



## ROYAL COMMISSION INTO VIOLENCE, ABUSE, NEGLECT AND EXPLOITATION OF PEOPLE WITH DISABILITY

### Statement of Professor Mark Hoffman

I, Mark John Hoffman of Room CH310, the Chancellery, the University of Newcastle, Callaghan NSW 2308 state:

#### Background

1. I am employed by the University of Newcastle in the position of Deputy Vice-Chancellor (Academic) and Vice-President. I have held this role since 5 March 2020. I joined the University in this capacity.
2. My qualifications are as follows
  - a. Bachelor of Engineering (Mechanical Engineering) (Honours), University of Sydney;
  - b. Doctor of Philosophy, University of Sydney; and
  - c. Master of Business and Technology, University of New South Wales.
3. In my role as Deputy Vice-Chancellor (Academic), I am responsible for all aspects of teaching and learning across the University's multiple campuses, including equity, diversity and inclusion, Indigenous education, enabling education and education pathways, curriculum quality assurance, student administration, and learning resources.

#### Education and training provided to health professionals

4. In my role as Deputy Vice-Chancellor (Academic), I oversee the curriculum development, review and delivery provided to University of Newcastle students.
5. Annexed to this statement is a documented entitled '**Annexure A - University of Newcastle Response to the Royal Commission Request**', which sets out information relating to
  - a. University of Newcastle programs including:
    - i. entry to profession Pharmacy, Speech Pathology, and Psychology degrees;
    - ii. whether the degree is graduate entry level or undergraduate;
    - iii. the duration in years of those degrees;
    - iv. the total number of units of study, including any clinical units, required to complete the degree;
    - v. the number of units of study that are compulsory;
    - vi. the number of units of study that are electives or optional; and
    - vii. the number of units of study that incorporate a human rights model or other model relevant to the to the rights of people with disability.
  - b. Content addressing cognitive disability, covering units of study (including coursework and clinical placement) in the Pharmacy, Speech Pathology, and Psychology degrees that include learning objectives or components on:
    - i. cognitive disability;
    - ii. attitudes, assumptions and beliefs about the quality of life of people with cognitive disability;
    - iii. communication with people with cognitive disability or vulnerable people and their families and support persons;
    - iv. adjustments to standard practices and procedures that may be required when treating people with cognitive disability; and

- v. a description of the above units including which of these units are compulsory or elective, the unit of study, the year the unit is offered, the method used to deliver the learning objectives or components, the total number of hours of teaching or clinical placement dedicated to cognitive disability, the extent to which people with cognitive disability are involved in the unit of study or the degree, and the form of assessment used to test the knowledge acquired by students on the learning objectives or components on cognitive disability.
- c. Review and redevelopment of curriculum based on internal reviews and reviews by professional accreditation bodies in the Pharmacy, Speech Pathology, and Psychology degrees, including:
    - i. who conducts the review;
    - ii. the process or stages involved in reviewing the curriculum;
    - iii. the frequency with which the curriculum is reviewed;
    - iv. the matters considered in reviewing the curriculum;
    - v. the process to provide feedback or suggestions for changes to the curriculum;
    - vi. the extent to which feedback or suggestions are considered and implemented;
    - vii. the process to approve changes to the curriculum;
    - viii. whether input is sought from external parties in relation to proposed changes to the curriculum;
    - ix. the time it takes to implement changes to the curriculum; and
    - x. an outline of the most recent review of the curriculum and when the next review is scheduled to occur.
  - d. Whether and how changes could be made to education and training in the Pharmacy, Speech Pathology, and Psychology degrees to incorporate learning objectives or components on:
    - i. cognitive disability;
    - ii. attitudes, assumptions and beliefs about the quality of life of people with cognitive disability;
    - iii. communication with people with cognitive disability or vulnerable people and their families and carers; and /or
    - iv. adjustments to standard practices and procedures that may be required when treating people with cognitive disability.
6. Also annexed to this statement is a documented entitled '**Annexure B - University of Newcastle – Undergraduate Psychology Units – Supplementary Table**, which is provided to further inform the review. Although undergraduate psychology units are not entry to profession units, they are prerequisites to admission into the postgraduate psychology programs.
7. The Response to the Royal Commission Request contains discipline inputs from the University's School of Biomedical Science and Pharmacy, School of Humanities and Social Sciences, and School of Psychology.



Professor Mark Hoffman  
Deputy Vice-Chancellor (Academic) and Vice-President, University of Newcastle

24 February 2021