A meeting of the Academic Senate will be held at 9.30am Tuesday 1 April 2014 in the Council Chambers, Level 2, E11A.

★ This symbol indicates items that have been starred for discussion at the meeting.

Members are requested to notify the Chair of Academic Senate, Professor Dominic Verity, of any additional items which they wish to have starred, and the reason for seeking discussion of those items.

Members who are unable to attend the meeting are requested to send their apologies to Ms Amanda Phelps, University Committee Secretary (phone. 61 2 9850 7316 or e-mail senate@mq.edu.au).

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A G E N D A

Page Numbers

★ 1. APOLOGIES / WELCOME

2. ARRANGEMENT OF AGENDA

★ 2.1 Disclosure of Conflicts of Interest

★ 2.2 Starring of Items

★ 2.3 Adoption of Unstarred Items

Pages 3 to 21

★ 3. MINUTES OF PREVIOUS MEETING

Meeting held on 13 February 2014.

★ 4. BUSINESS ARISING FROM THE MINUTES

(not dealt with elsewhere in the Agenda)

Pages 22 to 24

★ 4.1 Academic Senate items requiring action

Pages 25 to 26

★ 4.2 Nomination of Faculty of Human Sciences member

5. CONSIDERATION OF CONFIDENTIAL ITEMS

To be tabled

5.1 University Discipline Committee

The minutes of the University Discipline Committee held on 5 March 2014 will be tabled.

★ 6. CHAIR ORAL UPDATE

★ 7. VICE-CHANCELLOR ORAL UPDATE
8. QUESTIONS ON NOTICE
Members are requested to submit Questions on Notice to the Chair two days in advance of the meeting.

9. REPORTS FROM STANDING COMMITTEES

- Pages 27 to 51  9.1 Academic Standards and Quality Committee

- Pages 52 to 55  9.2 Curriculum Standards Framework Committee
  Report of the meeting 4 March 2014.

- Pages 56 to 75  9.3 Higher Degrees Research Committee

- Pages 76 to 99  9.4 Senate Learning and Teaching Committee

10. GENERAL BUSINESS

- Pages 100 to 110 10.1 Student Misconduct Rule
- Pages 111 to 112 10.2 Doctor of Medical Science – change to offering
- Pages 113 to 115 10.3 Status of Curriculum Renewal 2015 Program
- Pages 116 to 117 10.4 Grade Point Average Scale
- Pages 118 to 123 10.5 University Policy
  - 10.5.1 Policy Review
  - 10.5.2 Academic Policy Development
- Pages 124 to 136 10.6 Recognition of Prior Learning
- Pages 137 to 138 10.7 Non-Faculty electorate election
- Pages 139 to 141 10.8 Vice-Chancellor’s Commendations
- Pages 142 to 145 10.9 Prize Awards
- Pages 146 to 149 10.10 Academic Senate 2020: Challenges and Opportunities
  presentation by Chair of Academic Senate
- Pages 150 to 151 10.11 Nomination for Posthumous award – approved by Chair
- Pages 152 to 154 10.12 Late additions to the February 2014 Qualification List –
  approved by Chair
- Pages 155 to 156 10.13 Macquarie Foundation Completions – approved by Chair
- Pages 157 to 158 10.14 Savings clause cases – ratification of recommendations

11. OTHER BUSINESS
ITEM 3: MINUTES OF PREVIOUS MEETING

Attached are the minutes of the meeting held on 13 February 2014.

Recommendation

That the minutes of the meeting held on 13 February 2013 be signed as a true and correct record.
Minutes of a meeting of Academic Senate held on 13 February 2014 at 9.30am in the Senate Room, Level 3, Lincoln Building.

Present: Professor D Verity (in the Chair)
Dr Wylie Bradford
Mr Sam Bradshaw
Professor John Croucher
Professor Bruce Dowton
A/Professor Mark Evans
Mr Morgan Foulsham
Professor Simon George
Professor Janet Greeley
Mr Tim Hendry
Professor Jim Lee
Professor Lori Lockyer
Professor Catriona Mackenzie
Professor Nick Mansfield
Professor Peter Nelson
Professor Jacqueline Phillips
Professor Sakkie Pretorius
Professor Anne Ross-Smith
Professor Ian Solomonides
Ms JoAnne Sparks
A/Professor Michelle Trudgett
Dr Lisa Wynn
Dr Rod Yager
Professor Sherman Young

In Attendance: Ms Jacqueline Cadwgan
A/Professor Pamela Coutts
Ms Jayne Freeman
Ms Barb Mclean
Ms Amanda Phelps
Mr George Tomossy
Ms Zoe Williams
Mr Jonathan Wylie

Apologies: Deidre Anderson
A/Professor David Coutts
Professor Alex Frino
Professor Mark Gabbott
Professor Mariella Herberstein
Mr Nigel Khine
Mr Nicholas McGuigan
Professor Judyth Sachs
Professor John Simons
Professor Dick Stevenson
Dr Edward Watts
1. **APOLOGIES /WELCOME**

   Academic Senate noted that apologies were received from: Deidre Anderson, A/Professor David Coutts, Professor Alex Frino, Professor Mark Gabbott, Professor Mariella Herberstein Mr Nigel Khine, Mr Nicholas McGuigan, Professor Judyth Sachs, Professor John Simons, Professor Dick Stevenson and Dr Edward Watts.

   The Chair noted that Professor Jim Lee, Deputy Vice Chancellor International was attending his first Academic Senate meeting. Associate Professor Pamela Coutts and Mr George Tomossy were in attendance as observers pending confirmation of their appointment as members of Academic Senate.

   The Chair also noted the attendance of the Acting Executive Dean Faculty of Science, Professor Peter Nelson, noting the resignation of Professor Clive Baldock with effect from 31 January 2014.

   The Chair also noted the resignation of student member Jessica Kirkness from Academic Senate and the need to find a replacement postgraduate representative.

2. **ARRANGEMENT OF THE AGENDA**

   The following items were starred for discussion:

   4.1 Academic Senate items requiring action
   4.2 Academic Governance
   4.3 Nomination of Faculty of Arts member
   6 Chair Oral Update
   7 Vice-Chancellor Oral Update
   8. 2013/2014 Session 3 Unit Results
   9. Questions on Notice
   10.1 Academic Standards and Quality Committee
   10.2 Higher Degree Research Committee
   10.3 Higher Degrees Research Committee
   11.1 Review of Academic Standards and Quality Committee
   11.2 Disruptions to Studies
   11.3 Macquarie Foundation Completions

2.1 The Chair requested that Senate members declare any conflicts of interest. No conflicts were recorded.

3. **MINUTES OF MEETING HELD 12 DECEMBER 2013**

   **Resolution 14/01**
   
   *That the minutes of the meeting held on 12 December 2013 be signed as a true and correct record.*

4 **BUSINESS ARISING FROM THE MINUTES**

4.1 **Academic Senate items requiring action**

   The Chair spoke to a number of matters identified on this table throughout the meeting.

4.2 **Academic Governance**

   The Chair spoke to the paper summarising the recent review of the Academic Rules and creation of the Delegation of Authority. The Chair also identified recent changes that had been made to the Senate Learning and Teaching Committee Terms of Reference, which now allows for four members of Academic Senate to sit as members of Senate Learning and Teaching Committee. The Chair encouraged members of Academic Senate to contact him directly to volunteer to sit on this sub-committee of Academic Senate.
ACTION: That four members of Academic Senate are selected to join Senate Learning and Teaching Committee, as per the new Senate Learning and Teaching Terms of Reference.

**Resolution 14/02**

*That Academic Senate notes the changes to the Academic Senate Rules and Delegations of Authority.*

**Resolution 14/03**

*That Academic Senate approves the formation of a working group to develop templates for a Business Case for the establishment of a new program or disestablishment of a program in consultation with the Acting Deputy Vice-Chancellor (Provost) and Chief Operating Officer.*

4.3 **Nomination of Faculty of Arts member for Academic Senate.**

The Executive Dean and elected representatives of the Faculty of Arts nominated Mr George Tomossy to be co-opted to Academic Senate, to fill the vacancy arising from Professor Sherman Young’s appointment as Pro-Vice Chancellor (Learning Teaching and Diversity).

**Resolution 14/04**

*That Academic Senate approves the co-option of George Tomossy, Faculty of Arts representative for the remainder of the current term, until 31 December 2014.*

The Chair of Senate also noted that the Faculty of Human Sciences also remained without a fourth representative on Academic Senate.

ACTION: That the Faculty of Human Sciences nominates one representative to be co-opted to Academic Senate to fill the current vacancy at the next Academic Senate meeting.

4.4 **Co-option of Chairs of Sub-Committees of Academic Senate to Academic Senate**

The Chair emphasised his view that all Chairs of the sub-committees to Academic Senate should be co-opted members of Academic Senate. Noting that the Chair of Academic Standards and Quality Committee, Associate Professor Pamela Coutts was currently the only sub-committee Chair who was not currently a member of Academic Senate.

**Resolution 14/05**

*That Academic Senate approves the co-option of the Chair of the Academic Standards and Quality Committee to Academic Senate.*

5. **CONSIDERATION OF UNSTARRED ITEMS**

**Resolution 14/06**

That the items not starred for discussion be noted and, where appropriate, be adopted as recommended.

(The adopted items are recorded in these minutes according to the sequence of the agenda).

Mr Morgan Foulsham arrived at 9:47am.

Ms JoAnne Sparks arrived at 9:50am.

6. **CONSIDERATION OF CONFIDENTIAL ITEMS**

The minutes of the University Discipline Committee held 11 December 2013 were tabled.
7. **CHAIR ORAL UPDATE**

The Chair welcomed members to the first meeting of Academic Senate for 2014 and reflected on key achievements of the previous year.

The Chair confirmed that in addition to the Delegation of Authority and Academic Rules, University Council had also approved the Disruption to Studies Policy at its final meeting of 2013. The Chair reflected on an active year that had yielded the RPL and Disruptions to Study Policies; a completely overhauled suite of Academic Rules; the formulation and implementation of a response to the challenges posed by the AQF; a major review of the subcommittees of Senate (ongoing) resulting in significant reform in the structure and function of ASQC; the implementation of a more equitable student discipline process; authorizations to allow Faculties to approve new / revised units and unit results; and new approval authorizations granted to Senate sub-committees, which will enable them to act in a more timely manner within their areas of responsibility.

The Chair went on to advise members that 2014 would see further significant reform in the structure, function and activities of Academic Senate. He referred to the Delegation of Authority framework and the opportunity it provides for Academic Senate to expand and increase its focus on strategic level priorities as opposed to operational functions. To support this goal, the Chair advised members that he had scheduled a planning session with the Chairs of SLTC and ASQC at the end of 2013 and was meeting with the DVC (R) following Senate to include HDRC within a strategic plan for the year.

The Chair advised members of the intention to present members with the outcome of this exercise at the next meeting of Senate.

The Chair referred members to the paper presented on the role of Academic Boards and Senates, which had been prepared by a working party of the National Committee of Chairs of Academic Boards. It was agreed that a reference group of Academic Senate would be established to examine the principles laid out in that document, compare them to the current structure and activities of Academic Senate, and identify areas for improvement and action.

The Chair identified particular challenges in regard to Senate’s responsibilities in a number of areas beyond the learning, teaching and curriculum portfolios. Professor Phillips agreed with the Chair and indicated that while Senate fulfilled an important role in the academic governance of learning and teaching, it was not as active in other areas of the academic enterprise, such as research, and was less focused on strategic matters than it should be. Professor Phillips indicated that she would be happy to sit on this reference group.

The Chair also proposed that Academic Senate should undergo an external review at the end of 2014. This review would engage the expertise of academic governors from peer institutions to evaluate and benchmark the performance of Academic Senate.

**ACTION:** That a Working Group is established to benchmark Macquarie University to the “The Purpose and Function of Academic Boards and Senate in Australian Universities” paper and provide a report to a subsequent Academic Senate meeting.

Academic Senate noted the update.

8. **VICE-CHANCELLOR ORAL UPDATE**

The Vice-Chancellor updated Academic Senate on load planning with specific reference to early round offers made through UAC. The Vice-Chancellor indicated that while final data would not be available until after census date for Session One, that the University was on track and slightly ahead with domestic numbers. The Vice-Chancellor referred to changes
resulting in process improvements to support load planning, which included more early offers and the launch of online enrolment. The Vice-Chancellor reported the positive feedback that online enrolment had received from students commending the University in digital media. The Vice-Chancellor advised that at the present time, granular information was not yet available on international student numbers. It was noted that a lag in demand from pathway programs was concerning and that further investigation is being undertaken to ascertain the factors influencing this trend.

The Vice-Chancellor confirmed that the University Council had approved the Delegation of Authority at its last meeting of 2013 and spoke to the clarity that this framework would provide decision making across the institution. A full communication plan has been developed to launch the Delegation of Authority and the Vice-Chancellor would provide a further update to members at the next meeting. The Vice-Chancellor referred to the considerable amount of work undertaken in 2013 on the University’s rules and spoke to the ongoing work around the Student Misconduct and Discipline Rules and Faculty Rule. The Vice-Chancellor will continue to work with the Executive Deans on the Faculty Rule to ensure that there is clear articulation on the matters that Faculties can determine themselves and with what degrees of freedom around the various Faculty processes.

The Vice-Chancellor updated members on staffing arrangements within the Executive. The Vice-Chancellor referred to the Provost’s recent announcement of her intention to resign and spoke at length about the enormous contribution that Professor Sachs had made to the University. The Vice-Chancellor noted that the Provost is leaving an institution, which is considerably different to that which she had joined and advised members that a formal farewell was being planned to acknowledge Professor Sach’s achievements.

The Vice-Chancellor advised Academic Senate that he had been consulting across campus around the institution’s needs in terms of senior academic leadership and outlined some of the key points of distinction between the role of the Provost in the United States and Australia. Academic Senate was advised that in the US the role of Provost involved a broad mandate including financial planning, development and representing the University with external stakeholders including state government and funding bodies. The Vice-Chancellor indicated that at this point he is leaning towards establishing a DVC (Academic) role to provide senior academic leadership and would continue to keep Senate informed.

The Vice-Chancellor referred to Professor Clive Baldock’s announcement that he would not be returning to the University and extended thanks to Professor Peter Nelson for taking on Acting Executive Dean role.

In terms of the broader environment, the Vice-Chancellor referred to national press coverage since the last meeting, signaling interest from the Commonwealth and some State governments to the move higher education from state to federal control. While there had been no further coverage of this issue recently, the Vice-Chancellor advised members that this was a matter of interest for the University and his office would continue to monitor the situation.

The Vice-Chancellor updated Academic Senate on the University’s Jubilee celebrations including: the publication of a book and digital media featuring 50 stories on Macquarie; a public lecture series; an off-campus external event and an on-campus event scheduled for June 16 to commemorate the enactment of the Macquarie University Act by the NSW Parliament.

The Vice-Chancellor advised members of a project focusing on the University’s identity. The project is part of the broader Framing of Futures strategy and questions how we see ourselves including the University brand. The Jubilee celebrations provided an opportunity to re-consider the University’s brand and experts were advising the University on the options available.
In closing, the Vice-Chancellor apologised to Academic Senate for slow progress on the renovation of the Senate Room and referred to the advice received that the scope of the project was larger than he initially considered. Members were assured that this continued to be priority.

The Chair thanked the Vice-Chancellor for his update.

Mr Tim Hendry arrived at 10:10am.

9. 2013/14 – SESSION 3 UNIT RESULTS

9.1 Academic Senate noted the process for the ratification and release of the final results for Session 3 2013/14 and results from ICMS Study Period 3 2013/14 and OUA Term 3 2013/14:

- Wednesday 12 February 2014: Faculty Sign-off
- Thursday 13 February 2014: Ratification by Chair
- Thursday 13 February 2014: Authorisation of release of results
- Thursday 13 February 2014: Results released to students
- Tuesday 4 March 2014: Results reported to Academic Senate

Reports from Executive Deans

Resolution 14/07

*That the schedule of results be approved as the official record and that the Deputy Vice-Chancellor (Students and Registrar) be authorised to convey these results to students.*

The Chair noted that this would be the last time that Units results would be presented to Academic Senate for consideration.

10. QUESTIONS ON NOTICE

*Members are requested to submit Questions on Notice to the Chair two days in advance of the meeting.*

Nil received.

11. REPORTS FROM STANDING COMMITTEES

11.1 Academic Standards and Quality Committee (ASQC)

The Chair of the Academic Standards and Quality Committee spoke to the report and in particular to the number of new programs. It was noted that the new Delegations of Authority granted Academic Senate the delegation to give final approval to all new academic programs. This authority is subject to the caveat that all new programs must gain business case approval from the Provost prior to final approval by Academic Senate.

Professor Janet Greeley, Acting Provost queried if a business case would be required in support of the closure of programs. It was noted that further clarification would be required with respect to this query.

Academic Senate noted the report of the meeting of 28 January 2014 and resolved as recommended:

**Undergraduate Sub-Committee was held on 22 November 2013**

The Committee noted the minutes of the Undergraduate Sub-Committee meeting held on 22 November 2013.
As the items reviewed at this meeting were urgent and pertained to 2014 programs, the items had already been actioned by the Curriculum and Planning Team in late 2013. The Chair, Ms Spinks, mentioned that, at this additional meeting of the Undergraduate Committee, a couple of urgent Postgraduate items had also been considered by the Committee.

The Chair of Senate mentioned that subsequent to the meeting held on 22 November, he had approved PICT301 Global and Strategic Issues in Criminology to be offered in 2014, mainly as it would have disadvantaged a cohort of students. It was noted that deadlines for 2014 would be much stricter.

CURRICULUM SUB-COMMITTEE MEETINGS HELD ON 17 AND 23 DECEMBER 2013

Postgraduate and Undergraduate Programs 2015

Resolution 14/08

That the following Undergraduate awards and Postgraduate Awards and specialisations listed below are deleted effective 31 December 2014:

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Resolution 14/10

That the following awards, majors and specialisations listed below are renewed effective 1 January 2015:

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<tr>
<td>UG award</td>
<td>Bachelor of Science with the degree of Bachelor of Education (Secondary)</td>
<td>BScBEd(Sec)</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Speech, Hearing and Language Sciences</td>
<td>BSpHLSc</td>
</tr>
<tr>
<td>UG major</td>
<td>Anthropology ANT01</td>
<td></td>
</tr>
<tr>
<td>UG major</td>
<td>Biology BIO03</td>
<td></td>
</tr>
<tr>
<td>UG major</td>
<td>Cultural Studies CUS01</td>
<td></td>
</tr>
<tr>
<td>UG major</td>
<td>Environmental Earth Science EES01</td>
<td></td>
</tr>
<tr>
<td>UG major</td>
<td>Geography GEO01</td>
<td></td>
</tr>
<tr>
<td>UG major</td>
<td>Geology GEL01</td>
<td></td>
</tr>
<tr>
<td>UG major</td>
<td>Geophysics GEP02</td>
<td></td>
</tr>
<tr>
<td>UG major</td>
<td>Cultural Studies (OUA)</td>
<td></td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Teaching (Birth to Five Years) (OUA)</td>
<td></td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Education (OUA)</td>
<td></td>
</tr>
<tr>
<td>PG award</td>
<td>Postgraduate Diploma of Education Studies (OUA)</td>
<td></td>
</tr>
<tr>
<td>PG specialisation</td>
<td>Curriculum and Pedagogy (OUA) (under the OUA MEd)</td>
<td></td>
</tr>
<tr>
<td>PG specialisation</td>
<td>ICT in Education (OUA) (under the OUA MEd)</td>
<td></td>
</tr>
<tr>
<td>PG specialisation</td>
<td>Curriculum and Pedagogy (OUA) (under the OUA PGCertEdSt)</td>
<td></td>
</tr>
<tr>
<td>PG specialisation</td>
<td>ICT in Education (OUA) (under the OUA PGCertEdSt)</td>
<td></td>
</tr>
<tr>
<td>PG award</td>
<td>Doctor of Physiotherapy</td>
<td>DPT</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Advanced Professional Accounting</td>
<td>MAdvProfAcc</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Applied Linguistics</td>
<td>MAppLing</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Chiropractic</td>
<td>MChiroprac</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Clinical Audiology</td>
<td>MClinAudiology</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Creative Media</td>
<td>MCMedia</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Early Childhood</td>
<td>MEChild</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Education</td>
<td>MEd</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Environmental Planning</td>
<td>MEnvPlan</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Future Journalism</td>
<td>MFJ</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Information Technology</td>
<td>MInfoTech</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Organisational Psychology</td>
<td>MOrgPsych</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Special Education</td>
<td>MSpecEd</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Speech and Language Pathology</td>
<td>MSplLngPath</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Sustainable Development</td>
<td>MSusDev</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Teaching (Birth to Five Years)</td>
<td>MTech(Birth to Five Years)</td>
</tr>
<tr>
<td>PG award</td>
<td>Postgraduate Certificate of TESOL</td>
<td>PGCertTESOL</td>
</tr>
<tr>
<td>PG award</td>
<td>Postgraduate Diploma of Education Studies</td>
<td>PGDipEdS</td>
</tr>
</tbody>
</table>
UNDERGRADUATE PROGRAM 2014 AND 2015

Pre-law pathway and course transfer

Resolution 14/11

That Academic Senate approves that the Committee recommend to Academic Senate the subsequent proposal provided by the Faculty of Arts effective from 1 January 2014:

The following key amendments were identified and had been made to ensure consistency and clarity of the intention:

Admission to the ‘Pre-Law’ Pathway
• Removal of four LAW/LAWS units and details of course transfer options and requirements.

New Students
• Added “…with no previous tertiary studies”
• Added “bonus points will contribute towards the required ATAR for entry.”

Existing Students
• Specified entry criteria for each Session in 2014, including ‘Effective from 1 July 2014’ for the new criteria starting in Session 2.’
• Clarified Pre-Law Pathway requirements for 2014 (two units) and 2015 (four units).
• Clarified course transfer options for 2014 and 2015 cohorts.

Psychology: Ongoing exemption from the final examination policy requirement to publish final multiple choice exams

Resolution 14/12

That Academic Senate approves that the ongoing exemption provided to Psychology from the final examination policy requirement to publish final multiple choice exams be continued, subject to psychology publishing a bank of sample questions effective 1 January 2014.

Online and Block delivery

Resolution 14/13

That Academic Senate approves that the following was endorsed in principle:
1. The introduction of three new modes of offering for introduction with the 2015 schedule of units.

2. Further refinement of the definitions of existing offerings following consultation with stakeholders.

3. Presentation of revised definitions following consultation of unit offerings to the ASQC meeting to be held on 25 February 2014 for recommendation to Academic Senate.

PICT/OUA Program Backmapping

Resolution 14/14
That Academic Senate approves the PICT/OUA program backmapping structure (Attachment 6.4 to the Agenda of the ASQC meeting held on 28 January 2014) for 2014 is approved.

Transfer Arrangements for International Students to transfer from the Northern Sydney Institute of TAFE to Macquarie University into degrees for the Faculty of Science

Resolution 14/15
That Academic Senate approves that International Students are to be included in the agreement with Northern Sydney Institute of TAFE for the Faculty of Science courses.

Unit and Program changes approved by the Chair of Academic Senate

Resolution 14/16
That Academic Senate notes the following list of Unit and Program changes approved by the Chair of Academic Senate with effect from 1 January 2014:

Faculty of Arts

Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Existing Entry</th>
<th>Revised Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW891</td>
<td>International Law</td>
<td>Prerequisites: Admission to MIntEnvLaw or PGDipIntEnvLaw or PGCertIntEnvLaw or MIntTrdeComLaw or PGDipTrdComLaw or PGCertTrdComLaw or MIntRelMIntTrdeComLaw or LLM in International Environmental Law or 42cp in LAW units at 400 or 500 level.</td>
<td>Prerequisites: Admission to MIntEnvLaw or PGDipIntEnvLaw or PGCertIntEnvLaw or MIntTrdeComLaw or PGDipTrdComLaw or PGCertTrdComLaw or MIntRelMIntTrdeComLaw or LLM in International Environmental Law or 42cp in LAW units at 400 or 500 level or MIntPubDip</td>
</tr>
<tr>
<td>MAS241</td>
<td>Interactive Web Design</td>
<td>Prerequisites: MAS240</td>
<td>Prerequisites: MAS240 or COMP249</td>
</tr>
<tr>
<td>MAS389</td>
<td>Public Relations Theories</td>
<td>6cp at 200 level including CUL240</td>
<td>6cp at 200 level</td>
</tr>
<tr>
<td>SOC818</td>
<td>Evaluation and the Policy Process</td>
<td>Prerequisites: Admission to MPASR or PGDipPASR or PGCertPASR or MAppAnth or PGDipAppAnth or PGCertAppAnth or MPP or PGCipPP or PGCertPP.</td>
<td>Prerequisites: Admission to MPASR or PGDipPASR or PGCertPASR or MAppAnth or PGDipAppAnth or PGCertAppAnth or MPP or PGCipPP or PGCertPP or MIntPubDip.</td>
</tr>
</tbody>
</table>
Programs/Majors/Specialisations

<table>
<thead>
<tr>
<th>Handbook Code</th>
<th>Name of Program/Major/ Specialisation</th>
<th>Rationale/Request</th>
<th>Outcome of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRI01</td>
<td>Criminology</td>
<td>Request to change PICT300 to PICT301 and for PICT301 to be the Capstone unit for the major.</td>
<td>PICT300 changed to PICT301 in major as Capstone unit</td>
</tr>
<tr>
<td>CRME12M</td>
<td>Master of Creative Media</td>
<td>Errors found in program structure (units repeated in 2 different option sets)</td>
<td>Duplicate units removed from 4cp option set.</td>
</tr>
<tr>
<td>FUTJ11M</td>
<td>Master of Future Journalism</td>
<td>MMCS821 appearing incorrectly in program as MECO825.</td>
<td>Correct code included in program.</td>
</tr>
<tr>
<td>INPD11M</td>
<td>Master of International Public Diplomacy</td>
<td>Request to remove POL801 from structure as unit was not approved for addition.</td>
<td>POL801 removed from structure.</td>
</tr>
<tr>
<td>RUSN03</td>
<td>Diploma of Languages (Russian)</td>
<td>Request to add RSN280 to 24cp option set in Diploma of Languages (Russian)</td>
<td>RSN208 added to 24cp option set.</td>
</tr>
</tbody>
</table>

Faculty of Business and Economics
Programs/Majors/Specialisations

<table>
<thead>
<tr>
<th>Handbook Code</th>
<th>Name of Program/Major/ Specialisation</th>
<th>Rationale/Request</th>
<th>Outcome of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADPR11M</td>
<td>Master of Advanced Professional Accounting</td>
<td>Request to add ACCG825 and ACCG848 as electives as they are recommended electives for students to sit for CIMA T4 Case study.</td>
<td>ACCG825 and ACCG848 added to 24cp option set.</td>
</tr>
</tbody>
</table>

Faculty of Human Sciences
Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Existing Entry</th>
<th>Revised Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE301</td>
<td>Professional Experience in Primary School 1</td>
<td>Corequisites: EDTE353 or EDTE354</td>
<td>Corequisites: EDTE353 or EDTE354 or admission to BEd(Primary)</td>
</tr>
<tr>
<td>EDTE353</td>
<td>Curriculum and Teaching in Primary School 3</td>
<td>Prerequisites: TEP290(P) or TEP318(P)</td>
<td>Prerequisites: Admission to BABEd(Prim) or Bed(Primary) or 39cp including (EDUC105 and EDUC106)</td>
</tr>
<tr>
<td>EDTE354</td>
<td>Curriculum and Teaching in Primary School 4</td>
<td>Corequisites: EDTE301</td>
<td>Corequisites: None</td>
</tr>
<tr>
<td>EDTE456</td>
<td>Curriculum and Teaching in the Primary School 6</td>
<td>Prerequisites: (TEP403(S) or TEP414(S)) and (TEP494(P) or TEP418(P) and TEP419(P)) or EDTE455</td>
<td>Prerequisites: (EDTE403(S) or TEP414(S)) and (TEP494(P) or TEP418(P) and TEP419(P)) or EDTE455</td>
</tr>
<tr>
<td>PSY248</td>
<td>Design and Statistics II</td>
<td>NCCW: PSY222</td>
<td>NCCW: PSY222, STAT270, BIOL235</td>
</tr>
</tbody>
</table>
### Programs/Majors/Specialisations

<table>
<thead>
<tr>
<th>Handbook Code</th>
<th>Name of Program/Major/ Specialisation</th>
<th>Rationale/Request</th>
<th>Outcome of change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EACH12M Master of Early Childhood</td>
<td>Request to bring credit points in specific requirements in line with general requirements.</td>
<td>Requirement changed from: 24cp at 800 level or above in 4cp at 800 level or above in units with an ECED or EDCN prefix units with an ECED prefix To: 20cp at 800 level or above in 8cp at 800 level or above in units with an ECED or EDCN prefix units with an ECED prefix</td>
</tr>
<tr>
<td></td>
<td>TEAC11GC Graduate Certificate of Teaching (8-12 years)</td>
<td>To fix an administrative error the request is to replace EDTE456 with EDTE480 in the GCertTeach(8-12). Unit is a double badged unit.</td>
<td>EDTE456 changed to EDTE480 in GCertTeach(8-12) program only.</td>
</tr>
</tbody>
</table>

### Faculty of Science

#### Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Existing Entry</th>
<th>Revised Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL108</td>
<td>Human Biology</td>
<td>Quota: Uncapped</td>
<td>Quota: 1000</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Prerequisites and Corequisites</td>
<td>Prerequisites: 39cp Corequisites: 3cp from BIOL301-BIOL375 or BBE305 or BBE306</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BIOL884</td>
<td>Topic in Evolution</td>
<td>Prerequisites: BSC and admission to PG Dip ResPrep (Sc)</td>
<td>Prerequisites: None</td>
</tr>
<tr>
<td>CBMS101</td>
<td>Foundations of Chemistry</td>
<td>NCCW: HSC Chemistry band 4 or above</td>
<td>NCCW: HSC Chemistry band 5 or above</td>
</tr>
<tr>
<td>CBMS330</td>
<td>Biomolecular Sciences Capstone</td>
<td>Corequisites: 9cp from CBMS331 – CBMS349</td>
<td>Corequisites: 9cp from CBMS306, CBMS331 – CBMS349</td>
</tr>
<tr>
<td>CLIM803</td>
<td>Climate Change Impacts</td>
<td>Prerequisites: Admission to MClimCh</td>
<td>Prerequisites: Admission to MClimCh or MEnv or PG Dip Env or PGCert Env or MWld Mgt or PG Dip Wild Mgt or PGCert Wild Mgt or MSc in Biodiversity Conservation</td>
</tr>
<tr>
<td>ENGG350</td>
<td>Systems Design and Engineering</td>
<td>ENGG350</td>
<td>ENGG450.</td>
</tr>
<tr>
<td>ENVE383</td>
<td>Environmental Analysis Using Remote Sensing and GIS</td>
<td>Prerequisites: 39cp including (ENV264(P) or GEOS264(P)) Corequisites: ENVG390</td>
<td>Prerequisites: ENV264(P) or GEOS264(P) Corequisites: None</td>
</tr>
<tr>
<td>ENVG390</td>
<td>GIS for Urban and Regional Management</td>
<td>Corequisites: None</td>
<td>Corequisites: 3cp from ENVE or ENVG or ENV units at 300 level Previously indicated as PACE unit in Spatial Information Science major. Updated as Capstone/PACE unit in Spatial Information Science major.</td>
</tr>
<tr>
<td>ISYS114</td>
<td>Introduction to Systems Design and Data Management</td>
<td>Unit designations: Commerce, Information Technology, Science</td>
<td>Unit designations: Commerce, Engineering, Information Technology, Science</td>
</tr>
<tr>
<td>ISYS200</td>
<td>IT and the Future of Society</td>
<td>Quota: None</td>
<td>Quota: 550</td>
</tr>
</tbody>
</table>

**Programs/Majors/Specialisations**

<table>
<thead>
<tr>
<th>Handbook Code</th>
<th>Name of Program/Major/ Specialisation</th>
<th>Rationale/Request</th>
<th>Outcome of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>BICO02</td>
<td>Bachelor of Biodiversity and Conservation</td>
<td>As BIOL390 is to be rested and is a core unit, request is to change 300 level required components to BIOL349 and 12cp of 300 level units</td>
<td>BIOL390 removed as core unit requirement and 9cp option set changed to 12cp.</td>
</tr>
<tr>
<td>BICO11M, BIOT11M and BIOT21D</td>
<td>Master of Biotechnology with Master of Commerce, Master of Biotechnology and Postgraduate Diploma of Biotechnology</td>
<td>Request to allow students to enrol in the internship unit BUS880 in FBE instead of CBMS884 which has been deleted.</td>
<td>CBMS884 removed and BUS880 added to 24cp option set.</td>
</tr>
<tr>
<td>DATS11M, DATS21M and DATS31M</td>
<td>Master of Data Science, Postgraduate Diploma of Data Science and Postgraduate Certificate of Data Science</td>
<td>Request to change start date of courses from S2 2014 to S1 2015.</td>
<td>Course availability changed to S1 2015.</td>
</tr>
</tbody>
</table>
Back Mapping

Resolution 14/17

That Academic Senate approves that for the purposes of completions the following units were added as alternates to the back mapping documents:

- BIOL357 was added as an alternative to BIOL257
- BIOL358 was added as an alternative to BIOL247
- PSY104 and PSY105 were added to the 100-level option set as alternatives to PSYC104 and PSYC105 respectively.

Appeal against decision of FSQC

Resolution 14/18

That Academic Senate approves that the student (42143349) appeal against the decision of FSQC considered by the Chair and Professor Anne Ross-Smith is reaffirmed by the full ASQC.

11.2 Higher Degrees Research Committee (HDRC)

Academic Senate noted the report of the meetings of 20 December 2013 and 17 January 2014. Professor Nick Mansfield spoke to both reports and commented in particular that completion rates had increased higher than expected, with an approximate increase of 60%. At this stage there had been very strong increased in the Master of Research (MRES) program.
The Chair thanked the Higher Degrees Research office for their efforts during this period.

**COMPLETION OF REQUIREMENTS**

**Resolution 14/19**
That Academic Senate noted that the students included in the report (approved by the Chair of Senate on 20 December 2013) have satisfied the requirements for the Awards stated.

12. **GENERAL BUSINESS**

12.1 **Review of Academic Standards and Quality Committee**

The Chair spoke to the draft revised Academic Standards and Quality Committee (ASQC) Terms of Reference, draft Curriculum Standards Framework Committee (CSFC) Terms of Reference and to the ASQC discussion paper that had been considered at 12 December 2013 Academic Senate. The Chair further highlighted the style of the Terms of Reference and noted that this would be used as a model for future creation and revision of Terms of Reference for sub-committees of Academic Senate.

Minor amendments to references in the ASQC and CSFC Terms of Reference to the Deputy Vice-Chancellor (Provost) were suggested. The Chair invited any additional minor amendments to be forwarded directly to him for incorporation.

**Resolution 14/20**
That Academic Senate approves the creation of the Curriculum Standards Framework Committee.

**Resolution 14/21**
That Academic Senate approves the Curriculum Standards Framework Committee Terms of Reference and revised Academic Standards and Quality Committee Terms of Reference, subject to minor amendments.

12.2 **Disruptions to Studies**

The Chair spoke to planned implementation of the Disruption to Studies policy, noting that University Council had approved the Disruption to Studies Policy on 5 December 2013.

Academic Senate noted the update.

12.3 **Macquarie Foundation Completions**

**Resolution 14/22**
That Academic Senate approves the list of 21 candidates who have satisfied the requirements for the Macquarie Foundation Program. (listed at item 11.3 of the 13 February 2014 Academic Senate Agenda)

12.4 **Prize Awards**

The Chair referred members to the list of Prizes and Awards, tabled for noting and approval.

**Resolution 14/23**
That Academic Senate approves that prizes be awarded to the students nominated (listed at item 11.4 of the 13 February 2014 Academic Senate Agenda).
12.5 **Purpose and Function of Academic Boards**

The Senate noted the Purpose and Function of Academic Boards paper.

12.6 **Vice-Chancellor's Commendations**

The nominations for 37 Master Coursework Candidates and 22 Bachelor Degree Candidates (listed at item 11.6 of the 13 February 2014 Academic Senate Agenda) were approved by the Chair of Academic Senate on 19 December 2013.

**Resolution 14/24**

That Academic Senate notes the Vice-Chancellor’s Commendations awarded to the 37 Master coursework graduands, approved by the Chair of Academic Senate on 19 December 2013.

**Resolution 14/25**

That Academic Senate notes the Vice-Chancellor’s Commendations awarded to the 22 Bachelor coursework graduands, approved by the Chair of Academic Senate on 19 December 2013.

12.7 **Late additions to the December 2013 Graduation list**

The list of late additions to the December 2013 Graduation list was approved by the Chair of Academic Senate on 23 January 2014.

**Resolution 14/26**

That Academic Senate notes the list of 13 qualified students for addition to the December 2013 Graduation List (listed at item 11.7 of the 13 February 2014 Academic Senate Agenda)

There being no further business the meeting was declared closed at 10:53 am.

Professor D Verity

Chair
ITEM 4.1: ACADEMIC SENATE ITEMS REQUIRING ACTION

For information.
### Academic Senate items requiring action as at 1 April 2014

<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>Item number</th>
<th>Action required</th>
<th>Status</th>
</tr>
</thead>
</table>
| 14/02/13        | 5.2         | The Executive Dean, Faculty of Business and Economics to communicate this resolution to the Timetable Project Team.  

*(Related Resolution 13/03 That lectures for First Year day units are prioritised within the timetable for scheduling between the hours of 9am to 5pm.)*

The Executive Dean advised that the Timetabling Team had indicated that for the 2014 they would definitely be prioritising the 100 level scheduling, but further clarification was required to determine precisely what was meant in some unusual circumstances. Otherwise the Timetabling Team were concerned that they might unnecessarily create some dynamics that weren’t intended, or conversely, not apply a principle that they should.                                                                                                                                   | Clarification required |
| 04/06/13        | 10.3        | Expressions of Interest sought for participation on the Working Party. The Chair to draft Terms of Reference and circulate to members: Responsible Officers: The Chair and members of Academic Senate.  

*(Related resolution 13/170 - That Academic Senate establish a working party to consider the design of a new quality assurance process by which it might discharge its responsibilities in regard to the ratification of unit results and the qualification of students for awards. For the Working Party to recommend on threshold standards to govern the preparation and consideration of results in Faculties and in regard to the principles and processes to be applied in Academic Senate’s post hoc reviews of these processes.)*

In progress

| 12/07/13        | 13.7        | That the University develops a policy regarding posthumous awards. Responsible Officer, Chair Academic Senate. *(Related Resolution 13/215)*

In progress

| 06/08/13        | 6           | That a task and finish group is established to determine what is required to implement the approval/re-approval of Units of Study at Faculty level. This is to be comprised of the Associate Deans Curriculum Standards and Quality and other experienced members of the University community. The task/finish group is to report back to the 1 October 2013 Academic Senate meeting.

In progress

| 1/10/13         | 10.1        | The current prerequisites for PSYC105 – Introduction to Psychology II to be discussed with further consultation with the Psychology Department. This matter is to be discussed at the next ASQC meeting on 22 October 2013.

In progress

| 12/11/13        | 1           | That the Executive Dean and the elected representatives of the Faculty of Arts nominate a candidate to be co-opted to Academic Senate, subject to the confirmation of Academic Senate.

Completed

| 12/11/13        | 11.2        | That a copy of the Professional Authority Form (PAF) referred to in the Disruptions to Studies policy is circulated to the members of Academic Senate.

To be provided

| 13/12/13        | 11.1        | A draft of the revised Academic Standards and Quality Committee Terms of Reference would be provided to the first Academic Senate meeting on 13 February 2014 for review and discussion.

Completed

<p>| 13/02/14        | 4.2         | That four members of Academic Senate are selected to join Senate Learning and Teaching Committee, as per the new Senate Learning and Teaching Terms of Reference.                                                                                                        | In progress     |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Motion</th>
<th>Reference/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/02/14</td>
<td>4.3</td>
<td>That the Faculty of Human Sciences nominates one representative to be co-opted to Academic Senate to fill the current vacancy at the next Academic Senate meeting.</td>
<td>Refer to item 4.2 on Agenda</td>
</tr>
<tr>
<td>13/02/14</td>
<td>7</td>
<td>That a Working Group is established to benchmark Macquarie University to the “The Purpose and Function of Academic Boards and Senate in Australian Universities” paper and provide a report to the 1 April 2014 Academic Senate meeting.</td>
<td>To be commenced</td>
</tr>
</tbody>
</table>
ITEM 4.2: NOMINATION OF FACULTY OF HUMAN SCIENCES MEMBER

For approval.
20 March 2014

Professor Dominic Verity
Chair, Academic Senate
Macquarie University
NSW 2109

Dear Dominic

Re: Nomination of Faculty of Human Sciences member for Academic Senate

As Executive Dean and the elected representatives of the Faculty of Human Sciences, we wish to nominate our 4th Academic Senate member Associate Professor Mehdi Riazi, subject to the confirmation of Academic Senate.

We note that the nominated member will be invited to the next Academic Senate meeting on 1 April 2014 and their nomination would then be subject to the approval of the Academic Senate.

The nomination of Associate Professor Mehdi Riazi is endorsed by:

Professor Janet Greeley
Executive Dean, Faculty of Human Sciences

Professor Jacqueline Phillips
Professor Neuroscience ASAM

Professor Lori Lockyer
Head of Education

Professor Dick Stevenson
Department of Psychology
ITEM 9.1: ACADEMIC STANDARDS AND QUALITY COMMITTEE

Reports of the Academic Standards and Quality Committee meetings held on 25 February and 18 March 2014.

For approval.
Minutes of the meeting of the Academic Standards and Quality Committee held on Tuesday, 25 February 2014 in the Senate Room, Lincoln Student Services Building, from 10:00am to 11.53am.

PRESENT:
A/Professor Pamela Coutts (Chair)
Ms Deidre Anderson
Dr Trudy Ambler
A/Professor Lawrence Ang
Dr Gordon Brooks
Ms Fiona Burton
Professor Janet Greeley
A/Professor Michael Hitchens
Mr Ward Lee
Dr Rahat Munir
Ms Lynn Negus (on behalf of Mr Ward Lee)
Dr Anne-Louise Semple
Ms Sue Spinks
Mr George Tomossy
Professor Dominic Verity
Professor Sherman Young

APOLOGIES:
Ms Lindie Clark
Ms Kylie Shorrock
Ms JoAnne Sparks

IN ATTENDANCE:
Ms Rajee Grewal
Ms Amanda Phelps
Ms Zoe Williams
Mr Jonathan Wylie

1. APOLOGIES/WELCOME

Apologies were received from Ms Deidre Anderson, Ms Lindie Clark, Ms Kylie Shorrock, Ms JoAnne Sparks and Ms Zoe Williams

1.1

The Chair endorsed the nomination of Mr Ward Lee, as the Director of Centre of Education’s nominee and Ms Fiona Burton as the University Librarian’s nominee in the New Terms of Reference

2. MINUTES OF MEETING HELD ON 28 JANUARY 2014

The minutes of the meeting held on 28 January 2014 were approved as a true and accurate record, with the following amendment:
**Item 4.1 (Page 2)** - Removal of ‘c’ prior to the word program

The Chair also requested the Faculty representatives to ensure that it was clearly relayed to all staff within their respective Faculties, on behalf of the ASQC, that there has to be clearly evidenced disadvantage to a student resulting from erroneous academic advice or program changes by the University for a Saving Clause to be invoked. As discussed at the last meeting on 19 November 2013 a few Saving Clause cases had arisen recently primarily due to misinterpretation of the requirements relating to People, Planet and PACE units.

**Action:** Faculty Representatives

3. **BUSINESS ARISING FROM MINUTES**

The Chair mentioned that, as discussed at the meeting of 28 January that an expanded paper on the Mode of Offering would be presented to the Committee. This was to be followed up by the Deputy Registrar, Mr Wylie.

**Action:** Mr J Wylie

4. **INDIVIDUAL STUDENT CASES**

4.1 **Faculty Reports**

The Committee noted Individual Case Reports had been received from the Faculties.

The Chair reiterated that appropriate staff in the Faculties are reminded that Saving Clause cases should be noted as ‘recommended’ on Faculty Reports, not ‘approved’ as they require approval by Academic Senate.

**Action:** Associate Deans of Quality and Standards

On the Faculty of Business and Economics report it was noted that several individual cases in which it was required to deem ISYS123 equivalent to ISYS100. The Chair enquired if this was a systems issue caused by the introduction of People and Planet units and transitioning of students to new curriculum and whether it would feasible to address the issue by employing back mapping, thereby alleviating a significant amount of manual work in initiating individual case requests. The Chair requested the Faculty Representatives to have a dialogue with their colleagues in the Faculties to establish if the root cause of the problem could be identified. The Deputy Registrar mentioned that he would also raise the issue with Ms Shorrock, Manager of Curriculum and Planning.

**Action:** Faculty Representatives/Deputy Registrar

5. **REPORT OF THE CURRICULUM WORKING GROUP**

5.1 **CURRICULUM WORKING GROUP MEETING HELD ON 7 FEBRUARY 2014**

The Chair remarked that close to 40% of Undergraduate and Postgraduate Awards, Majors and Specialisations had been reviewed, including some Undergraduate degrees that were changing from three to four year awards for accreditation purposes.

It was queried whether the Undergraduate Politics Major was erroneously listed as a ‘New’ award and should be listed under the ‘Renew’ category – it was suggested that this was purely a name change of the Program from ‘International Politics’ to ‘Politics’. The Chair to follow up with Ms Shorrock to seek clarification.

**Action:** A/Professor Pamela Coutts
Resolution:
The Committee RESOLVED that the following Undergraduate awards and Postgraduate Awards and specialisations listed below are deleted effective 31 December 2014:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>2014 NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Arts - Psychology with the degree of Bachelor of Health</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Psychology (Honours) with the degree of Bachelor of Health</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Teaching (Birth to Five Years)</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Teaching (Early Childhood Services)</td>
</tr>
<tr>
<td>UG award</td>
<td>Graduate Diploma of Information Technology</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
<tr>
<td>PG specialisation</td>
<td>Early Childhood ECH31S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>General Applied Linguistics GAL12S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>General Applied Linguistics GAL21S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>General Applied Linguistics GAL31S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>Geoscience GEO11S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>Geoscience GEO21S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>Geoscience GEO31S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>Language for Specific Purposes LSP11S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>Language for Specific Purposes LSP21S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>Language for Specific Purposes LSP31S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>Planning PLA11S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>TESOL (OUA) (under the OUA MAppLing)</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>TESOL (OUA) (under the OUA PGDipAppLing)</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>TESOL TES12S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>TESOL TES21S</td>
</tr>
</tbody>
</table>

Resolution:
The Committee RESOLVED that the following new awards, majors and specialisations listed below are RECOMMENDED FOR APPROVAL effective 1 January 2015:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>Program</th>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Security Studies</td>
<td>BSecStud</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Security Studies (OUA)</td>
<td></td>
</tr>
<tr>
<td>UG award</td>
<td>Politics</td>
<td></td>
</tr>
</tbody>
</table>
Resolution:

The Committee RESOLVED the following awards, majors and specialisations listed below are renewed effective 1 January 2015:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>2014 Name</th>
<th>2015 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Actuarial Studies</td>
<td>Bachelor of Actuarial Studies BActStud</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Arts - Psychology</td>
<td>Bachelor of Arts - Psychology BA-Psych</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Business Leadership and Commerce</td>
<td>Bachelor of Business Leadership and Commerce BBusLeadCom</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Education (Early Childhood Education) (Birth to 12)</td>
<td>Bachelor of Education (Early Childhood Education) (Birth to 12)</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Information Technology - Games Design and Development</td>
<td>Bachelor of Information Technology - Games Design and Development</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Marketing and Media</td>
<td>Bachelor of Marketing and Media BMktgMedia</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Social Science</td>
<td>Bachelor of Social Science BSocSc</td>
</tr>
<tr>
<td>UG major</td>
<td>Arts Practice and Management APM01</td>
<td>Arts Practice and Management APM01</td>
</tr>
<tr>
<td>UG major</td>
<td>Business Information Systems BUI01</td>
<td>Business Information Systems BUI01</td>
</tr>
<tr>
<td>UG major</td>
<td>Chemistry CHY01</td>
<td>Chemistry CHY01</td>
</tr>
<tr>
<td>UG major</td>
<td>Dance and Performance DAN02</td>
<td>Dance and Performance DAN02</td>
</tr>
<tr>
<td>UG major</td>
<td>Decision Science DES01</td>
<td>Decision Science DES01</td>
</tr>
<tr>
<td>UG major</td>
<td>Early Childhood EAC02</td>
<td>Early Childhood EAC02</td>
</tr>
<tr>
<td>UG major</td>
<td>Economics ECO02</td>
<td>Economics ECO02</td>
</tr>
<tr>
<td>UG major</td>
<td>Education EDC02</td>
<td>Education EDC02</td>
</tr>
<tr>
<td>UG major</td>
<td>Human Geography HUG01</td>
<td>Human Geography HUG01</td>
</tr>
<tr>
<td>UG major</td>
<td>Human Resources HUR02</td>
<td>Human Resources HUR02</td>
</tr>
<tr>
<td>UG major</td>
<td>Interactivity and Games ITG02</td>
<td>Interactivity and Games ITG02</td>
</tr>
<tr>
<td>UG major</td>
<td>International Business INB02</td>
<td>International Business INB02</td>
</tr>
<tr>
<td>UG major</td>
<td>International Communication INT01</td>
<td>International Communication INT01</td>
</tr>
<tr>
<td>UG major</td>
<td>Linguistics LIN01</td>
<td>Linguistics LIN01</td>
</tr>
<tr>
<td>UG major</td>
<td>Media, Culture and Communication MED03</td>
<td>Media, Culture and Communication MED03</td>
</tr>
<tr>
<td>UG major</td>
<td>Sociolinguistics SOL02</td>
<td>Sociolinguistics SOL02</td>
</tr>
<tr>
<td>UG major</td>
<td>Statistics STA01</td>
<td>Statistics STA01</td>
</tr>
<tr>
<td>UG major</td>
<td>Contemporary Music CMU01</td>
<td>Music</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG award</td>
<td>Doctor of Advanced Medicine</td>
<td>DAdvMed</td>
</tr>
<tr>
<td>PG award</td>
<td>Doctor of Advanced Surgery</td>
<td>DAdvSurg</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Biotechnology</td>
<td>MBiotech</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Educational Leadership</td>
<td>MEdLead</td>
</tr>
<tr>
<td>PG award</td>
<td>Master of Educational Leadership (OUA)</td>
<td>MEdLead</td>
</tr>
<tr>
<td>PG award</td>
<td>Postgraduate Certificate of Higher Education</td>
<td>Graduate Certificate of Higher Education Grad CertHEd</td>
</tr>
<tr>
<td>PG award</td>
<td>Postgraduate Certificate of Politics and Public Policy</td>
<td>Graduate Certificate of Politics and Public Policy GradCertPP</td>
</tr>
</tbody>
</table>
6. ANY OTHER BUSINESS

6.1 Academic Standards and Quality Committee

The Chair of Academic Senate highlighted the background of the review of the Academic Standards and Quality Committee (ASQC) during 2013, which has led to a revision of the Committee’s Terms of Reference, structure, organisation, as detailed in the discussion paper. One of the outcomes has been the establishment of the Curriculum Standards Framework Committee (CSFC), as a Committee of Academic Senate. Both ASQC and CSFC have the charter to promote high quality teaching practice and program delivery across the University. While ASQC’s charter is to be tasked with monitoring to ensure that the structure and delivery of all taught courses, at Undergraduate and Postgraduate level, meet the standards laid out in the University’s Curriculum Quality Assurance Framework as approved by Academic Senate, CSFC’s charter defines it to be tasked with researching, developing and maintaining the University’s Curriculum Quality Assurance Framework as approved by Academic Senate.

Professor Verity mentioned that Terms of Reference of both Committees had been approved by Academic Senate, however adjustments could be made based on the feedback provided by ASQC members at this meeting.

A/Professor Hitchens requested clarification if the Faculty representative from each Faculty is required to be a member of the Faculty Standards and Quality Committee (FSQC) and it was confirmed that this was not a proviso, as the intent was not to make the membership of Appointed Members highly prescriptive and to leave it up to the individual Faculties to decide which staff could best contribute to the work of the Committee.

Ms Spinks suggested that in the ASQC’s Charter and Terms of Reference in Section 8.9 Assessment Arrangements 8.8 Review of Terms of Reference, it would be better to replace word Assessment with Review. Professor Verity mentioned that he would be make this change for both ASQC and CSFC to make the Charter and Terms of Reference consistent for both Committees.

Professor Verity informed the Committee that the meeting of Academic Senate scheduled for 4 March would be cancelled and in its place, the inaugural meeting of CSFC would be held. Membership of this Committee would be discussed at this meeting and he invited expressions of interest from members to participate in the new Committee.

6.2 Recognition of Prior Learning 2015 – Exception to Schedule of Minimum Requirements from Macquarie Graduate School of Management (MGSM)

Professor Verity outlined that following approval of Recognition of Prior Learning (RPL) Policy by Academic Senate on 1 October 2013 and the accompanying Schedule of Minimum Requirements recommended for approval by the Senate Learning and Teaching Committee (SLTC) on 28 October 2013, MGSM identified a transitional articulation issue arising from the implementation of the RPL Policy in 2015 and the corresponding winding up of the Master of Management (MMgt) at the end of 2014.

Under the RPL Schedule, students admitted to the MMgt from Term 3, 2014 will be unable to complete the program by the end of 2014 and articulate through to the MBA
with the same number of credit points for RPL as is currently available. This was set out in the table in the discussion paper included in the Agenda for comparison purposes, which illustrated that currently students progressing from the MMgt to the MBA are eligible for a maximum of 40 credit points under the 2014 RPL Policy. Under the new RPL Policy (from 2015 on) students who complete the MMgt in 2015 and beyond and who wish to progress to the MBA will be eligible for a maximum of 32 credit points under RPL.

Consequently the MGSM are seeking a transitional Exception to the Schedule which would allow the current RPL arrangements to remain in place in the short term.

Resolution

The Committee RESOLVED TO RECOMMEND to UPRG and then for approval by Academic Senate that the Schedule of Minimum Requirements attached to the RPL Policy 2015 is amended by including the Exception (in green) below:

<table>
<thead>
<tr>
<th>EXCEPTIONS</th>
<th>The following exceptions have been approved by Academic Senate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie University</td>
<td>No exceptions currently approved</td>
</tr>
<tr>
<td>Master of Management (MMgt) articulating into</td>
<td>A student who completes the MMgt (40 credit points) after the end of 2014 is eligible for maximum RPL of 40 credit points towards the MBA (64 credit points). Student must complete a minimum of 24 credit points in the MBA at Macquarie University.</td>
</tr>
<tr>
<td>the Master of Business Administration (MBA) at</td>
<td>A student admitted to the MBA prior to the start of 2015 is required to maintain continuous enrolment (ie be enrolled in at least one [1] unit per term) throughout the remaining duration of the program. This Exception will apply from term 1 2015 up to and including term 2, 2017.</td>
</tr>
<tr>
<td>the Macquarie Graduate School of Management</td>
<td></td>
</tr>
<tr>
<td>(MGSM)</td>
<td></td>
</tr>
</tbody>
</table>

6.3 INTI College Indonesia University Foundation Program for entry to Degree Programs at Macquarie University

The Committee considered a proposal that Ms Kate Roth had submitted on behalf of Macquarie International to consider the INTI College Indonesia Foundation Program for entry to degree programs at Macquarie University.

It was clarified that this is not an articulation agreement, but an entry pathway with no implications for exemptions, equivalency, etc. The Chair commented that if the Committee wished Ms Roth to attend to provide more quality assurance arrangements, the decision to consider this Item could be deferred. A detailed discussion followed, during the course of which it was also clarified that the course structure followed the British Grading Scale model. The Committee agreed to approve the Foundation Program.

Resolution

The Committee RESOLVED to approve the INTI College Indonesia University
6.4 Change to the structure of Juris Doctor

Mr Tomossy spoke to the paper presented for the Juris Doctor program and outlined the rationale for the changes. The Committee clarified that the written assignment to reflect the research outcome should constitute 40% of the units identified, not 30%, as had been specified by recent discussions at this Committee. Based on this amendment, the Committee agreed to approve the changes to the structure of the Juris Doctor. The Chair of Academic Senate confirmed that under the new Charter and Terms of Reference ASQC is authorised to approve all revisions to existing academic programs and curriculum.

The Deputy Registrar flagged that there would be a time lag between the Committee approving such changes and the implementation phase, due to resource implications. The Chair suggested in the interim the Department could advise students directly of this change.

Resolution
The Committee RESOLVED to approve the changes to the structure of Juris Doctor, on the proviso that the research project constituted 40% of the units.

6.5 Degree Rule Changes

The Chair outlined the tabled item had been submitted by the Curriculum Renewal Implementation Team (CRIT) after its meeting on 18 February 2014.

After a review of the wording, the proposed changes to the People/Planet criteria were recommended.

There was a lengthy discussion about Part 1, especially in relation to Points 3(b), 4. and 6., and whether these would make the Degree Rules more restrictive in terms of the meaning of distinctness. The Chair proposed an interim solution that the 200 or above replaces 300 level or above in the current wording, while the rest of the wording stays the same. Discussion about what distinct means can be brought to the Committee at a future date.

Resolution
The Committee RESOLVED to approve the changes to the Schedule of Majors and the Criteria for the selection of People or Planet units, as published in the Handbook.

Resolution
The Committee resolved that the changes to Criteria for People and Planet Units 1 (i) and 1 (ii) are effective immediately.

Schedule of Majors

Part 1

1. A candidate may only qualify for a major or minor in a Program of Study if completion of a Qualifying Major is specified in the General Requirements of that Program of Study.
2. To qualify for a major, all of the requirements of the major must be satisfied as specified in Part 1 and Part 2 of the Schedule of Majors.
3. To qualify for more than one major a candidate must:
   (a) complete all the requirements for each major and, in doing so,
   (b) complete a minimum of 24 distinct credit points (including 12 distinct credit points at 300 level to 500 level) identified as belonging to each major, where 'distinct credit points' means the credit points are not
counted towards qualifying for any other majors or minors for the purposes of this subclause.

4. A candidate may complete a minor, or minors, with each minor comprising a minimum of 12 distinct credit points stipulated for a particular major in Part 2 of the Schedule of Majors, including 6 distinct credit points from that major at 200 level or above 300 level or above, where ‘distinct credit points’ means from units which are not counted towards any other majors or minors.

5. A candidate may not qualify for a major and a minor with the same name, or for two majors with the same name, within a Program of Study or within double, combined, concurrent or separate Programs of Study.

Criteria for the selection of People Units or Planet units

1. To satisfy the requirements a Program of Study must include:
   (i) one unit taken from the Schedule of People Units and one unit taken from the Schedule of Planet units, and
   (ii) those units must be taken in two different Faculties.

2. Where any additional criteria for selection of People units and/or Planet units are stipulated in the Schedule of Programs of Study Currently Open For New Admissions, these criteria supersede the criteria in this Schedule of People units and Planet units in relation to the Programs of Study in which they appear, and only do so to the extent that they are inconsistent with this Schedule of People units and Planet units.

3. The following units may not be credited to satisfy the People unit or Planet unit requirements of an award:
   (i) units listed as part of the specific minimum requirements or foundation units for that award in the Schedule of Programs of Study Currently Open For New Admissions, and
   (ii) units listed as part of the student's qualifying major for the award in the Schedule of Majors.

4. A student may apply for Credit for Previous Study with regard to satisfying the requirements for a People unit or Planet unit.

5. Unless it contravenes criterion (2) in this Schedule, the Academic Senate may deem a unit to be substantially the same in content to a specific People unit or Planet unit, and in that case that unit may be credited towards the People unit or Planet unit requirement, as appropriate, in the Program of Study which the student is admitted to.

6.6 Stage 2 Curriculum Renewal

The Chair informed the Committee that the Curriculum Renewal Team had discussed timeframes for Stage 2 with the Administrative Team. It is envisaged that that at the beginning of April, programs that are currently approved will be returned so that Stage II can commence. The deadline for Stage 2 would be September and the Chair gauged the Committee’s opinion whether this should be set for the beginning or end of September. There was a consensus that it should be the beginning of September.

Resolution

The Committee RESOLVED to approve that the deadline for submission of Stage 2 of the Curriculum Renewal to ASQC level be confirmed as Friday, 5 September 2014.

7. NEXT MEETING

The Committee noted that the next meeting is scheduled for Tuesday, 18 March 2014 commencing at 10:00am in the Senate Room, Level 3, Lincoln Building.

Agenda Items are due by Friday, 7 March 2014.

There being no further business the meeting was declared closed at 11.53am.

A/Professor Pamela Coutts
Chair
ACADEMIC STANDARDS AND QUALITY COMMITTEE

Minutes of the meeting of the Academic Standards and Quality Committee held on Tuesday, 18 March 2014 in the Council Room in E11A, from 10:00am to 12:05pm.

PRESENT:
Associate Professor P Coutts (Chair)
Ms D Anderson
Associate Professor L Ang
Dr G Brooks
Ms F Burton
Ms L Clark
Professor J Greeley
Associate Professor M Hitchens
Mr W Lee
Dr R Munir
Dr A Semple
Ms S Spinks
Mr G Tomossy
Professor D Verity

APOLOGIES:
Dr T Ambler

IN ATTENDANCE:
Professor A Ross-Smith
Associate Professor L Wood
Ms J Cadwgan
Ms J Freeman
Ms A Phelps
Ms K Shorrock
Ms Z Williams

1. APOLOGIES/WELCOME

The Chair noted that apologies were received from Dr Trudy Ambler.

2. MINUTES OF MEETING HELD ON 25 FEBRUARY 2014

The 25 February 2014 were approved with the following amendments:

1. Apologies
The Deputy Vice-Chancellor (Students and Registrar) and Ms Williams were present.

5. Report of the Curriculum Working Group

6.4 Change to the structure of Juris Doctor
Mr Tomossy spoke to the paper presented for the Juris Doctor program and outlined the rationale for the changes. The Committee clarified that the written assignment to reflect the research outcome should constitute 40% of the units identified, not 30%, as had been specified by recent discussions at this Committee. Based on this amendment, the Committee agreed to approve the changes to the structure of the Juris Doctor. The Chair of Academic Senate confirmed that under the new Charter and Terms of Reference ASQC is authorised to approve all revisions to existing academic programs and curriculum.

The Deputy Registrar flagged that there would be a time lag between the Committee approving such changes and the implementation phase, due to resource implications. The Chair suggested in the interim the Department could advise students directly of this change.

Resolution
The Committee RESOLVED to approve the changes to the structure of Juris Doctor, on the proviso that the research project constituted 40% of the units.

6.5 Degree Rule Changes
Criteria for the Selection of People or Planet units

1. To satisfy the requirements a Program of Study must include:
   (i) one unit taken from the Schedule of People Units, and one unit taken from the Schedule of Planet Units, and
   (ii) those units must be taken in two different Faculties.

Resolution
The Committee RESOLVED to approve the changes to the Schedule of Majors and the Criteria for the selection of People or Planet units, as published in the Handbook:

Resolution
The Committee RESOLVED to approve the changes to the Criteria 1 (i) and 1 (ii) for the selection of People or Planet units effective immediately.

2.1 Disclosure of Conflicts of Interest

The Chair requested Ms Zoe Williams, Manager Governance Services provide the Committee with a brief explanation of the meaning of what constitutes a conflict of interest in a University Committee context. Conflicts of interest disclosures are currently sought at the beginning of each ASQC meeting and any such declarations are recorded in the minutes of that meeting. A conflict of interest involves a conflict between a Committee member's role as a member of ASQC and their role within the University (for example; in their academic role within their particular Faculty/Department).

It was explained that a conflict of interest could be categorised as either an actual or a perceived conflict. An actual conflict may arise where a Committee member has been involved in the discussions and negotiations leading up to a matter being considered by ASQC, where any Committee resolution will have a direct impact on their role within the University. A perceived conflict can be harder to ascertain as it relates to how another person views whether a Committee member has a conflict of interest.

Providing a conflict of interest disclosure in of itself does not require a Committee member to be absent from Committee discussions about that particular item.

The following disclosures were noted:

- Ms Clark item 6.1
3. BUSINESS ARISING FROM THE MINUTES

3.1 Report to Academic Senate

The meeting of Academic Senate scheduled for 4 March 2014 was cancelled.
The minutes of the Academic Standards and Quality Committees held on 25 February 2014 and 18 March 2014 will be presented to Academic Senate at the next meeting, scheduled for 1 April 2014.

4. INDIVIDUAL STUDENT CASES

4.1 Faculty Reports

The Committee noted Individual Case Reports received. The Committee noted that several cases from the Faculties of Arts, Business and Economics and Science appeared to be cases for invoking the Savings Rule as opposed to the Deeming Rule. The Committee also noted however, that as these cases have now been approved and actioned, reversing decisions would be difficult and could potentially disadvantage students.

The Committee determined that it is necessary for Faculties to be provided with guidelines on the application of the Deeming and Savings Rules with particular reference to requirements to waive People and Planet units being governed by the Savings Rule. The Chair of Academic Senate referred this matter to the Curriculum Framework Standards Committee for guidelines to be developed.

The Committee noted that the Faculty of Arts case for student 41219090 was incomplete and requested further advice from the Faculty.

5. REPORT OF THE CURRICULUM RENEWAL MEETING

5.1 Report of 3 March 2014 Curriculum Sub-Committee meeting

The Committee noted that the Curriculum Renewal Sub-Committee met on 3 March 2014.

Professor Greeley noted that the approval of new programs and specialisations would require the development of a Business Case to be approved by the COO and the Provost. Professor Greeley requested a tally of programs deleted versus approved and renewed programs.

POSTGRADUATE and UNDERGRADUATE PROGRAMS 2015

Resolution:

The Committee RESOLVED that the following Undergraduate awards and Postgraduate Awards and specialisations listed below are deleted effective 31 December 2014:
<table>
<thead>
<tr>
<th>Type</th>
<th>2014 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>UG award Bachelor of Health</td>
</tr>
<tr>
<td></td>
<td>UG award Graduate Certificate of Chiropractic Science</td>
</tr>
<tr>
<td></td>
<td>UG award Graduate Certificate of Geoscience</td>
</tr>
<tr>
<td></td>
<td>UG award Graduate Certificate of Science</td>
</tr>
<tr>
<td></td>
<td>UG award Graduate Diploma of Chiropractic Science</td>
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<td>UG award Graduate Diploma of Geoscience</td>
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<td>UG award Graduate Diploma of Science</td>
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<td>Postgraduate</td>
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</tr>
<tr>
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<td>PG award Master of Advanced Translation</td>
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<tr>
<td></td>
<td>PG award Master of Applied Linguistics (OUA)</td>
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<td>PG award Master of Auslan-English Interpreting</td>
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<td>PG award Master of Environmental Law</td>
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<td></td>
<td>PG award Master of International Environmental Law</td>
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<td>PG award Master of International Relations with the degree of Master of</td>
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<td></td>
<td>International Trade and Commerce Law</td>
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<td>PG award Master of Translating</td>
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<td></td>
<td>PG award Master of Translation and Interpreting Pedagogy</td>
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<td></td>
<td>PG award Postgraduate Certificate of Applied Linguistics</td>
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<tr>
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<td>PG award Postgraduate Diploma of Applied Linguistics (OUA)</td>
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<td></td>
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</tr>
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<td></td>
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<td></td>
<td>PG specialisation Information Systems INF21S</td>
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<td>PG specialisation International Environmental Law IEL11S</td>
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<td></td>
<td>PG specialisation Security and Network Management SEC21S</td>
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<tr>
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<td>PG specialisation Management MAN21S</td>
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<td></td>
<td>PG specialisation Web Engineering WEN21S</td>
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</tbody>
</table>

Resolution:

The Committee RESOLVED that the following new awards, majors and specialisations listed below are RECOMMENDED FOR APPROVAL effective 1 January 2015:

<table>
<thead>
<tr>
<th>Type</th>
<th>2014 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>UG award Bachelor of Arts-Psychology with the Bachelor of Human Sciences</td>
</tr>
<tr>
<td></td>
<td>UG award Bachelor of Hellenic Studies</td>
</tr>
</tbody>
</table>
UG award  Bachelor of Psychology (Honours) with the Bachelor of Human Sciences
UG major  Entrepreneurship
UG major  Public Health: Policy and Promotion

Postgraduate
PG award  Graduate Certificate of Behaviour Support Teaching
PG award  Graduate Certificate of Clinical Education and Simulation
PG award  Graduate Diploma of Anatomy
PG award  Master of Geoscience
PG award  Master of Medicine
PG award  Graduate Diploma of Early Childhood Education
PG award  Graduate Certificate of Speech and Hearing
PG award  Graduate Certificate of Hearing Sciences
PG award  Graduate Diploma of Applied Finance

Resolution:
The Committee RESOLVED the following awards, majors and specialisations listed below are renewed effective 1 January 2015:

<table>
<thead>
<tr>
<th>Type</th>
<th>2014 Name</th>
<th>2015 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Ancient History</td>
<td>Bachelor of Ancient History</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Applied Finance with the degree of Bachelor of Actuarial Studies</td>
<td>Bachelor of Applied Finance with the degree of Bachelor of Actuarial Studies</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Applied Finance with the degree of Bachelor of Commerce - Professional Accounting</td>
<td>Bachelor of Applied Finance with the degree of Bachelor of Commerce - Professional Accounting</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Applied Finance with the degree of Bachelor of Economics</td>
<td>Bachelor of Applied Finance with the degree of Bachelor of Economics</td>
</tr>
<tr>
<td>UG award</td>
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<td>Bachelor of Arts - Psychology with the degree of Bachelor of Education (Primary)</td>
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<td>Bachelor of Business Administration</td>
<td>Bachelor of Business Administration</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Business Administration with the degree of Bachelor of Arts - Psychology</td>
<td>Bachelor of Business Administration with the degree of Bachelor of Arts - Psychology</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Business Administration with the degree of Bachelor of Commerce - Professional Accounting</td>
<td>Bachelor of Business Administration with the degree of Bachelor of Commerce - Professional Accounting</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Business Administration with the degree of Bachelor of Psychology (Honours)</td>
<td>Bachelor of Business Administration with the degree of Bachelor of Psychology (Honours)</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Business Analytics</td>
<td>Bachelor of Business Analytics</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Commerce</td>
<td>Bachelor of Commerce</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Commerce - Professional Accounting</td>
<td>Bachelor of Commerce - Professional Accounting</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Commerce with the degree of Bachelor of Arts - Psychology</td>
<td>Bachelor of Commerce with the degree of Bachelor of Arts - Psychology</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Commerce with the degree of Bachelor of Psychology (Honours)</td>
<td>Bachelor of Commerce with the degree of Bachelor of Psychology (Honours)</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Economics</td>
<td>Bachelor of Economics</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Human Sciences</td>
<td>Bachelor of Human Sciences</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of International Studies</td>
<td>Bachelor of International Studies</td>
</tr>
<tr>
<td>UG award</td>
<td>Honours degree of Bachelor of Psychology</td>
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</tr>
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<td>UG award</td>
<td>Bachelor of Science - Psychology</td>
<td>Bachelor of Science - Psychology</td>
</tr>
<tr>
<td>UG award</td>
<td>Bachelor of Science - Psychology (Honours)</td>
<td>Bachelor of Science - Psychology (Honours)</td>
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<tr>
<td>UG major</td>
<td>Accounting ACC02</td>
<td>Accounting ACC02</td>
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<tr>
<td>UG major</td>
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<td>Ancient History - Egypt and Near East AHE01</td>
</tr>
<tr>
<td>UG major</td>
<td>Ancient History - Greece, Rome and Late Antiquity AHG01</td>
<td>Ancient History - Greece, Rome and Late Antiquity AHG01</td>
</tr>
<tr>
<td>UG major</td>
<td>Ancient History (OUA)</td>
<td>Ancient History (OUA)</td>
</tr>
<tr>
<td>UG major</td>
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<td>Biomolecular Sciences BIS01</td>
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<tr>
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<td>Chinese-English Translation and Interpreting CHE01</td>
<td>Chinese-English Translation and Interpreting CHE01</td>
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<td>Climate Science CLI01</td>
<td>Climate Science CLI01</td>
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<td>UG major</td>
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<td>Community Services CMS01</td>
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<td>UG major</td>
<td>Finance FIN01</td>
<td>Finance FIN01</td>
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<td>Human Movement HUM01</td>
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<td>UG major</td>
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<td>Indigenous Studies IND01</td>
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<td>UG major</td>
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<td>Marketing MAR02</td>
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<td>Physics PHY01</td>
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<td>UG major</td>
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<td>PG award</td>
<td>Postgraduate Diploma of International Security Studies</td>
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<td>PG award</td>
<td>Postgraduate Diploma of International Security Studies (OUA)</td>
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<td>Master of Clinical Neuropsychology</td>
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<td>Counter Terrorism (OUA)</td>
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<td>Counter Terrorism CTE23S</td>
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<td>PG specialisation</td>
<td>Cyber-Security CYS22S</td>
<td>Cyber-Security CYS22S</td>
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<td>Early Childhood ECH12S</td>
<td>Early Childhood ECH12S</td>
</tr>
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<td>Environmental Management ENM12S</td>
<td>Environmental Management ENM12S</td>
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<td>General Policing, Intelligence and Counter Terrorism (OUA)</td>
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<td>General Policing, Intelligence and Counter Terrorism PIC13S</td>
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<td>General Policing, Intelligence and Counter Terrorism PIC23S</td>
<td>General Policing, Intelligence and Counter Terrorism PIC23S</td>
</tr>
<tr>
<td>PG specialisation</td>
<td>Intelligence (OUA)</td>
<td>Intelligence (OUA)</td>
</tr>
</tbody>
</table>
### 6. ANY OTHER BUSINESS

#### 6.1 Proposed Introduction of PACE International Cross-University Unit (PACE360)

Ms Clark spoke to the paper *Proposed Introduction of PACE International Cross-University Unit (PACE360)* with specific reference to the challenges related to hosting the growing number of PACE International activities while at the same time students are engaged in international PACE activities through Faculty-based PACE units.

A/Professor Hitchens sought clarification as to whether the recommended PACE360 Unit would replace Faculty PACE Units. Ms Clark confirmed that the intention was not for PACE360 to replace Faculty PACE units. There was general discussion around how the proposal would resolve the identified challenges if students engaging in international activities are still able to enrol in Faculty-based PACE units and the benefits of a consistent approach to risk management, assessment and external stakeholder management for all international PACE activities.

Professor Greeley raised concerns about the potential for confusion for host partners if students were enrolling in both a central and Faculty based PACE units. Professor Greeley also raised concerns about consistency in managing risks if students are engaging in both international activities through central and Faculty based PACE units with particular reference to concerns as to the risk mitigation deployed by the PACE unit also being implemented for smaller Faculty based activities. Professor Greeley sought confirmation as to the process for the risk assessment sign-off on discipline specific units currently offering an international PACE experience. Ms Clarke outlined the resources available to Unit Convenors and host partners and confirmed that sign off is provided by Unit Convenors through PACE risk management processes.

The Committee discussed compelling students enrolled in international PACE activities to enrol in a central PACE unit and the risk management and mitigation and pedagogical reasons supporting this. The Chair noted the level of support from Committee members for students engaging in an international activity to enrol in PACE360.

**Resolution**

*The Committee RESOLVED to create an interdisciplinary academic unit, PACE 360. Students undertaking an international PACE activity that do not fit within the scope of the discipline specific units currently offering a PACE International experience (i.e. LAW552, ECHP424, SOC301, ENVG380, ENCG330, PSY399, MAS350, FOB201, HLTH300, ICOM202, STAT399, MAS390) will enrol in PACE360.*
The Chair of Senate referred to the Academic Senate Rule, which delegates Academic Senate to perform the role of a Faculty for those units, which are offered outside of a Faculty structure. Professor Verity confirmed that in this case, ASQC would have oversight of the approval of the examination results.

A/Professor Wood and Professor Ross-Smith joined the meeting at 10.42am

6.2 Proposal to add an existing unit to the Schedule of Participation Units for 2015

- AFIN310 Issues in Applied Finance
- ECON381 Economics Project

This item is to be considered by Committee member Dr Semple who will put forward a recommendation to be reported back to next meeting of ASQC to be held on Tuesday 29 April 2014.

6.3 Proposal to add an existing unit to the Schedule of People and Planet Units for 2015

- BUS 305 Global Business and Environmental Risk

This item is to be considered by Committee member Ms Sue Spinks who will put forward a recommendation to be reported back to next meeting of ASQC to be held on Tuesday 29 April 2014.

6.4 OUA units without an On Campus Equivalent

The Committee noted the paper submitted by Centre for Open Education.

6.5 Undergraduate Degrees Programs for publication in the UAC Guide

The Committee noted the challenges in producing the schedule of programs for the hardcopy 2015 UAC guide during a period of curriculum renewal. There was general discussion regarding programs that are currently progressing through the approval process and those which have been scheduled for renewal.

The Committee discussed in detail the status of Diploma level programs and the manner in which they are currently offered as a level 7 qualification not being compliant with AQF. The Committee agreed to delete Diploma level programs from the schedule for the 2015 UAC guide pending a resolution to this issue.

The Committee noted that amendments as a result of the curriculum renewal could be made to the online 2015 UAC guide.

Resolution

The Committee RESOLVED that the following list of Undergraduate Degree programs are to be listed in the hardcopy 2015 UAC Guide:

| LIST OF UNDERGRADUATE DEGREES TO BE OFFERED IN 2015 FOR THE PURPOSES OF THE PRINTED UAC GUIDE |
|-----------------------------------|----------------|-----------------|----------------|-----------------|----------------|
| 2015 Name                         | duration | study mode | attendance mode | Location         | Study period   | Faculty              |
| Bachelor of Actuarial Studies     | 3 years  | Full-time  | Internal        | North Ryde       | Session 1      | Faculty of Business and Economics |

Resolution

The Committee RESOLVED that the following list of Undergraduate Degree programs are to be listed in the hardcopy 2015 UAC Guide:
<table>
<thead>
<tr>
<th>Degree</th>
<th>Duration</th>
<th>Intake</th>
<th>Location</th>
<th>Session</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Actuarial Studies with the degree of Bachelor of Science</td>
<td>4 years</td>
<td>Full-time</td>
<td>North Ryde</td>
<td></td>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>Bachelor of Advanced Science</td>
<td>3</td>
<td>Both</td>
<td>North Ryde</td>
<td>Both</td>
<td>Faculty of Science</td>
</tr>
<tr>
<td>Bachelor of Ancient History</td>
<td>3 years</td>
<td>Both</td>
<td>North Ryde</td>
<td>Both</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>Bachelor of Applied Finance</td>
<td>3 years</td>
<td>Both</td>
<td>North Ryde</td>
<td>Both</td>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>Bachelor of Applied Finance with the degree of Bachelor of Actuarial Studies</td>
<td>4 years</td>
<td>Full-time</td>
<td>North Ryde</td>
<td>Session 1</td>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>Bachelor of Applied Finance with the degree of Bachelor of Commerce - Professional Accounting</td>
<td>4 years</td>
<td>Both</td>
<td>North Ryde</td>
<td>Both</td>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>Bachelor of Applied Finance with the degree of Bachelor of Economics</td>
<td>4 years</td>
<td>Both</td>
<td>North Ryde</td>
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<td>Faculty of Business and Economics</td>
</tr>
<tr>
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<td>5 years</td>
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<td>North Ryde</td>
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<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>Bachelor of Archaeology</td>
<td>3 years</td>
<td>Both</td>
<td>North Ryde</td>
<td>Both</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>3 years</td>
<td>Both</td>
<td>North Ryde</td>
<td>Both</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>Bachelor of Arts - Media</td>
<td>3 years</td>
<td>Both</td>
<td>North Ryde</td>
<td>Both</td>
<td>Faculty of Arts</td>
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<tr>
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<tr>
<td>Bachelor of Business Administration</td>
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</table>
6.6 2014 Program Changes approved by the Chair of Academic Senate

The Committee noted the following changes to 2014 programs as approved by the Chair of the Academic Senate.

Faculty of Human Sciences

<table>
<thead>
<tr>
<th>Handbook Code</th>
<th>Name of Program/Major/ Specialisation</th>
<th>Rationale/Request</th>
<th>Outcome of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADEC02GD</td>
<td>Graduate Diploma of Advanced Studies in Early Childhood</td>
<td>Add ECH430 and ECH431 to option set.</td>
<td>ECH430 and ECH431 were added to 6cp option set for ADEC02GD. Units also added to 9cp option set for ADEC01GD retrospectively.</td>
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<tr>
<td>TRIN31C</td>
<td>Postgraduate Certificate of Translating and Interpreting</td>
<td>Add session 2 study period offering for 2014.</td>
<td>Session 2 offering added.</td>
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</table>
6.7 Macquarie Law School – Co-Teaching

The Chair recommended that a Working Group be created to consider this matter as the Committee was not able to consider this item during the time allocated for the ASQC meeting.

The following Committee members volunteered to be a part of the Working Group to discuss this item and report back to the next meeting of ASQC to be held on Tuesday 29 April 2014; Mr George Tomossy, Ms Sue Spinks, Dr Rahat Munir and Dr Gordon Brooks.

6.8 Publication for BIOL108 Human Biology Final Examinations

The Committee noted that discussion of this matter would be deferred until the next meeting of ASQC on 29 April 2014. In the interim the Faculty of Science would be granted an exemption from publication of BIOL108 until the end of the current teaching session, Session 1, 2014.

Resolution

The Committee RESOLVED that the Faculty of Science be exempt from publication of BIOL108 Human Biology final examination papers for the remainder of Session 1 2014.

6.9 Feedback: 2015 Faculty of Business and Economics Postgraduate Academic Programs

The Acting Executive Dean spoke to the document responding to feedback provided on postgraduate coursework programs which were returned for modification at the Curriculum Sub-Committee meeting of 3 March 2014.

The feedback specifically related to:

I. Lack of distinction between certain program learning outcomes
II. Program learning outcomes that do not adequately reflect information about the actual material and the professional nature of the qualification
III. Mapping of graduate capabilities and
IV. The need for further information relating to how 4 credit points of independent research is mapped into programs, including at least a total weighting of 100% of assessment counted towards independent research in required units where it is embedded

A/Professor Hitchens circulated an analysis of Program Learning Outcomes (PLOs) for postgraduate Business and Economic programs which claimed to demonstrate a generic approach to identifying PLOs. There was some discussion about this analysis, with representatives from the Faculty disagreeing with this assessment. A/Professor Leigh Wood spoke to the trend within business programs for generic learning outcomes to be common across degrees but for assessment tasks to speak to the specific needs of discipline. Professor Ross-Smith outlined the approach that Faculty had taken in developing Assurance of Learning outcomes over the past two years.

The Chair of Academic Senate provided an overview of the development of the Program Learning Outcomes, the consultation that had taken place through ASQC, SLTC and Academic Senate. Professor Verity outlined the need for a greater level of specificity about both PLOs and Graduate Capabilities to provide students with accurate information about program outcomes. Professor Verity indicated that while the Faculty had undertaken a considerable amount of work developing the Assurance of Learning framework that the Faculty could not be exempt from developing PLOs and mapping units to PLOs and
Graduate Capabilities. Professor Verity added that the Faculty could however be provided with additional time to undertake this work.

Professor Greeley sought confirmation as to the impact that this would have on international offers. Professor Verity confirmed that all international offers would be honoured as they have been marketed based on the existing program structures. Professor Greeley commented that it was important to have a consistent approach to the development of curriculum standards.

The Chair formally acknowledged the work done by the Faculty of Business and Economics to embed quality assurance within the design of program structures. The Chair noted that while there was a level of consistency between the process for establishing Assurance of Learning and PLOs and that the difference between the two was one of perspective and detail rather than a philosophical difference. The Chair noted that while there was no widespread support for the proposal submitted by the Faculty there was support for additional time to be able to address the issues relating to research, professional and capstone requirements.

Resolution

The Committee RESOLVED to form a working group comprised the Chairs of ASQC, Senate and CRIT II and Professor Ross-Smith to work with the Faculty on postgraduate programs under renewal.

7. NEXT MEETING

The Committee noted that the next meeting is scheduled for Tuesday 29 April 2014 commencing at 10:00am in Council Room in E11A.

Agenda items are due by Thursday 17 April 2014.

There being no further business the meeting was declared closed at 12:05pm.

A/Professor Pamela Coutts
Chair
ITEM 9.2: CURRICULUM STANDARDS FRAMEWORK COMMITTEE

Report of the Curriculum Standards and Framework Committee meeting held on 4 March 2014.

For approval.
1. Welcome/Apologies/Membership
The Chair welcomed all to the first meeting of the Curriculum Standards Framework Committee (CSFC).

The Committee noted the following Ex-Officio members of the CSFC, as per 4.2 in the *Final Charter and Terms of Reference*:
- Chair of Academic Senate (Chair of CSFC) – Professor Dominic Verity
- Deputy Vice-Chancellor (Academic) - TBC
- Pro Vice-Chancellor (Learning, Teaching and Diversity) – Professor Sherman Young
- Associate Deans, Curriculum, Standards and Quality of the Faculties – Dr Trudy Ambler (Arts), Professor Anne Ross-Smith (Business and Economics), Associate Professor Pamela Coutts (Human Sciences), Associate Professor Michael Hitchens (Science).
- Director of Learning and Teaching Centre - Associate Professor Ian Solomonides
- Secretary to the Quality Enhancement Committee – Ms Barb McLean
- Manager of Quality Assurance and Compliance – Ms Jayne Freeman

The Committee noted the Appointed Members, as per 4.1 in the *Final Charter and Terms of Reference* and agreed on recommendations as follows:
- Two elected or co-opted members of Academic Senate, who shall be appointed by Academic Senate – The Chair will propose and circulate to CSFC members for recommendation to Academic Senate.
- Two expert members from the Learning and Teaching Centre, who shall be nominated by the Director of the LTC and appointed by the Chair of the Committee – The Chair will approach Associate Professor Helen Carter and Professor Robyn Dowling, as nominated by Associate Professor Solomonides.
- A Student Representative, who shall be appointed by the Chair of the Committee in
consultation with the student representatives on Senate – Professor Ross-Smith and Associate Professor Solomonides will forward recommendations to the Chair.

- Up to 3 co-opted members, who shall be appointed by the Committee – it was agreed that the committee would consider these co-options as needs arose.

The Committee also noted the possibility of the inclusion of formal training as part of staff development in their governance responsibilities.

2. Charter and Terms of Reference for CSFC
   - Noted – Attached: Final Charter and Terms of Reference

The CSFC has been established as a subcommittee of Academic Senate as resolved at its meeting on 13 February 2014, as part of the recommendations in a discussion paper on the review of the Academic Standards and Quality Committee (ASQC).

The Chair outlined that one of CSFC’s primary roles will be to develop and maintain the University’s Curriculum Quality Assurance Framework as approved by Academic Senate (and associated Academic Handbooks). These will lay out required standards in curriculum design and delivery, applying to areas such as assessment practice, program structures, benchmarking and peer review, professional accreditation, recognition of prior learning, curriculum documentation and the use of technologies to support learning and teaching. It will also carry responsibility for establishing the curriculum governance protocols to be applied to those curriculum responsibilities that Senate authorises Faculties Academic Boards to discharge (such as unit approval, ratification of unit results and so forth).

Professor Verity also provided further guidance in regard to the relationship between CSFC and its sister committee ASQC. That latter committee is tasked with monitoring to ensure that the structure and delivery of courses meet the standards laid out in this Framework. Both committees report directly to Academic Senate and neither has oversight of the other, although it is expected that they will collaborate closely.

3. Schedule of Work
The Chair advised that Academic Senate has resolved that each of its subcommittees, at their first meeting of each calendar year, will establish a schedule of work for that year and report this schedule to Senate.

The CSFC identified four priority areas for the first half of 2014:

   i) Framework for 2015 Curriculum Renewal – Stage Two
      - More guidance needed by faculties to determine what information needs to be provided in Stage 2;
      - Development of minimum standards and templates for curriculum mapping.

   ii) Framework for Recognition of Prior Learning (RPL)
      - Implementation of the 2015 RPL Policy – framework for the development of procedures;
      - Establishment of Departmental RPL Plans – expertise resides in departments rather than at institutional level, however CSFC is responsible in setting down a framework and guidelines as a starting point, including sign off process of these plans;
      - Establishment of rules and standards for approval of RPL plans, authorization of
individual RPL decisions and reporting / audit of outcomes;
• It is expected that by the end of this year Departmental RPL Plans will include documentation of existing practice. Departments will then be encouraged to expand and diversify their RPL practices from there to address emerging student and market requirements.

iii) Framework for AQF Transition
• Transition issues as flagged in the Draft AQF Transition Issues Paper;
• A policy on AQF Transition needs to be recommended to Academic Senate.

iv) Framework for Ratification of Unit Results
• Establish standards for results ratification at Department and Faculty level;
• Establish common terms of reference, recording, reporting and process expectations for Departmental results meetings;
• Develop summary reporting standards and a process / calendar for considering and responding to those reports (by ASQC);
• Establish an audit and peer review regime for the Unit results process.

The Chair proposed that a working group be formed to look at each of the above priority areas. Each group will be led by a member of CSFC, to be determined once full membership of the Committee is confirmed.

Other matters identified for consideration included academic handbook, constitution of departmental meetings, program and unit review cycles, peer review of assessment and teaching practice, standards for and reporting of professional accreditation processes, articulation agreements with 3rd parties and online learning. It was agreed that these areas would be examined, prioritized and scheduled at a subsequent meeting.

4. Implementation of Recognition of Prior Learning Policy
• Noted – Attached: RPL Draft Framework
                   RPL 100 Point Check
                   RPL Mapping and Queries

5. AQF Transition Issues
• Noted – Attached: Draft AQF Transition Issues Paper

6. Any other business
• Nil.

7. Next Meeting
• To be confirmed.

The meeting closed at 12 noon.
ITEM 9.3: HIGHER DEGREES RESEARCH COMMITTEE

The Chair of Academic Senate approved the completion of requirements for the following students on 20 February 2014:

FAURE, Penelope - 40588963 - MPHIL - Faculty of Human Sciences

KEARNEY, Josephine - 41685946 - PHD/MCLINPSY - Faculty of Human Sciences

The report of the Higher Degrees Research Committee held on 21 February 2014 (including the above two students listed above) and was approved by the Chair of Academic Senate on 3 March 2014.

The Chair of Academic Senate approved the completion of requirements for the following students on 13 March 2014:

ISLAM, Shahidul – 41949129 – PHD – Faculty of Science

Reports of the Higher Degrees Research Committee meetings held on 21 February and 21 March 2014.

For noting.
A meeting of the Higher Degree Research Committee was held on Friday 21 February 2014 at 9:00am in the Academic Senate Room, Lincoln Building

A. MATTERS FOR INFORMATION

Professor Pretorius was not available at the meeting and the meeting was chaired by Professor Nick Mansfield. Professor Mansfield welcomed Associate Professor Bridget Mabbutt to the meeting.

Professor Verity advised about the Master of Research review. More thorough review will be carried out at the end of next year and external people would be involved. Professor Verity also updated members about the Delegations of Authority framework and that the Higher Degree Research Committee would be the final point of approval for HDR awards. All approved awards will be reported to Academic Senate.

Professor Nick Mansfield tabled the following documents regarding MRes examination to the members for consideration and discussion:

- Nomination of Examiners (MRes) Thesis Instruction
- Master of Research Examination Information 2014
- Confidential Report of Examiner to HDRC
- Master of Research Grading Guidelines

Professor Mansfield advised that the MRes examination process would be similar to the HDR examination process with some modifications. The requirements for an international examiner and the limit of theses examinations for each examiner were relaxed to accommodate the volume of MRes theses examinations to be completed within a limited timeframe. Each examiner will be limited to examine 4 theses while disciplines where the cohort is larger, this will be limited to 8 theses. Associate Deans HDR will be the final sign-off on nomination of examiners. Theses should be submitted to HDRO, and HDRO would send the theses to approved examiners. Examiners will be paid the same rate as the Master examination for each thesis they examined.

Discussions were made on the various forms and guidelines. It was decided that these forms be amended subject to slight changes in wordings discussed. There were further discussions regarding awarding outstanding candidates with University Medal and Master with Distinction. Professor Verity advised that he would discuss this further with the Vice-Chancellor and will report back in the next meeting.

Issues were raised as to the relationship between MRes and PhD and whether they both consist of one single project but in two phases. Professor Mansfield, Professor Reynold and Associate Professor Phil Taylor will discuss this further and report back in the next meeting.
Professor Mansfield reported that the confidential Annual Progress Report was underutilised. He has tried to contact candidates who had appealed but many remained anonymous and were unable to be identified.

Professor Mansfield updated the committee on the next phase of the learning and the InSpire workshop which is to be held in July 2014. Central Commencement Program for HDR candidate was held on Thursday 20 February. Professor Mansfield thanked Ms Kim Tan for organising this event and he also thanked the number of HDRO staff who helped and supported this event in various ways.

Ms Lanna Leung tabled the latest Commencements Report. Amended figure for 2013 enrolment was 542. Completions figure for January showed 36 completions with 104 Under Examination.

HDR Office received a total of 48 CSC-MQ applications, most of which are at high quality. Outcome for these applications will be finalised soon to enable the applicants to submit their application to CSC in March.

Draft 2014 HDR Commencements targets were discussed. Query was made on the methodology and suggested that progressing MRes into Year 2 should be taken into account. HDRO will revise the target and present to the next HDRC meeting.

The Cotutelle & Joint PhD International Workshop attracted 31 delegates from 31 delegates from Malaysia, China, Germany, Spain and Colombia. Notes taken at the workshop and presentations from delegates are available from the HDRO website.

Ms Leung also advised the committee that Information on Pronabec Scholarship is now available on HDRO website. Information on the Horizon 2020 Marie Curie scholarship has been sent to relevant candidates.

The 2013 APR would close on 3 March and that analysis of the APR would be presented to the committee in the next meeting.

Mr McCarthy from the Global Programs Team presented the report on cotutelle and joint PhD outcomes for 2013. It was Mr McCarthy’s last meeting at the HDRC and the Chair thanked Mr McCarthy for all his contributions he has made to HDRC.

**COMPLETION OF REQUIREMENT**

**AHONEN, HEIDI Eeva Elisabet**

FOS PHD

Principal Supervisor: Associate Professor Adam Stow
Associate Supervisor: -
Adjunct Supervisor: S. Goldsworthy, I. Charrier, T. Aubin
Thesis submitted for examination: 24 July 2013
Thesis title: Population structure and mating system of the Australian sea lion (Neophoca Cinerea)
Award Recommended: Doctor of Philosophy

**ALHAQBANI, AHMAD ABDULLAH**

FOHS PHD

Principal Supervisor: Associate Professor Mehdi Riazi
Associate Supervisor: Ms Jean Brick
Thesis submitted for examination: 13 August 2013
Thesis title: Metacognitive awareness and the actual use of reading strategies among undergraduate L2 speakers of Arabic: An exploratory study
Award Recommended: Doctor of Philosophy
BRICKENSTEIN, CHRISTINE  FOA  PHD
Principal Supervisor:  Professor Brian Opeskin
Associate Supervisor:  -
Adjunct Supervisor:  J. Oltmer, A. Pott
Thesis submitted for examination:  14 August 2013
Thesis title:  Foreign seasonal workers in agriculture: A comparison of regulations and practices in the Pacific and in Europe
Award Recommended:  Doctor of Philosophy

BUSH, ALEXANDER  FOS  PHD
Principal Supervisor:  Professor Lesley Hughes
Associate Supervisor:  Dr David Nipperess
Thesis submitted for examination:  26 August 2013
Thesis title:  Impacts of climate change on freshwater macroinvertebrates and conservation prioritisation
Award Recommended:  Doctor of Philosophy

CHEW, DIANE HSIAO YUAN  FOHS  DPSYCH
Principal Supervisor:  Dr Jac Brown
Associate Supervisor:  Professor Julie Fitness
Thesis submitted for examination:  03 May 2013
Thesis title:  Exploring the patterns of intimate partner violence and the utility of a rejection-abuse cycle model of IPV on a male and female Singapore prison sample
Award Recommended:  Doctor of Psychology

DESHPANDE, AMOGH  FOBE  PHD
Principal Supervisor:  Professor Tak Kuen Siu
Associate Supervisor:  -
Thesis submitted for examination:  05 March 2013
Thesis title:  Applications of Asymptotic Methods in Quantitative Finance and Insurance
Award Recommended:  Doctor of Philosophy

DING, JIE  FOBE  PHD
Principal Supervisor:  Professor Geoff Kingston
Associate Supervisor:  Professor Stefan Trueck, Dr Thomas Purcal
Thesis submitted for examination:  29 July 2013
Award Recommended:  Doctor of Philosophy

FACER, CHRISTOPHER  FOS  PHD
Principal Supervisor:  Dr James Cresser
Associate Supervisor:  Associate Professor Gavin Brennen, Associate Professor Daniel Terno
Thesis submitted for examination:  26 July 2013
Thesis title:  Quantum master equations: Classical noise, coarse-graining, and heat exchange
Award Recommended:  Doctor of Philosophy

FAURE, PENELOPE ANNE  FOHS  MPHIL
Principal Supervisor:  Associate Professor Doris McIlwain
Associate Supervisor:  Associate Professor Mark Wiggins
Thesis submitted for examination:  28 August 2013
Thesis title: Improving career transition success  
Award Recommended: Master of Philosophy

FIEDER, NORA   FOHS PHD  
Principal Supervisor: Professor Lyndsey Nickels  
Associate Supervisor: Dr Britta-Andrea Biedermann  
Thesis submitted for examination: 11 October 2013  
Thesis title: The representation of nouns in the mental lexicon: Evidence from brain-impaired and normal speakers  
Award Recommended: Doctor of Philosophy

GARRIDO, WALDO FABIAN  FOA PHD  
Principal Supervisor: Dr Andrew Alter  
Associate Supervisor: Dr Denis Crowdy, Associate Professor Mark Evans  
Thesis submitted for examination: 13 June 2013  
Award Recommended: Doctor of Philosophy

GERAGHTY, PASCAL  FOS PHD  
Principal Supervisor: Dr Jane Williamson  
Associate Supervisor: Dr Iain Field  
Thesis submitted for examination: 05 July 2013  
Thesis title: Life history and genetic structure of three commercially targeted sharks in temperate eastern Australian waters  
Award Recommended: Doctor of Philosophy

GORDON, NARELLE KAY  FOBE PHD  
Principal Supervisor: Dr Edward Watts  
Associate Supervisor: Dr Qiongbing Wu  
Thesis submitted for examination: 28 August 2013  
Thesis title: How does trading activity influence equity price? Three essays using Australian data  
Award Recommended: Doctor of Philosophy

GOSNELL, MARTIN EDWARD  FOS PHD  
Principal Supervisor: Professor Ewa M. Goldys  
Associate Supervisor: Dr Sam Reinsenfeld, Dr David Inglis  
Adjunct Supervisor: P. Vallotton  
Thesis submitted for examination: 12 June 2013  
Thesis title: Unlocking the potential of spectral imaging for the characterisation of cell and stem cell populations  
Award Recommended: Doctor of Philosophy

HAQUE, MD MOKAMMEL  FOS PHD  
Principal Supervisor: Professor Josef Pieprzyk  
Associate Supervisor: Dr Ron Steinfeld  
Thesis submitted for examination: 6 August 2013  
Thesis title: Lattice-based Cryptanalysis for Secure Cryptosystems  
Award Recommended: Doctor of Philosophy

KEARNEY, JOSEPHINE  FOHS PHD/MCLINPSY  
Principal Supervisor: Associate Professor Kay Bussey
Associate Supervisor: Dr Alan Taylor
Thesis submitted for examination: 25 July 2013
Thesis title: A longitudinal analysis of disclosure and the psychosocial outcomes of adolescent information management
Award Recommended: Doctor of Philosophy/Master of Clinical Psychology

KESSLER, MEGAN FOS PHD
Principal Supervisor: Professor Robert Harcourt
Associate Supervisor: Associate Professor Gillian Heller, Dr Wylie Bradford
Thesis submitted for examination: 07 February 2014
Thesis title: Ensuring the sustainability of growing whale watching industries off Sydney and in the Kingdom of Tonga
Award Recommended: Doctor of Philosophy

LARSEN, LINDA FOHS PHD
Principal Supervisor: Associate Professor Genevieve McArthur
Associate Supervisor: Professor Lyndsey Nickels, Dr Saskia Kohnen, Professor Anne Castles
Thesis submitted for examination: 20 September 2013
Thesis title: Grapheme-phoneme correspondence knowledge in typical and atypical readers
Award Recommended: Doctor of Philosophy

LEE, KATHRYN ASHA FOS PHD
Principal Supervisor: Professor Rob Harcourt
Associate Supervisor: Dr Charlie Huveneers, Dr Vic Peddemors
Thesis submitted for examination: 10 July 2013
Thesis title: Novel applications of acoustic telemetry for the conservation of large marine fish
Award Recommended: Doctor of Philosophy

LU, YIQING FOS PHD
Principal Supervisor: Professor James Piper
Associate Supervisor: Dr Jin DaYong
Adjunct Supervisor: Y. Huo
Thesis submitted for examination: 11 June 2013
Thesis title: Advancing time-gated luminescence techniques for ultrasensitive and high-throughput biodetection
Award Recommended: Doctor of Philosophy

LYSSA, ALISON JEAN FOA PHD
Principal Supervisor: Dr Marcelle Freiman
Associate Supervisor: Dr Toby Davidson
Thesis submitted for examination: 31 July 2013
Thesis title: Terror on Stage
Award Recommended: Doctor of Philosophy

MADAPPATTU ALIKUTY, NIYAS FOS PHD
Principal Supervisor: Associate Professor Orsola De Marco
Associate Supervisor: Dr Daniel Zucker
Thesis submitted for examination: 06 September 2013
Thesis title: An accurate tidal interaction code for population of intermediate-mass binaries with stellar and planetary companions
Award Recommended: Doctor of Philosophy
MATULA, LINDA JULIANA          MGSM          PHD
Principal Supervisor:            Professor Richard Badham
Associate Supervisor:                -
Thesis submitted for examination:   15 October 2013
Thesis title:                   Organisational Theatre as Polyphonic: the Use of Theatre as an Artist-led Intervention on Organisational Change
Award Recommended:                Doctor of Philosophy

MEAD, AMANDA            MGSM          PHD
Principal Supervisor:            Professor Richard Badham
Associate Supervisor:            Dr Claire Jankelson
Thesis submitted for examination:   14 August 2013
Thesis title:                   Identities and sentient emotions at work
Award Recommended:                Doctor of Philosophy

MENARD, HELEN JOAN        FOA          PHD
Principal Supervisor:            Professor Brian Opeskin
Associate Supervisor:            Associate Professor Terry Carney
Thesis submitted for examination:   05 September 2013
Thesis title:                   Pathways to justice for mental health consumers in the pacific: From strait jackets to social inclusion
Award Recommended:                Doctor of Philosophy

MILLS, KIRSTIN ANN         FOA          PHD
Principal Supervisor:            Professor Antonina Harbus
Associate Supervisor:            Dr Lee O’Brien, Professor Jillian Mitchell
Thesis submitted for examination:   22 July 2013
Thesis title:                   Imagined worlds: The role of dreams, space, and the supernatural in the evolution of Victorian fantasy
Award Recommended:                Doctor of Philosophy

NAJMAEI LONBANI, ARASH    MGSM          PHD
Principal Supervisor:            Dr Jo Rhodes
Associate Supervisor:                -
Adjunct Supervisor:               P.Lok
Thesis submitted for examination:   30 August 2013
Thesis title:                   Leading Growth: CEO’s Cognition, Knowledge Acquisition and Business Model Innovation In Face Of Dynamism
Award Recommended:                Doctor of Philosophy

NAZ, TARANNUM           FOS          PHD
Principal Supervisor:            Associate Professor Joanne Jamie
Associate Supervisor:            Associate Professor Subramanyam Vemulpad
Thesis submitted for examination:   30 August 2013
Thesis title:                   Chemical and biological investigations of medicinal plants used by the Yaegl Aboriginal community of Australia
Award Recommended:                Doctor of Philosophy

ROSEMAN, HILARIE         FOA          PHD
Principal Supervisor:            Professor Narendranath Chitty
Associate Supervisor:                -
Adjunct Supervisor:               H. Ballis
Thesis submitted for examination: 16 July 2013
Thesis title: Generating forgiveness and constructing peace through truthful dialogue: Abrahamic perspectives
Award Recommended: Doctor of Philosophy

SADEGHINEJAD KARKAVANDI, ZAHRA  MGSM  PHD
Principal Supervisor: Dr Jo Rhodes
Associate Supervisor: -
Adjunct Supervisor: P. Lok
Thesis submitted for examination: 22 August 2013
Award Recommended: Doctor of Philosophy

SCOTT STEVENSON, JULIA  FOA  PHD
Principal Supervisor: Professor Kathryn Millard
Associate Supervisor: Associate Professor Michael Fine, Dr Rochelle Spencer
Thesis submitted for examination: 13 August 2013
Thesis title: Giving time: A web documentary and its role in social engagement and participation
Award Recommended: Doctor of Philosophy

SHAH, BHUMIKA SHRIPAL  FOS  PHD
Principal Supervisor: Associate Professor Bridget Mabbutt
Associate Supervisor: Associate Professor Robert Willows, Dr Ian Paulsen
Thesis submitted for examination: 14 October 2013
Thesis title: Genomic island components within Australian A. Baumanii strains: Sequences and protein structures
Award Recommended: Doctor of Philosophy

SHEN, YANG  FOBE  PHD
Principal Supervisor: Associate Professor Xian Zhou
Associate Supervisor: Professor Tak Kuen Siu
Thesis submitted for examination: 27 September 2013
Thesis title: Asset Pricing and Portfolio Optimization under Regime Switching Models
Award Recommended: Doctor of Philosophy

SHIN, MIN SEOK  FOA  PHD
Principal Supervisor: Associate Professor Paul McKechnie
Associate Supervisor: Professor Alanna Nobbs, Professor Samuel N.C. Lieu
Thesis title: A historical re-examination of the Persecution of 303 to 313
Award Recommended: Doctor of Philosophy

SPENCE, JAY MICHAEL  FOHS  PHD
Principal Supervisor: Associate Professor Nikolai Titov
Associate Supervisor: -
Thesis submitted for examination: 05 August 2013
Thesis title: The development and evaluation of an internet-based treatment program for posttraumatic stress disorder
Award Recommended: Doctor of Philosophy

TABUCANON, GIL MARVEL  FOA  PHD
CONSIDERATION FOR VICE-CHANCELLOR'S COMMENDATION

FIEDER, NORA FOHS PHD
Principal Supervisor: Professor Lyndsey Nickels
Associate Supervisor: Dr Britta Bridermann
Thesis submitted for examination: 11 October 2013
Thesis title: The Representation of Nouns in the Mental Lexicon: Evidence from Brain-impaired and Normal Speakers

On 21 February 2014, the Higher Degree Research Committee recommended that Nora Fieder's PhD thesis be awarded.

The following comments were received from the examiners:

"I was extremely impressed by the quality of this thesis and recommend that it be accepted without the need for further work. Every time a potentially problematic issue was raised in my mind while reading the dissertation, I found it to have been suitably addressed at a later point. The empirical chapters, and especially Chapter 4, are very clearly developed, with a lucid rationale and cleverly designed materials for teasing apart the different theoretical positions. The final overview chapter is also very nicely structured, with a summary of each section followed by conceptually-centred analyses that cut across the individual sections and pull everything together. This is a very scholarly piece of work."

"... contains an excellent review of the literature in a multidisciplinary frame (linguistics, psycholinguistics, neurolinguistics). ... Outstanding is the review of the psycholinguistic theories and of the studies addressing the mental representation of countability in language comprehension and production.... The mental processing [of] the retrieval of Mass and Count nouns is a very puzzling issue, which over the last 20 years has attracted the interest of linguists, psycholinguists, neurolinguists. However, the models describing such processing are still underspecified. The results obtained with the present PhD Thesis are solid and their interpretation is theoretically very relevant. Particularly interesting is the interdisciplinary approach used by the candidate, which allowed integrating converging evidences from both psycholinguistic and neurolinguistic techniques. Altogether, the candidate seems to excellently master the psycholinguistic and cognitive neurolinguistic experimental techniques available for testing contemporary models of lexical representation, and for analyzing the data obtained in the several studies and experiments entering her PhD dissertation. The Thesis is also formally very well written and does not need any substantial amendment. In conclusion, due to the excellent quality of the dissertation I strongly recommend its evaluation with highest marks."

"This thesis has the great merit of addressing the problem of the distinction between count and mass
nouns. It is highly original, since, rather surprisingly, this issue does not occupy much space in neuroscience and psychology research. I think that, everything considered, it is a real shame that this topic is not more popular, and I thus really welcome works like Ms. Fieder’s thesis. As far as I know there is no doctoral thesis in cognitive neuroscience on this topic. One possible reason for the lack of research is that, clear-cut as the count-mass distinction intuitively is, there are many cases for ambiguity. Controlling for proper items to use in experiments in a given language is a very hard work. The method chapter is compact, clear and to the point. Chapters 4 and 5 report three elegant case studies in aphasia with different impairments at different levels of processing. These cases ...[provide] new interesting insights and clearing some of the problems raised in early described cases. The conclusive chapter (6) handsomely discusses the findings reported in earlier chapters, stressing the fact that differences between the two categories are found at different levels of processing. One important aspect of the thesis is Ms Fieder’s attempt to account for her findings by expanding a very popular model of speech production, proposed by Levelt and co-workers, that to my knowledge has not received significant modifications / expansions in recent years. In summary, I think that Ms. Fieder’s thesis makes an original, considerable contribution to the undeservingly neglected field of the contrast between mass and nouns. It represents, as a whole, a significant advancement in both theory and methodology for research in this specific domain. The experiments are elegant and on the whole very well conducted. Her research deserves to be known as soon as possible.”

Taking into account the examiners reports and the above comments, the committee noted that the thesis was of exceptional merit.

RESOLVED
That Nora Fieder’s PhD thesis entitled “The Representation of Nouns in the Mental Lexicon: Evidence from Brain-impaired and Normal Speakers” be awarded a Vice-Chancellor’s Commendation.

LAIDLAW, MARK
Principal Supervisor: Professor Mark Taylor
Associate Supervisor: Associate Professor Damian Gore
Thesis submitted for examination: 21 October 2013
Thesis title: Soil Lead and Human Health Exposure Risks: Studies from Australia and the United States of America

On 21 February 204, the Higher Degree Research Committee recommended that Mark Laidlaw’s PhD thesis be awarded subject to the completion of corrections as specified by the examiners and as outlined by the supervisor to be carried out to the satisfaction of the Higher Degree Research Committee

The following comments were received from the examiners:

“The thesis submitted by Mark Laidlaw for consideration of the degree of doctor of philosophy represents a paradigm shift in evaluating lead exposure pathways in the urban environment. Laidlaw’s collective contributions have significant implications for both the setting of policy recommendations and the designing of exposure mitigation schemes. The thesis’ most fundamental contribution is the observation that re-suspended urban soil is a primary driver for elevated lead blood levels in children in the U.S. and that most of this lead can be linked to the combustion of leaded gasoline. While my current position does not provide me with as much direct mentorship of graduate student research, for five years I co-advised several PhD theses with my postdoctoral advisor at the Parsons Lab, MIT. I would place Laidlaw’s body of scholarship within this prestigious cohort of top recent PhD’s in Environmental Engineering. Since 2008 Laidlaw has published papers from his PhD research that have amassed 318 citations and yield an H-index of 8. I know of no recent PhD student who has graduated with such recognition of scholarship prior to completion of degree. One of the great strengths of Laidlaw’s thesis is the impressive range of analytical and statistical approaches used to tease out the relative contributions of variables in the complex space of lead exposure in the built environment. I commend Laidlaw for this approach, which is at the very
heart of being a successful applied Environmental Scientist. Laidlaw brings a new powerful voice to the growing challenge of urban childhood lead poisoning. As epidemiologists and toxicologists continue to elaborate on the cognitive impacts of chronic low-level lead exposure, Laidlaw’s work will be pointed to as the first to direct future efforts at re-suspended urban soil to ameliorate this global challenge. After reading many of Laidlaw’s contributions as they have been published it was a great pleasure to have the entire body of work in one place.”

“I have read with much interest and anticipation Mr. Mark Laidlaw’s thesis compilation in the area of “Soil Lead and Human Risks”. Before I begin, may I declare that while I’ve sat on several doctoral committees at my university as well as Columbia University, this is the first such review of “PhD by Publication”. In short, I am very supportive of this approach and believe it produces candidates with strong and proven academic research skills and proficiencies. With regard to the quality and conciseness of his published works, allow me to proceed sequentially through each section of a typical research paper. Mr. Laidlaw’s Background/Introduction sections are thorough, very well referenced and allow the general reader to readily understand the issues, problems and scope of the paper. This is especially apparent in Chapter 1 where he lays out the complete “lead in soil” environmental issue. I very much enjoyed this particular chapter. His Methods/Materials section is thorough and acceptable. All relevant materials and procedures have been explained and properly cited. The section reveals his extensive knowledge of instruments and procedures. I was also very satisfied and impressed by his extensive use of graphics and maps. Finally, the most crucial part of any scientific paper is data interpretation within Discussion/Conclusion. In this section, a researcher’s true insights are presented; given his years of focused effort in Lead research, Mr. Laidlaw excels. The discussion sections of his papers are very well organized, extensive and scientifically appropriate. His conclusions logically flow from the data collected/presented and he remains focused on his statements and conclusions. Each of his pursuits and papers generated information that was built upon with additional hypothesis. This logical, structured approach is essential in academic research and expected of all holders of doctorate degrees. He truly has understood and mastered academic scholarly work and his publication record is exceptional. Therefore, I enthusiastically support and hereby approve of Mark Andrew Scott Laidlaw’s thesis in satisfaction of “PhD by Publication”. Should the full committee consider with addendum “with honours”; I wholeheartedly concur.”

“This thesis is a very large body of work which has been conducted over a long period. The level of science is very high, the candidate has made a unique and an important contribution to science and therefore the work meets the requirements of a Doctor of Philosophy in Science. The thesis is unusual firstly, because it comprises eight individual papers and secondly, all eight papers have been published. …The degree of Doctor of Philosophy in Science should be awarded …."

Taking into account the examiners reports and the above comments, the committee noted that the thesis was of exceptional merit.

RESOLVED
That Mark Laidlaw’s PhD thesis entitled “Soil Lead and Human Health Exposure Risks: Studies from Australia and the United States of America” be awarded a Vice-Chancellor’s Commendation.

LAMPERT, ANDREW  FOS  PHD
Principal Supervisor:  Professor Robert Dale
Associate Supervisor:  Dr Cecile Paris, Associate Professor Stephen Cassidy
Thesis submitted for examination:  31 July 2013
Thesis title:  Making Email Actionable: The Identification and Use of Obligation Acts in Workplace Email

On 02 December 2013, the Higher Degree Research Committee recommended that Andrew Lampert’s PhD thesis be awarded.

The following comments were received from the examiners:
“I truly enjoyed reading this thesis! Extremely well written, following a sound methodology and making several significant contributions. Excellent critical review of Speech Act taxonomies, which motivates the need for novel definitions for request and commitment acts. Very detailed and insightful analysis of the annotation studies, resulting in an extremely useful categorization of functional features for obligation acts (Sec 3.3) and the associated guidelines for their interpretation. All the Machine Learning experiments are rigorously designed and performed. And they generate useful insights and suggest several promising directions for future work. I also applaud the broad scope of the thesis; going all the way from a linguistic/pragmatic analysis of obligation acts, to the development of a prototype that could effectively support email users via task extraction and task focused email summarization, and that could potentially be evaluated extrinsically. A closed cycle between the Machine Learning algorithms and the feedback that users can provide through the interface is also envisioned. This is a valuable insight that may well generalize to many other NLP tasks.”

“This thesis undertakes the following activities and does them well: An analysis of speech acts, with a substantial literature review and discussion, with a set of definitions of the acts for request and commitment to be used in the document and to serve annotators who provided judgments about the presence of such acts in an email corpus. Furthermore the thesis examines how requests and commitments occur in email messages in great detail. This linguistic analysis is handled carefully and thoroughly. When I review a doctoral thesis, I look for evidence that the Ph.D. student has developed strong research skills, has investigated a new problem and either solved it or made as much progress as can be expected, and has contributed substantially to new scientific knowledge. This thesis accomplishes all of these criteria with excellent results. In particular, the thesis demonstrates that it is possible to use classifiers to recognize and identify email messages that contain requests and commitments and that such classifiers can be used in email systems to identify tasks for the user automatically. I did not believe when I started this document that the work would be able to accomplish a major advance on recognizing and identifying requests and commitments in email messages. I am delighted to see that it has. This thesis is so thorough that it needs no additional changes or work.”

“This thesis examines techniques for automatically identifying certain classes of “obligation acts” in email, specifically, Requests and Commitments. The thesis is impressively well performed, demonstrating both broad and deep coverage of the issues addressed. The breadth of coverage ranges from a linguistic-pragmatic exploration of the nature of obligation acts in email, through a detailed analysis of classification techniques, and finishing with an implementation of a practical tool integrated into Outlook. The depth is demonstrated in the main research chapters, particularly in the analysis of various issues related to the machine learning techniques. In these respects, I consider this to be an extremely well-executed thesis… The thesis presents a number of research contributions: these include the overall broad problem as well as each of the major contributions listed in Chapter 7. The analysis of the obligation acts that occur in emails is, in my opinion, a particularly interesting and original contribution, and is impressive in that it extends the thesis well beyond a more standard language technology dissertation. The two-stage classification approaches for both message-level (using Zoning) and sentence-level (using the Course-to-Fine approach) classification are both interesting, but the most impressive contribution of Chapters 4 and 5 is the detailed analysis of the techniques. This analysis covers issues related to the gold-standard labelling and skewed nature of the data for sentence-level classification, as well as presenting a comprehensive error analysis of all techniques, leading to suggestions for possible improvements to the techniques. It is the level of analysis in Chapters 3-5 that I found to be the most compelling aspect of the thesis. The candidate demonstrates a superb understanding of the issues and potential pitfalls associated with the task, and the investigation of these, along with the suggested approaches to dealing with them, makes this an excellent example of a thesis for a research task of this nature. Overall, the thesis is very well organised and written.. The attention to detail was excellent; I found hardly a typographical error … and references were appropriately detailed. … the description of the methodologies employed was excellent.”

Taking into account the examiners reports and the above comments, the committee noted that the thesis was of exceptional merit.
RESOLVED
That Andrew Lampert's PhD thesis entitled “Making Email Actionable: The Identification and Use of Obligation Acts in Workplace Email” be awarded a Vice-Chancellor's Commendation.
A meeting of the Higher Degree Research Committee was held on Friday 21 March 2014 at 9:00am in the Council Room, Building E11A

A. MATTERS FOR INFORMATION

The Minutes of the meeting of 21 February, 2014 were approved with minor amendment.

Amendment to 4.4.1:
Each examiner will be limited to 4 theses examination while disciplines where the cohort is larger, this will be limited to 8 theses (application for this additional number of theses examination will need to be made and PESC will consider and approve on a case-by-case basis).

Professor Pretorius welcomed Ms Nicole Brigg to the Committee. As she was on an overseas trip, she would join the committee in the April meeting. The Chair also thanked the outgoing members - Professor Phil Taylor, Professor Ernest Jordan and Mr Peter McCarthy for their contributions to the Committee.

Professor Pretorius briefed the members on the outcome of the Executive Retreat. Macquarie University will need to increase its PhD completions, HDR load, and commencements number in order to improve our overall position. The new Research Framework will also be revised and refined. He will provide a formal update in May perhaps at a lunch time presentation.

Professor Nick Mansfield presented to the Committee an updated HDR Examination Policy which has incorporated the MRes examination in the policy. Attention was drawn to the “Thesis Preparation” part, point 3:

- Unless agreed under a formal Joint or Cotutelle enrolment contract, a candidate may not submit as the main content of the thesis any work or materials which has been previously submitted for any degree successfully completed at Macquarie or elsewhere, but may incorporate that work or material in the thesis, if the candidate specifies the work or material which has been so incorporated"

This implied that if the MRes thesis is part of the PhD thesis, this should be clearly identified in the PhD thesis and will not be examined as part of the PhD thesis. He also advised that the Guidelines and Procedures will be revised at the end of the year when the eExamination project has been finalised.

Professor Mansfield advised that three HDR Learning Advisors had been appointed and thanked those involved in the recruitment process. These advisors will be on board very soon.

With regard to making a case for a MRes equivalence for HDR admission, we have to look more closely in what is involved. Flexibility rather than strict adherence to the rulings will be made by taking the full application, including all supporting documentation, details of study, length of thesis and outcome of thesis and so forth. However, candidates who have not completed the MRes would still be expected to complete the PhD in 3 years’ candidature.

Ms Lanna Leung presented the latest Commencements Report to the Committee. While the HDR enrolment was low in the first three months, more international HDR enrolments are expected
throughout the year. MRes enrolment showed a total of 451 with 407 domestic and 44 international candidates.

Based on last HDRC discussion, the HDR commencements targets were revised, taking into consideration the MRes Year 2 current enrolments for domestic and international, new and continuing candidates. As a result, the 400 new commencements target would consist of 265 MRes and 135 HDR enrolment which made it more achievable for faculties.

The Completions report presented showed that there were 61 completions to date and 102 Under Examination. The figures showed that the HDR Completions were on track in meeting the 2014 completion target of 221. Given the current MRes Year 2 enrolments, the MRes target of 184 should also be achievable.

The 2015 IPRS timeline and 2015 APA timeline were presented and adopted by the Committee. It was also discussed and confirmed at the meeting that current MRes candidates do not need to apply through the APA or IPRS round as they will be awarded a scholarship for their PhD if they meet the 85% in their second year. However, if the candidate had not been provided with a bundle offer, HDRO would request that the candidate submit an HDR application form should they wish to proceed to the PhD after completing the MRes.

The 2014 APR timeline presented worked on the normal schedule that the APR will be open at around October and finish in around February the following year. However, when the first cohort of MRes has progressed to PhD, the APR timeline may be brought forward to commence in July. More discussion will take place towards the end of the year. Analysis of the APR Report will be deferred to the next meeting.

In order to assist faculties in recruiting qualified domestic PhD candidates, the Deputy Vice Chancellor (Research) has approved 30 mid-year APA scholarships. These scholarships will be advertised on the HDRO website.

Discussion was made as to whether shell units for the MRes program will still be offered in 2015, and possibility of self-enrolment. Whilst most faculties will not be using shell units from 2015, they do not agree on the idea of self-enrolment because the Faculty will lose control of the candidate’s selection of units if this does not require the approval by the MRes Advisors.

Professor Ernest Jordan advised the Committee about the restructure of the Global Programs Office (GPO). He also provided an update on the Hamburg matchmaking workshop to be held in May. The delegation will be led by Professor Pretorius. Fudan University will also be present at the workshop, thus making it a three way partnership. Up to 10 delegates will be selected across the university. In addition, Professor Jordan also provided the Committee with some updates on the cotutelle statistics: 8 agreements and 14 proposals were raised (at various stages) and 160 enquiries were handled. Global Programs team continues to provide advice to potential candidates and supervisors.

### COMPLETION OF REQUIREMENT

**ASMYSR, MARIA GULBRANDSEN**
- FOS PHD
- Principal Supervisor: Dr Grant Hose
- Associate Supervisor: Dr Adam Stow
- Thesis submitted for examination: 18 September 2013
- Thesis title: Biodiversity assessment and conservation of groundwater ecosystems
- Award Recommended: Doctor of Philosophy

**BALLANTINE-JONES, BRUCE ALBERT**
- FOA PHD
- Principal Supervisor: Associate Professor Stuart Piggin
- Associate Supervisor: Emeritus Professor Edwin Judge, Dr Stuart Johnson
- Thesis submitted for examination: 04 December 2013
Thesis title: Changes in Policy and Practice in the Diocese of Sydney 1966-2013: The Political Factor
Award Recommended: Doctor of Philosophy

BOWMAN, BELINDA ROBYN FOHS PHD
Principal Supervisor: Associate Professor Ann K. Goodchild
Associate Supervisor: Professor Jacqueline Phillips
Thesis submitted for examination: 08 November 2013
Thesis title: Inhibitory Signalling in the Autonomic Control of Cardiovascular, Respiratory and Metabolic Function
Award Recommended: Doctor of Philosophy

BROWN, JEFFREY EDWARD FOHS DPSYCH
Principal Supervisor: Associate Professor Barbara Griffin
Associate Supervisor: Dr Benjamin Searle
Thesis submitted for examination: 12 August 2013
Thesis title: Stakeholder Perceptions of Selection: Analysis of Applicants and Stakeholders Perceptions of Tests Used to Select Medical Students
Award Recommended: Doctor of Philosophy

BUCKINGHAM, JENNIFER FOHS PHD
Principal Supervisor: Associate Professor Mark Carter
Associate Supervisor: Dr Robyn Beaman
Adjunct Supervisor: K. Wheldall
Thesis submitted for examination: 11 October 2013
Thesis title: Literacy and Social Disadvantage: An evaluation of Research-based Literacy Interventions for Low-progress Readers in a School with High Levels of Socioeconomic Disadvantage
Award Recommended: Doctor of Psychology

BUI, ANH TUAN FOBE PHD
Principal Supervisor: Professor Lance Fisher
Associate Supervisor: -
Thesis submitted for examination: 06 November 2013
Thesis title: Exchange Rate Predictability, Monetary Policy Announcements, and the Term Structure of Interest Rates
Award Recommended: Doctor of Philosophy

BYAMBADORJ, TSEREGMAA FOS PHD
Principal Supervisor: Dr Kristian James Ruming
Associate Supervisor: -
Adjunct Supervisor: M Amati
Thesis submitted for examination: 23 May 2013
Thesis title: Urban transition in informal settlements in Ulaanbaatar, Mongolia
Award Recommended: Doctor of Philosophy

DEEGALLA DURAGE, ANTON PIYARATHNE FOA PHD
Principal Supervisor: Dr Christopher Houston
Associate Supervisor: Dr Jakob Timmer
Thesis submitted for examination: 19 August 2013
Thesis title: Constructing common grounds: Everyday life worlds beyond politicised ethnicities in Sri Lanka
Award Recommended: Doctor of Philosophy

GARDHAM, STEPHANIE FOS PHD
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Supervisor(s)</th>
<th>Thesis submitted for examination</th>
<th>Thesis title</th>
<th>Award Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>HASSAN, SARAH FARIDAH</td>
<td>FOHS PHD</td>
<td>Principal Supervisor: Associate Professor Ann K. Goodchild</td>
<td>08 November 2013</td>
<td>Prefrontal Cortex Control of Cardiorespiratory and Thermoregulatory Function: Implications to Methamphetamine Addiction and Mental Health Disorders</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>HASTIE, MADELEINE LOUISE</td>
<td>FOA PHD</td>
<td>Principal Supervisor: Professor Bridget Griffen-Foley</td>
<td>11 October 2013</td>
<td>Free-to-air: A history of Sydney’s commercial television programming, 1956-2012</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>HEIKKA, JOHANNA ELMIINA</td>
<td>FOHS PHD</td>
<td>Principal Supervisor: Associate Professor Manjula Waniganayake</td>
<td>13 December 2013</td>
<td>Distributed Pedagogical Leadership in Early Childhood Education in Finland</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>INAM, FARAZ AHMED</td>
<td>FOS PHD</td>
<td>Principal Supervisor: Associate Professor Michael J. Steel</td>
<td>12 July 2013</td>
<td>Fundamental characterisation of nanodiamond NV centre spontaneous emission</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>ISLAM, MD SHAHIDUL</td>
<td>FOS PHD</td>
<td>Principal Supervisor: Professor Karu Esselle</td>
<td>08 November 2013</td>
<td>Implantable Antennas for Medical Wireless Telemetry Systems Operating in the 900 MHz ISM Band</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>JOHNCO, CARLY JAN</td>
<td>FOHS PHD/MCLINPSY</td>
<td>Principal Supervisor: Professor Ron Rapee</td>
<td>28 November 2013</td>
<td>Learning Cognitive Restructuring in Later Life: The Role of Cognitive Flexibility on Cognitive Restructuring Skill Acquisition in Older Adults with Anxiety and Depression</td>
<td>Doctor of Philosophy</td>
</tr>
</tbody>
</table>
Award Recommended: Combined Award of Doctor of Philosophy and Master of Clinical Psychology

MOSTAFAVI, HODA FOA MPHIL
Principal Supervisor: Dr Richard Menary
Associate Supervisor: Dr Mitch Parsell
Thesis submitted for examination: 06 December 2013
Thesis title: The Evolution of Folk Psychology as Narrative Practice
Award Recommended: Master of Philosophy

OSAWA, TOSHIRO FOA PHD
Principal Supervisor: Associate Professor Jean-Philippe Deranty
Associate Supervisor: Professor Nicholas Smith
Thesis submitted for examination: 15 November 2013
Award Recommended: Doctor of Philosophy

PATEL, ALPESH RAMANLAL FOS PHD
Principal Supervisor: Dr Fei Liu
Associate Supervisor: Professor Peter Karuso
Thesis submitted for examination: 24 October 2013
Thesis title: Synthesis and conformational investigations of bioactive natural products and fluorinated analogues
Award Recommended: Doctor of Philosophy

QUILTER, MICHAEL DAVID FOA PHD
Principal Supervisor: Dr Vijaya Nagarajan
Associate Supervisor: Professor Natalie Klein, Emeritus Professor Bruce Kercher
Thesis submitted for examination: 11 October 2013
Thesis title: The Idea of Bankruptcy – More Than Law
Award Recommended: Doctor of Philosophy

RICE, MARTIN JAMES FOS PHD
Principal Supervisor: Dr Greg Walkerden
Associate Supervisor: Professor Mark Taylor
Adjunct Supervisor: T. Flannery, A. Henderson-Sellers
Thesis submitted for examination: 08 August 2013
Thesis title: Why isn’t Earth System Research Integrated Enough to Contribute to Solutions to Twenty-First Century Challenges?
Award Recommended: Doctor of Philosophy

RODRIGUEZ URIBE, NATALIA FOA PHD
Principal Supervisor: Dr Carlos Bernal-Pulido
Associate Supervisor: Associate Professor Shawkat Alam
Thesis submitted for examination: 02 August 2013
Thesis title: Collective Legal Autonomy to Traditional Ecological Knowledge: The Rights of Indigenous Peoples and Linkages to Biodiversity Conservation in Colombia and Australia
Award Recommended: Doctor of Philosophy

SAY, JANA FOS PHD
Principal Supervisor: Dr Louise J. Brown
Associate Supervisor: -
Adjunct Supervisor: T. Gaebel J. Rabeau
Thesis submitted for examination: 24 October 2013
Thesis title: Novel nanodiamond materials: development, characterization and use in biological and quantum applications
Award Recommended: Doctor of Philosophy

STEELE, KATHLEEN MARCIA FOA PHD
Principal Supervisor: Dr Jane Messer
Associate Supervisor: Professor Antonina Harbus
Thesis submitted for examination: 28 August 2013
Thesis title: “Spendid Failures”: The Wanderer in Patrick White’s Voss and Randolph Stow’s To the Islands’ and a novel, The September Sisters
Award Recommended: Doctor of Philosophy

YU, YAO FOS PHD
Principal Supervisor: Professor Sue O’Reilly
Associate Supervisor: Professor Xisheng Xu, Professor William Griffin
Thesis submitted for examination: 14 August 2013
Thesis title: The evolution and water inventory of the subcontinental lithospheric mantle: a new perspective from peridotite xenoliths (SE China) and zircon megacrysts from basalts.
Award Recommended: Doctor of Philosophy

CONSIDERATION FOR VICE-CHANCELLOR’S COMMENDATION
JOHNCO, CARLY JAN FOHS PHD/MCLINPSY
Principal Supervisor: Professor Ron Rapee
Associate Supervisor: Dr Viviana Wutrich
Thesis submitted for examination: 28 November 2013
Thesis title: Learning Cognitive Restructuring in Later Life: The Role of Cognitive Flexibility on Cognitive Restructuring Skill Acquisition in Older Adults with Anxiety and Depression

On 21 March 2014, the Higher Degree Research Committee recommended that Carly Jan Johnco’s PhD thesis be awarded subject to the completion of corrections as specified by the examiners and as outlined by the supervisor to be carried out to the satisfaction of the Higher Degree Research Committee

The following comments were received from the examiners:

“This was an excellent thesis – well written, well-structured and well organized into a sequence of thematically related papers. As you will see from my comments below, I found the thesis to be highly polished and it deserves the highest praise. Introduction – Well done on writing a scholarly introduction to a poorly defined area. The introduction summarized the literature on the potential role of cognitive flexibility on skill acquisition and treatment outcomes for older adults. Gaps in the literature were highlighted. Paper 1 – This paper was written well, succinct and focused. The discussion was appropriately related to study findings, the research literature and to clinical applications. Paper 4 – This was an excellent paper. Analyses were rigorous and findings were subjected to a high burden of proof. “

“This set of papers represents an impressive amount of work addressing an important topic in the treatment of older adults with anxiety and depression, namely, the role of cognitive functioning in the acquisition of cognitive restructuring (CR) skills and outcomes following cognitive behavioral treatment (CBT). The thesis reflects a nice progression of studies that build on each other and address a good breadth of issues within the overall theme of the work. Of particular value is the overall theme that older adults represent a heterogeneous group, making it difficult to draw global conclusions about the value of various assessment and treatment approaches for this population. In
the introductory comments and discussion, Dr. Johnco places her research well within the context of other studies that have addressed similar issues, and she appropriately addresses major strengths and weaknesses of her work. Particular strengths of the studies include the multiple measures of cognitive flexibility utilized, with attention to overlap and divergence between them, and the likewise broad approach taken to the assessment of cognitive restructuring. The experimental paradigm used to assess cognitive restructuring skill in studies 1, 2, and 4 is nicely innovative... Overall, the studies are very well conducted, with careful attention to participant selection, use of measures, attention to possible covariates (e.g., age, education), and overall data analysis. I believe that this set of papers is well worthy of the Ph.D. Dr. Johnco, along with her advisors, has done an excellent job of tackling a tough and important issue in the treatment of older adults that has important scientific and clinical implications. This work is well conducted, nicely presented, and certainly reflects a more voluminous work sample than most Ph.D. projects I have helped to supervise in the U.S. where a single empirical project is sufficient. I appreciated the opportunity to read this work, and I congratulate Dr. Johnco on a job well done”.

“This is a well-written and well-integrated series of studies that directly addresses a neglected area in research on CBA with older adults – whether presumed changes in executive functioning and especially cognitive flexibility with age would reduce the ability to do cognitive restructuring and so negatively affect treatment response. The studies make novel, and conceptually important contributions to the field in multiple ways: (1) a valuable analysis of the psychometry properties of common ways of measuring cognitive flexibility. This kind of work is often assumed rather than explored and the candidate does an impressive job including conceptualized analysis. (2) Careful exploration of the role of cognitive restructuring in treatment outcome – studies of treatment process in general are lacking with older adults – this one is masterful and will advance the field. (3) The discussion of the results is much better at linking the diverse findings and explaining them in the context of existing literature than almost all dissertations I have read in 25 years”

Taking into account the examiners reports and the above comments, the committee noted that the thesis was of exceptional merit.

RESOLVED

That Carly Jan Johnco’s PhD thesis entitled “Learning Cognitive Restructuring in Later Life: The Role of Cognitive Flexibility on Cognitive Restructuring Skill Acquisition in Older Adults with Anxiety and Depression” be awarded a Vice-Chancellor’s Commendation.
ITEM 9.4: SENATE LEARNING AND TEACHING COMMITTEE

Reports of the Senate Learning and Teaching Committee meetings held on 17 February and 10 March 2014.

For approval.
1. APOLOGIES AND WELCOME

The Chair extended a welcome to all to the first meeting of 2014 and particularly, Professor Greeley, who would be attending meetings as Acting Provost, as well as Dr Cathrine Neilsen-Hewett, who had been nominated by Professor Greeley to represent Faculty of Human Sciences.

The Committee noted apologies from Ms Deidre Anderson, Ms Lindie Clark, Professor Judyth Sachs and Mr Jonathan Wylie.

The Chair confirmed that the Academic Senate had approved the revised Terms of Reference for the Senate Learning and Teaching Committee and invited the Chair of Academic Senate to provide a brief update on the revised Terms of Reference. Professor Verity outlined that all committees of Academic Senate would have co-opted Members of Academic Senate in order to ensure that Senate itself is better informed of the work of the Sub-Committees.
Professor Verity further outlined that he had called for nominations at the last meeting of Academic Senate and he would also be approaching members to gauge their interest.

The Chair added that he had inherited MACALT and his initial thoughts were that, given the extent of the more strategic issues of matters handled by this Committee, the role of this Committee would be better integrated into the role of SLTC and the overall University governance structure. In order to do this, at some point MACALT would need to be disestablished and the SLTC membership aligned accordingly to ensure the appropriate representation. It was proposed that a Committee reporting to SLTC would be needed to deal specifically with the governance of learning technologies. In response to the Chair’s query, Ms Williams confirmed that a Committee of this nature could be set up by decree. The Chair suggested an Agenda Item at the next meeting to progress this.

**Action:** Professor S Young

2. **MINUTES OF THE PREVIOUS MEETING**

The Committee **RESOLVED** to approve the minutes of the meeting held on 25 November 2013 as a true and accurate record. The Chair and Ms Williams addressed the Provost’s queries in relation to RPL and Course Transfer Policy as these will further evolve in 2015.

3. **BUSINESS ARISING FROM THE MINUTES**

From the meeting held on 17 February 2014

<table>
<thead>
<tr>
<th>Matter</th>
<th>Responsibility</th>
<th>Date Due</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the disestablishment of MACALT and how the work of this Committee can be best integrated into SLTC and the overall University governance structure.</td>
<td>Prof Young</td>
<td>Early 2014</td>
<td></td>
</tr>
</tbody>
</table>

**Items in progress/pending from previous meetings**

<table>
<thead>
<tr>
<th>Matter</th>
<th>Responsibility</th>
<th>Date Due</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Formulation of an English Language Proficiency Policy. Working Party to be set up in 2014.</td>
<td>Prof Young</td>
<td>Feb 2014</td>
<td>In progress. Verbal update provided by the Chair at meeting on 17 February.</td>
</tr>
<tr>
<td>3. Formulation of a Students at Academic Risk Policy. The Chair suggested for Associate Deans – Learning and Teaching to share their intelligence on Students at Academic Risk and, in liaison with other input/data gathered, SLTC would progress further discussions on student retention strategies.</td>
<td>Prof Young/Associate Deans</td>
<td>Feb 2014</td>
<td>In progress. Verbal update provided by the Chair at meeting on 17 February.</td>
</tr>
<tr>
<td>4. A Working Party to be set up to review the Student Feedback on Learning, Teaching and Curriculum Policy in conjunction with implementation of the recommendations that emerged from the Evaluation framework. The Provost, Professor Judyth Sachs would chair this Working Party. A/Professor Solomonides would confirm the composition of the Working Party and the time frame to finalise the review at the Senate Learning and Teaching Committee Working Party on</td>
<td>A/Prof Solomonides</td>
<td>October 2013</td>
<td>In progress. Written status provided by A/Prof Solomonides at the SLTC meeting on 28 October 2013. A/Professor Solomonides provided further feedback at the meeting on 25 November 2013 that he is engaging</td>
</tr>
<tr>
<td>Matter</td>
<td>Responsibility</td>
<td>Date Due</td>
<td>Comments/Status</td>
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<tr>
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<tr>
<td>Monday, 28 October 2013.</td>
<td></td>
<td></td>
<td>student representatives on the Student Experience Committee and will report on further progress as required. In response to the Chair’s query, he also confirmed that he issues previously being addressed by the Online LEUs group (in particular response rates) would now be addressed by this Working Party.</td>
</tr>
<tr>
<td>5. A/ Professor Solomonides would present a report on issues identified in relation to the Learning Technologies Policy and Procedure discussed at the Senate Learning and Teaching Committee.</td>
<td>A/Prof Solomonides</td>
<td>October 2013</td>
<td>In progress Written status provided by A/Professor Solomonides at meeting on 28 October: Review work is being undertaken. A meeting of stakeholders took place on 15 October, including several iLearn Steering and SLTC Committee members. Meeting was chaired by A/Professor Gosper. A draft Policy and Procedure would be presented to SLTC when ready.</td>
</tr>
<tr>
<td>6. Development of expanded Academic Integrity Policy. Formation of working party, development of working paper and initial consultation.</td>
<td>Prof Verity</td>
<td>2014</td>
<td>A Chair had previously been identified and accepted the role, however has since had to withdraw. A Working Party will be formed in early 2014 and will be chaired by Prof Verity.</td>
</tr>
<tr>
<td>7. Establish working party to discuss development of guidelines for supporting students part-way through a subject who become incarcerated (or otherwise unable to attend campus).</td>
<td>Ms Williams/ Mr Burrell/ Ms Freeman</td>
<td>Revised to early 2014</td>
<td>Mr Burrell provided an update that Continued Access Guidelines have been drafted, but not widely consulted yet.</td>
</tr>
<tr>
<td>8. It was agreed to endorse the proposed amendment to the calculation of student GPAs to be commensurate with the attainment of a High Distinction and also align it with most other Australian institutions. The Chair to investigate the practicalities of this change with the Deputy Registrar’s Office and report back to a future meeting of the Senate Learning and Teaching Committee.</td>
<td>Prof Verity</td>
<td>Early 2014</td>
<td>In progress. Prof Verity provided an update that systemic legacy issues remain to be resolved and that these would be investigated further in 2014 with the Deputy Registrar and Manager of Student Systems.</td>
</tr>
<tr>
<td>9. Investigate a regulatory structure for MOOCs.</td>
<td>Prof Verity/ Prof Young/ Ms Freeman</td>
<td>Early 2014</td>
<td></td>
</tr>
<tr>
<td>10. Themes for Senate Learning and Teaching in 2014</td>
<td>Prof Young</td>
<td>February 2014</td>
<td>Discussed at 17 February meeting and Grading Feedback identified as first theme for discussion</td>
</tr>
</tbody>
</table>
4. REPORTS

4.1 Chair’s Report

The Chair reported on the following matters:

- The Chair noted the Provost, Professor Judyth Sachs’, resignation and the immense contributions Professor Sachs had made to the University, in particular the impetus her leadership provided, resulting in significant enhancements in the University’s learning and teaching space. Staff would get an opportunity to extend their best wishes at a farewell that is being organised by the Vice-Chancellor’s Office.

- The Chair made a presentation (Attachment 1), which he had also given to Associate Deans and Head of Departments. The presentation laid out the vision for ‘Learning and Teaching @ Macquarie - Three P’s’ and encompassed:
  - Introduction: We currently operate in an interesting higher education environment

    - An evolving regulatory environment
- Global/market pressures quite different from what they were several years ago

○ A culture of transformative learning and teaching, as referred to in ‘A Framing of the Futures’ document; and the importance of learning, teaching and research is reinforced by the Vice-Chancellor in almost every public appearance. Learning and teaching traverses across all strategic priorities:
  - Alignment with changing Student expectations
  - Response to technological challenges and opportunities
  - The physical space is an important touch point for learning and teaching.
  - Recognition and international presence: clearly L&T has a huge overlap with this particular part of the priorities
  - Research integration is something that we really need to think about and consider,
  - all of which is underpinned by improving and strengthening Support Services.

Clearly those provocations, the first P, are things that we really need to be thinking about, as we establish our L&T framework

○ Second P - Principles: We need a clear strategic thinking about a framework of principles around L&T – what these are going to be at MQ. We need to ensure that that vision is not just words but translates into implementation.
  - Vision is all inclusive to:
    - inspire and enable excellence at all levels and
    - leadership of learning and teaching is shared
    - develop, reward and recognise teaching. Some work to be done around the promotions process, workload and how we incentivise, eg, awarding of grants, etc.

○ Process: Roadmap for PVC L&T office for 2014 year
  – stages which will enable the development of a L&T framework for implementation in the second half of 2014

The Chair concluded his presentation by mentioning that these ideas need to be developed further, and discussions and consultation with stakeholders would enable the ideas to be synthesised into a more formal plan. A reference group will be formed over the next month or so to develop a strategic approach. In light of the Provost’s departure, the timelines may need to be adjusted, however, it is envisaged to have a Learning and Teaching Framework during the course of the year and there will be opportunities for consultation and feedback.

The Chair reported that a Project Officer has been appointed for his office. Part of the responsibilities attached to this role will be responsibility for grants and communications to optimise the functionality, which will now be provided by Google Docs, Google+, etc. The initial focus will be on internal
communications, expanding horizons over time, but there is clearly established need for better and more effective communications at Committee level, ie, a need for “increased presence”, with engagement by Committee members in developing these strategies.

4.2 Reports from the Faculties

Faculty of Arts

The Committee noted the report.

Dr Ambler highlighted that the Faculty had gradually moved to the use of online processes for the submission of student assignments and touched on the technologies being utilised to enable this. In light of this change in practice for managing assignments from Session 2, 2014 the Faculty of Arts will not handle the collection and/or return of any hard copy assignments.

In response to the Chair’s enquiry about the approach being adopted by other Faculties, Dr Parsell and A/Professor Wood confirmed that the Faculty of Human Sciences and Faculty of Business and Economics were also going to adopt this approach. A/Professor Wood elaborated that FBE had in fact installed scanners as this enabled online marking and ensured good quality assurance as to when the assignment was submitted and returned after marking.

A/Professor Donald remarked that online submission of assignments and marking presents a bit more of a challenge for the Faculty of Science as there are a lot of mathematical formulae in the content of units and it was a labour intensive task to mark and provide feedback online as it would involve a lot of additional printing and scanning. It is equally cumbersome for students to type these formulae, as opposed to handwriting assignments.

Professor Greeley suggested that there may be suitable software available that may address the Faculty of Science’s requirements in this regard.

There was a discussion about system limitations and the Chair reiterated, as outlined in his report earlier in the meeting, that although current systems did have limitations, in line with enabling a culture of transformative learning articulated in the University’s A Framing of Futures strategic plan, it was incumbent for all to collectively envisage where we wish to be aspirationally in 3-5 years, in every dimension of learning and teaching, inclusive of cutting-edge technologies.

Mr Benjamin Roe, remarked that the reality from a majority of the students perspective is they are interested in receiving a mark, not necessarily detailed feedback. However, there was a consensus that from a pedagogy viewpoint it was valuable for meaningful feedback to be provided for all assessment tasks.

Faculty of Business and Economics

The Committee noted the report.

A/Professor Wood highlighted the online offering of the Master of Business, as this mode of offering presented a growth opportunity. She also touched on the success of the Global Trading game that the Faculty had created to illustrate a number of concepts in international trade and economics that contribute to effective learning and teaching. The Chair commented that he had also had a conversation with a unit convenor, who outlined how deploying an online game exponentially increased student engagement.
Mr Roe enquired how responsive students at risk had been to the Faculty’s communications and if the responses had been positive. A/Professor Wood confirmed that the response rate to emails was poor, however SMS messaging has had a relatively healthy response rate. There were trend indicators that confirmed there was as significant improvement in GPAs of students, who had been contacted, twelve months down the track, even students who had not responded.

There was further discussion of strategies to identify students at risk, including identifying students who may potentially be at risk due to certain subjects not attempted at HSc level, for example, students in a Chemistry degree, who had not taken Maths at HSc level. It was confirmed reports identifying such students could be generated via AMIS and A/Professor Donald also remarked that Mr Steve Phelps, the New Students Enrolment Team Leader, was also planning on the introduction of some reports, as part of the enrolment process. The Chair remarked that the University was also engaged in a more granular approach for the intake of students rather than ATAR being the sole criteria. He further outlined the need to raise awareness of the Retention Project, which is underway.

There was a consensus that there is greater take up of support by students at unit level rather than program level and that professional training resources be allocated for casual staff equitably.

Faculty of Human Sciences

The Committee noted the report.

Dr Parsell highlighted the Recommendations for writing Formative Feedback (in order of importance) emanating from an online student survey conducted in Semester 1 2013. The results highlighted that students would prefer detailed and candid feedback.

It was noted that the current system does not have the functionality to provide this feedback and the scale also places limitations. The Chair remarked that yet again, this enhancement falls into the aspirational 5-10 year plan, in the sense there are constraints at the present time but if we want to move forward, we need to make a start on identifying opportunities to maximise opportunities for communication with students and also enrich the quality of the interaction. One of the suggestions was also to scope the possibilities of using SMS or Twitter, keeping in mind the limitations (including size) of these modes of communication.

Ms Franklin, the Higher Degree Research student representative, noted there is also an obligation on behalf of students to be fully engaged in accessing feedback via GradeBook, etc.

Faculty of Science

The Committee noted the report.

A/Professor Donald briefed the Committee that the Faculty had employed a lot more publicity in publicising the bridging course. Early indications are that there is much higher take up and that the Faculty will continue to track the data.

Focus on Retention continues and an integral part of this is to develop the skills of front-line tutors. The Chair remarked that one of the key parts of learning and teaching is for institutions to provide opportunities for continual development and greater participation and in fact some institutions acknowledge that a higher degree research programs career trajectory should also include the development of teaching skills. A/Professor Solomonides remarked that one of the main strategic topics of discussion at the Australian Change
It was acknowledged that costs for providing training for casual staff were prohibitive and that the approach and resources for professional development of casual staff should be consistent across all Faculties. Professor Greeley suggested that a University-wide strategy should be framed around this and the Higher Degree Research Office should also be involved in this initiative.

GENERAL BUSINESS

5.1 Policies and Procedures

5.1.1 2014 for Review of Policies

The Chair outlined that there are a number of Policies requiring review and development this year and a number of policies that are at the implementation stage and work is being undertaken to ensure smooth implementation. For example, for the Disruption to Studies Policy—there is a working group examining implementation issues, following approval by Council in December 2013. Similarly, Recognition for Prior Learning (RPL) has been approved and communication is being finalised.

The Policies which would require a particular focus this year:

- English Language Proficiency
- Students at Risk
- Combine review of Assessment and Unit Guide Policy
- Course Transfer
- Inherent Requirements Policy

The Chair, in liaison with the Chair of Academic Senate, will establish a timeline so that Policies are effectively developed, reviewed and finalised by the end of 2014. Working Parties for the development/review of individual Policies would be formed in the near future and members of this Committee would be approached for their involvement.

**Action:** Professor S Young/Professor D Verity

5.1.2 Recognition of Prior Learning 2015 – Exception to Schedule of Minimum Requirements from Macquarie Graduate School of Management (MGSM)

Professor Verity outlined that following approval of Recognition of Prior Learning (RL) Policy by Academic Senate on 1 October 2013 and the accompanying Schedule of Minimum Requirements recommended for approval by the Senate Learning and Teaching Committee (SLTC) on 28 October 2013, MGSM identified a transitional articulation issue arising from the implementation of the RPL Policy in 2015 and the corresponding winding up of the Master of Management (MMgt) at the end of 2014.

Under the RPL Schedule, students admitted to the MMgt from Term 3, 2014 will be unable complete the program by the end of 2014 and articulate through to the MBA with the same number of credit points for RPL as is currently available. This was set out in the table in the discussion paper included in the Agenda for comparison purposes, which illustrated that currently students progressing from the MMgt to the MBA are eligible for a maximum of 40
credit points under the 2014 RPL Policy. Under the new RPL Policy (from 2015 on) students who complete the MMgt in 2015 and beyond and who wish to progress to the MBA will be eligible for a maximum of 32 credit points under RPL.

Consequently the MGSM are seeking a transitional Exception to the Schedule which would allow the current RPL arrangements to remain in place in the short term.

It was **RESOLVED TO RECOMMEND** to UPRG and then for approval by Academic Senate that the Schedule Schedule of Minimum Requirements attached to the RPL Policy 2015 is amended by including the Exception (in green) below:

<table>
<thead>
<tr>
<th>EXCEPTIONS</th>
<th>The following exceptions have been approved by Academic Senate: No exceptions currently approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie University</td>
<td>Application and Minimum Requirement</td>
</tr>
<tr>
<td>Master of Management (MMgt) articulating into the Master of Business Administration (MBA) at the Macquarie Graduate School of Management (MGSM)</td>
<td>A student who completes the MMgt (40 credit points) after the end of 2014 is eligible for maximum RPL of 40 credit points towards the MBA (64 credit points). Student must complete a minimum of 24 credit points in the MBA at Macquarie University.</td>
</tr>
</tbody>
</table>

5.1.3 Alignment of Withdrawal and Discontinuation Language Proficiency Policy with Disruption to Studies Policy

Following the approval of University Council approval of the Disruption to Studies Policy on 5 December 2013, it was identified that the Glossary and current Withdrawal and Discontinuance Policy and the Withdrawal Without Penalty Procedure contains the old definition of serious and unavoidable disruption. It was therefore proposed and agreed that the definition of a Serious and Unavoidable Disruption referenced in the Glossary and Withdrawal and Discontinuance Policy and the Withdrawal Without Penalty Procedure be aligned with the definition in the Disruption to Studies Policy.

It was **RESOLVED TO RECOMMEND** to UPRG and then for approval by Academic Senate that the definition of a Serious and Unavoidable Disruption referenced in the Glossary and Withdrawal and Discontinuance Policy and the Withdrawal Without Penalty Procedure be aligned with the definition in the Disruption to Studies Policy, as approved by University Council on 5 December 2013:

**Serious and Unavoidable Disruption:** the University classifies a disruption as serious and unavoidable if it:
• could not have reasonably been anticipated, avoided or guarded against by the student; and
• was beyond the student’s control; and
• caused substantial disruption to the student’s capacity for effective study and/or completion of required work; and
• was of at least three (3) consecutive days duration during an event critical study period or prevented completion of a final examination.

5.1.4 Formulation of an English Language Proficiency Policy – verbal update by Chair
The formulation of this Policy will be rolled into the review of Learning and Teaching Policies during the year and was covered by the Chair’s verbal update under Item 5.1.1.

5.1.5 Formulation of Students at Academic Risk Policy – verbal update Chair of SLTC
The formulation of this Policy will be rolled into the review of Learning and Teaching Policies during the year and was covered by the Chair’s verbal update under Item 5.1.1.

5.2 Themes for Senate Learning and Teaching Committee in 2014
The Chair remarked that his sense is that meetings of the Committees like the SLTC are most valuable when there are discussions around items of interest like the sort of discussions instigated by the Faculty Reports at the meeting today. He expressed that he is keen to further formalise these types of discussions by encouraging a thematic approach. The proposal would be to allocate around 30 minutes at each meeting for the discussion of a theme and that each discussion topic be facilitated by one or two members of the Committee.

The Chair further remarked that from the discussion that morning, some areas of interest had emerged clearly:

- Student Feedback
- Students at Risk
- Entry Pathways

The Chair called for suggestions for the theme for discussion at the next meeting and it was agreed that Dr Parsell and Mr Roe would facilitate a 30 minute discussion on Grading Feedback.

It was agreed that other ideas for Themes for discussion for the remainder of the year be brought to the next meeting.

**Action:** SLTC Members
5.3 **Nomination of new member for the Faculty of Human Sciences**

The Executive Dean of Human Sciences, Professor Janet Greeley, had nominated Dr Cathrine Neilsen-Hewett to be the Faculty of Human Sciences representative on the Senate Learning and Teaching Committee. This nomination was endorsed by the Committee.

It was **RESOLVED TO ENDORSE** Dr Cathrine Neilsen-Hewett’s nomination as the Faculty of Human Sciences representative.

5.4: **Nomination of Student Representatives**

The Chair informed the Committee that he and the Chair of Academic Senate would be consulting with the elected student representatives on Academic Senate to confirm student representative members on SLTC.

**Action:** Professor S Young and Professor D Verity

5.5: **Report of the Academic Senate held on 12 December 2013**

The Report of the Academic Senate held on 12 December was noted.

In addition, the Chair provided a brief verbal report of the Academic Senate meeting held on 13 February 2014:

Following recommendations to address efficiencies in those parts of the approvals chain that operate at the University level, the process of revision of the Faculty rule, the formalisation of the structure and role of Faculty Academic Boards and a thorough review of faculty level governance committees (FSQCs, FLTCs, local HDR committees and so forth) provides us with further significant opportunities for optimisation. To enable this the terms of reference and structure of Academic Standards and Quality Committee (ASQC) have been amended to realign with the establishment of a new standing Committee, the Curriculum Standards Framework Committee (CSFC). This Committee will be tasked with codifying, articulating and further developing the University’s QA standards in regard to curriculum development, program and unit approvals, curriculum and delivery review, results approval, professional accreditation and benchmarking, peer review of curriculum and assessment, recognition of prior learning, response to stakeholder feedback and so forth. Approvals relating to this framework would remain the prerogative of Academic Senate.

The primary oversight of the Academic Senate and Standards and Quality Committee would be the implementation of Academic Senate’s Curriculum Standards Framework. Its terms of reference would place much greater emphasis upon the establishment and monitoring of curriculum and delivery review cycles, receiving and responding to reports arising out of Academic standards processes at Faculty level, spot audits of selected programs, curriculum risk assessment and so forth.

In line with this new structure, the Academic Senate would develop and implement a training, mentoring and succession planning process to support the members of its committees. This should include common agreed standards for workload recognition of these roles.
Professor Verity further elaborated that it was agreed that, subject to the regulation of the Faculty academic governance structures under a new Faculty rule that Faculty Boards be authorised to undertake the approval / re-accreditation of Units and the approval of Unit results. ASQC should retain responsibility for all program level approvals and for the approval of People, Planet, PACE and Capstone designations. CSFC will consider, and recommend, other areas of ASQC’s existing responsibilities that Faculty Boards could be authorised to undertake.

In response to Dr Ambler’s questions as to how the changes in the Terms of Reference would be reflected in the operations of Faculty Boards and how these would be communicated, Professor Verity confirmed that once the Faculty Rule had been finalised and approved at the University Council meeting in April, the new structure will have a lot more clarity and communication to Faculties formulated in line with this. He briefed the Committee that the process of appointing a Project Officer to work with him on Senate matters was close to completion and one of the main briefs of this role would be to formulate effective communication strategies. In addition, the case management model proposed, under which cases would be allocated for review by small (2-3 person) working parties would provide support and guidance, as members of these working parties would liaise directly with Departments and FSQCs on issues arising and be responsible for piloting proposals through approval at ASQC.

The Committee noted Dr Bilgin’s comments for the need to reinforce transparency and information to be shared by Faculties for individual student cases. She enquired if it would be feasible to revert the review of these cases to a University Committee r to ensure equity in the application of the Deeming and Saving Clauses. Professor Verity confirmed that the move is to increasingly have as much of these types of decisions/recommendations to be made by the Faculty, however it was important to have in place robust monitoring of decisions on a regular basis, with adequate reporting and follow up of inconsistencies investigated.

6. **ANY OTHER BUSINESS**

There was no other business to be considered.

7. **DATE OF NEXT MEETING**

The next meeting of the Senate Learning and Teaching Committee will be held on Monday, 10 March 2014 at 10:00am.

*NB: Agenda Items are due by Thursday, 27 February 2014.*

There being no further business, the meeting concluded at 11.52am.

Professor Sherman Young  
Acting Chair
1. APOLOGIES AND WELCOME

The Chair extended a welcome to all to the second meeting of 2014 and particularly, Mr Jeff Stewart, who had just taken over as the Acting Chief Information Officer. The Chair said that the intention was to have the Chief Information Officer as a co-opted member of the Senate Learning and Teaching Committee to participate in future discussions related to learning and teaching initiatives. The Chair proposed to the Committee that Mr Stewart’s membership be endorsed formally and the motion was carried. Mr Stewart remarked that he had already had an informal discussion with the Chair about the challenges in the learning and teaching space
and he was looking forward to becoming involved in the Committee’s activities and contributing.

A welcome was also extended to Ms Laura Heron, who had commenced on 3 March 2014 as Project Officer in the Office of the Pro-Vice Chancellor (Learning, Teaching and Diversity) and Mr Ian Robertson, who was attending to address any queries from a student administration perspective on Item 5.7 Disruption to Studies Procedures – Implementation.

The Committee noted apologies from Mr Nathan Asher, Professor Nick Mansfield, Ms Amanda Phelps, Ms Zoe Williams and Mr Jonathan Wylie.

It was RESOLVED TO ENDORSE the appointment of Mr Jeff Stewart, in his capacity as the Acting Chief Information Officer, as a co-opted Member of the Senate Learning and Teaching Committee, effective immediately.

2. MINUTES OF THE PREVIOUS MEETING

The Committee RESOLVED TO APPROVE the minutes of the meeting held on 17 February 2014 as a true and accurate record.

3. BUSINESS ARISING FROM THE MINUTES

From the meeting held on 10 March 2014

<table>
<thead>
<tr>
<th>Matter</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>1. Follow up regarding lack of adequate audio-visual facilities in refurbishing teaching spaces and effective communication of the issue to teaching staff. Also consideration of a Property representative to be co-opted to SLTC membership.</td>
<td>Prof Young</td>
<td>ASAP</td>
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Items in progress/pending from previous meetings

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<th>Matter</th>
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<tr>
<td>2. Discuss the disestablishment of MACALT and how the work of this Committee can be best integrated into SLTC and the overall University governance structure.</td>
<td>Prof Young</td>
<td>Early 2014</td>
<td>On Agenda for meeting of 10 March 2014.</td>
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<td>3. Formulation of an English Language Proficiency Policy. Working Party to be set up in 2014.</td>
<td>Prof Young</td>
<td>Feb 2014</td>
<td>In progress. Verbal update provided by the Chair at meeting on 10 March that discussions had taken place it is hoped that WP will be formed in the near future.</td>
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<td>4. Formulation of a Students at Academic Risk Policy. The Chair suggested for Associate Deans – Learning and Teaching to share their intelligence on Students at Academic Risk and, in liaison with other input/data gathered, SLTC would progress further discussions on student retention strategies.</td>
<td>Prof Young/Associate Deans</td>
<td>Feb 2014</td>
<td>In progress. Verbal update provided by the Chair at meeting on 17 February.</td>
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<tr>
<td>5. A Working Party to be set up to review the Student Feedback on Learning, Teaching and Curriculum</td>
<td>A/Prof Solomonides</td>
<td>October 2013</td>
<td>In progress. Written status provided</td>
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<tr>
<td>Matter</td>
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<tr>
<td>Policy in conjunction with implementation of the recommendations that emerged from the Evaluation framework. The Provost, Professor Judyth Sachs would chair this Working Party. A/Professor Solomonides would confirm the composition of the Working Party and the time frame to finalise the review at the Senate Learning and Teaching Committee Working Party on Monday, 28 October 2013.</td>
<td>A/Prof Solomonides October 2013</td>
<td>by A/Prof Solomonides at the SLTC meeting on 28 October 2013. A/Professor Solomonides provided further feedback at the meeting on 25 November 2013 that he is engaging student representatives on the Student Experience Committee and will report on further progress as required. In response to the Chair’s query, he also confirmed that he issues previously being addressed by the Online LEUs group (in particular response rates) would now be addressed by this Working Party.</td>
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<td>6. A/ Professor Solomonides would present a report on issues identified in relation to the Learning Technologies Policy and Procedure discussed at the Senate Learning and Teaching Committee.</td>
<td>A/Prof Solomonides October 2013</td>
<td>In progress Written status provided by A/Professor Solomonides at meeting on 28 October: Review work is being undertaken. A meeting of stakeholders took place on 15 October, including several iLearn Steering and SLTC Committee members. Meeting was chaired by A/Professor Gosper. A draft Policy and Procedure would be presented to SLTC when ready. A/Professor Solomonides informed the Committee that this Procedure should be ready to be presented at the next meeting of the Committee on 7 April 2014.</td>
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<td>7. Development of expanded Academic Integrity Policy. Formation of working party, development of working paper and initial consultation.</td>
<td>Prof Verity 2014</td>
<td>A Chair had previously been identified and accepted the role, however has since had to withdraw. A Working Party will be formed in early 2014 and will be chaired by Prof Verity. Prof Verity provided a brief verbal update at the meeting on 10 March 2014.</td>
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<td>8. Establish working party to discuss development of guidelines for supporting students part-way through a subject who become incarcerated (or otherwise unable to attend campus).</td>
<td>Ms Williams/ Mr Burrell/ Ms Freeman Revised to early 2014</td>
<td>Mr Burrell provided an update that Continued Access Guidelines have been drafted, but not widely consulted yet.</td>
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</table>
9. It was agreed to endorse the proposed amendment to the calculation of student GPAs to be commensurate with the attainment of a High Distinction and also align it with most other Australian institutions. The Chair to investigate the practicalities of this change with the Deputy Registrar’s Office and report back to a future meeting of the Senate Learning and Teaching Committee.

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<tr>
<td>9.</td>
<td>Prof Verity</td>
<td>Early 2014</td>
<td>In progress. Prof Verity provided an update in meeting on 10 March that systemic legacy issues remain to be resolved and that these are being investigated further in 2014 with the Deputy Registrar and Manager of Student Systems.</td>
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10. Investigate a regulatory structure for MOOCs.

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<tr>
<td>10.</td>
<td>Prof Verity/Prof Young/Ms Freeman</td>
<td>Early 2014</td>
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11. Themes for Senate Learning and Teaching in 2014 Professor Young to draft a second theme statement and to consult on the co-option of members to represent these themes.

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<tr>
<td>11.</td>
<td>Prof Young</td>
<td>February 2014</td>
<td>Discussed at 17 February meeting and Grading Feedback identified as first theme for discussion at 10 March meeting. Suggestions for Themes for the remainder of the year to be discussed at March meeting. Discussion took place and Themes agreed will be presented to meeting on 7 April 2014 for allocation for the remainder of the year.</td>
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### Items completed/closed since last meeting

<table>
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<th>Matter</th>
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<tr>
<td>No items were closed since the last meeting</td>
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### 4. REPORTS

#### 4.1 Chair’s Report

The Chair reported on the following matters:

**Membership of Senate and Learning and Teaching Committee**

- Student Membership of the Committee was in the process of being finalised for 2014.

The Chair of Academic Senate confirmed that attempts had been made to contact Ms Gabriela Fernandez-Paredes, the Postgraduate Coursework student representative to gauge her interest in continuing on SLTC as a student representative, however as these attempts had been unsuccessful, he proposed her position on the Committee be considered as having lapsed and be filled by a new student representative. Professor Verity took the opportunity to register his thanks.
to Ms Fernandez-Pardes’ valuable and effective contributions to SLTC since late 2012.

- Representation from SIBT
  The Chair informed the Committee that Ms Sonia Jeffares, College Director and Principal of SIBT had left the University and he wished to record the Committee’s appreciation of Ms Jeffares’ achievements in building bridges between SIBT and the University. It was envisaged that the position would be filled in the near future.

**Academic Manual**

One of the first tasks for Ms Laura Heron, the newly appointed Project Officer in the office of the PVC (Learning, Teaching and Diversity) would be to compile an Academic Manual. The Deputy Vice-Chancellor (Students and Registrar), was the Executive Sponsor of this collaborative project. As part of the scoping of this project, Ms Heron will be consulting broadly with stakeholders and the Chair mentioned that members of SLTC are key stakeholders in this project.

**Pro-Vice Chancellor (LT&D) Projects**

Other projects that Ms Heron would be undertaking are:

- Learning and Teaching Strategy and Framework for the year
- Workloads around online teaching. Data on these workloads would be collected and collated as a first step. The Chair encouraged members to send any relevant input to Ms Heron. It was noted there are other projects that are underway which were looking at this issue and the Chair confirmed that his office was aware of these projects and clarified the objective of this particular project was not necessarily to form a Policy, but to provide guidance on best practices and develop material that the Faculties did not currently have.

**Retention and Progression**

The Chair briefed the Committee on the Retention and Progression project which also involves the Director of Campus Wellbeing, Mr Darren Peters and the Associate Deans of Learning and Teaching. The Project Steering Committee had met recently and discussed the allocation of the work to three working groups, along with the Terms of Reference for each group and proposed membership:

- Learning, Teaching and Curriculum
- Quality, Standards and Analytics
- Wellbeing and Support Services

The Chair alerted members that they may get an email from the Project Officer, Ms Anna King, regarding participation in one of the working groups.

**Units**

The Chair advised that the Units project (unit.mq.edu.au) had presented challenges, particularly in regard to usage and design issues. The Mortice09 project, which is currently underway and is scheduled to conclude at the end of Session 1, will address enhancements such as integration of mapping, program learning outcomes, iTeach, etc, for staff. From a
student perspective, enhancements will include a responsive design for mobile devices to make it easier for students to use.

4.2 Reports from the Offices

Centre of Education

The Committee noted the report and Mr Burrell spoke to the following matters:

- that the COE Facebook page, launched in 2013 which had been very successful in developing a sense of community, with 3,585 students utilising the Click Through Link
- the trend to print assignments of electronic submissions had been decreasing steadily due to a move to GradeBook, although requests to print assignments from academics teaching units with larger enrolment numbers were still being received
- a growing trend towards online submission, marking and feedback rather than marking hard copies of electronic assignments. COE noted the progression towards online submission and marking but also noted a move away from hard copies would not be instituted unless directed by the Faculties or the Executive.

There was general discussion regarding the pros and cons for online marking and the need for adequate training for staff was acknowledged, however in order to do this the Chair remarked that the University needs to have to hand information about what should be the standard model and this should be communicated uniformly to all academic staff. It was noted that the purchase of a second monitor and iPads to facilitate easier electronic marking of assignments had been implemented in the Faculty of Human Sciences.

Macquarie City Campus

Mr Nathan Asher had forwarded his apologies for this meeting and the Committee noted the report in his absence. The Chair encouraged anyone who had any queries to raise them with Mr Asher.

Learning and Teaching Centre

The Committee noted the report and A/Professor Solomonides spoke to the following matter:

- 4,267 staff had availed of Professional Learning workshops organised by LTC, including Learning and Teaching week activities. He also highlighted that three Educational Design staff are currently on secondment to other parts of the University and temporary replacements have been recruited.

There was discussion around Echo360 and the Chair commented that it would be useful to have more details about any hiccups experienced, especially on day one of classes. A/Professor Solomonides confirmed that the slowness of the system had affected students at many universities and is a real resource management issue. He suggested that perhaps broader internal controls are required, particularly in relation to what service level agreements are expected. Mr Stewart remarked that as a guiding principle “what gets measured, gets done” and in this respect service level agreements would be advantageous.

A/Professor Donald raised the issue of inadequate audio visual facilities in some refurbished teaching spaces and that this had not been communicated to academic staff in an effective
way. A/Professor Donald mentioned that there had been a wiki, however a simple note on
lecturns, alerting teaching staff that recording facilities were not available and how long the
problem would take to rectify would have been helpful.

The Acting Provost and the Chair remarked that there seems to be a disconnect between
AVTS and Property, and the Chair would follow this up. He remarked that it would also be
pertinent to co-opt a representative from Property to this Committee; nevertheless he
hoped that someone from Property could attend the next meeting.

Action: Professor S Young
Ms Sparks departed the meeting at 10.37am

PACE
The Committee noted the report and Ms Clark spoke to the following matters:

• 3,800 students enrolled in PACE units in 2013 and 600 PACE partner organisations
  were secured in local, regional and international settings

• PACE is positioned as a signature transformative learning program that distinguishes
  Macquarie University in Our University: A Framing of Futures. In 2014 the major
  focus would be on quality and the target is to have PACE embedded in 85% of our
  programs by next year.

A/Professor Wood remarked that the Accounting discipline was commencing in the PACE
program this year and the program had been truly embraced with 8-10 partners already on
board.

Library
The Committee noted the report and Ms Vickery spoke to the following points:

• service enhancements including the Library opening hours have been extended to
  1:00am on certain levels in Session 1 and availability of Student Quiet rooms had
  also being increased in response to student feedback.

• Multisearch is replacing the Catalogue, e-Reserve, Journal Finder and Databases with
  one integrated search tool from Session 1.

GENERAL BUSINESS
5.1 Policies and Procedures

5.1.1 Review of Policies
Due to time constraints, discussion on this Item was deferred to the next meeting scheduled
for Monday, 7 April 2014.

5.1.2 Formation of Working Party to formulate a collective Assessment, Grading, Unit Guide and
Examination Policy
Due to time constraints, discussion on this Item was deferred to the next meeting scheduled
for Monday, 7 April 2014.
5.2 Theme Discussion– Grading Feedback

Dr Mitch Parsell and Mr Benjamin Roe presented a perspective on Grading Feedback.

Dr Parsell presented first and covered the following topics:

- Move to an electronic platform for all grading feedback.
- Why provide feedback – to improve student learning.
- Assignments are still heavily paper-based and thousands of marked assignments remain uncollected by students.
- Timeliness is an issue – academics not providing feedback quickly enough and feedback when received is well understood by students. Dr Parsell provided a recent example of feedback which was very brief but because it was timely, the student had commented that it was the most constructive feedback and other lecturers should be encouraged to use GradeBook.
- Suggested approach is to embed these values and core principles. Marking can be paper-based, however submission of assignments, grading and feedback should be fully online.
- There are some units with a very large number of enrolments where grading records exist as an Excel spread sheet. This is not viable – in the long-term GradeBook should talk to AMIS, so there is no double handling.
- Inculcate best business practices to make the process more efficient. This would improve retention, with earlier and better retention strategies enabled.
- Support and appropriate training for staff is vital. This process will take time but once we over this hump, the benefits will be manifold.
- Summary: the most important gains will be the time/resources saved and increase in student engagement.

Mr Roe presented Grading Feedback from a student perspective:

- A brief look at the status quo and a practical assessment of what the problems are in connecting with students, communicating learning and teaching issues with students particularly around assessment outcomes and grades.
- Assignments in some Faculties are still paper based. There is some marking online but there is absolutely no consistency across the University.
- Students are unaware as to when they are going to receive the feedback. Mr Roe mentioned that, at least in his experience, the timeframes for assessment marks and grades moved once, or even twice, from the published date.
- Students don’t find surveys done through iLearn particularly useful as they are not accessible from a tablet or a mobile device. From a staff standpoint, students are not engaging in terms of collecting their assignments. This is part of the issue - if academics are conscious of the fact that their feedback is not being read or appreciated, they are not going to provide very much of it, so they get discouraged. This is a cycle that is perpetuated.
- A better online tool and communication strategies are required. The Vice-Chancellor has recognised this in Our University: A Framing of Futures document – iLearn is used by a number of institutions, however what Macquarie University seems to be lacking, when benchmarked against some of our competitors such as UTS and UNSW, is a tailored medium-term strategy for students, like SMS.
- SMS is the most popular form of communication so whilst email is the preferred method of communication by the University, SMS is far and away students’ preferred form of
communication, according to the data that Learning and Teaching has gathered. MQ needs to be more flexible in taking a different strategic approach – this was initiated last year when the Provost and Deputy Vice-Chancellor (Students and Registrar) commissioned LTC to look into the viability of an app to identify a better solution beyond what we have at the moment.

• A holistic long term strategy: according to ACMA “The majority of internet connectivity occurs through tablets and smartphones” UTS has a system provided by a vendor whereby there is communication in real time via an SMS format with a student regarding feedback. The student will receive an SMS advising a student a mark for an assignment with 140 characters of feedback, which can be viewed at a certain location online. This addresses the issue that students don’t know when that feedback is ready for them to view, and this is why students aren’t engaging. SMS is a more medium term strategy. In the long run the University needs to have an app for mobile devices such as tablets and smartphones.

A/Professor Solomonides confirmed that work was being undertaken currently to rectify some of the issues raised by Mr Roe and by Session 2 the University should have a multi-platform offering of an iLearn app which will be device-agnostic. LTC has been happy with design work carried out so far and an end-to-end functionality is being scoped.

The Chair thanked Dr Parsell and Mr Roe for an engaging and thought provoking presentation and discussion.

5.3 Themes for Senate Learning and Teaching meeting for the remainder of 2014

The Chair called for suggestions on themes for discussion at meetings of SLTC for the remainder of 2014. A brief discourse ensued and it was decided that Mr Andrew Burrell and Ms Susan Vickery facilitate a discussion on Open Education Resources at the meeting scheduled for 7 April 2014.

Other topics for discussion at future meetings were agreed as follows, with the date of the meeting for each topic to be assigned:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenters/Facilitators</th>
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<tbody>
<tr>
<td>The Role of Centres</td>
<td>Professor Janet Greeley/Dr Mitch Parsell</td>
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<tr>
<td>Mastery of Learning/Examinations</td>
<td>Dr Ayse Bilgin</td>
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<tr>
<td>Teaching Smarter</td>
<td>Dr Trudy Ambler and A/Professor Ian Solomonides</td>
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<tr>
<td>• Teaching Less, Learning More</td>
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<td>• Professional Learning</td>
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<td>• Valuing Teaching</td>
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<tr>
<td>Communication including Indigenous</td>
<td>A/Professor Leigh Wood</td>
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<tr>
<td>Communication</td>
<td>A/Professor Susan Page</td>
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<tr>
<td>Pathways</td>
<td>A/Professor Jenny Donald</td>
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</table>
5.4 **Disestablishment of MACALT and integration of its role into SLTC**

The Chair briefed the Committee that he had proposed the disestablishment of the Management Advisory Committee for Academic Learning Technologies (MACALT), the Provost’s Advisory Committee on learning technologies as the discussion about learning technologies would be better situated under the umbrella of the Senate Learning and Teaching Committee. This would allow a broader stakeholder group to engage in dialogue on a more contextualised basis. In parallel with this there is a need for a proper governance structure regarding learning technologies. The Chair suggested that a Learning Technologies Sub-Committee be set up which reports directly to Senate Learning and Teaching Committee. The matters addressed by this Sub-Committee can be reviewed and recommended by the SLTC to Academic Senate. In addition, the Chair proposed that members of the iLearn Steering Committee, which essentially deals with the governance work for iLearn, be co-opted in the interim to serve on the new Learning Technologies Sub-Committee.

It was **RESOLVED TO APPROVE** that due to the disestablishment of MACALT, the Learning Technologies Sub-Committee report to the Senate Learning and Teaching Committee.

It was also **RESOLVED** that, in the interim, the members of the current iLearn Steering Committee be co-opted to be members of the Learning Technologies Sub-Committee.

5.5 **iLearn Report 2013**

Due to time constraints, discussion on this Item was deferred to the next meeting scheduled for Monday, 7 April 2014.

5.6 **Report of the Academic Senate held on 13 February 2014**

The Chair of Academic Senate had provided a verbal report to this Committee of the meeting of Academic Senate held on 13 February 2014, at the last meeting of SLTC held on 17 February 2014. The Chair of Academic Senate’s written report would be circulated to the Committee when finalised.

5.7 **Disruption to Studies Procedures – Implementation**

A paper was presented for the Committee’s consideration outlining that the University Council had approved the Disruption to Studies Policy on 5 December 2013. The systems requirements and workflows to support the Policy will be delivered in two phases with Phase 1 being released in Session 1 2014 and Phase 2 being released in Session 2 2014. A full review of the Disruption to Studies Procedure is scheduled for mid-2014. A full communication plan, including student-centric guidance and training for staff is scheduled for release upon approval of the procedure.

It was clarified, in response to questions from a couple of members, that Special Consideration is a sub-set of this Policy and that a communication about the new Policy and accompanying Procedures was being drafted.

The Disruption to Studies draft Procedure and Supporting Evidence Schedule to enable the implementation were considered by the Committee and approved.

It was **RESOLVED TO APPROVE** the Disruption to Studies Procedure.
6. **ANY OTHER BUSINESS**

There was no other business to be considered.

7. **DATE OF NEXT MEETING**

The next meeting of the Senate Learning and Teaching Committee will be held on Monday, 7 April 2014 at 10:00am.

*NB: Agenda items are due by Thursday, 27 March 2014.*

There being no further business, the meeting concluded at 12.06pm.

Professor Sherman Young
Chair
ITEM 10.1: STUDENT MISCONDUCT RULE

For discussion.
ITEM 10.1: STUDENT DISCIPLINE RULES 2014

Introduction

The proposed Student Discipline Rules 2014 (New Rules) are tabled with this memo.

The New Rules are intended to replace the present student misconduct and discipline rules.

The New Rules will commence on a date to be determined by the Vice-Chancellor (see more below).

Structure of new student discipline arrangements

The student discipline arrangements which are being developed comprise the following:

- the New Rules which set out the framework of the student discipline arrangements;
- codes of conduct which will specify behaviour which is misconduct;
- procedures determined by the Vice-Chancellor for dealing with misconduct, these procedures being set out in:
  - a policy setting out the process for reporting, investigating and dealing with misconduct allegations including rights of appeal; and
  - guidelines to assist those involved in dealing with these procedures.

The codes of conduct will include the current student code of conduct which deals with general misconduct and codes dealing with academic and research misconduct. The latter are presently under development.

The procedures for dealing with breaches of the relevant codes of conduct are under development and are well advanced as are the proposed guidelines.

It is not envisaged that the New Rules will commence until all these components are ready to be put in place.

Student Discipline Rules 2014

The effect of the New Rules can be summarised as follows:

- the Vice-Chancellor will be empowered to establish procedures for dealing with misconduct by students and related matters including the following:
  - to whom misconduct allegations can be made;
  - how investigations are to be carried out;
  - provision for hearings;
  - provision for relatively minor matters to be dealt with informally;
  - the provisions outlining what sanctions can be imposed upon the student; and
  - provision for appeals;

- the Vice-Chancellor will be authorised to determine what sanctions may be imposed and who may impose them;
• students may be obliged to co-operate in any investigation, hearing or other proceeding relating to a misconduct allegation;

• provision will be made for hearing committees to be established (see further below) to give a hearing to any accused student and to determine an appropriate sanction;

• provision will be made for the establishment of appeal committees to hear any appeals from the decision of a hearing committee (see more below).

**Hearing and appeal committees**

It is proposed that there not be a standing disciplinary committee to deal with allegations of student misconduct.

Instead members of a hearing committee will be appointed by the Registrar as cases arise.

Similarly there will not be a standing appeal committee but appeal committees will be established from time to time as required, the members being appointed in a similar way to a hearing committee.

The permitted grounds of appeal will be lack of procedural fairness or that the sanction imposed is inappropriate in the circumstances.

Allegations of serious misconduct must be dealt with by a hearing committee or appeal committee presided over by an external member of the University council.

**Presiding member of hearing or appeal committees**

The Chancellor, Deputy Chancellor and Vice-Chancellor are by virtue of their office, members of each hearing committee and appeal committee.

The Chancellor, Deputy Chancellor or Vice-Chancellor (in that order) may preside at any meeting of such a committee at which they are present.

**Student Organisations**

The New Rules will apply to student organisations, with necessary adaptations, in the same way that they apply to students.

Recommendation: For discussion.

Submitted by: Professor Dominic Verity, Chair of Academic Senate

For enquiries contact: Paul Luttrell, General Counsel x7443
Student Discipline Rules 2014

PART 1 - PRELIMINARY

1. Title

These rules may be cited as the Student Discipline Rules 2014.

2. Purpose of these rules

The purpose of these rules is to provide for the establishment and management of disciplinary procedures and related matters affecting Students and Student Organisations.

3. Commencement

These rules will commence and the Repealed Disciplinary Rules will be repealed, on a day to be fixed by the Vice-Chancellor.

4. Authority

These rules are made by the council of the University pursuant to section 29 of the Macquarie University Act 1989.

5. Dictionary of defined terms

The dictionary at the end of these rules is part of these rules.

[Note: The dictionary defines certain terms used in these rules.

A definition in the dictionary applies to all of these rules unless a contrary intention appears.

Terms defined in the dictionary are identified in these rules by having an upper case first letter].

PART 2 –DISCIPLINARY PROCEDURES AND SANCTIONS

6. Disciplinary procedures

(1) The Vice-Chancellor must establish procedures for dealing with Misconduct by Students or Student Organisations and related matters, including procedures:

(a) for the investigation and assessment of allegations of Misconduct by Students and Student Organisations; and

(b) for determining whether a person is guilty of Misconduct; and

(c) for determining the sanction (if any) that is to be imposed on a person who is found to be guilty of Misconduct; and

(d) for appeals from decisions relating to Misconduct.

(2) The procedures may be different for:

(a) Students and Student Organisations; or
(b) different categories of Student or Student Organisation; or

(c) Students or Student Organisations who are accused of conduct which is not only Misconduct but which is also unlawful or which may give rise to criminal or civil liability; or

(d) different categories of Misconduct.

(3) The procedures must enable proceedings to be conducted with as little formality and technicality and as quickly as a proper consideration of the matters under consideration permits.

(4)

(a) The Vice-Chancellor must ensure that the procedures are published:

(i) on the website of the University; or

(ii) in another official publication of the University.

(b) Failure to comply with rule 6(4)(a) does not invalidate a decision, procedure or direction contemplated by these rules.

(5) The procedures are binding upon all Students, Student Organisations and staff of the University.

(6) The Vice-Chancellor may from time to time vary, terminate and replace the procedures.

7. Sanctions for Misconduct

(1) Any person authorised by the Vice-Chancellor may impose sanctions on a Student or Student Organisation for Misconduct.

(2) The Vice-Chancellor may impose limitations on the power of any person to impose sanctions under rule 7(1).

(3) The sanctions which are able to be imposed on Students for Misconduct must be approved by the Vice-Chancellor.

8. Compliance and co-operation required

(1) All Students and Student Organisations must comply with University Regulations.

(2) Each Student, Student Organisation and staff member of the University must:

(a) co-operate with the University and any person authorised by the University to conduct any investigation, assessment, meeting, hearing or other proceeding relating to a Misconduct allegation including by:

(i) complying with the procedures contemplated by rule 6;

(ii) providing and providing access to information or evidence as requested;

(iii) acting honestly and in good faith in dealings with the University relating to any Misconduct allegation;

(iv) verifying information, evidence or answers as requested;

(v) attending or otherwise participating in investigations, assessments, meetings, hearings and other proceedings as requested; and

(b) not prevent, interfere with or hinder:

(i) any investigation, assessment, meeting, hearing or other proceeding relating to Misconduct allegation; or
(ii) any person’s participation in any such thing; or
(iii) any person’s compliance with any sanction imposed in respect of any Misconduct; and

(c) not improperly influence any person in connection with a Misconduct allegation; and
(d) not at any hearing make insulting or offensive statements to or about a person participating in the hearing; and
(e) not be party to any cover-up of Misconduct or the destruction, concealment, alteration or withholding of any evidence of Misconduct or otherwise conceal or fail to disclose the identity or whereabouts of any person who is alleged to have engaged in Misconduct; and
(f) not incite or assist any other person or attempt to do anything prohibited by this rule 8(2); and
(g) comply with and otherwise be bound by any sanction imposed on it in respect of any Misconduct.

(3) Each Student, Student Organisation and staff member of the University must in connection with any matter relating to Misconduct, comply with any lawful direction given by a person with authority to give the direction on behalf of the University.

PART 3 – HEARING AND APPEAL COMMITTEES

9. Hearing Committee establishment and function

(1) The Registrar may from time to time establish a committee to deal with an allegation of Misconduct against a Student or Student Organisation.

(2) The Registrar may appoint any person he or she thinks appropriate to be a member of a Hearing Committee.

(3) If the subject matter of a Misconduct allegation is Serious Misconduct a member of the council of the University who is not a Student or staff member of the University must preside at any meeting of the Hearing Committee which deals with it.

(4) A Hearing Committee’s functions are to:
   (a) provide an opportunity for a hearing to the accused Student or Student Organisation in respect of a Misconduct allegation referred to the Hearing Committee; and
   (b) decide whether the accused Student or Student Organisation is guilty of the alleged Misconduct; and
   (c) if the Student or Student Organisation is found to be guilty of Misconduct, decide upon a sanction.

(5) A Hearing Committee has power to do everything that may be necessary or convenient to be done for or relating to the exercise of its functions.

10. Appeal Committee establishment and function

(1) The Registrar may from time to time establish a committee to deal with any appeal by an accused Student or Student Organisation from a decision of a Hearing Committee.

(2) The Registrar may appoint any person he or she thinks appropriate to be a member of an Appeal Committee.
If the subject matter of a Misconduct allegation is Serious Misconduct then the Chancellor, Deputy Chancellor, Vice-Chancellor or a member of the council of the University who is not a Student or staff member of the University must preside at any meeting of the Appeal Committee which deals with it.

An Appeal Committee’s functions are to:

(a) provide an opportunity for a hearing to the accused Student or Student Organisation in respect of an appeal of a Misconduct allegation decision referred to the Appeal Committee; and
(b) decide whether the appeal should be upheld; and
(c) if the appeal is upheld, decide what should be done as a consequence.

The grounds of appeal are limited to whether:

(a) the procedure for dealing with the Misconduct allegation was unfair in the circumstances so as to cause substantial injustice to the accused Student or Student Organisation; or
(b) the sanction imposed by a Hearing Committee is inappropriate in the circumstances.

An Appeal Committee has power to do everything that may be necessary or convenient to be done for or relating to the exercise of its functions.

The decision of an Appeal Committee in respect of a Misconduct allegation is final and there is no further right of appeal or review within the University.

An accused Student or Student Organisation must not pursue any judicial or other review by any person outside the University until the right of appeal of the accused Student or Student Organisation under these rules is exhausted.

[Note: A person in respect of whom a disciplinary decision has been made may apply to the New South Wales State Ombudsman for a review of the decision under the Ombudsman Act 1987 of New South Wales and judicial review may also be sought from the courts.]

11. Presiding member

(1) The Chancellor, Deputy Chancellor and the Vice-Chancellor are, by virtue of their office, members of any Hearing Committee or Appeal Committee.

(2) The Chancellor may preside at any meeting of a Hearing Committee or an Appeal Committee at which he or she is present.

(3) If the Chancellor is not present, the Deputy Chancellor may preside at any meeting.

(4) If neither the Chancellor nor the Deputy Chancellor is present the Vice-Chancellor may preside at any meeting.

(5) If none of the Chancellor, the Deputy Chancellor or the Vice-Chancellor is present the Registrar may appoint one of the other members of the Hearing Committee or the Appeal Committee, as the case requires, to preside at any meeting.

PART 4 – MISCELLANEOUS PROVISIONS

12. Savings and transitional provisions

(1) The Vice-Chancellor may approve procedures of a savings or transitional nature relating to the repeal of the Repealed Student Disciplinary Rule.
(2) Any such procedure may take effect from the repeal of the Repealed Student Disciplinary Rule or a later date determined by the Vice-Chancellor.

13. Variations

The Vice-Chancellor may vary, suspend, revoke or replace any direction by him or her or procedure, contemplated by these rules.

14. Compliance

Any person who contravenes these rules is guilty of Misconduct making that person liable to sanctions imposed by the University.

PART 5 - DICTIONARY AND INTERPRETATION

15. Dictionary

In these rules:

“Appeal Committee” means a committee contemplated by rule 10;

“Code of Conduct” means a code of conduct with which the University requires Students or Student Organisations to comply;

“Hearing Committee” means a committee contemplated by rule 9;

“Misconduct” means:

   (a) conduct prohibited by any University Regulation; and

   (b) any corrupt conduct in connection with the University;

“Repealed Student Disciplinary Rules” means the University’s student misconduct and discipline rules which were in force immediately before these rules commenced;

“Serious Misconduct” means any Misconduct which in the Registrar’s opinion:

   (a) involves substantial harm or threat of substantial harm to the health or safety of any person; or

   (b) involves substantial damage or threat of substantial damage to the property of any person; or

   (c) has or may have a substantial adverse affect upon the reputation of the University;

“Student” includes:

   (a) a person who has been admitted as a student of the University but who has not yet enrolled in any program or unit of study or research; and

   (b) a person who is enrolled in or auditing a program or unit of study or research provided by the University; and
(c) a person who is enrolled in a program or unit of study or research at or offered by an educational institution affiliated with the University which is approved as an award program or a unit of study or research by the University; and

(d) a person who has completed a program or unit of study or research at the University but has not yet been awarded the applicable academic award; and

(e) a person who became admitted or enrolled as a student of the University because of misleading or dishonest conduct by any person; and

(f) a person who is awarded an academic or non-academic award by the University because of misleading or dishonest conduct by any person; and

(g) any person who has been suspended from a program or unit of study or research at the University; and

(h) a person who is on leave of absence from or who has deferred enrolment in a program or unit of study or research offered by the University or by an affiliated educational institution which is approved as an award program or unit of study or research by the University; and

(i) any person who undertakes any examination or other academic assessment task which is part of a program or unit of study or research provided, supervised or assessed by the University, and includes a former Student;

“Student Organisation” means any incorporated or unincorporated association or group of persons the majority of whom are Students which is affiliated with or otherwise associated with the University;

“University” means Macquarie University and where the context permits includes any one or more of the following:

(a) its controlled entities; and

(b) any institution affiliated with Macquarie University or any of its controlled entities; and

(c) any college affiliated with the University or other student residential facility used predominately by Students; and

(d) any educational institution located on premises of the University;

“University Regulations” means the by-laws, rules, codes of conduct, policies and directions from time to time of the University and include these rules.

16. Interpretation

(1) In these rules a reference to:

(a) the Vice-Chancellor includes any person deriving any function or power directly or indirectly by delegation or authorisation from the Vice-Chancellor; and

(b) a person includes an individual, a corporation, an unincorporated association and the trustee of a trust; and

(c) evidence includes any information, document or other thing which a person is required or requested to provide in connection with Misconduct by any person; and

(d) a Student Organisation which is unincorporated, includes its members, its management committee and any person who holds property upon trust for any of its members or past members; and
(e) corrupt conduct includes any conduct which is taken to be corrupt under any applicable legislation of any Australian jurisdiction dealing with misbehaviour by public officials or public sector organisations; and

(f) procedures includes policies, guidelines, directions, requirements and arrangements; and

(g) staff members of the University includes officers, employees and contractors of the University and the appointees to conjoint, adjunct, emeritus, honorary and visiting academic positions at the University.

(2) In these rules:

(a) the mention of anything after the word “include” or any derivative of it does not limit the nature or class of things included; and

(b) a reference to anything includes a part of it.

(3) A note included in these rules is explanatory only and is not part of these rules.

[Note: The Interpretation Act 1987 of New South Wales applies to these rules.]
ITEM 10.2: DOCTOR OF MEDICAL SCIENCE - CHANGE TO OFFERING

For approval.
ACADEMIC SENATE ITEM FOR DISCUSSION

Doctor of Medical Science – change to offering

Issue: Approval for a SM10 2014 offering for the Doctor of Medical Science

Consultation Process:
The following offices have been consulted prior to the submission of this paper:
Professor Janet Greeley, Executive Dean FoHS
A/Professor Pamela Coutts, Associate Dean, Course Quality Assurance FoHS.

Recommendation:
ASAM wish to seek approval for the introduction of this new program, the Doctor of Medical Science, for first offering in SM10 2014. The Doctor of Medical Science has received a great deal of interest from Jilin University in China who have selected their best 30 students for the program. Each student will pay up to $30,000 per year for the 3 year program and Professor Foote is hoping to sign documentation with Jilin University in April 2014 during a visit to the University. Jilin University has requested a SM10 2014 commencement date for their students and it is imperative that the program be available for the first cohort in SM10 2014.

ASAM risks losing the first cohort of 30 students if it cannot offer the SM10 2014 commencement date, resulting in a potential loss this year of $900,000. This cohort is expected to be the first of annual cohorts of 30 students and ASAM is therefore keen to accommodate the requested intake date of SM10 2014 to ensure student enrolment needs are met. This program is a non-clinical lower cost program for ASAM and can generate $900,000 per annum for Macquarie University.

For enquiries contact:
Professor Simon Foote
Dean, Australian School of Advanced Medicine
Tel: 9812 3517
E mail: simon.foote@mq.edu.au

Professor Kirsty Forrest,
Director of Medical Education, Australian School of Advanced Medicine
Tel: 9812 3515
E mail: Kirsty.forrest@mq.edu.au
ITEM 10.3: STATUS OF CURRICULUM RENEWAL 2015 PROGRAM

For discussion.
STATUS REPORT OF CURRICULUM RENEWAL 2015 PROGRAM_MARCH 2014

This report is to provide members of Academic Senate with an update on the progress of the Curriculum Renewal 2015 program.

CRIT II RECOMMENDATIONS
The committee and project team meet on a monthly basis to work through the status of recommendations arising from Reviews of the UG and PG Curriculum Renewal (CRIT II) and modifications to the curriculum arising from the AQF Framework and TEQSA compliance requirements.

Chair’s Report
The program of work for the Curriculum Renewal 2015 program is extensive and key stakeholders from Faculties, staff of DVC Students & Registrar, including Governance Services and Curriculum and Planning are all working with a core project team to ensure all aspects of the program are met within appropriate timeframes.

Program Compliance
Faculties have undertaken significant work in ensuring that their programs are AQF compliant for 2015. The following diagram provides an overview of the programs moving through approval. As at the last ASQC meeting of 18 March 2015 approximately 60% of the programs have now been approved.

![Program Approval Diagram]

Administrative Compliance
Policy, procedural and system enhancements to address the following key administrative processes are progressing:
• Course Transfer.
A working group has commenced reviewing the technology, policy, procedures and people aspects of this change to Course Transfer. Workshops have been held in November 2013 following a paper presented to SLTC October 2013.
• Recognition of Prior Learning.
Planning has commenced on developing the frameworks for assessing both formal and non-formal learning. Academic Senate approved the RPL Policy 1 October 2013.
• Disruption Policy.
A new Disruption Policy was approved 3 March 2014. First stage of technology changes via Tracker implemented March 2014 with stage two processes to be completed Q2, 2014 to ensure accurate workflow and assessment can take place.
• Deferral of Commencement.
Changes to procedures within Course Transfer and Admission policies need to be incorporated and are being planned in readiness for S1, 2015.
• People and Planet Rule Changes.
Changes to the People and Planet Rule resulting from Academic Senate Resolution 13/182 are being implemented. At the March ASQC meeting the wording for this rule change was finalised.
• Program Structures in AMIS.
Recommendation 6 of CRIT II that for all degrees there should be a recommended degree program/degree program template. The technology-working group is working with SBSS and Curriculum & Planning to ensure that this is in place for S1, 2015.
• Completions.
Recommendation 22 of CRIT II highlighted that proactively checking programs of study and advising students that they are progressing against requirements should replace the present system of asking student to advise when they expect to complete. The technology-working group is working with SBSS and Lifecycle teams to ensure that the system is able to accommodate this recommendation.

Marketing & Communications
The Curriculum Renewal project team is working closely with Marketing and Macquarie International to ensure communication of messages to academic staff and students is clear, transparent, relevant and up to date. Training of policy and procedure changes is a priority as is providing advice on curriculum changes to academic advising staff.

Project Budget
A request for an allocation for the 2014 calendar year has been prepared as no CAPEX request for system enhancements was approved. A business benefits document will be forwarded to BRC for review.

Janet Greeley
Chair, Curriculum Renewal 2015 & Executive Dean, Faculty of Human Sciences
ITEM 10.4: GRADE POINT AVERAGE SCALE

For discussion.
Discussion Paper: GPA 7

Background

The current Grading Policy calculates a GPA as outlined below:

\[
\text{GPA} = \frac{4w + 3x + 2y + 0f}{e}
\]

Where:
- \(w\) is the number of credit points gained at HD and D,
- \(x\) is the number of credit points gained at Cr,
- \(y\) is the number of credit points gained at P,
- \(e\) is the total number of credit points for which a student is effectively enrolled (excluding units with W or S),
- \(f\) is the number of credit points attempted which resulted in an F grade.

Issue

The current calculation of GPAs disadvantages high performing students, as it does not distinguish between the attainment of High Distinctions and Distinctions. This situation has a detrimental impact on Macquarie graduates applying for admission to other institutions and schemes designed to attract high achieving students.

At its 17 June 2013 meeting, SLTC endorsed a proposed amendment to the calculation of student GPAs to be aligned with a scale out of 7, thus acknowledging the attainment of High Distinctions. This proposal would align the Macquarie GPA with those of most other Australian institutions.

Recommendation 1

That a project be undertaken in collaboration between Deputy Vice-Chancellor (Students and Registrar) and Academic Senate to implement changes to the calculation of GPAs to a 7 point scale to distinguish the attainment of a High Distinction from a Distinction.

Recommendation 2

That a project team be formed from nominations made by the Chair of Academic Senate and Deputy Vice-Chancellor (Students and Registrar) and report a project brief and timeline to the June meeting of Academic Senate.

Submitted by:

Deidre Anderson  
Deputy Vice-Chancellor  
(Students and Registrar)

Professor Dominic Verity  
Chair  
Academic Senate
ITEM 10.5: POLICY REVIEW

ITEM 10.5.1: POLICY REVIEW

Recommendation:
That Academic Senate notes the Terms of Reference of the Policy Review (Appendix A).

ITEM 10.5.2: ACADEMIC POLICY DEVELOPMENT

Recommendation:
For discussion
Policy Review

Background

The University’s Policy Framework was established in 2009 and approved by Executive in November 2010. The Framework establishes the key governance instruments (Policies, Procedures and Guidelines) and the requirements surrounding the development, consultation, approval and review of University policy. There are currently 270 policy documents published on Policy Central in 11 key areas; Employment, External Relations, Facilities, Finance, Governance, Higher Degree Research, Learning and Teaching, Library, Research, Student Administration and Technology.

Issue

In recent times, the University has embarked upon a more robust and holistic approach to risk and compliance and the University’s governance structures have been maturing. Consequently there is now a need to review the University’s approach to policy. The review will evaluate the effectiveness of the Policy Framework and will deliver a model to support institutional decision making that is better aligned with the emergent risk and compliance framework and which is designed to support the University’s key strategic priorities. It is also intended that the review would result in a rationalisation of policies and streamlining of the approval process through alignment with the Delegation of Authority and University Rules.

The review commenced in March 2014 and consultation has commenced with key internal stakeholders drawn from all areas across the University and controlled entities. The Deputy Vice-Chancellors (Research, International and Students and Registrar), Pro-Vice Chancellor (L, T&D) and Chair of SLTC, Chair of Academic Senate, Director of the Learning and Teaching Centre, Executive Deans, Higher Degrees Research Office and staff from the Office of the Deputy Registrar are amongst the internal stakeholders being consulted about academic and non-academic policies.

Recommendation 1
That Academic Senate notes the Review of Policy and the terms of reference set out in Appendix A.

Submitted by

Jonathan Wylie
Deputy Registrar

Approved by

Deidre Anderson
Deputy Vice-Chancellor (Students & Registrar)
Appendix A

Review of Policy
Terms of Reference

Objectives

Review the role and function of policy in relation to the University’s strategic priorities.

Review and evaluate the University’s Policy Framework and recommend an appropriate model of governance instruments to frame, guide and direct decision making and operations.

Recommend on threshold requirements to support, maintain and deliver a governance instruments across the University.

Recommend a prioritised implementation plan for key recommendations.
Policy Development Discussion Paper

Background

The Academic Senate Rule and the Delegations of Authority establish Academic Senate as the approval authority for all policy in regard to academic matters. These include, but are not necessarily restricted to, academic policy questions in regard to learning and teaching, research, higher degree research and student engagement.

It should be noted that, as a matter of conscious design, these documents do not delineate a precise dividing line between “academic matters” and those that are of a managerial or operational nature. This dividing line is necessarily one that must be subject to debate and collegial scrutiny from case to case.

To date, Senate has tended to discharge its policy responsibilities in a relatively haphazard manner. Some of its subcommittees, most notably SLTC, have operated a relatively consistent, open and well documented, working party based, system of policy development, approval and cyclical review. Others have approached this task in a more reactive and ad-hoc manner.

Successful academic policymaking relies upon, and thrives in, an environment of open discussion and collegial collaboration. Consequently, it is vitally important for Senate to ensure that the whole University community has an opportunity to take direct part in the academic policy discussion, both while policy is in development, as it is being approved and in subsequent cycles of implementation and review. Our experience has been that policies rarely make it easily through Academic Senate’s approval process unless these preconditions have been met.

Given Academic Senate’s renewed role in academic policy development and approval, this seems like an apposite moment for it to establish some basic ground rules for the collegial development of all policies that encompass academic matters.

Any work in this direction will be undertaken in close collaboration with the University’s broader review of its policy framework, as discussed elsewhere in the agenda of this meeting. Indeed, it is likely that many of the principles we might develop to govern academic policy making will have broader applicability, and may be adopted into that broader framework. However, academic policy making, of all forms, is one of the most important key responsibilities of Academic Senate and it needs to set its own ground rules for the conduct of its approval authority.

Best Practice Principles

As a starting point for discussion, the following pages summarise a number of best practice principles in academic policy development. These arise both from our own experience in academic policy formation over the past 5 years and through the shared experiences of the Academic Boards
of other institutions. It is recommended that Academic Senate should adopt a “Charter of Academic Policy Development” which would, at very least, embody these core best practice principles.

**Policy development or review working parties:**

1) Must have terms of reference, membership and Chairs that are pre-approved by Academic Senate, or an appropriate sponsoring subcommittee of Academic Senate.

2) Should ideally include the membership of at least one student appropriate to the class of policy under development (L&T, S&Q, HDR, research etc).

3) Should have memberships formed on the basis of identified and demonstrable expertise in the area of the policy under development (rather than on the basis of political or sectional interest).

4) Should be provided with secretarial support by central governance support services, or where this support is not available will be minuted to agreed standards.

5) Should report all of their activities to the immediately subsequent meeting of Academic Senate or of a sponsoring subcommittee.

6) Whose lives extend beyond a single year will have their terms of reference reviewed by Academic Senate, or by a sponsoring subcommittee, at least annually.

7) Should advertise their meeting schedules in advance and, wherever possible, should allow for any member of the University community to attend as an observer (by approval of the Chair). In particular, this means that Academic Senate will maintain an open calendar of academic governance meetings that includes the dates of all working party meetings.

8) Should be supported by the use of appropriate social media tools, to enable all members of the University community to find out about the issues being discussed and to contribute to the policy debate between meetings in an open and timely manner.

**Academic Senate, reporting and approval**

9) Academic Senate must be notified of the establishment of any such academic policy working party and should receive a summary report of progress of all such working parties at each meeting.

10) Academic Senate should put aside a portion of the agenda of each meeting, and establish a presentation schedule, in which academic policy working parties will be given the opportunity to brief members on matters of policy principle.

11) Academic Senate should only approve the introduction of, or updates to, a policy on an academic matter if the process of its development and/or review has adhered to the principles it has laid out in a Charter of this kind.

12) The principles of this Charter as they apply to the development of a specific policy should only be varied by the explicit approval of Academic Senate. Such variations, and the reasons for making them, must be openly and widely publicized, ideally on Senate's policy development social media system.
Policy content

All academic policies should:

13) Be accompanied by a statement of purpose, which provides a plain English description of the rationale for the policy, of its underlying philosophy and of what its desired effect or outcome is.

14) Specify reporting and auditing provisions by which compliance to that policy may be monitored and reviewed.

Recommendation

That Academic Senate form a working group to develop a Charter of Academic Policy Development based upon the principles outlined in this paper. The work of that group should be undertaken in consultation with the broader policy framework review team. It is proposed that this Charter would be tendered for consideration at the 6th May 2014 (special) meeting of Academic Senate.

Submitted by

Professor Dominic Verity
Chair, Academic Senate
26th March 2014
ITEM 10.6: 2015 RPL SCHEDULES

For approval.
ITEM 10.6: 2015 RPL SCHEDULES

Issue

Following approval of the Recognition of Prior Learning (RPL) Policy by Academic Senate on 1 October 2013, the accompanying Schedule of Minimum Requirements and the Schedule of Exceptions to Currency were presented to the Senate Learning and Teaching Committee (SLTC) on 28 October 2013 and again on 17 February 2014 following the insertion of the MGSM Exception clause into the Schedule of Minimum Requirements. At the meeting SLTC resolved to recommend the Schedules to the University Policy Reference Group (UPRG) for review and then to Academic Senate for approval.

The two Schedules attached to the RPL Policy, the Schedule of Minimum Requirements and the Schedule of Exceptions to Currency need to be approved by Academic Senate prior to being published. The Schedules were sent to UPRG for review as recommended by SLTC, with no comments received by the close of business on 22 November 2013.

Consultation Process:
- SLTC
- ASQC
- UPRG

Recommendation (for approval)

1. That the Schedule of Minimum Requirements and the Schedule of Exceptions to Currency be approved for implementation by January 2015 in conjunction with the Recognition of Prior Learning Policy.

Submitted by:
Professor Dominic Verity
Chair, Academic Senate

For enquiries contact:
Ms Jayne Freeman
Quality Assurance and Compliance Manager, Governance Services
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+ 61 2 9850 1126
# POLICY

## Recognition of Prior Learning Policy

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To provide a framework for Macquarie University to apply a consistent, equitable and transparent approach to the Recognition of Prior Learning for the purposes of admission and/or Credit Transfer.</th>
</tr>
</thead>
</table>
| Overview | The University acknowledges that learning can take place outside of the formal education system, and that recognising Formal, Informal and Non-Formal learning supports an individual’s lifelong learning goals.  

The overarching principle of this Policy is to preserve the integrity and distinctiveness of Macquarie University awards while facilitating an Applicant’s access to admission and Credit Transfer based on learning already undertaken.  

Within this principle, the University also aims to:  
- support mobility between institutions, and progression through levels of qualifications  
- support an individual’s lifelong learning goals by recognising prior learning and experiences  
- ensure consistency and transparency in the offering of admission and granting of credit transfer, and  
- establish a framework for credit transfer arrangements in formal articulation agreements between the University and other institutions.  

This Policy complies with the requirements of the Australian Qualifications Framework (AQF) and the Tertiary Education Quality and Standards Agency (TEQSA). |

## DEFINITIONS

**Applicant**: a person who is making an application for RPL under this Policy.

**Articulation**: a process that enables students to progress from a completed Award to another Award with predetermined admission and/or Credit arrangements. Articulation is formalised by an approved institutional agreement.

**Award**: the qualification resulting from successful completion of a specific Program of Study.
**Block Credit:** credit granted towards entire stages or components of a Program of Study.¹

**Credit:** the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or Awards. Credit may reduce the volume of learning required to achieve a qualification.

**Credit Transfer:** a process that provides students with consistent Credit outcomes for units, components or entire stages of a Program of Study based on identified equivalence in content and learning outcomes.

** Formal Learning:** learning that takes place through a structured program of learning that leads to the full or partial achievement of an officially accredited qualification.²

**Informal Learning:** learning gained through work, social, family, hobby or leisure activities and experiences. Unlike Formal or Non-Formal Learning, Informal Learning is not organised or externally structured in terms of objectives, time or learning support.³

** Learning Outcomes:** the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.⁴

**Level:** the level of an Award reflects the relative complexity and/or depth of its program Learning Outcomes, and is expressed according to the various AQF levels.⁵ The level at which a unit is taught indicates the amount of prior knowledge required to study it successfully.

**Nested Award:** a set of Macquarie University Awards approved by Academic Senate that forms stages within the highest Award, where each stage may operate as an entry and/or exit point. Nested Awards are designed to allow full Credit Transfer between the Macquarie University awards.

**Non-formal Learning:** learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.⁶

**Prior Learning:** learning that is Formal, Informal and/or Non-Formal and which is evidenced, current and relevant, and has taken place:
- outside of Macquarie University, or
- within a completed Macquarie University Award.

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¹ AQF Glossary of Terminology
² AQF Glossary of Terminology
³ AQF Glossary of Terminology
⁴ AQF Glossary of Terminology
⁶ AQF Glossary of Terminology
Program of Study: the combination of units and components that must be satisfactorily completed to qualify for a Macquarie University Award.

Recognition of Prior Learning (RPL): a process that involves assessment of an individual's relevant Prior Learning (including Formal, Informal and Non-Formal learning) to determine eligibility for admission to an Award and/or the granting of Credit.

Specified Credit: Credit granted towards specific units or components of a Program of Study.

Unspecified Credit: Credit granted towards elective components or components at a particular level of a Program of Study. Unspecified Credit may be granted with, or without, subject area designation. Unspecified Credit may be granted with, or without, PACE, People or Planet unit classification.

Volume of Learning: a measure which identifies the notional duration of all activities required for the achievement of the Learning Outcomes specified for a Program of Study. Volume of Learning is expressed in equivalent full-time years.

Scope

This Policy applies to all coursework Awards offered by Macquarie University.

This Policy governs all Articulation Agreements of the University.

Policy

The University will establish a transparent, equitable and evidence-based process for the assessment and determination of Prior Learning.

The University may, at its discretion, set additional requirements for the Recognition of Prior Learning, including testing, interviews and portfolio submission.

The University reserves the right to charge a service fee.

The assessment of Prior Learning for the purposes of admission and/or Credit Transfer will be evidence-based, equitable and academically defensible. The precise nature of the evidence-based assessment may vary from discipline to discipline and assessments will be made on the merit of each individual case.

ADMISSION

The University assesses all applications for admission according to the Admission (Coursework) Policy.

7 AQF Glossary of Terminology
The University will assess Prior Learning to determine eligibility for admission to an Award, provided the Prior Learning is current and relevant to the admission requirements of the Award.

**Currency**

Prior Learning that has been attained within ten years of the year of application for admission will generally be considered current.

Any changes to this timeframe for an Award or group of Awards will be determined by Academic Senate and recorded in the Schedule of Currency Exceptions.

**Relevancy**

Prior Learning will be considered relevant where:

- there is evidence to demonstrate that the Applicant has achieved a standard of learning comparable to the admission requirements of the Award
- the Applicant can demonstrate competency and readiness for tertiary studies, and
- there is a direct relationship to the admission requirements of the Award.

**CREDIT TRANSFER**

The University will assess Prior Learning for the purpose of granting Credit towards an Award, provided the Prior Learning is current and relevant to the Learning Outcomes of the Award.

**Types Of Credit**

*Block Credit*, where the applicant’s Prior Learning is assessed as meeting the stated Learning Outcomes for a whole stage or component of their Program of Study. Block Credit may be used towards satisfying specific requirements, including entire stages, of a Program of Study. Block Credit would usually reduce the required Volume of Learning for a Program of Study.

*Unspecified Credit without designation*, where the applicant’s Prior Learning is assessed as being at an appropriate level and standard for an elective component of their Program of Study. Unspecified Credit can be used towards satisfying the elective component and general requirements of a Program of Study.

*Unspecified Credit with designation*, where the applicant’s Prior Learning is assessed as being at an appropriate level and standard for a component of their Program of Study, and equivalent to a recognised subject area offered by the University. Unspecified Credit may be used towards satisfying the elective component and general requirements of a Program of Study. Designation may be in the form of subject area designation and/or classification as a PACE, People or Planet unit.

*Specified Credit*, where the applicant’s Prior Learning is assessed as meeting the stated Learning Outcomes for a unit, units or component of their Program of Study. Specified Credit may be used towards
satisfying the specific requirements, including required units, of a Program of Study.

Where possible, Specified Credit or Unspecified Credit with designation will be granted.

**Currency**
Prior Learning that has been attained within ten years of the date of application for credit will generally be considered current.

Any changes to this timeframe for an entire Award or a specific unit will be determined by Academic Senate and recorded in the *Schedule of Currency Exceptions*.

**Relevancy**
Prior Learning will be considered relevant for the granting of:

*Block Credit* where there is evidence that:
- the applicant has achieved a quality and standard of learning equivalent to tertiary studies
- the Prior Learning is of an appropriate Level
- the applicant can demonstrate the attainment of the Learning Outcomes of a whole stage of the Program of Study, and
- the Prior Learning is assessed as equivalent in discipline content, depth and breadth.

*Unspecified Credit without designation* at a particular level where there is evidence to demonstrate that:
- the applicant has achieved a quality and standard of learning equivalent to tertiary studies, and
- the Prior Learning is of an appropriate Level.

*Unspecified Credit with designation* at a particular Level where there is evidence to demonstrate that:
- the applicant has achieved a quality and standard of learning equivalent to tertiary studies
- the Prior Learning is of an appropriate Level, and
- for subject area designation, the Prior Learning is equivalent to a recognised area of study offered by the University, or
- for PACE, People or Planet unit designation, the Prior Learning is equivalent to the classification criteria for Macquarie University PACE, People or Planet units.

*Specified Credit* where there is evidence to demonstrate that:
- the applicant has achieved a quality and standard of learning equivalent to tertiary studies
- the Prior Learning is of an appropriate Level
- the applicant can demonstrate the attainment of the Learning Outcomes of a specific unit or units, and
- the Prior Learning is assessed as equivalent in discipline content, depth and breadth.
Minimum Requirements At Macquarie University

The maximum Credit Transfer allowed towards Awards will be determined by the requirement that the student complete a minimum amount of the Award at Macquarie University, where:

- the amount is unique to the Award, having not been used towards another Award, and
- the amount is made up of units or components undertaken as part of the student’s enrolment at Macquarie University.

The minimum amounts for various Award types are outlined in the Schedule of Minimum Requirements at Macquarie University which is a schedule to this Policy.

Amendments to the Schedule of Minimum Requirements at Macquarie University are approved by the Academic Standards and Quality Committee (ASQC).

Limits on maximum Credit as set out above do not apply to approved Macquarie University Nested Awards.

QUALITY ASSURANCE

The University will safeguard the quality of its awards by ensuring that:

- the assessment of Prior Learning for admission to an Award is evidence-based and questions the applicant’s competency and readiness for tertiary study
- the assessment of Prior Learning for Credit Transfer is evidence-based, and ensures that the learning outcomes have been met
- Credit granted on the basis of learning completed outside of Macquarie University is not recorded with a grade, and does not contribute to any grade point average (GPA)
- Credit on the basis of prior Formal Learning is only granted for completed units where the final grade is a Pass, or equivalent grade, and higher
- Credit granted by another institution on the basis of Prior Learning is not transferable to Macquarie University
- standards for the assessment of Prior Learning are regularly reviewed and monitored by the Academic Standards and Quality Committee (ASQC), and
- decisions are reviewed and monitored by the Faculty Standards and Quality Committee (FSQC).

APPEAL

A student may appeal a decision regarding the assessment of Prior Learning for the purpose of admission and/or Credit Transfer.

Grounds for an appeal are limited to procedural error or breach of procedural fairness.

Appeals will be managed through the Academic Appeals Committee, and are to be made in accordance with the Academic Appeals Policy.
The University may commence applicable disciplinary procedures if a person to whom this Policy applies breaches this Policy (or any of its related procedures).

<table>
<thead>
<tr>
<th><strong>Contact Officer</strong></th>
<th>Chair, Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date Approved</strong></td>
<td>Approved – 1 October 2013</td>
</tr>
<tr>
<td><strong>Approval Authority</strong></td>
<td>Academic Senate</td>
</tr>
<tr>
<td><strong>Date of Commencement</strong></td>
<td>2015</td>
</tr>
<tr>
<td><strong>Amendment Dates</strong></td>
<td>Approved – 1 October 2013</td>
</tr>
<tr>
<td><strong>Date for Next Review</strong></td>
<td>TBD</td>
</tr>
</tbody>
</table>
| **Related Documents** | o Academic Appeals Policy  
o Admission (Coursework) Policy  
o Schedule of Exceptions to Currency  
o Schedule of Minimum Requirements at Macquarie University  
  
  External:  
  AQF Pathways Policy  
  TEQSA Higher Education Standards Framework (Threshold Standards) |
| **Policies/Rules Superseded by this Policy** | Credit for Previous Studies: All previous policies, practices, booklets and websites. |
| **Keywords** | Recognition of prior learning, credit, credit for previous studies |
## SCHEDULE

### Schedule of Minimum Requirements

**Purpose**

To outline the minimum requirements a student must undertake at Macquarie University in order to qualify with a Macquarie University Award.

The minimum requirement amounts must be unique to the Award, having not been used towards another Award. The stated minimum requirements prescribe the maximum amounts of Credit Transfer possible through RPL.

### Schedule A

#### UNDERGRADUATE AWARDS

<table>
<thead>
<tr>
<th>Macquarie University Award Length</th>
<th>Minimum requirement</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 years full time</td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the total credit point load of the Award at Macquarie University</td>
<td></td>
</tr>
<tr>
<td>3 years full time</td>
<td>Student must complete a minimum of the equivalent of 1 full time year of the Award at Macquarie University</td>
<td>Student must complete 24 credit points of the Award at Macquarie University</td>
</tr>
<tr>
<td>4 years full time</td>
<td>Student must complete a minimum of the equivalent of 1.5 full time years of the Award at Macquarie University</td>
<td>Student must complete 36 credit points of the Award at Macquarie University</td>
</tr>
<tr>
<td>5 years full time</td>
<td>Student must complete a minimum of the equivalent of 2 full time years of the Award at Macquarie University</td>
<td>Student must complete 48 credit points of the Award at Macquarie University</td>
</tr>
</tbody>
</table>

In all cases, where an undergraduate Award has a Capstone requirement, the student must complete this requirement at Macquarie University.

In all cases, the student must complete the majority of the higher level units of the Award at Macquarie University. To ensure this, Credit
Transfer for units at 300 level or above will only be permitted up to a maximum of 6 credit points.

## Schedule B

### POSTGRADUATE AWARDS

<table>
<thead>
<tr>
<th>Macquarie University Award Type</th>
<th>Minimum Requirement</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the Award at Macquarie University</td>
<td>Student must complete 8 credit points of the Award at Macquarie University</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the Award at Macquarie University</td>
<td>Student must complete 16 credit points of the Award at Macquarie University</td>
</tr>
<tr>
<td>Masters Degree (Coursework)</td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the Award at Macquarie University</td>
<td>Student must complete 16 credit points of the Award at Macquarie University</td>
</tr>
<tr>
<td>(1 year full time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters Degree (Coursework)</td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the Award at Macquarie University</td>
<td>Student must complete 24 credit points of the Award at Macquarie University</td>
</tr>
<tr>
<td>(1.5 years full time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters Degree (Coursework)</td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the Award at Macquarie University</td>
<td>Student must complete 32 credit points of the Award at Macquarie University</td>
</tr>
<tr>
<td>(2 years full time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters Degree (Extended)</td>
<td>Student must complete a minimum of the equivalent of 50 per cent Award at Macquarie University</td>
<td></td>
</tr>
</tbody>
</table>

The minimum requirements for all other coursework postgraduate Award types will be approved on a case-by-case basis and recorded as an exception.

In all cases, where a postgraduate Award has a Capstone or Professional-Practice requirement, the student must complete this requirement at Macquarie University.
In all cases, the student must complete a majority of the 800 and/or 900 level units of the Award at Macquarie University. To ensure this, the student’s minimum requirements of the Award at Macquarie University must consist of units at 800 and/or 900 level.

**EXCEPTIONS**

The following exceptions have been approved by Academic Senate:

<table>
<thead>
<tr>
<th>Macquarie University</th>
<th>Application and Minimum Requirement</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Management (MMgt) articulating into the Master of Business Administration (MBA) at the Macquarie Graduate School of Management (MGSM)</td>
<td>A student who enrolls in the MMgt (40 credit points) before the end of the 2014 calendar year is eligible for maximum RPL of 40 credit points towards the MBA (64 credit points). Student must complete a minimum of 24 credit points in the MBA at Macquarie University.</td>
<td>A student admitted to the MBA prior to the start of 2015 is required to maintain continuous enrolment (i.e., be enrolled in at least one [1] unit per term) throughout the remaining duration of the program. This Exception will apply from term 1, 2015 up to and including term 2, 2017.</td>
</tr>
</tbody>
</table>

**Contact Officer**
Chair, Academic Senate

**Date Approved**
17 February 2014 – Recommended by SLTC

**Approval Authority**
Academic Senate

**Date of Commencement**
1 January 2015

**Amendment Dates**
N/A

**Date for Next Review**
1 December 2017

**Keywords**
Recognition of prior learning, credit, credit transfer, credit for previous studies, minimum requirements at Macquarie University

**Policy Authorisation**
Recognition of Prior Learning Policy
## Schedule of Exceptions to Currency

### Purpose
To outline approved exceptions to the standard ten year currency timeframe for admission and credit transfer, as determined by Academic Senate.

### Schedule

<table>
<thead>
<tr>
<th>ADMISSION EXCEPTIONS</th>
<th>CREDIT TRANSFER EXCEPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following exceptions have been approved by Academic Senate:</td>
<td></td>
</tr>
<tr>
<td>• no exceptions currently approved.</td>
<td></td>
</tr>
<tr>
<td>The following exceptions have been approved by Academic Senate:</td>
<td></td>
</tr>
<tr>
<td>• no exceptions currently approved.</td>
<td></td>
</tr>
</tbody>
</table>

### Contact Officer
Chair, Academic Senate

### Date Approved
17 February 2014 – Recommended by SLTC

### Approval Authority
Academic Senate

### Date of Commencement
1 January 2015

### Amendment Dates
N/A

### Date for Next Review
1 December 2017

### Keywords
Recognition of prior learning, currency, admission, credit, credit transfer, credit for previous studies

### Policy Authorisation
Recognition of Prior Learning Policy
ITEM 10.7: NON-FACULTY ELECTORATE ELECTION

For noting and communication.
ITEM 10.7: NON-FACULTY ELECTION TIMEFRAME

Issue
The new Academic Senate Rules approved by the University Council on 5 December 2013, pursuant to Macquarie University By-law 34(1) provides for the election of one academic member from a non-Faculty electorate to Academic Senate (Academic Senate Rule Part 3 (7)(m)).

A non-Faculty electorate includes, but is not limited to, PACE, Social Inclusion and the Learning and Teaching Centre. In accordance with Schedule 1 of the University By-law only members of the academic staff who are full-time or part-time continuing, or fixed term for 3 or more years and with fractional appointment of 50% and above are eligible to participate in the election and to be elected.

The Deputy Vice-Chancellor (Students and Registrar) is the Returning Officer for the election and will announce the election and call for nominations in April in accordance with Schedule 1 of the University By-law.

Recommendation
For noting and communication to non-Faculty academic staff.

Submitted by
Professor Dominic Verity
Chair of Academic Senate

For enquiries contact
Amanda Phelps – University Committee Secretary amanda.phelps@mq.edu.au Ph: 9850 7316
ITEM 10.8: VICE-CHANCELLOR’S COMMENDATIONS

Recommendation:

*That Academic Senate ratify the award of Vice-Chancellor’s commendations to the nominated candidates approved previously by the Chair.*

Recommendation:

*That Academic Senate approve the award of Vice-Chancellor’s commendations to the nominated candidates.*
MACQUARIE UNIVERSITY
VICE-CHANCELLOR’S COMMENDATIONS

(1) NOMINATIONS FOR MASTER COURSEWORK CANDIDATES

Nominations for a Vice-Chancellor’s Commendation for Master coursework candidates are listed below. To be eligible for a Vice-Chancellor’s Commendation a Master coursework graduand must have a GPA of 4.0, no more than 25% satisfactory/fail type credit points allowed, and at least 75% of the requirements of the award credit points must have been completed at Macquarie University.

The following nominations were approved by the Chair of Academic Senate and require ratification.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>43011462</td>
<td>LUI, Wing Shek Adrian</td>
<td>Master of Policy and Applied Social Research</td>
</tr>
<tr>
<td>42734355</td>
<td>BAKER, Gregory Michael</td>
<td>Master of Clinical Psychology</td>
</tr>
<tr>
<td>42363802</td>
<td>LE MARNE, Fleur Annette</td>
<td>Master of Clinical Neuropsychology</td>
</tr>
<tr>
<td>42745225</td>
<td>NGUYEN, Nally</td>
<td>Master of Organisational Psychology</td>
</tr>
<tr>
<td>40093204</td>
<td>RYAN, Faye Carolyn</td>
<td>Master of Social Health and Counselling</td>
</tr>
<tr>
<td>30445892</td>
<td>MACCULLAGH, Lois</td>
<td>Master of Higher Education</td>
</tr>
</tbody>
</table>

RECOMMENDED
That Academic Senate ratify the award of the Vice-Chancellor’s Commendation to the 5 Master coursework graduands listed above.

(2) NOMINATIONS FOR BACHELOR DEGREE CANDIDATES

Nominations for a Vice-Chancellor’s Commendation for outstanding academic achievement at the undergraduate level are listed herein. To be eligible for this award, an undergraduate student must have a GPA of 4.0 in at least 40 credit points completed at Macquarie University.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>30267889</td>
<td>MONTGOMERY, Megan Alice</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>41913604</td>
<td>LYNCH, Kathleen Emma</td>
<td>Bachelor of Advanced Science</td>
</tr>
</tbody>
</table>

RECOMMENDED
That Academic Senate ratify the award of the Vice-Chancellor’s Commendation to the 2 undergraduate coursework graduand listed above.

REGISTRAR
Deidre Anderson
Deputy Vice-Chancellor, Students and Registrar
(1) **NOMINATIONS FOR MASTER COURSEWORK CANDIDATES**

Nominations for a Vice-Chancellor’s Commendation for Master coursework candidates are listed below. To be eligible for a Vice-Chancellor’s Commendation a Master coursework graduand must have a GPA of 4.0, no more than 25% satisfactory/fail type credit points allowed, and at least 75% of the requirements of the award credit points must have been completed at Macquarie University.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>30710952</td>
<td>FERNANDO, Shaun Romesh Antony</td>
<td>Master of Applied Finance</td>
</tr>
</tbody>
</table>

**RECOMMENDED**

*That the Vice-Chancellor’s Commendation be awarded to the 1 Master coursework graduand listed above.*

(2) **NOMINATIONS FOR BACHELOR DEGREE CANDIDATES**

Nominations for a Vice-Chancellor’s Commendation for outstanding academic achievement at the undergraduate level are listed herein. To be eligible for this award, an undergraduate student must have a GPA of 4.0 in at least 40 credit points completed at Macquarie University.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>42472296</td>
<td>TARIQ, Mahnum</td>
<td>Bachelor of Commerce – Professional Accounting</td>
</tr>
</tbody>
</table>

**RECOMMENDED**

*That the Vice-Chancellor’s Commendation be awarded to the 1 undergraduate coursework graduand listed above.*

**REGISTRAR**

Deidre Anderson
Deputy Vice-Chancellor, Students and Registrar
ITEM 10.9: PRIZES AND AWARDS

Recommendation:

That Academic Senate approve the award of prizes to the nominated candidates.
MACQUARIE UNIVERSITY

Prize Awards

Recommendations for the award of prizes have been received as follows:

Faculty of Arts

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Society of NSW Prize</td>
<td>for Sustained Academic Proficiency in Law units and Meritorious Contribution to the Affairs of the Macquarie Law School</td>
<td>41481348</td>
</tr>
<tr>
<td>New South Wales Bar Association Prize</td>
<td>for proficiency in the unit LAW555 Remedies, Reparations and Resolutions in Law</td>
<td>41817745</td>
</tr>
<tr>
<td>Anthropology Fieldwork Prize</td>
<td>for demonstration of the most impressive anthropological fieldwork by a Masters of Applied Anthropology student in their thesis research</td>
<td>Not offered</td>
</tr>
<tr>
<td>Anthropology International Student Prize</td>
<td>for demonstration of a mastery of anthropological theory and/or methods by a Macquarie International student enrolled in either an undergraduate or postgraduate Anthropology Degree</td>
<td>Not offered</td>
</tr>
<tr>
<td>Brian Fegan Award for Best Applied Anthropology Thesis</td>
<td>for best thesis in Applied Anthropology</td>
<td>Not offered</td>
</tr>
<tr>
<td>Australian Federation of Graduate Women NSW Prize for English</td>
<td>for proficiency by a female student in at least 2 units at 200-level English</td>
<td>42609534</td>
</tr>
<tr>
<td>Philosophy at Macquarie OUA prize</td>
<td>for the best overall performance in Macquarie University Philosophy units undertaken through OUA</td>
<td>42636876</td>
</tr>
</tbody>
</table>

RECOMMENDED: that prizes be awarded to the students nominated above.

The following prizes have been approved by Professor Simons on behalf of Academic Senate

Faculty of Arts

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Sham Ho Prize</td>
<td>to the best graduating student in the distance education Law program</td>
<td>40896250</td>
</tr>
<tr>
<td>John Peden Memorial Prize</td>
<td>for the best mark in a 500-level Legal Research Project</td>
<td>41497554</td>
</tr>
<tr>
<td>Lexis Nexis Prize</td>
<td>for proficiency in the unit LAW 483 Law Journals</td>
<td>41482751</td>
</tr>
<tr>
<td>Macquarie Law Journal Student Essay Prize</td>
<td>for outstanding student essay originally written as part of the assessment for a 400 or 500-level elective unit, or for a supervised Legal Research Project</td>
<td>41192109</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW488 Access to Justice Placement Program</td>
<td>41749014</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW551, Professional and Community Engagement</td>
<td>41759966</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW488 Access to Justice Placement Program</td>
<td>41510623</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the Macquarie Legal Centre Clinical Program</td>
<td>41476506</td>
</tr>
<tr>
<td>Peter Hunt Memorial Prize</td>
<td>for an essay or thesis on Environmental Law submitted by a Master degree or Postgraduate candidate</td>
<td>43144357</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW454 Advanced Administrative Law - the Law Governing Decision Making</td>
<td>42925347</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW469 International Human Rights Law</td>
<td>41776571</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW470 Contemporary Theory of Law</td>
<td>41807995</td>
</tr>
<tr>
<td>Prize</td>
<td>Awarded for</td>
<td>Student Number</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>---------------</td>
</tr>
<tr>
<td>New South Wales Bar Association Prize</td>
<td>for proficiency in the unit LAW480 Jessup International Law Moot</td>
<td>41776674, 42888808, 41485629, 42132630, 42129222</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Academic Achievement in LAW</td>
<td>for First Class Honours in Law</td>
<td>41754026, 41766202, 41761014, 41467582, 41749014, 40896250, 41217160, 41746619, 41481739, 41757092, 42127084, 41787994, 41476506, 41770242, 41748581, 41477804, 41478010, 41713117, 41192826, 41481348</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Contributions to the Macquarie Law Community</td>
<td>for outstanding service by LLB students to the Macquarie Law School and/or the wider University community</td>
<td>41759966, 42137349, 42860334</td>
</tr>
</tbody>
</table>

**Faculty of Business and Economics**

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**Faculty of Human Sciences**

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<td>for proficiency by a female student in at least 2 units at 300-level in the area of Psychology</td>
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**Faculty of Science**

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Deidre Anderson

REGISTRAR
ITEM 10.11: NOMINATION FOR POSTHUMOUS AWARD

For approval.
26 February 2014

Professor Dominic Verity
Chair, Academic Senate

Dear Dominic,

**Recommendation to Academic Senate for a Posthumous Award**

I am writing as Executive Dean of the Faculty to recommend a posthumous award and to request your action as Chair of Academic Senate.

Miss Jessica Franke (Student ID 42467616) who was studying towards the award of a Bachelor of Arts - Psychology with the Diploma of Education passed away recently. Miss Franke had been enrolled at the University since 2011 and had completed 96 Credit Points with a GPA of 2.846. It is the recommendation of the Faculty, with support from the Education and Psychology departments, to award the Degree of Bachelor of Arts - Psychology with the Diploma of Education.

Attached is Miss Franke's transcript. If you require any further information in relation to this matter, please do not hesitate to contact me or the Deputy Registrar.

Yours sincerely,

[Signature]

Professor Janet Greeley
Executive Dean
Faculty of Human Sciences

cc. Mr Jonathan Wylie, Deputy Registrar
Name: Miss Jessica FRANKE  
Deceased Student - Do Not Mail  XXX NSW 0000 AUSTRALIA

DOB:  11 Jan 1993  Exam Centre:  Macquarie University

OTHER SCORES
2010  Turramurra High Sch
Australian Tertiary  88.15  CHEMISTRY  84  CHEMISTRY (Band)  5  ENGLISH  87
Admission Rank
ENGLISH  5  HISTORY  40  HISTORY EXTENSION (Band)  E3  ADVANCED
ADVANCED (Band)  MATHMATICS  4  MATHMATICS EXTENSION (Band)  86
MATHEMATICS (Band)
MODERN HISTORY  5  PHYSICS  73  PHYSICS (Band)  4

Bachelor of Arts-Psychology with the Diploma of Education
Arts - Psychology and Education - Primary Teaching (ARTS19, ver 1)
Course Liability Category:  Commonwealth Supported

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GPAs:
UGCRS:  2.846  UG300:  2.667  UGPRSY:  2.500  PROGRAM NOT CONTINUED

Unit Indicator Key:  
A - Arts Unit  E - Economics Unit  I - Info Tech Unit  M - Medical Science Unit  S - Science Unit  
C - Commerce Unit  G - Engineering Unit  L - Applied Tech unit  O - Social Science Unit  T - Technology Unit

*** Continued next page ***

Page 1 of 2
Bachelor of Arts-Psychology with the Diploma of Education (Continued)
Course Liability Category: Commonwealth Supported

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Expected Completions
Not recorded
ITEM 10.12: LATE ADDITIONS TO THE FEBRUARY 2014 QUALIFICATION LIST

For ratification.
MEMORANDUM TO: Professor Dominic Verity  
Chair of Academic Senate  

FROM: Ken Wong 
Senior Graduation Officer, Graduation Unit  

SUBJECT: Late additions to the February 2014 Qualification List  

DATE: 11 March 2014  

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<td>Slobin, Julie</td>
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RECOMMENDED  

*That the above 14 qualifications be approved on behalf of Academic Senate*
ITEM 10.13: MACQUARIE FOUNDATION COMPLETIONS

For ratification.
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**RECOMMENDED**
That the 53 candidates above have satisfied the requirements for the Macquarie Foundation Programs stated.

**REGISTRAR**
Deidre Anderson  
Deputy Vice-Chancellor, Students and Registrar
ITEM 10.14: SAVING CLAUSE CASES

For ratification.
ITEM 10.14: SAVING CLAUSE CASES

The following Savings Clause cases were approved by the Chair of Academic Senate on 25 March 2014:

Faculty of Arts

RECOMMENDATION
That the Saving Clause be invoked to enable the student identified as 42458986 to satisfy degree requirements for Bachelor of Arts major in Modern History without having to complete people and planet requirements provided all other requirements are met.

RECOMMENDATION
That the Saving Clause be invoked to enable the student identified as 42127890 to satisfy degree requirements for the Bachelor of Commerce with the Bachelor of Laws without completing the People/Planet units from two different Faculties, provided all other degree requirements are met.

RECOMMENDATION
That the Saving Clause be invoked to enable the student identified as 41214702 to satisfy degree requirements for Bachelor of Arts with Bachelor of Laws (2009) without having to complete the new curriculum version of the award provided all other requirements are met.

RECOMMENDATION
That the Saving Clause be invoked to enable the student identified as 41760905 to satisfy degree requirements for Bachelor of Arts - Psychology with Bachelor of Health without having to complete people and planet units from different Faculties provided all other requirements are met.

Faculty of Business and Economics

RECOMMENDATION
That the Saving Clause be invoked to exempt the student identified as 41757815 from completing a people and a planet unit until the end of 2014 to enable the student to satisfy degree requirements for the Bachelor of Commerce with the Bachelor of Laws, provided all other degree requirements are met.

RECOMMENDATION
That the Saving Clause be invoked to exempt the student identified as 41807839 from completing a people and a planet unit until the end of 2014 to enable the student to satisfy degree requirements for the Bachelor of Commerce with the Bachelor of Laws, provided all other degree requirements are met.

Faculty of Human Sciences

RECOMMENDATION
That the Saving Clause be invoked to enable the student identified as 41791617 to satisfy degree requirements for the Bachelor of Arts with the Bachelor of Education without completing the People/Planet units from two different Faculties, provided all other degree requirements are met.

RECOMMENDATION
That the Saving Clause be invoked to enable the student identified as 42115574 to satisfy degree requirements for Bachelor of Arts-Psychology with the Diploma of Education without having to complete people and planet units from different Faculties provided all other requirements are met.

Faculty of Science

RECOMMENDATION
That the Saving Clause be invoked to enable the student identified as 42467802 to satisfy degree requirements for Bachelor of Environment with Bachelor of Laws without having to complete people and planet units from different Faculties provided all other requirements are met.