Advocacy Groups** | Non-governmental organizations (NGOs) and advocacy groups dedicated to gender equality use WGEA data to push for policy reforms, increase awareness of gender-related issues, and hold employers accountable for workplace equality. Examples include the Australian Council for Social Services (ACOSS) and the Australian Council of Trade Unions (ACTU). | |
| 5 | | **Employment Consultancies** | Employment agencies and consultancies use WGEA data to help businesses improve their gender equality practices. They leverage this data to advise clients on how to close gender pay gaps, foster diversity, and implement inclusive workplace policies. Additionally, they may assist employers in meeting compliance requirements and improving their overall workplace culture. | |
| 6 | | **Employment agencies** | Employment agencies help connect job seekers with potential employers by matching candidates' skills and qualifications with available job opportunities. They may use the WEGA data to assist both individuals in finding employment and companies in sourcing suitable candidates. Employment agencies may also provide services like resume building, career advice, and recruitment strategy development. | |
| 7 | | **Media and Public** | Journalists and the general public use WGEA data to report on and stay informed about gender equality trends and issues in Australian workplaces. The data plays a key role in shaping public discourse and raising awareness of both the challenges and progress related to gender equality. | |
| **Goal** | | | | |
| Implementation of a small-scale Business Intelligence project called “Improving Gender Equality in Australian Enterprises”. You will report on the current state of gender equality in Australian organisations and offer evidence-based suggestions on how it can be improved.  The main *goal* for this assignment is to develop your critical thinking skills in designing and implementing a BI project in ***any*** context, including organisational, industry-wide, or societal and being able to work independently and as a team member. | | | | |
| **The Benefits of Group Work** | | | | |
| “More hands make for lighter work.” “Two heads are better than one.” “The more the merrier.” “The whole is more than the sum of the parts.” These adages speak to the potential groups have to be more productive, creative, and motivated than individuals on their own. | | | | |
| **Properly structured, group projects can reinforce skills that are relevant to both group and individual work, including the ability to:**  • Plan and manage time. Create a project charter and timeline. Decide on individual responsibilities and how the quality of individuals work will be reviewed and agreed upon by the team.  • Break complex tasks into parts and steps. • Refine understanding through discussion and explanation. • Give and receive feedback on performance in ways that improve the output. • Challenge assumptions. • Develop stronger communication skills. | | | | |
| **Group projects can also help students develop skills specific to collaborative efforts (which is a standard practice in modern workplace, particularly consulting companies), allowing students to:**  • Tackle more complex problems than they could on their own.  • Delegate roles and responsibilities.  • Share diverse perspectives.  • Pool knowledge and skills.  • Hold one another (and be held) accountable.  • Receive social support and encouragement to take risks.  • Develop new approaches to resolving differences.  • Establish a shared identity with other group members.  • Find effective peers to emulate.  • Develop their own voice and perspectives in relation to peers. | | | | |
| **Tasks** | | | | |
| The main priority is to make sure all group members share tasks equally and agree to timelines for getting the project finished by the due date. Group work, done well, can be very rewarding. If it is not done well it can cause frustration and resentment. To help groups work well we require each group to prepare a project charter and work on the basis of it.  Note: In finalising your charter, please be clear about the deadlines for key output arising from this project. A template for a group charter is provided in the ‘Other Resources’ section at the end of this document. | | | | |
| 1 | **Group Project Team Charter** | | A key priority of this project is to make sure all group member share tasks equally and agree to timelines for getting the project finished by the due date. To help groups work well we require each group to prepare a Group Project Charter and to comply with it and to prepare minutes of their meetings.  **The Group Project Charter and the weekly minutes must be uploaded each week to your Canvas group site for review by your tutors.**  Note: In finalising your charter, please be clear about the deadlines for key deliverables arising from this project. You should consider challenges likely to arise in conducting the project and how you plan to handle these problems. For example, you could have a section on ‘likely risks and planned ways to manage them.’ or ways in which your group will agree if an individuals’ work is or is not of sufficient quality and how will rework be agreed and handled. How will you handle different views, values and behaviours without damaging the group’s relationships?  **[please note any group problems will be discussed in relation to this document and the weekly meeting minutes]** |
| 2 | **Research** | | You need to undertake your own scholarly and non-scholarly research of the stakeholders detailed above and make your own assessment of which ones provide the best opportunity to address the assignment objective |
| 3 | **Persona Development** | | Once you have identified which three (3) stakeholders to best address the assignment objective you need to develop each personas using the template provided on the ‘Resources’ section at the end of this document. **The 3 personas should work for real organizations or government departments which you should identify and research in your groups** |
| 4 | **Questions and their Development** | | The quality of an analysis is highly dependent on the quality of the questions asked. For each persona, you are required to prepare three (3) questions that will generate answers useful to them using your data analysis. It is expected that your questions will evolve, or build on one another, as you conduct your analysis. Questions that can be answered by a very simple query of the data, will be considered trivial and not very useful. For example, a question such as “Which industries have a low percentage of female CEOs?” is considered trivial. On the other hand, useful questions involve more than two dimensions and ideally have the potential to offer interesting, insightful, and even unexpected findings. |
| 5 | **Harvest, Clean and Analyse Data** | | In this step you need to analyse the data-related needs of all personas.  You need to “harvest” data i.e., download relevant .csv or .xls data from your main data source (WGEA) and store the resulting data records of the years in which you are interested as a .xls or .csv file or directly into Tableau.  **Each persona should use DIFFERENT years (e.g. 2024 or 2023) or a DIFFERENT range of years (e.g. 2021-2018). You must choose which year or years to use but they MUST be different for each persona. At least one persona must use 2024 data. Time series data comparisons are harder between 2024, 2023 and 2022 and earlier as the data sets changed in structure between these ranges. You must decide how to manage the disparity between data sets and where meaningful comparisons can be made across industries and companies for specific years or a series of years.**  We have prepared a series of exemplary videos on how to download Tableau, how to download the WGEA data and how to process the WGEA data in Tableau. Please look at these and have a go at working with Tableau and the data sets.  PLEASE ONLY USE DATA FROM THE WGEA DATASETS PROVIDED AND NOT ADDITIONAL DATABASES. Note: The “RESOURCES” section in this document provides links to relevant WGEA data sets  In this stage, you acquaint yourself with what data might be useful.   * You will have to decide what to include and what to exclude. * You also need to identify priority data items of interest to your personas. * Be aware that the dataset has a lot of potential data items of interest. What are potentially the most relevant ones for your personas? * Sometimes the hardest part of this stage is letting go of interesting data that is not directly relevant to your personas and the questions in which they are interested. * One major challenge you will face is to clean the data you download to ensure consistency and correctness across your data files. One of the instructional videos provides guidance on how to do this. |
| 6 | **Tableau Application** | | Using the files from Step 5, import your dataset into Tableau. Then proceed to use data visualisation features of Tableau to answer all questions for the three personas, as stated in your design templates (in Step 1).  **For each persona’s question provide a critical discussion including a** • justification of the question,  • interpretation of the results.You should do additional research on government policies and how they changed to help explain the changes in your data.  • reflect upon the question/results relevance to the persona and why the question is useful.  Note that Step 6 may initiate another cycle of iterative design, prompting you to go back to Steps 2, 3 and 4 to expand or refine them. Indeed, you may have to re-orient your approach and immerse yourself in the data to ascertain what is potentially most useful. You will be rewarded for identifying what the data can tell you that is distinctive. Don’t lament what is missing. Focus on what can be done with the data you have ***reflect upon the question/results relevance to the persona and why the question is non-trivial.***  Note that Step 3 may initiate another cycle of iterative design, prompting you to go back to Steps 1 and 2 to expand or refine them. |
| 7 | **Reflection On Action** | | This important step requires us to “step back” and consider your project findings in a broader organisational and societal context. For the purposes of this assignment, you are required to use the **PAPA framework** to identify and analyse any data related ethical issues that need to be considered in your project. Even if you think that your use of data and implementation of a BI application do not pose any ethical risks, you are still required to demonstrate your analysis of ethical issues using the PAPA framework (relevant documents are posted on Canvas). |
| 8 | **Draw Conclusions** | | Summarise findings and think how they can be actioned to help each persona reach their goals and what you would do next to help them. How would you operationalise the findings? What options are available to different stakeholders to change the way things are? Noting ‘something must be done’ is merely the starting point. Just as important is outlining what, exactly, could be initiated to make a difference. |
| **Report Structure** | | | | |
| 1 | **Introduction** | | A brief description of your project and its envisaged value for different communities of users (e.g., **Why** would anyone use your analysis?) | |
| 2 | **Personas and Questions** | | For the three personas (i.e., 3 prepare three different tables) clearly showing the corresponding meaningful discursive questions. Provide references to external sources to support your persona development. | |
| 3 | **Key Findings or Insights** | | These are the main discoveries or results derived from research, analysis, or investigation, highlighting the most significant outcomes or insights uncovered during the research and analysis. In preparing this do your best to highlight the links between your findings to tell a story – i.e., devise a narrative. Simply presenting facts is the minimum necessary. To get go results you need to highlight connections and links that demonstrate reflection and insight arising from critical analysis of your material and not just summarising your empirical findings. Outline and justify any assumptions made in data cleaning or comparisons. | |
| 4 | **Actionable Recommendations** | | Recommendations are proposed courses of action based on the key findings from your research and analysis. They suggest specific steps or strategies that stakeholders or decision-makers should consider implementing to address identified issues, capitalise on opportunities, or achieve desired outcomes. As noted above – think about what levers are potentially available and refine your suggestions appropriately in light of this. | |
| 5 | **Conclusion and Recommendations** | | Your conclusion may offer reflections on the implications of the findings, discuss any limitations or areas for further research and analysis  Note: *Limitations are not what you or your group personally found difficult but limitations in your analysis - perhaps because of data quality issues or because of limited access to certain data.*  Finally, offer actionable (specific tasks) recommendations for each of the three clients. | |
| 6 | **References** | | Please include at least fifteen (15) references to justify and evidence your approaches and conclusions. | |
| 7 | **Appendices** | | * Please include a sample of your resulting dataset for each Persona (i.e., the actual Tableau, .csv or .xls that generate your visualisations) as screenshots. * Please also include a copy of your group project team charter and meeting minutes * Please include a table outlining any assumptions you made in your data analysis or persona development * If you use generative artificial intelligence (AI) tools (e.g., ChatGPT) you must be sure to reference and quote (with quotation marks) any materials you use from generative AI and include an endnote on that analysis in the appendix explaining how you used it. For example, details on what terms you inputted and how many times you asked generative AI to refine the answers. Please also provide a brief explanation of why this was useful | |
| **Persona Resources** | | | | |
| The following references provide the necessary foundations for the persona part of your project:   * See materials in Week 8 - Canvas * <https://en.wikipedia.org/wiki/Persona_(user_experience)> * [http://www.servicedesigntools.org/tools/40](http://www.servicedesigntools.org/tools/40%20) | | | | |
| **Assessment Notice** | | | | |
| **Do not upload more than one (1) report per group. We will only mark the last one uploaded before the deadline.** | | | | |
| **Assessment Criteria** | | | | |
| Please refer to the ‘Business School Grade Descriptors’ document posted on the Unit of Study Canvas site in the Assignments tab. These grade descriptors are used as a basis for constructing the marking schemes in all assessments. | | | | |

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| # | **Criteria** | **Maximum Mark** |
| 1 | **Content** | 25 |
|  | This aspect of the assignment considers the relevance and accuracy of the information, the depth of analysis, critical thinking and the quality of research undertaken. Marks are assigned for the depth of the personas, the quality and relevance of the questions, the proposed answers and related discussions and conclusions. Use of research and evidence to justify personas, discussions and assumptions. A tight logical alignment between the persona, questions and analysis must be demonstrated. This part also includes the use of the PAPA framework. Completeness of appendixes, apart form the charter and meeting minutes which are assigned to the collaboration grade below. |  |
| 2 | **Presentation** | 2 |
|  | This includes the structure and organisation of the assignment, like title page, table of context, unified fronts, headings, margins, page numbers, references (see below), graph and table labels, etc.), the clarity of writing, and the use of appropriate referencing and citations. |  |
| 3 | **Collaboration** | 3 |
|  | This includes the participation and contribution of all members of the group, the ability to work effectively as a team in and outside of class, and the adherence to deadlines and timelines. Quality and completeness of the Project Charter and weekly meeting minutes to evidence *agreed time frames* being completed and complied with. Evidence of allocation and completion of tasks by all group members. Inclusion and outcomes of the Peer Group Assessment form. |  |
|  | **TOTAL** | **30** |

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| **Additional Instructions** | | | |
| * A title for the report, group number, and your student IDs to be inserted on the first page of the report. * ***Note***: You are not required to use the Business School cover page template. * Ensure that the Group Number plus Student ID numbers of all members are inserted in the top right-hand corner of the document. * Be sure to annotate any diagrams with a few sentences to explain key elements and relationships. * You should use the APA 7th Edition Referencing Style: <https://libguides.library.usyd.edu.au/citation/apa7> | | | |
| **Peer Group Assessment** | | | |
| The form below must be included in the appendix.  The group should determine jointly the personal contribution that each member made to the completion of the assignment and the complete the following table (please add or delete rows as needed).  Please ensure the Peer Group Assessment form is included in the appendixes. Any student to be marked as less than 100% by their peers must be agreed upon and discussed with their tutor first **before the beginning of Week 12** after that it is too late to intervene. **ALL** group members must agree on the % for each member and must sign the Peer Group Form to state they are content with the % stated.  Members who have not contributed may have up to 5 marks deducted from their grade as deemed appropriate by the tutor. It is expected that in well-functioning groups all members will agree that each members contributions warrant an equal grade e.g., 100%  Groups which are unhappy with a member’s performance must email the teaching team outlining the problem and an explanation of how related commitments have not been met by that member referencing the project charter and meeting minutes. All documents MUST be in English. | | | |
| **Signature and printed name** | | **Student ID** | **Personal Contribution (%)** |
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| **Resources** | | | |
| **Information and articles:**  <https://www.wgea.gov.au/pay-and-gender>   * <https://www.legislation.gov.au/Details/C2016C00895> * <https://theconversation.com/a-law-on-workplace-gender-equality-is-under-review-heres-what-needs-to-change-172406> * <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.02497/full> * <https://journals.sagepub.com/doi/full/10.1177/00221856211035173> * <https://onlinelibrary.wiley.com/doi/abs/10.1111/gwao.12742>   [you may need to access some of these articles through the library]  **Data sources:**  **2024 employer gender pay gaps report 2023-24**  <https://www.wgea.gov.au/publications/employer-gender-pay-gaps-report>  **2023 and earlier WGEA datasets**  <https://data.gov.au/data/dataset/wgea-dataset>  When writing up and implementing your assignment, you may also consider online information provided on [the Workplace Gender Equality Act 2012](https://www.dss.gov.au/our-responsibilities/women/programs-services/economic-security/the-workplace-gender-equality-act-2012) | | | |
| **Submission Instructions** | | | |
| * Submit the report to Canvas. Late penalties apply. See Unit of Study | | | |
| **Referencing guidelines, academic integrity, and plagiarism** | | | |
| You must acknowledge all the sources of material you have used in your assessments.  Academic integrity is about honest presentation of your academic work. It means acknowledging the work of others while developing your own insights, knowledge, and ideas.  You should take extreme care that you have:   * Acknowledged words, data, diagrams, models, frameworks and/or ideas of others you have quoted (i.e., directly copied), summarised, paraphrased, discussed, or mentioned in your assessment through the appropriate referencing methods, * Provided a bibliography of the publication details so your reader can locate the source if necessary. This includes material taken from Internet sites.   If you do not acknowledge the sources of your material, you may be accused of plagiarism because you have passed off the work and ideas of another person without appropriate referencing, as if they were your own.  The University of Sydney treats plagiarism as a very serious offence constituting misconduct.  Plagiarism covers a variety of inappropriate behaviours, including:   * Failure to properly document a source. * Copyright material from the internet or databases. * Collusion between students.   For further information on our policies and procedures, please refer to the University website and see.   * <https://libguides.library.usyd.edu.au/citation> * <https://www.sydney.edu.au/students/academic-dishonesty.html> * <https://www.sydney.edu.au/students/writing/referencing.html> | | | |
| **Assessment Declaration** | | | |
| You agree to the assessment declaration when you submit work electronically. | | | |
| **Other Resources** | | | |
| The following resources are provided to help you complete different part of the group project.   * Persona Design Template * Group Project Team Charter Template * Weekly Meeting Minutes Template | | | |
| **Persona Template** | | | |
| **Persona** | <name of persona> e.g., Union Representative Katie (from Advocacy Groups listed in Key Stakeholders)  A reminder that personas are often named (e.g., “Professor Sandra”) to emphasise human-centred design thinking. However, they do not represent a single (named) user but represent characteristics of a group of people whose needs and requirements have been considered | | |
| **Role** | e.g., < National Secretary of the Health Sector Union >. Suggest you understand and then outline their < roles and responsibilities >, particularly in relation to workplace gender equality. | | |
| **Context of work** | < Describe the societal context of this persona. > That is the specific circumstances, environment, and conditions in which a particular role is performed. It encompasses various factors such as the industry, organisation, team dynamics, goals and objectives, available resources, technology, regulations, and cultural norms. Understanding the context of work is essential for making decisions and achieving desired outcomes. It involves considering how different elements interact and influence each other within the work environment. | | |
| **Key activities** | < Describe the key activities relevant to this project > e.g., Union Representative Katie wants to understand the workplace gender equality issues facing the health sector and how they differ from other sectors represented by unions and what can be done where the gap is negative. For example, she may:   * want companies to commit to bringing gender equality in the workplace * want consistency in gender equality across industries and across different sizes of companies (harmonization) * wants laws to be relevant to current conditions * want laws to consider future trends | | |
| **Questions** | Three questions Union Representative Katie would use the data to answer or demonstrate. < Question 1: > < Question 2: > < Question 3: > | | |
| \* Note that you are required to complete one table for each of the three different stakeholders and their personas you decide on. You will be required to undertake additional research to be able to complete the task.  \*\* Note that the completed templates are to be included in the body of your assignment. | | | |

GROUP PROJECT TEAM CHARTER

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| 1. **Introduction** | | | | |
| The Group Project Team Charter principally sets out the purpose, goal, composition and roles of the Group Project Team to assist students with their completion of their assignment 2, adopting principals of good corporate governance and practice that accord with the expectations of the University of Sydney. | | | | |
| 1. **Team Goals** | | | | |
| The goals of the Group Project Team is to ... | | | | |
| 1. **What are your goals for this assessment?** | | | | |
| What are each group members’ individual goals for this assessment? What are our goals as a group? What will success look like for our group?  Take time to say what is important to you and listen to what is important to others. Consider how success can be measured and think beyond assigned marks (e.g. personal satisfaction, skill development, or contribution to the broader community).  Our group’s top three goal: | | | | |
| 1. **Roles and Responsibilities** | | | | |
| **All Members** | | * Completing a skills assessment of Members of the Group Project * Appointing the Chair of the Group Project Team * Appointing the Secretary of the Group Project Team * Drafting content for Group Project | | |
| **Chair** | | * Allocate content to all member of the Group Project Team * Chair Weekly Group Project Team Meetings * Ensure Action Items are completed on time and to scope. * Provide Casting vote on matters to be resolved | | |
| **Secretary** | | * Scheduling Group Project Team meetings * Drafting and distributing Group Project Team meeting minutes * Maintaining and monitoring Group Project Team Action Items | | |
| 1. **Meetings** | | | | |
| * The Group Project Team will meet at least weekly outside of class and as required. * Attendance may be in person, by phone or video conference, or other means deemed acceptable by the Chair. * The Chair of the Group Project Team will normally preside at all meetings, but in the absence of the appointed Chair, the members of the Group Project Committee will appoint another member. * Team members must be available to meet with a member(s) of the Teaching Team on request, within a reasonable timeframe. | | | | |
| 1. **Decisions** | | | | |
| * Any matters requiring decision, including agreeing deadlines and if work is of sufficient quality will generally be decided by consensus, or if consensus is not achievable, then by a majority of votes of members present and eligible to vote. * In the event of an equal number of votes being cast for and against a motion, the motion will be passed to the Group Project Team Chair for resolution. | | | | |
| 1. **Minutes** | | | | |
| * Minutes will be circulated within two calendar days after each Group Project Team meeting * Minutes are to be provided to Members of the Teaching Team, upon request. * Use the template below for each meeting | | | | |
| 1. **Action Items** | | | | |
| * Action Items from the Group Project Team meetings are to be maintained with details on:   + the task to be performed   + responsibility for who is completing the task   + when the task is to be completed by   + whether the task is complete, or overdue | | | | |
| 1. **Reporting and Review** | | | | |
| * Minutes and Action Items are to be provided to Members of the Teaching Team, upon request. * The performance of the Team will be evaluated by Members of the Teaching Team. | | | | |
| **Appendix A – Allocation of Roles and Responsibilities** | | | | |
| The following table summary the Members of the Group Project Committee and the role they have been allocated: | | | | |
| **Student Name** | | | **Student ID** | **Role** |
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| WEEKLY MEETING MINUTES |
| Minutes of a meeting of Group [insert Group No] |
| Held from [insert times] |
| on [insert date] |
| at [insert location] |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Attendance** | | | | | |
|  | **Present** | | | **Role** | |
|  | [insert group member name] | | | [insert group member role] | |
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|  | **Apologies** | | | **Position** | |
|  | [insert group member name] | | | [insert group member role] | |
|  |  | | |  | |
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| **1** | **Welcome and Apologies** | | | | |
| [provide introductory comments from the Chair] | | | | | |
|  | | | | | |
| **2** | **Minutes of Previous Meeting** | | | | |
| [group member to comment on previous minutes and approve if accurate] | | | | | |
|  | | | | | |
| **3** | **Action Items Completed and Outstanding** | | | | |
| [chair to discuss previous action items completed and overdue] | | | | | |
|  | | | | | |
| **4** | **General Business** | | | | |
| [any other business to be discussed] | | | | | |
|  | | | | | |
| **5** | **Next Meeting** | | | | |
| The next scheduled meeting is [insert date and time]. | | | | | |
|  | | | | | |
| **6** | **Close** | | | | |
| There being no further business, the Chair closed the meeting at [insert time]. | | | | | |
|  | | | | | |
| Signed as a true record. | | | | | |
|  | | | | | |
| Signature of Chair | |  |  | |  |

**Action Items Arising from the Group Meeting**

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| --- | --- | --- | --- | --- |
| No | Action Item Description | Responsible Member | Dure Date | Status |
| Maintain a register of all action items and note their status as either complete, in progress or overdue | | | | |
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| 2 |  |  |  |  |
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